

TOP-LEVEL WOMEN ADMINISTRATORS IN HIGHER  
EDUCATION: A STUDY OF WOMEN PRESIDENTS,  
CHIEF ACADEMIC OFFICERS, AND  
ACADEMIC DEANS IN FEDERAL  
REGIONS I, VI, AND X

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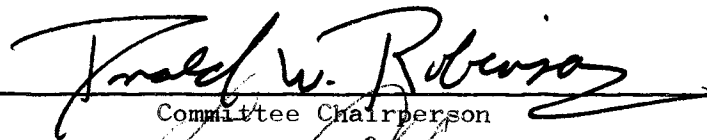
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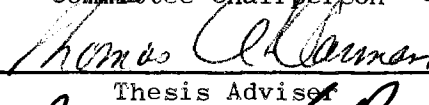
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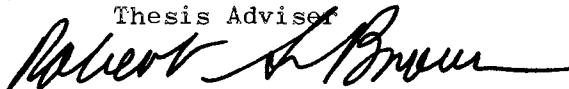
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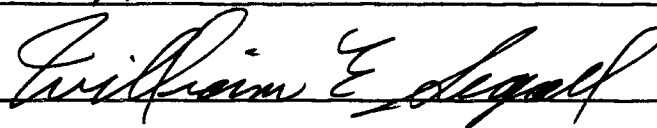
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I would like to dedicate it to my grandmother, Anne Elizabeth Poole Matthews, who wrote in 1888 that she hoped "that before many more years man will be willing to acknowledge woman as an equal in all kinds of intellectual work," and to my mother, Louise Matthews Maxwell and my father, Frederick Ward Maxwell, who held firmly to the conviction that their daughters should pursue education vigorously and strive continually to develop their potential capabilities.

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## CHAPTER I

### NATURE OF THE PROBLEM

#### Introduction

In May of 1970, at the United States Senate hearings on the equal rights amendment, Senator Birch E. Bayh remarked that it was difficult for many Americans to comprehend the extent of current discrimination against women in our country. Further, he maintained that a paradox was presented when note was taken of the large numbers of women who did not support efforts to end such discrimination.<sup>1</sup>

A month later, Commissioner Wilma Scott Heide of the Pennsylvania Human Relations Commission reported that women administrators in higher education were practically non-existent. She pointed out that the shortage of women in all educational administrative jobs demonstrated to children that the teaching of younger children is done by women but that leadership in education is for men.<sup>2</sup>

The dearth of women leaders in higher education has been documented by campus reports from around the country, which have been

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<sup>1</sup>United States Senate, Hearings, Committee on the Judiciary, Subcommittee on Constitutional Amendments, The "Equal Rights" Amendment, 91st Congress, 2d Session, S. J. Res. 61, p. 1

<sup>2</sup>United States House of Representatives, Hearings, Committee on Education and Labor, Special Subcommittee on Education, Discrimination Against Women, 91st Congress, 2d Session, Sec. 805 of H. R. 16098, p. 132.

analyzed by the Clearinghouse on Higher Education.<sup>3</sup> These campus reports have established that the higher the staff or administrative position, the fewer women are found.

#### General Background and Need for the Study

In attempting to understand how this situation could have developed, the members of the Carnegie Commission on Higher Education identified two influencing factors which they determined to be of importance. First, the Commission found that the roles which were presented to females in early life did not encourage development of the potentials needed for leadership. Also, the shortage of "role models" available for women as their academic career progresses constitutes a handicap.<sup>4</sup>

Indeed, academic women have often followed a less regular career path than that followed by academic men. Caplow and McGee summarized the difficulties faced by women academics in their 1958 statement, "Women scholars are not taken seriously and cannot look forward to a normal professional career . . . not because they have low prestige but because they are outside the prestige system entirely."<sup>5</sup>

Women do not have as many "role models" in administration available to them as men. Orth and Jacobs, investigating the lack of women

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<sup>3</sup>Lora H. Robinson, Institutional Analysis of Sex Discrimination: A Review and Annotated Bibliography, Part One--Review, ERIC Clearing House on Higher Education (Washington, D.C., 1973), p. 3.

<sup>4</sup>Carnegie Commission on Higher Education, Opportunities for Women in Higher Education (New York, 1973), pp. 3-5.

<sup>5</sup>Theodore Caplow and Reece J. McGee, The Academic Marketplace (New York, 1958), p. 111.

in corporation management, gave special attention to what they identified as the male tutelage system in which young businessmen work under, and get help from, successful older businessmen. They concluded that women in business find few such mentors, and that an insidious cycle has therefore resulted. Women do not advance rapidly partially because they lack the valuable insights which a successful businesswoman mentor could give them. And, of course, because the problem exists, there are few women who are able to become ego ideals for younger, aspiring women.<sup>6</sup> A 1972 study of the Arts and Sciences faculty at Bowling Green State University reported the following availability of sex role models in their college: a 50 to 1 ratio for women and 7 to 1 ratio for men, that is, for every 50 women students there was one woman faculty member, while for every seven male students, there was one male faculty member.<sup>7</sup> Since Tidball found that the number of "career successful women" was directly proportional to the number of women faculty present in the achievers' undergraduate institutions at the time they were students, it has seemed clear that the visibility of women successfully performing highly professional jobs positively influences the career aspirations of female students.<sup>8</sup>

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<sup>6</sup>Charles D. Orth, III, and Frederic Jacobs, "Women in Management, Pattern for Change," Harvard Business Review, XLIX (1971), p. 145.

<sup>7</sup>Bowling Green State University, The Status of Women Faculty at Bowling Green State University (Bowling Green, 1972), ED 066 144.

<sup>8</sup>M. Elizabeth Tidball, "Perspective on Academic Women and Affirmative Action," Educational Record, LIV (Spring, 1973), pp. 130-135. For investigative purposes "career successful women" in the Tidball study were defined as those listed in Who's Who of American Women.

The series of Executive Orders dating from 1965 through 1968<sup>9</sup> which established the concept of affirmative action promised to bring about change. However, four years of Affirmative Action has improved the status of women in academia very little. Mary Lepper, Director of the Higher Education Branch of the United States Office for Civil Rights, reported that few women have moved into administrative positions except for what she referred to as "token jobs" such as those in equal-opportunity and public relations.<sup>10</sup>

A nation which utilized only a portion of its leadership is unlikely to reach its full potential. In addition, continued discrimination against those persons with leadership abilities who happen to be women rather than men not only violates the basic rights of half of the population to develop their potential, but it also stereotypes the role expectations for both sexes.

#### Statement of the Problem

Studies have established that women who have abilities in leadership face a real barrier which centers on their emotional and psychological hesitation to seek independent lives.<sup>11</sup> Successful women

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<sup>9</sup>Executive Order 11246 signed by President Johnson September 24, 1965, and amended by Executive Order 11375, signed October 13, 1967. Amended Part I was superseded by Executive Order 11478, signed by President Nixon August 8, 1969. Part II was amended to add sex as a prohibited basis of discrimination, effective October 13, 1968.

<sup>10</sup>"Affirmative Action: 4 Years Later," The Chronicle of Higher Education (August 5, 1974), p. 1.

<sup>11</sup>Anne M. Collins and William E. Sedlacek, "Counselor Ratings of Male and Female Clients," Journal of NAWDAC, XXXVII (Spring, 1974), pp. 128-132.

models and mentors in academia might be a positive influence upon women with leadership talents; unfortunately there are very few top-level women administrators in institutions of higher education in the United States. Further, at this time when there is a conspicuous lack of women in positions with power in decision making,<sup>12</sup> there is a problem in that data is fragmentary concerning those top-level administrative women who do exist, and who might serve as inspiration to potential women administrators.

#### Purpose of the Study

It was the purpose of this study to collect information on women holding one of the three top-level positions in academic administration--i.e., President, Chief Academic Officer, and Dean/Director--at the institutions of higher education located in three Standard Federal Regions of the United States, Regions I, VI, and X, with the intent of determining the extent to which earlier research can be generalized to previously untapped geographic regions and/or to types of institutions which have not yet been systematically studied, as well as determining whether there were differences among the geographical regions included in the study.

#### Definitions of Terms

Top-Level Administrator - a person holding a position of "President," "Chief Academic Officer," or "Dean/Director. These positions

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<sup>12</sup>Ruth M. Oltman, "Women in Higher Education," in New Teaching: New Learning, Proceedings, National Conference on Higher Education (San Francisco, 1971), pp. 129-137.



listed below, are those used by the Education Directory: Higher Education.<sup>13</sup> They are first presented in the Manual for Manpower Accounting in Higher Education: Preliminary Edition.<sup>14</sup>

President (Chief Executive Officer) - the principal administrative official who is responsible for the direction of all operations of an institution of higher education and who usually reports to a governing board.

Chief Academic Officer - the senior administrative official for the direction of the total academic program at the institution. Functions typically include supervision of teaching, research, extension, admissions, registrar, and library activities. Titles include Vice-President for Academic Affairs and Provost.

Dean or Director - serves as principal administrator for the specific instructional program. Included are deans or directors of 28 fields, as follow: agriculture, architecture, arts and sciences, business, continuing education, dentistry, education, engineering, evening division, extension, fine arts, graduate programs, home economics, journalism, law, library science, medicine, music, natural resources, nursing, pharmacy, physical education, public health, social work, special session, technology, veterinary medicine, and

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<sup>13</sup>United States, Department of Health, Education, and Welfare, Education Directory: Higher Education 1973-74 (Washington, D.C.) pp. 539-41.

<sup>14</sup>Manual for Manpower Accounting in Higher Education: Preliminary Edition, by W. John Minter (Washington, D.C., 1973), pp. 72-80. This manual was developed at the National Center for Higher Education Management Systems at WICHE (Western Interstate Commission for Higher Education), in cooperation with the College and University Personnel Association, under contract with the U. S. Department of Health, Education, and Welfare, Office of Education.

vocational education. The classifications scheme used does not further define these vocational positions. From this point on, the term "Dean" will be used throughout the study as denoting both deans and directors, as here defined.

Institutions of Higher Education - includes every institution listed in the Educational Directory: Higher Education 1973-74<sup>15</sup> for the states located in Federal Regions I, VI, and X.<sup>16</sup> Each of these institutions was considered in light of its classification as assigned by the Management Division of the Academy for Educational Development.<sup>17</sup> That taxonomy follows.

#### Taxonomy of Institutions of Higher Education in the United States

#### 1.0 Doctoral-Granting Universities

##### 1.1 Leading Research Universities

The universities which awarded over fifty Ph.D. degrees in 1970-71 and which received over ten million dollars in federal government support of academic science in 1970-71.

##### 1.2 Other Research Universities

The universities which awarded over thirty Ph.D. degrees in 1970-71 and which received over five million dollars in federal government support of academic science in 1970-71.

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<sup>15</sup>United States Department of Health, Education, and Welfare, Education Directory, Higher Education 1973-74.

<sup>16</sup>Judith T. Irwin (comp), The Campus Resources of Higher Education in the United States of America: A Taxonomy of Types and a Geographical Distribution (Washington, D.C.), pp. 6-7.

<sup>17</sup>See complete list of institutions, with the assigned institutional categories and administrative positions covered in this study indicated for each, in Appendix A.

### 1.3 Other Doctoral-Granting Universities

All other universities which awarded any doctoral degrees in 1969-70 or 1970-71.

### 2.0 Comprehensive Colleges and Universities

Institutions which may have doctoral programs (although no Ph.D.'s were awarded in 1969-61) and which offered master's degrees (except where noted) and had no enrollment of more than 3,500 students.

### 3.0 General Baccalaureate Colleges

Institutions which may award the master's degree but have enrollments under 3,500 students.

### 4.0 Two-Year Colleges

Community colleges, technical institutes, university and college branches, and other campuses offering less than a baccalaureate program.

### 5.0 Separate Specialized Professional Schools

#### 5.1 Bible Colleges and Religious Seminaries

#### 5.2 Medical Schools

#### 5.3 Other Health Professions

#### 5.4 Schools of Engineering and Technology

#### 5.5 Schools of Business

#### 5.6 Schools of Music, Art, Design

#### 5.7 Schools of Law

#### 5.8 Teachers Colleges

#### 5.9 Other Specialized Schools (includes graduate centers, military academies, and miscellaneous specialized kinds of institutions).

Federal Regions I, VI, and X - three of the regions established by the United States government as Standard Federal Regions.<sup>18</sup> The states

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<sup>18</sup>United States Government Organization Manual (Washington, D.C., 1973), p. 717.

in each of these regions are listed below:

Federal Region I - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Federal Region VI - Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Federal Region X - Idaho, Oregon, and Washington.

Theory X and Theory Y - the "conventional" and "new" theories of management, respectively, as defined by McGregor in "The Human Side of Enterprise,"<sup>19</sup> and as quoted below.

Theory X

1. Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of economic ends.
2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to fit the needs of the organization.
3. Without this active intervention by management, people would be passive--even resistant--to organizational needs. They must therefore be persuaded, rewarded, punished, controlled--their activities must be directed. This is management's task. We often sum it up by saying that management consists of getting things done through other people.

Theory Y

1. Management is responsible for organizaing the elements of productive enterprise--money, materials, equipment, people--in the interest of economic ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organization.
3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.

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<sup>19</sup>Douglas McGregor, "The Human Side of Enterprise," in Fred C. Carver and Thomas J. Sergiovanni, Organization and Human Behavior: Focus on Schools (New York, 1969), pp. 150-56.

4. The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives.

These statements of the major premises of each theory were provided on pages 4 and 5 of the survey instrument.<sup>20</sup>

#### Research Questions

This investigation sought to find answers to the following four questions:

- I. What is the frequency distribution of top-level women administrators in institutions of higher education located in Standard Federal Regions I, VI, and X. Which of the three top-level positions do they hold, and in what category institutions do they hold positions?
- II. To what extent will the top-level women administrators in institutions of higher education in Standard Federal Regions I, VI, and X be similar or different in terms of the following descriptive characteristics and perceptions?
  - A. What is the educational background of these administrative women?

In what state and in what year were they graduated from high school? In what state did they first enroll in college: did they start college in the same state in which they were graduated from high school? If there were interruptions in their undergraduate or graduate education

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<sup>20</sup> See Questionnaire in Appendix B.

which lasted longer than six months, how long were they and for what reasons did they occur? Were there specific courses or extracurricular activities in their educational experience which had been especially helpful to them in their administrative work? If so, what were they? Did they receive any academic honors, graduate or undergraduate, and if so, what honors? Finally, the subject was asked what degrees she had received, the year in which she received them, her major and minor fields, and the institutions and city/state location of each institution from which a degree had been received.

B. What is the family background of these administrative women?

In what city and state was she born? How old is she now, and to what race or ethnic group does she belong? Did she have older sisters and brothers, younger sisters and brothers? What was the make-up of her family group during most of her childhood and young adult years at home?

The subject was asked which of her grandparents and/or parents attended institutions of higher education. She was asked about her mother and father's work as she was growing up, and about her parents and sibling's current work. She was asked the ways, if any, that her educational and occupational goals had been significantly influenced by her mother, her father, and by any other family members.

Her present marital status was requested, and, if she had ever been married, she was asked the total number of years she had been married and number of times she had been married. She was asked about her husband's occupation, and to compare with the number of women administrator's mothers who had worked outside the home, whether his mother had worked outside the home as he was growing up. If she had, in what type of work? The ever-married administrator was asked to list ways that being married is a help and ways that it is a hindrance to a woman administrator. Those with children were asked to give the children's ages and sex, and to list ways in which a woman administrator's children are a help and ways in which they are a hindrance to her in her work.

C. What factors were involved in their becoming top-level administrators?

Was there a woman in their undergraduate/graduate college experience who served as a model for them, that is, with whom they could identify? If so, what was their relationship: was the role model an instructor, fellow-student, or what? The same was asked about an administrative role model; and they were asked to name the administrative position held by the person if one existed for them. Each subject was asked whether the idea or wish to become an administrator was her own idea, and if it was not, she was asked to tell whose idea it had been, their relationship to her and the background

for their suggestions.

Her reasons for becoming an administrator were asked, with each subject being asked to rank her first most important three. The age when the subject first became an administrator, as well as her age when she started her present administrative job, were asked.

Finally, the attitudes of her family toward her working in her current position and the attitudes of her friends and colleagues, toward her career and educational advancement were probed.

D. What is the administrator's current administrative role?

The subject was queried about her number of years of employment at the present institution and in the present position. She was asked whether her predecessor in her current position had been female, male, or whether she occupied a newly created position. She was asked whether she held academic rank, and if so, what rank, and whether she was tenured, as an academic rank holder or as an administrator, or not. She was asked some questions about her job: would she teach any courses during the 1974-75 academic year? How many total academic professional employees were under her direct supervision, and of those how many are of various race/ethnic groups and how many are female, how many male?



She was asked to rank the three most satisfying and the three most frustrating aspects of her present position, giving special attention to, but not limited to, the fact that as a woman she may be a minority among administrators. She was asked how she learned of the opening in her present position, and what qualifications she had, to the best of her knowledge, that were most valued by her employing official, thus having the most influence upon her being hired for her present position. She was then asked about her future plans and, if married, about the style of wife-husband career planning used by her and her husband. In order that she might serve as a mentor in absentia to those who need her, she was asked what advice she would give to a woman aspiring to go into higher education administration. Finally, she was asked whether her current position had a job description or not, and if so, whether she had helped to develop it.

- E. Given a choice of management Theory X and management Theory Y and points between, what will be the administrative style considered "ideal" by these administrative women?

The subjects were given the main tenets of McGregor's Theory X and Theory Y,<sup>21</sup> and asked to

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<sup>21</sup>McGregor, pp. 150-156.

mark where their "ideal style" would fall on a continuum on which Theory X was 01 and Theory Y was 20. They were then asked why they believed that style to be ideal and whether they were able to utilize it in their present position. If they could not utilize it, they were asked to give the steps that would be required in their current circumstances before they could utilize their ideal administrative style.

- III. How would this information about top-level women administrators compare with information gathered by earlier research, and, specifically, how would a theoretical profile of a top-level woman administrator in higher education developed from this information compare with similar profiles developed from earlier research results?
- IV. What will be the relationship between the following?
- A. Sex and the Standard Federal Region of employment of the top-level women administrators in higher education.
  - B. Age and the administrative style of the top-level women administrators in higher education.
  - C. Standard Federal Region of employment and the administrative style of the top-level women administrators in higher education.

#### Organization of the Dissertation

The concern of this chapter has been to give a general background for the study to establish its nature. The problem was stated and the purpose of the study given. Terms which were used were defined, and

the research questions stated. Finally, the organization of the dissertation is here summarized.

Chapter II is a review of the literature and research related to the study. After a brief historical perspective, the general literature is reviewed, then specific literature and research relating to the study is reviewed. A summary of the literature closes Chapter II.

Chapter III sets out the method of the investigation, beginning with an introduction which explains the general method of conducting this descriptive study. The population and its determination is delineated, and the survey instrument is described. Details as to the administration of the questionnaire, the follow-up, and finally, the treatment of the data after it was collected are described. This chapter concludes with a brief summary of the method followed.

Chapter IV presents and analyzes the data, and Chapter V contains the findings, conclusions, and recommendations of the study.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### Historical Perspective

Although Plato asserted that there should be complete equality between the sexes,<sup>1</sup> only slight progress had been made toward such equality even as late as the nineteenth century. In 1889, teacher-author Lucy Larcom wrote of her childhood saying that little boys were often instructed to formulate some plan for their lives regarding what they wished to be and where they wished to work when they grew up, but little girls had only one path open before them: to become good wives and housekeepers.<sup>2</sup>

During that same period, Anne Elizabeth Poole wrote that the majority of people thought that a woman's work was at home--attending to cooking, cleaning house, and doing all kinds of drudgery. Poole stated that this popular position argued that women needed no serious education, and as a consequence many bright girls were kept at home. She observed that since women were considered inferior to men and since the idea of cultivating their minds was preposterous, the few women who had enough ambition to desire an education were kept from it by

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<sup>1</sup>Plato, The Indispensable Plato, edited by Scott Buchanan (New York, 1951), pp. 457-458.

<sup>2</sup>Thomas Woody, A History of Women's Education in the United States, Vol. 1 (New York, 1929), p. 105.

the laws of refinement which said that it would be a disgrace for a lady to buy a book on geometry or algebra. Such deep books, Poole asserted, were considered suitable only for men.<sup>3</sup>

During the last decade of the nineteenth century, married women were legally incapable of controlling their own property, their wages earned outside the home could be sequestered by fathers or husbands, most professions were barred to them, and the education available to them was vastly inferior, according to historian Curti, to that given to men. Custom forbade them to speak in public on behalf of causes, and what training was afforded them concentrated on training for matrimony, which was forced upon almost all girls out of economic necessity.<sup>4</sup> Women educators, Catharine Beecher of Vassar and Mary Lyon of Mount Holyoke, believed that the primary goal of education for women was to teach them to be good wives and mothers.<sup>5</sup>

The literature on the history of women's higher education is growing as women, themselves, become more interested in their history. It is not, however, the intent of this chapter to examine or trace that history. It has been documented elsewhere.<sup>6</sup> Rather, it is the purpose of this chapter to review the literature that related primarily to

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<sup>3</sup>Annie Poole, "Women's Work," Green Leaf Monthly, II (October, 1888), pp. 24-27.

<sup>4</sup>Merle Eugene Curti, The Social Ideas of American Educators (Totowa, New Jersey, 1966), pp. 169-193.

<sup>5</sup>Curti, pp. 169-193.

<sup>6</sup>Wynona Jeanneret Kirkpatrick, "The Emerging Role of Women in Institutions of Higher Education in the United States," (Unpub. doctoral dissertation, University of Arkansas, 1965). Microfilm No. 65-8460.

women in administration in institutions of higher education in the United States.

#### Literature and Research Review

In 1970 the United States Senate and the House of Representatives each held a series of hearings concerning women's rights. The Senate hearings concerned themselves with the equal rights amendment while those in the House heard testimony regarding discrimination against women in this country. Organizations from many sectors of the society sent representatives to those hearings to testify, and a vast collection of material was entered into the official record.

In still other 1970 hearings, Ann Sutherland Harris, speaking before the Special House Subcommittee on Education, presented the well-documented paper which has been called the first "powerful indictment of what higher education has done to women."<sup>7</sup> This paper concentrated on the institutions for which some up-to-date statistics on women in higher education were then available. She presented data on women faculty, but reported that she had found very little data available on women administrators. She also reported that she found women administrators at the twenty-fifth annual conference of the American Association for Higher Education in 1970 a "particularly vociferous group who felt especially vulnerable because of their small numbers and low positions."<sup>8</sup>

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<sup>7</sup>Ann Sutherland Harris, "The Second Sex in Academe," AAUP Bulletin, LVI (Sept., 1970), pp. 283-95.

<sup>8</sup>Harris, pp. 283-95.

Before 1970, very few government and educational organizations tabulated data by sex. That began to change, however, after the 1970 President's Task Force on the Status of Women recommended that all of the agencies of the federal government that "collect economic or social data about persons should collect, tabulate, and publish results by sex as well as race."<sup>9</sup>

That same year, the American Association of University Women sent a questionnaire on the role of women on campus to the 750 colleges and universities that hold institutional membership in AAUW. The data collected by this survey<sup>10</sup> showed that there were few women higher education administrators. The women who were present in higher education administration tended to be in small colleges or women's colleges or in specific areas that have sex stereotypes like directors of home economics.

The survey showed that ninety-five per cent of the presidents of coeducational schools and fifty per cent of the presidents of women's colleges were male. Ninety-seven per cent of the vice-presidents of coeducational schools and sixty-nine per cent of the vice-presidents of women's colleges were male. Seventy-six per cent of the academic deans in coeducational schools and thirty-one per cent of the academic deans in women's colleges were male. The study included 360 coeducational colleges and 55 women's colleges.

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<sup>9</sup>President's Task Force on Women's Rights and Responsibilities, A Matter of Simple Justice (Washington, D.C., 1970), p. 24.

<sup>10</sup>Ruth M. Oltman, "Campus 1970--Where Do Women Stand?" American Association of University Women Journal (Nov., 1974), pp. 14-15.

In 1971-72, a National Education Association survey<sup>11</sup> showed that in 4-year institutions and in 2-year institutions of higher education, there were the following number of women: in 4-year institutions, 32 of 950 presidents were women, 13 of the 461 academic vice-presidents were women, and 22 of the 336 academic deans were women; in 2-year institutions of higher learning, three of the 520 presidents, and four of the 263 academic vice-presidents/deans were women. In both types of institutions combined, 74 of the 2530 administration top-level positions, or two per cent, were held by women.

In recent years there have been studies made of several groups of women administrators in higher education. Kaufman<sup>12</sup> in 1961, identified and analyzed policies in the appointment of women to selected administrative positions in higher education, in addition to ascertaining the professional status of women graduates in higher education holding degrees in Administration and Supervision from the School of Education, New York University. She found that there were discrepancies between theory and practice regarding the sex factor in the making of administrative appointments. All respondents in her study agreed that sex should not be a determining factor, while in practice 43.5 per cent of the same respondents felt that male administrators were preferable to female administrators. In addition,

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<sup>11</sup>NEA Research Memo 1973-4, "The Status of Women Faculty and Administrators in Higher Education Institutions, 1972-73" (Washington, D.C., April, 1973).

<sup>12</sup>Helen M. Kaufman, "The Status of Women in Administration in Selected Institutions of Higher Education in the United States." (Unpub. doctoral dissertation, The University of Arkansas, 1961.) Microfilm No. 62-1443.



Kaufman found that of the administrative positions studied only 4.4 per cent were held by women, and that there was a decided tendency for women to be appointed to administrative positions only in "women's areas" such as home economics, nursing, and women's physical education.

Gardner,<sup>13</sup> in 1966, studied career patterns of 51 women administrators in higher education in the state of Illinois. She found that women administrators tended to come from small families, of three children or less, that they were likely to be unmarried, that they held a master's degree and that 17 per cent of them held doctorates. They came to administrative work from a wide variety of fields, tended to become administrators between the ages of 26 and 35, although they did become administrators anytime from the age of 20 until past 50, and that they reached their status on their own initiative as a general rule. These women administrators responded to the question of what personal characteristics are necessary for a successful administrative career, that the ability to understand people, to organize, and the willingness to accept responsibility were most important. The women in Gardner's study occupied one of 12 administrative positions, president, assistant to the president, university dean, comptroller, college dean, assistant dean, a school director, dean of students, dean of women, admissions officer, registrar, and librarian.

Speaking of women in top-level higher education administration, the members of the Carnegie Commission on Higher Education, reported

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<sup>13</sup>Helen Rogers Gardner, "Women Administrators in Higher Education in Illinois: A Study of Current Career Patterns." (Unpub. doctoral dissertation, Indiana University, 1966.) Microfilm No. 66-12,655.

that "they are so rarely represented in top academic positions as to be practically nonexistent in the upper echelons."<sup>14</sup> Further, the rule is that the more prestigious the institution, the fewer women are to be found in the higher ranks of its faculty, from which top-level administrators are traditionally drawn.

Mattfeld<sup>15</sup> found in 1970-71 that there were few women serving as officers in any Ivy League coeducational or men's schools. Her study of the Ivy League Schools and the Massachusetts Institute of Technology indicated that in 1971-72 eight of the nine institutions had a combined total of only 151 women in a tenured faculty of 4,470 and only three women as department chairpersons or co-chairpersons.

Arter<sup>16</sup> found the proportion of women administrators to men in the 118 state universities and land-grant colleges to be "very low." She based her findings on responses from 146 chief officers of these NASULGC members. She found that the trend was toward more women being appointed to such top-level positions as president, vice-president and dean, etc. since the issuance of the Executive Order 11246 of the President of the United States, and its amendments.

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<sup>14</sup>Carnegie Commission on Higher Education, Opportunities for Women in Higher Education: Their Current Participation, Prospects for the Future, and Recommendations for Action (New York, 1973), pp. 1-5, 123-4, 196.

<sup>15</sup>Jacquelyn A. Mattfield, "Many are Called, But Few Are Chosen," in American Council on Education, Women in Higher Education (Washington, D.C., 1974), pp. 124-27.

<sup>16</sup>Margaret Helen Arter, "The Role of Women in Administration in State Universities and Land-Grant Colleges." (Unpub. doctoral dissertation, Arizona State University, 1972.) Microfilm No. 73-13,006.

Pfiffner<sup>17</sup> interviewed 22 of the 26 women holding top-level administrative positions in the Community Colleges of California in 1972. These women made up four per cent of the total top-level administrators in these California Community Colleges. She found that as the community college enrollment increased, so did the percentage of women in top-level administration. The personal characteristics believed by these women to be the most important for an administrator to have were the ability to work with others, a strong personal value system, fairness and objectivity, sensitivity toward people, and a sense of humor and humility. All of the top-level women administrators in the study had master's degrees, and 23 per cent had doctorates. The women came from small families where parental stress had been placed on education. Most of these women were married and had been so for an average of 25 years. Those who had children felt that they were more of a help than a hindrance to them as administrators.

Silver<sup>18</sup> found in 1973 that there was no significant difference between perceived leadership styles in female and male principals, and Taylor<sup>19</sup> learned that women were more democratic in orientation than men.

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<sup>18</sup>Paula Silver, "The Relationships of Integrative Complexity and Interpersonal Environment Complexity to Perceived Leadership Style in Selected Elementary Schools." (Unpub. doctoral dissertation, New York University, 1973.)

<sup>19</sup>Suzanne S. Taylor, "Educational Leadership: A Male Domain?" Phi Delta Kappan, Vol. LV (Oct., 1973), 124-28.

## Summary of Literature

In spite of the fact that complete equality between the sexes has been advocated by some for centuries, only slight progress had been made toward such a goal even as late as the nineteenth century. Girls have been brought up through the years to become wives and mothers, and economic necessity has forced marriage upon most women.

In 1970, beginning with the United States House and Senate hearings, a movement began which brought together documentation upon the extensiveness of discrimination against women in our current society, a discrimination, the vastness of which the chairperson of the senate hearings said Americans had difficulty in comprehending. One such testimony concerned itself with the situation of women in the higher education institutions of the United States, and this paper became called "the powerful indictment of what higher education has done to women." The primary fact that it brought out specifically about women in top-level administrative posts in higher education institutions was the shortage of them.

Since the Harris Report, and prior to it, studies of women in administration in higher education have drawn scattered composite profiles of this quite-rare administrative woman. In 1970, federal government agencies began collecting statistics and publishing them by sex as well as by race, and the American Association of University Women, National Education Association, among others, have conducted surveys concerning various aspects of the women's role in higher education institutions. The results of the studies have been to confirm the paucity of women in administrative positions, especially

top-level ones. Recent learnings that no significant difference exists between perceived leadership styles of female and male principals to the contrary, there continues to be a very low per cent of women in the positions of president, chief academic officer, and dean.

## CHAPTER III

### METHOD OF INVESTIGATION

#### Introduction

It was the purpose of this descriptive study to collect information on women holding one of the three top-level positions in academic administration, i.e., President, Chief Academic Officer, and Dean, at the institutions of higher education located in three Standard Federal Regions of the United States, Regions I, VI, and X, with the intent of determining the extent to which earlier research can be generalized to previously untapped geographic regions and/or to types of institutions which have not yet been systematically studied, as well as determining whether there were differences among the geographical regions included in the study.

The study was conducted as a mail survey, the questionnaires being sent to each woman identified as meeting the criteria for inclusion. The remainder of this chapter describes the survey instrument, the population and how it was established, the administration of the questionnaire, and the treatment of the data after it was collected.

#### The Population

The population for the study is composed of every woman identified as occupying a post as president, chief academic officer (vice-president for academic affairs), or academic dean/director in any of the

institutions of higher education located in Standard Federal Regions I, VI, and X.<sup>1</sup> The United States government divides the total area of the United States into ten standard federal regions. One region was selected from each of the three broad geographical divisions of the country, east, middle, and west. Region I is located in the east, Region VI in the middle, and Region X in the west.

Standard Federal Region I includes the states of Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. Standard Federal Region VI includes the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Standard Federal Region X includes the states of Idaho, Oregon, and Washington. There was a total of 14 states within these three Standard Federal Regions, which constitutes 28 per cent of the 50 states comprising the United States of America. See Table I for the relation of the regions in the study to the whole United States. This 28 per cent of the states contain 605 institutions of higher education, or 21 per cent of the total 2,943 institutions of higher education in the United States.<sup>2</sup> The students enrolled constitute 19 per cent of the total student enrollment in institutions of higher education in the United States.

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<sup>1</sup>United States Government Organization Manual, p. 717.

<sup>2</sup>United States Department of Health, Education, and Welfare, Education Directory: Higher Education 1973-74 (Washington, D.C.: 1974).

TABLE I  
RELATION OF THE REGIONS IN THE STUDY TO  
THE WHOLE UNITED STATES

	Total	Number in Study	Per Cent of Total
Number of States in the United States	50	14	.28
Number of Institutions of Higher Education in the United States	2,943	605	.21
1973 Fall Enrollment	9,608,240*		
Region I (33%)		616,816	.06
Region VI (47%)		865,747	.09
Region X (20%)		365,957	.04
		1,848,520	.19

\*Source: National Center for Educational Statistics.

The top-level women administrators were identified by scanning the staff listings for each institution of higher education listed in the Education Directory 1973-74.<sup>3</sup> Titles such as Sr., for Sister, Mtr., for Mother, both religious in nature, and Ms., Mrs., and Miss, when given, were of assistance in identification. However, most listings in the directory use either the title "Dr." or no titles. For that reason, first names were used primarily in identification of the population. The first count consisted of 185, but 16 of those

<sup>3</sup>Education Directory: Higher Education 1973-74.



were found later to be male, one had moved from the area, one had retired, and one had returned to teaching, leaving a final population count of 166. Distribution of the population by Standard Federal Region and by states is shown in Table II. Responses were received from 126 persons.

TABLE II  
DISTRIBUTION OF TOP-LEVEL WOMEN ADMINISTRATORS  
IN INSTITUTIONS OF HIGHER EDUCATION BY  
STANDARD FEDERAL REGIONS I, VI, AND  
X AND BY STATES WITHIN REGIONS

Standard Federal Region and State	Frequency By State	Frequency By Region	Per Cent of Total for All Regions
Region I		110	66.00
Connecticut	27		
Maine	6		
Massachusetts	45		
New Hampshire	8		
Rhode Island	15		
Vermont	9		
Region VI		36	22.00
Arkansas	2		
Louisiana	7		
New Mexico	0		
Oklahoma	5		
Texas	22		
Region X		20	12.00
Idaho	0		
Oregon	4		
Washington	<u>16</u>		
Total	166	<u>166</u>	<u>100.00</u>

### The Survey Instrument

The study used a 74-item, five page questionnaire<sup>4</sup> to collect information about the prospective 166 subjects. Information was sought in the five areas delineated by research question Number II, as follows:

To what extent will these top-level women administrators in institutions of higher education in Standard Federal Regions I, VI, and X be similar or different in terms of the following characteristics and perceptions:

- A. What is the educational background of these administrative women?
- B. What is the family background of these administrative women?
- C. What factors were involved in their becoming administrators?
- D. What is the administrator's current administrative role?
- E. Given a choice of management Theory X and management Theory Y and points between, what will be the administrative style considered "ideal" by these administrative women?

Of the 74 items, 37 were objective, 25 were short answer, and 12 were open-ended. Eleven questions were asked regarding educational background, 28 regarding family background, 11 regarding factors involved in becoming an administrator, 20 concerning their role in administration, and four concerning their administrative style.

The survey instrument was developed by the investigator with the assistance of her doctoral committee and women administrators and

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<sup>4</sup>A copy of the questionnaire may be found in Appendix B.

faculty on the Oklahoma State University campus. Because one of the purposes of this study was to determine the extent to which earlier research could be generalized to heretofore untapped geographic regions and/or to types of institutions which have not been systematically studied, cognizance was taken of the information collected by those earlier studies. As will be shown in the data presentation and analysis, Chapter IV, the questionnaire which was constructed covered the major characteristics and perceptions features of previous research studies and went beyond them in specific areas of investigation.

The survey instrument was tested by three women administrators who were not subjects of the study, revised, and put into a format designed to assist with data tabulation when the completed returns were received. The survey instrument was then reproduced by offset printing.

#### Administering the Questionnaire

On June 17, 1974, a packet of material<sup>5</sup> containing an explanatory letter, the questionnaire, and a stamped self-addressed envelope was mailed to 185 persons who had been tentatively identified as top-level women administrators in institutions of higher education located in Standard Federal Regions I, VI, and X. In response to a request in the letter to each person to inform the investigator if they had been identified as female when, in fact, they were male, 15 men replied.

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<sup>5</sup>A copy of the packet contents and the two follow-up letters may be found in Appendix B.

The population was reduced thereby to 170 in number. Within less than one month, 47 per cent of these 170 had completed questionnaires and returned them.

On July 15, 1974, a second letter was mailed to each of the 170 administrators who had not yet responded. This letter reported the 47 per cent return which the survey had experienced up to that date, and gave the figures believed at that time to be the total number of women administrators in each of the Standard Federal Regions. One hundred and eleven was the number reported for Region I, 38 for Region VI, and 21 for Region X, for a total of 170. Replies were then received from one additional male, and from one woman who had moved, one who had retired, and one who had returned to teaching, making the population, in the final count, 166.

By August, 1974, 68 per cent of the questionnaires had been completed and returned. On that date, a final letter accompanied by a second copy of the questionnaire and another stamped self-addressed envelope, was mailed to each person of the 166 from whom a response had not been received.

On October 5, 1974 tabulation of the data began, with the final return of completed questionnaires of 76 per cent of the 166 top-level women administrators surveyed. By regions, 75 per cent of the population in Standard Federal Region I responded, 72 per cent in Standard Federal Region VI responded, and 90 per cent of the population in Standard Federal Region X completed and returned the questionnaire.

### Treatment of the Data

Data collected by the survey instrument were in response to objective, short answer, and open-ended questions. The objective and short answer question responses were coded, tabulated on data sheets, keypunched into computer cards, and verified. The open-ended question responses were hand tabulated, organized into categories, and recorded. Selected information, which provided answers to research question I, was coded and keypunched into the computer cards. Such information identified the administrative positions held by the respondents, financial support characteristics of the institution, sex of the student body characteristics of the institution, and the category to which the institution belonged, according to the categories as defined by this study.

Processing of the data was done by the Oklahoma State University Computer Center using the Barr and Goodnight Statistical Analysis System.<sup>6</sup> A frequency count was made and percentages figured for the combined totals of the three Standard Federal Regions, and a frequency count was made and percentages were figured for each of the three regions separately.

Nonparametric statistics were used to analyze the data needed to answer research question IV, which asked whether there was a relationship between sex and the region of employment, between age and the administrative style of the administrator, and between region of employment and the administrative style. Specifically, the chi-square

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<sup>6</sup>Anthony James Barr and James Howard Goodnight, Statistical Analysis System, A Computer Program (Raleigh, North Carolina, 1972).

test was used to test the null hypotheses that there were no significant relationships between these selected characteristics. Of the three sets of characteristics, only sex and the region of employment met the minimum requirements for chi-square, however, and data collected for the other two sets are reported in frequency tables.

#### Summary

This descriptive study was conducted as a mail survey. First, the population was identified by means of the institutional entries, with their staff listings, in the Education Directory: Higher Education 1973-74. A survey instrument was then developed, tested, and revised. It was reproduced, and mailed in a packet, along with a cover letter explaining the study and a stamped self-addressed envelope for return of the completed questionnaire, to 185 persons identified as being top-level women administrators in institutions of higher education located in Standard Federal Regions I, VI, and X, as defined by the United States government.

At the time the tabulation of data began, the population had been reduced to 166 because of the mistaken identification of 16 men as women and because of one retirement, one who had moved out of the area of the study, and one return to teaching.

Of these 166 persons, 126 or 76 per cent responded with completed questionnaires. Data from these questionnaires were tabulated, coded, and keypunched into computer cards or, if they were open-ended responses, tabulated, categorized, and recorded. In addition, information giving the woman's administrative position at the institution, the category of the institution as defined by the study, and the financial

support and sex of the student body was keypunched into the computer cards.

Processing of the data was accomplished by the Oklahoma State University Computer Center. Frequency counts and per cents for the combined three regions and frequency counts and per cents for the three regions separately were reported by the program used. An attempt was made to use the chi-square test to test the null hypotheses that there were no significant differences between three sets of selected characteristics. Two sets failed to meet the minimum number needed for the test, and they were reported in frequency tables, but the third set was tested by the chi-square technique. Responses to open-ended questions were reported in categories, with selected responses being quoted verbatim in the appendices of this study.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this study was to collect information on women holding one of the three top-level positions in academic administration, i.e., President, Chief Academic Officer, and Dean at the institutions of higher education located in three Standard Federal Regions of the United States, Regions I, VI, and X, with the intent of determining the extent to which earlier research can be generalized to heretofore untapped geographic regions and/or to types of institutions which have not been systematically studied, as well as determining whether there were differences among the geographical regions included in the study.

Of the 166 persons being surveyed, 126 or 76 per cent responded with completed questionnaires. Not all respondents, however, answered every question on the survey instrument. In addition, some of the questions pertained only to those persons who have been or are currently married and some only to those persons who have children.

The study was organized around four research questions. This chapter presents the collected data in the framework of those questions. The research questions were:



- I. What is the frequency distribution of top-level women administrators in institutions of higher education located in Standard Federal Regions I, VI, and X, which of the three top-level positions do they hold, and in what category institutions do they hold positions?
- II. To what extent will these top-level women administrators in institutions of higher education in Standard Federal Regions I, VI, and X be similar or different in terms of the following descriptive characteristics and perceptions?
  - A. What is the educational background of these administrative women?
  - B. What is the family background of these administrative women?
  - C. What factors were involved in their becoming administrators?
  - D. What is the administrator's current administrative role?
  - E. Given a choice of management Theory X and management Theory Y and points between, what will be the administrative style considered "ideal" by these administrative women?
- III. How would this information about top-level women administrators compare with information gathered by earlier research, and, specifically, how would a theoretical profile of a top-level woman administrator in higher education developed from this information compare with similar profiles developed from earlier research results?

- IV. What will be the relationship between the following?
- A. Sex and the Standard Federal Region of employment of the top-level women administrators in higher education.
  - B. Age and the administrative style of the top-level women administrators in higher education.
  - C. Standard Federal Region of employment and the administrative style of the top-level women administrators in higher education.

Research Question I

What is the frequency distribution of top-level women administrators in institutions of higher education located in Standard Federal Regions I, VI, and X, which of the three top-level positions do they hold, and in what category institutions do they hold positions?

There were a total of 166 women occupying positions as top-level administrators in the 605 institutions<sup>1</sup> of higher education located in Standard Federal Regions I, VI, and X. They occupied seven per cent of the 2,420 available top-level positions, as listed in the institutions entry in Education Directory: Higher Education 1973-74. The totals by regions show that the 110 top-level women administrators in Region I held 12 per cent of the top-level administrative positions available in the 256 institutions of higher education in that region. The 36 top-level women administrators in Region VI held three per cent of the top-level administrative positions in the 253 institutions of

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<sup>1</sup>See Appendix A for a complete list of institutions and available positions.

higher education in that region. The 20 top-level women administrators in Region X held five per cent of the top-level administrative positions in the 96 institutions of higher education in that region. See Table III for the number of institutions, the number of top-level administrative positions, and the frequency and per cent of women and men holding these positions, by region and state.

Two other studies collected data on the three top-level administrative positions, Oltman<sup>2</sup> for the years 1967-70 and Pfiffner<sup>3</sup> for the years 1971-72, reported different percentages of women holding these positions. Oltman reported that 11 per cent of the top-level administrative positions were held by women, and Pfiffner reported that four per cent were held by women. The Oltman study, of 435 institutions holding corporate membership in the American Association of University Women showed that six per cent of the top-level administrators in coeducational and 46 per cent of those in women's colleges were women. Pfiffner's study was of the 92 California public community colleges, which are coeducational.

Using Oltman's 11 per cent as a base, Region I in this study was up one per cent, Region VI was down eight per cent, and Region X was down six per cent from the per cent of women top-level administrators in 435 institutions of higher education, 1967-70.

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<sup>2</sup>Oltman, "Campus 1970. . . .", p. 15.

<sup>3</sup>Pfiffner, p. 37.

TABLE III

NUMBER OF INSTITUTIONS OF HIGHER EDUCATION IN STANDARD FEDERAL REGIONS I, VI,<sup>4</sup> AND X,  
 NUMBER OF TOP-LEVEL ADMINISTRATIVE POSITIONS LISTED BY THE INSTITUTIONS<sup>4</sup>  
 AND FREQUENCY AND PER CENT OF THOSE POSITIONS HELD BY WOMEN AND BY MEN

Region	State	Number Institutions	Top-Level Positions			Per Cent of Positions Held	
			Number	Frequency Women	Men	Women	Per Cent Men
I	Connecticut	52	200	27	173	16%	84%
	Maine	25	75	6	69	8%	92%
	Massachusetts	120	429	45	384	10%	90%
	New Hampshire	25	78	8	70	10%	90%
	Rhode Island	12	60	15	45	25%	75%
	Vermont	21	58	9	49	16%	84%
	Totals	256	900	110	790	12%	88%
II	Arkansas	24	108	2	106	2%	98%
	Louisiana	30	188	7	181	4%	96%
	New Mexico	17	66	0	66	0%	100%
	Oklahoma	42	147	5	142	3%	97%
	Texas	140	583	22	561	4%	96%
	Totals	253	1092	36	1056	3%	97%
III	Idaho	9	45	0	45	0%	100%
	Oregon	42	163	4	159	2%	98%
	Washington	45	220	16	204	7%	93%
	Totals	<u>96</u>	<u>428</u>	<u>20</u>	<u>408</u>	<u>5%</u>	<u>95%</u>
Grand Totals	605	2420	166	2254	7%	93%	

<sup>4</sup>Education Directory: Higher Education 1973-74.

Which of the three top-level positions did the administrative women hold? Nineteen per cent were presidents, 25 per cent were chief academic officers, and 56 per cent were deans or directors of academic programs. For frequency distribution by region, state, and administrative position, see Table IV.

There were more deans of nursing (40 per cent) than of any other academic area. Home economics deans (11 per cent), arts and sciences deans (10 per cent), continuing education and graduate programs (eight per cent each) were the other noticeable groupings. There were no deans who were women in 11 (39 per cent) of the 28 academic fields recognized by the Education Directory: Higher Education 1973-74. See Table V for the frequency distribution by academic field and region.

The percentage of deans to total women administrators in nursing programs (40 per cent) is slightly lower than that reported by the National Education Association<sup>5</sup> in 1973, when it was found that 53 per cent of the 159 women higher education administrators reporting salaries were deans of schools of nursing. The NEA Memo also reported that 23 per cent of the total women administrators were deans of home economics, which was higher than the 11 per cent found in this study. Deans of education in both studies remained at the same four per cent level.

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<sup>5</sup>"The Status of Women Faculty and Administrators in Higher Education Institutions, 1971-72," NEA Research Memo, 1973-7 (April, 1973), p. 4.

TABLE IV

DISTRIBUTION OF TOP-LEVEL WOMEN ADMINISTRATORS IN  
INSTITUTIONS OF HIGHER EDUCATION, STANDARD  
FEDERAL REGIONS I, VI, AND X BY REGION,  
STATE, AND ADMINISTRATIVE POSITION

Frequency by Administrative Position	Presidents	Chief Academic Officers	Academic Deans
Connecticut	6	7	14
Maine	-	3	3
Massachusetts	11	12	22
New Hampshire	4	4	-
Rhode Island	2	5	8
Vermont	<u>3</u>	<u>4</u>	<u>2</u>
Totals for Region I	26	35	49
Arkansas	-	-	2
Louisiana	-	1	6
New Mexico	-	-	-
Oklahoma	-	-	5
Texas	<u>3</u>	<u>4</u>	<u>15</u>
Totals for Region VI	3	5	28
Idaho	-	-	-
Oregon	1	-	3
Washington	<u>2</u>	<u>2</u>	<u>12</u>
Totals for Region X	3	2	15
Grand Totals	32(19%)	42(25%)	92(56%)

TABLE V  
 DISTRIBUTION OF TOP-LEVEL WOMEN ADMINISTRATORS IN  
 INSTITUTIONS OF HIGHER EDUCATION, STANDARD  
 FEDERAL REGIONS I, VI, AND X BY REGION  
 AND TYPE OF ACADEMIC DEAN

Dean of:	Frequency			
	Region I	Region VI	Region X	Total
Agriculture	-	-	-	-
Architecture	-	-	-	-
Arts and Sciences	3	4	2	9
Business	3	-	-	3
Continuing Education	5	1	1	7
Dentistry (Dental Hygiene)	1	-	-	1
Education	2	2	-	4
Engineering	-	-	-	-
Evening Division	1	-	-	1
Extension	1	-	-	1
Fine Arts	1	-	1	2
Graduate Programs	5	2	-	7
Home Economics	2	5	3	10
Journalism	-	-	-	-
Law	-	-	-	-
Library Science	-	-	1	1
Medicine	-	-	-	-
Music	1	-	-	1
Natural Resources	-	-	-	-
Nursing	21	12	4	37
Pharmacy	-	-	-	-
Physical Education	1	1	-	2
Public Health	-	-	2	2
Social Work	-	-	-	-
Special Session	1	-	-	1
Technology	-	-	-	-
Veterinary Medicine	-	-	-	-
Vocational Education	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>
Total	49	28	15	92

In what categories of higher education institutions do these top-level administrators work? Approximately 39 per cent of them or 64 administrators, held positions at type 3.0 institutions, General Baccalaureate Colleges. Approximately 26 per cent, or 43 administrators, held positions at type 4.0 institutions, Two-Year Colleges. See Table VI for the frequency distribution by region and type institution.

Two other ways to categorize institutions are by their means of financial support and by the sex of their student body. In regard to these categories, where did the top-level women administrators work?

Approximately 43 per cent, or 72 administrators, worked at institutions supported by the public. Approximately 31 per cent, or 51 administrators, worked at private institutions unconnected with any religious group. Approximately two per cent, or four administrators, held positions at private institutions supported by protestant religious groups, and approximately 24 per cent held positions at private institutions supported by Roman Catholic religious groups. For frequency distribution by regions, see Table VII.

Approximately 71 per cent of the top-level women administrators, or 118 of the 166, held positions at coeducational institutions, while 28 per cent, or 47, worked at women's colleges. See Table VIII for frequency distribution by regions.

Thirty-five per cent of the 110 women administrators in Region I held positions at women's colleges, while 17 per cent in Region VI and 15 per cent in Region X held positions in women's colleges.



TABLE VI

DISTRIBUTION OF TOP-LEVEL WOMEN ADMINISTRATORS IN INSTITUTIONS OF HIGHER  
EDUCATION, STANDARD FEDERAL REGIONS I, VI, AND X BY TYPE INSTITUTION

Institution Type <sup>6</sup>	Frequency	Per Cent
1.1 Leading Research Institutions	6	3.61
1.2 Other Research Universities	7	4.22
1.3 Other Doctoral-Granting Universities	<u>17</u>	<u>10.24</u>
Sub-totals, Type 1.0	30	18.07
2.0 Comprehensive Colleges and Universities	15	9.04
3.0 General Baccalaureate Colleges	64	38.56
4.0 Two-Year Colleges	43	25.91
5.1 Bible Colleges and Religious Seminaries	2	1.20
5.2 Medical Schools	3	1.81
5.3 Other Health Professions	1	.60
5.4 Schools of Engineering and Technology	1	.60
5.5 Schools of Business	2	1.20
5.6 Schools of Music, Art, Design	2	1.20
5.7 Schools of Law	0	.00
5.8 Teachers Colleges	3	1.81
5.9 Other Specialized Schools (including graduate centers, military academies, and miscellaneous specialized kinds of institutions)	<u>0</u>	<u>.00</u>
Sub-totals, type 5.0	<u>14</u>	<u>8.42</u>
Total	166	100.00

<sup>6</sup> Irwin, pp. 6-7.

TABLE VII

DISTRIBUTION OF TOP-LEVEL WOMEN ADMINISTRATORS IN INSTITUTIONS  
OF HIGHER EDUCATION, STANDARD FEDERAL REGIONS I, VI, AND X  
BY SELECTED CHARACTERISTIC OF THE INSTITUTION:  
FINANCIAL SUPPORT

Financial Support	Frequency			Total	Per Cent
	Region I	Region VI	Region X		
Public	34	25	13	72	43.37
Private, Independent of Religious Group	48	2	1	51	30.72
Private, Protestant Religious Support	-	2	2	4	2.41
Private, Roman Catholic Religious Support	28	7	4	39	23.50
Private, Other Religious Support	-	-	-	-	.00
Total	110	36	20	166	100.00

TABLE VIII

DISTRIBUTION OF TOP-LEVEL WOMEN ADMINISTRATORS IN INSTITUTIONS  
OF HIGHER EDUCATION, STANDARD FEDERAL REGIONS I, VI, AND X  
BY SELECTED CHARACTERISTIC OF THE INSTITUTION:  
SEX OF THE STUDENT BODY

Sex of the Student Body	Region I	Region VI	Region X	Total	Per Cent
Coeducational	72	30	16	118	71.09
Women Only	38	6	3	47	28.31
Men Only	-	-	1	1	.60
Coordinate with Separate Colleges for Men and Women	-	-	-	-	.00
Total	110	36	20	166	100.00

The proportion of women's colleges (.06 per cent) to coeducational institutions in the three regions under study was similar to the proportion of women's colleges nationally (.05 per cent) to all co-educational colleges nationally. For the per cent by Regions I, VI, and X, and by Total National Regions, by Sex of the Student Body, see Table IX.

Pfiffner<sup>7</sup> found that there were more community colleges in southern California than in northern California which had at least one top-level woman administrator. She also found that as the size of the community college increased, the number of top-level women administrators increased also. This is different from the more often reported finding that there are less top-level women administrators in larger institutions.

Arter<sup>8</sup> found in 1972 that there are very few women in top-level administrative posts in state universities and land grant colleges. Over one-half of these institutions (N=118) had no women in top-level administrative positions.

Kaufman<sup>9</sup> found in 1961 that the percentages of women holding administrative positions in 214 colleges and universities for teacher education surveyed were very low, i.e., only 4.4 per cent of the selected administrative positions in this study were held by women. Only one woman president, two vice-presidents and one woman dean of instruction worked at these institutions for teacher education.

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<sup>7</sup>Pfiffner, p. 39.

<sup>8</sup>Arter, p. 126.

<sup>9</sup>Kaufman, p. 150.

TABLE IX

PER CENT OF INSTITUTIONS OF HIGHER EDUCATION IN STANDARD FEDERAL  
 REGIONS I, VI, AND X AND IN TOTAL REGIONS OF THE  
 UNITED STATES, BY SEX OF STUDENT BODY

Sex of Student Body	Region I (N=256)	Per Cent Region VI (N=253)	Region X (N=96)	Total (N=605)	Per Cent All Regions (N=2738)*
Coeducational	.85	.99	99.97	99.00 (N=563)	.90 (N=2459)
Women Only	.12	.01	.02	.06 (N=37)	.05 (N=143)
Men Only	.03	.00	.001	.02 (N=13)	.04 (N=127)
Coordinate with Separate Colleges for Men and Women	.00	.00	.00	.000 (N=2)	.003 (N=9)

\*Source: Education Directory: Higher Education 1973-74.

## Research Question I Summary

Seven per cent of the 2,420 available positions as a top-level administrator in one of the 605 institutions of higher education in Standard Federal Regions I, VI, and X were held by women and 93 per cent of them were held by men. Twelve per cent of the top-level administrators in Region I were women, three per cent in Region VI were women, and five per cent in Region X were women.

There were a total of 166 top-level women administrators in the three regions combined. One hundred and ten held positions in Region I. Thirty-six held positions in Region VI, and 20 held top-level positions in Region X.

Nineteen per cent of the top-level administrators were presidents of institutions of higher education, 25 per cent were chief academic officers or vice-presidents for academic affairs, and 56 per cent were deans or directors of academic programs. Forty per cent of the deans were deans of nursing. Home economics deans made up 11 per cent of the total, arts and sciences deans were nine per cent, and graduate programs deans and deans of continuing education were each seven per cent of the total. Thirty-nine per cent of the recognized academic fields in colleges and universities had no women deans.

Thirty-nine per cent of the women administrators, the largest group, worked at General Baccalaureate Colleges and 26 per cent held positions at Two-Year Colleges. Approximately the same per cent held positions at Other Doctoral-Granting Universities as held positions at Comprehensive Colleges and Universities and the smallest per cent was found at Specialized Graduate Schools, where eight per cent of the total women worked, and at Leading Research Institutions where four

per cent of the total held positions.

Forty-three per cent of the total top-level women administrators worked at public-supported institutions, 31 per cent worked at private institutions unconnected with religious groups, and 24 per cent of the total worked at institutions supported by Roman Catholic religious groups.

Seventy-one per cent worked at coeducational institutions while 28 per cent worked at colleges for women only. The proportion of women's colleges to coeducational ones in the three areas of this study combined is similar to (.06 per cent) the national proportion (.05 per cent).

#### Responses to Survey

While data to answer the first research question were gleaned from the Education Directory: Higher Education 1973-74, the data used to answer the last three research questions were obtained from the completed questionnaires returned by respondents. For that reason, it is well to note here the number and percentage of responses received. An overall 76 per cent response was obtained from the three regions combined. That is, responses were received from 126 of the 166 top-level women administrators. Eighty-two administrators, 75 per cent, from the 110 in Region I responded, 26 administrators, 72 per cent, from the 36 in Region VI responded, and 18 women administrators, 90 per cent, of the 20 in Region X responded. For frequency distribution and per cent of responses received by region and state, see Table X.

In the reporting of the data, the 126 respondents will be reported as 100 per cent, with note being made of the number of non-responses to each question.

TABLE X  
 FREQUENCY AND PER CENT OF RESPONSES  
 RECEIVED, BY REGION AND STATE

Region	Frequency		Per Cent
	Number	Responses Received	
<b>I</b>			
Connecticut	27	21	78%
Maine	6	4	67%
Mass.	45	35	78%
N. Hampshire	8	4	50%
Rhode Island	15	10	67%
Vermont	<u>9</u>	<u>8</u>	<u>89%</u>
Sub-totals	110	82	75%
<b>VI</b>			
Arkansas	2	2	100%
Louisiana	7	6	86%
New Mexico	-	-	-
Oklahoma	5	2	40%
Texas	<u>22</u>	<u>16</u>	<u>73%</u>
Sub-totals	36	26	72%
<b>X</b>			
Idaho	-	-	-
Oregon	4	4	100%
Washington	<u>16</u>	<u>14</u>	<u>88%</u>
Sub-totals	20	18	90%
Total	166	126	76%

## Research Question IIA: Educational Background

To what extent will the top-level women administrators in institutions of higher education in Standard Federal Regions I, VI, and X be similar or different in terms of the following descriptive characteristics and perceptions.

## A. What is the educational background of these administrative women?

The administrators were graduated from high school in a wide variety of states and four foreign countries with more than half having completed high school in the region in which they now work, as follows: 57 per cent in Region I, 61 per cent in Region VI, and 50 per cent in Region X. See Table XI for state in which administrators were graduated from high school, by state and region.

Two-thirds of the respondents were graduated from high school during the years 1930-1949. Seventy-one per cent or 58 in Region I, 62 per cent or 16 in Region VI, and 61 per cent or 11 in Region X completed their high school work during these 19 years. See Table XII for year of graduation by region.

Sixty per cent or 76 of the administrators first enrolled in college in the state in which they were graduated from high school. A higher per cent of those in Region VI, 76 per cent of 20, enrolled in-state, and the lowest per cent, 53 per cent or 44 of those in Region I, enrolled in the same state in which they got their high school diploma. However, well over half of the administrators for each of the three regions stayed in-state for their first college enrollment. See Table XIII for state in which the administrators first enrolled in college, by state and region.



TABLE XI

STATE IN WHICH TOP-LEVEL WOMEN ADMINISTRATORS  
WERE GRADUATED FROM HIGH SCHOOL, BY REGION

State	Region I	Region VI	Region X	Total
Alaska	1			1
Arkansas		--*	1	1
California	2			2
Colorado		1	1	2
Connecticut	9*			9
Florida		1		1
Idaho	1		--*	1
Illinois	4			4
Indiana		1		1
Kansas		1	3	4
Louisiana		5*		5
Maine	5*			5
Massachusetts	21*			21
Michigan		2		2
Minnesota	1			1
Mississippi		1		1
Missouri	1			1
Nebraska			1	1
New Hampshire	3*			3
New Jersey	3			3
New Mexico	9	--*		9
New York	3			3
North Dakota	1			1
Ohio	1			1
Oklahoma		1*		1
Oregon			1*	1
Pennsylvania		1		1
Rhode Island	6*			6
South Dakota			1	1
Texas		10*		10
Vermont	3*			3
Virginia	1			1
Washington			8*	8
Wisconsin	1			1
Wyoming	2			2
Washington, D.C.	1			1
Foreign, European	3			3
Foreign, Western Hemisphere		1		1
No Answer		<u>1</u>	<u>2</u>	<u>3</u>
Totals	82	26	18	126

\* = part of the region under which it is listed.

TABLE XII

TOP-LEVEL WOMEN ADMINISTRATORS: YEAR OF GRADUATION  
FROM HIGH SCHOOL, BY REGION

Year	Frequency (Per Cent)			
	Region I	Region II	Region X	Total
1920-29	6	2	1	9
1930-39	31	9	5	45
	} (71%)		} (67%)	
1940-49	27	7	6	40
1950-59	13	6	6	25
1960-69	4	0	0	4
No Answer	<u>1</u>	<u>2</u>	<u>0</u>	<u>3</u>
Total	82	26	18	126

TABLE XIII

STATE IN WHICH TOP-LEVEL WOMEN ADMINISTRATORS  
FIRST ENROLLED IN COLLEGE, BY REGION

State	Region I	Region VI	Region X	Total
Alabama		1		1
Alaska	1			1
Arkansas		-*	1	1
California	3			3
Connecticut	7*			7
Florida		1		1
Idaho	1		-*	1
Idaho	1			1
Illinois	1		1	2
Indiana		1		1
Iowa			1	1
Kansas		1	3	4
Louisiana		4*		4
Maine	5*			5

Table XIII (Continued)

State	Region I	Region VI	Region X	Total
Maryland	1			1
Massachusetts	21*			21
Michigan	2	2		4
Minnesota	1			1
Missouri	2	1		3
Nevada	1			1
New Hampshire	2*			2
New Jersey	3			3
New York	11			11
Ohio	1			1
Oregon	1		3*	4
Pennsylvania	1	1		2
Rhode Island	6*			6
Tennessee		2		2
Texas		10*		10
Vermont	3*			3
Washington			9*	9
Wisconsin	2			2
Washington, D.C.	1			1
Foreign, European	1			1
Foreign, Western Hemisphere	2			2
No Answer	<u>1</u>	<u>1</u>	<u>   </u>	<u>2</u>
Totals	82	26	18	126

\* = part of the region under which it is listed.

These data on geographic location, it was hoped, would provide some information on the mobility of top-level women administrators. Cohen and March<sup>10</sup> found that college/university presidents lived and worked within a mean distance of "a day's drive by automobile" of their birthplace. This study made no attempt to measure or estimate distances in this manner, however it did find that only one-third of

<sup>10</sup>Michael D. Cohen and James G. March, Leadership and Ambiguity: The American College President (New York, 1974), pp. 18-19.

these top-level women administrators lived and worked currently in the same state in which they were born. See Table XIV for factors indicative of the geographic mobility of the top-level women administrators in Regions I, VI, and X. Slightly fewer, 30 per cent, and slightly more, 38 per cent, each lived and worked currently in Regions I, and Regions VI and X, respectively, in their own state of birth.

Over half the administrators (57 per cent) currently worked in the same region in which they received their first degree, but less than one-third of them (30 per cent) currently worked in the state where they received their highest degree. It is worth noting that persons in Region X, Idaho, Oregon, and Washington state apparently stayed more within their region and state than did those in Regions VI or I, and that, with one exception, receipt of their first degree in the region where they now worked. Region VI administrators apparently stayed within their region and state more than did administrators in Region I.

Sixty-nine per cent or 87 of the respondents in the three regions combined reported no interruptions of longer than six months duration in their undergraduate studies. For no interruptions of educational undergraduate and graduate studies by region, see Table XV. A higher per cent, 78 per cent, of the respondents in Region I had not experienced interruptions at the undergraduate level than in the other two regions. Another difference between regions is in graduate studies interruptions: although the per cent of respondents experiencing no graduate studies interruptions in Regions I and VI are similar, 50 per cent and 53 per cent respectively, respondents in Region X experienced less than half as many percentagewise, 24 per cent. That is, the

TABLE XIV

FACTORS INDICATIVE OF THE GEOGRAPHIC MOBILITY  
OF THE TOP-LEVEL WOMEN ADMINISTRATORS IN  
STANDARD FEDERAL REGIONS I, VI, AND X

	Per Cent			
	Region I (N=82)	Region VI (N=26)	Region X (N=18)	Totals (N=126)
Received first degree in state in which worked	42%	50%	55%	46%
Received first degree in region in which worked	56%	53%	66%	57%
Received highest degree in state in which worked	23%	34%	61%	30%
Worked in state in which first enrolled in college	36%	50%	55%	42%
Worked in state in which born	30%	38%	38%	33%

TABLE XV

PER CENT OF NO INTERRUPTIONS IN THE EDUCATIONAL STUDIES  
OF TOP-LEVEL WOMEN ADMINISTRATORS IN REGIONS I, VI,  
AND X, BY UNDERGRADUATE AND GRADUATE  
LEVELS, BY REGIONS

	Per Cent			
	Region I (N=82)	Region VI (N=26)	Region X (N=18)	Total (N=126)
Undergraduates	78%	61%	38%	69%
Graduates	50%	53%	24%	48%

respondents in Region X were interrupted in their undergraduate and graduate educational studies at a higher percentage rate than those in the other two regions.

Those who reported undergraduate interruptions cited primarily full-time work (51 per cent) as the cause: teaching, religious community work, marriage and/or childbirth and child care; finances, travel, attendance at hospital schools of nursing, support of husband while he attended school, and displeasure with field of study were other reasons for the interruptions. The length of the average undergraduate interruption reported was seven years for Region I, two years for Region VI, and two years for Region X. The combined regions average length of interruption during undergraduate study for those top-level administrators who responded was four years.

Graduate interruptions were difficult to tabulate since much graduate study was done, "uninterrupted," during summers and year-round while the person worked full-time.<sup>11</sup>

Educational courses in eight subject areas and activities of three types were mentioned as being especially helpful in the administrator's work by 79 persons or 62 per cent of the total. Thirty-five persons however, or 27 per cent responded that no courses or educational experiences had been especially helpful to them in their administrative work. Twelve persons or nine per cent of the total did not respond to this question.

Courses were mentioned in each of these eight subject areas:

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<sup>11</sup>A better definition of "interruptions" needs to be developed to learn whether people experience them during graduate school study.

Higher Education Administration, and Psychology (46 times), Business (12), English, Speech, and Journalism (9), Law, Logic, and Social Sciences (8), Statistics and Research (7), Humanities (7), Courses in Field of Specialty (7), and Science courses (5). Helpful experiences were listed in six broad areas: Leadership Opportunities (41), Committee Work (15), Leadership Institutes and Seminar (15), Group Participation Opportunities (8), Travel/Living Away from Home (2), and Part-time Work Experiences (1 time). Of the courses mentioned, Higher Education Administration, Counseling, and Psychology were most often cited (45 per cent of the total) and Business courses next most often (11 per cent). Of the helpful extracurricular experiences, Leadership Opportunities were most often listed (50 per cent of the total) and Leadership Institutes and Seminars (15 per cent) and Group Participation Opportunities (15 per cent) were the next most frequently mentioned.

Pfiffner's study<sup>12</sup> of California community college top-level women administrators found that 73 per cent of them had earned academic honors in their undergraduate/graduate educational studies. Gardner<sup>13</sup> found that 62 per cent of the women administrators in Illinois institutions of higher education had earned academic honors. This study found similar data. Of the top-level women administrators institutions of higher education in Regions I, VI, and X, 70 per cent had earned academic honors. There was a difference, however, between the three regions in the earning of academic honors. The largest percentage

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<sup>12</sup>Pfiffner, pp. 51-52

<sup>13</sup>Gardner, p. 64.

respondents receiving academic honors were the administrators in Region VI, 80 per cent or 21, and the smallest percentage were administrators in Region X, 55 per cent or 10 respondents. Region I, with 70 per cent or 58 persons, was average for the combined regions.

The honors received included the following: graduation from college magna cum laude (27 persons) and summa cum laude (9 persons), distinction in their major fields (12 persons) and honor societies and similar awards (21 persons), Phi Beta Kappa (12), Sigma Theta Tau (10), Pi Lambda Theta (9), Sigma Xi (8), Kappa Gamma Pi (3), Phi Kappa Phi (3), Omicron Nu (3), Fulbright Travel Grant, Duke University Exchange Fellow, Danforth Scholarship, E. Benjamin Andrews Fellow, Frank Huntington Beebe Scholarship to Travel and Study Abroad, Woodrow Wilson Fellowship, Kent Fellowship, American Association of University Women Fellowship, Kellogg Fellowship, Rockefeller Fellowship, Isabel Hampton Robb Scholarship, Prentice Hall Scholarship for Research, National Science Foundation Fellowship, and Founders Day Awards.

More of the top-level women administrators in this study held their doctorates than did the community college women administrators in Pfiffner's<sup>14</sup> 1972 study of the women administrators in all of the Illinois institutions of higher education, as studied by Gardner<sup>15</sup> in 1966. Pfiffner found that 100 per cent held masters and 23 per cent held doctorates, and Gardner found that 60 per cent held masters and 18 per cent held doctorates. Of the top-level women administrators in Standard Federal Regions I, VI, and X, in 1973-74, 92 per cent held

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<sup>14</sup>Pfiffner, p. 52.

<sup>15</sup>Gardner, p. 67.



masters and 67 per cent held doctorates. For degrees held and fields of study, see Table XVI. Seventy per cent or 59 of the doctorates held by the top-level administrators in this study were Ph.D. degrees, and 25 per cent or 21 were Ed.D. degrees.

A larger per cent of the administrators from Region VI held doctorate degrees than those from other regions. In Region I 55 persons or 67 per cent held doctorates, in Region VI 21 persons or 80 per cent did, and in Region X eight persons or 44 per cent held doctorates. The respondents from Region I held doctorates in arts (1), education (15), philosophy (38), and the LL.D. (1). In Region VI, they held doctorates in education (6), philosophy (13), and nursing and divinity (1 each). In Region X, they all held doctorates of philosophy (8).

Administrators in the study had received their highest degrees from 24 states, including every state in the study except Arkansas, Idaho, New Hampshire, and New Mexico, one district, and two European countries. Twenty-one per cent of the degrees had been earned in New York, 17 per cent in Massachusetts, eight per cent in Washington, and seven per cent in Washington, D.C. For the state in which highest degree was received, by regions, see Table XVII.

#### Summary of Educational Background

The top-level women administrators were graduated from high school in 35 states, one district, and four foreign countries. Half or more than half of them completed high school in the region in which they currently worked. Two-thirds of them completed high school between the years 1930-1949, and 60 per cent of them first enrolled in college in

TABLE XVI

DEGREES RECEIVED AND FIELDS OF STUDY OF TOP-LEVEL WOMEN ADMINISTRATORS  
IN STANDARD FEDERAL REGIONS I, VI, AND X

Degrees Received	Arts	Science	Education	Philosophy	Nursing	LL.D	Divinity	Other
Associate	2	1	-	-	1			
Bachelor	67	49	2	1	4			1*
Master's	63	28	10	-	10			5**
Doctorate	1	-	21	59	1	1	1	

\* Bachelor of Business Administration

\*\*Master's of Music, Public Administration (2), Public Health, Theology

TABLE XVII

STATE IN WHICH TOP-LEVEL ADMINISTRATORS RECEIVED  
THEIR HIGHEST DEGREE, BY REGION

State	Region I	Region VI	Region X	Total
Alabama		2		2
California	1	1	1	3
Connecticut	8*			8
Florida	1	1		2
Georgia	1			1
Illinois	1	1	1	3
Louisiana		2*		2
Maine	3*			3
Massachusetts	21*			21
Michigan	1	1	2	4
Missouri	1	1	1	3
Nebraska		1		1
New York	21	5		26
North Carolina	1	1		2
Ohio		1		1
Oklahoma		1*		1
Oregon	1		2*	3
Pennsylvania	3			3
Rhode Island	5*			5
Tennessee		1		1
Texas		6*		6
Vermont	1*			1
Washington			10*	10
Wisconsin	2			2
Washington, D.C.	7	1	1	9
Foreign, European	2			2
No Answer	<u>1</u>	<u>—</u>	<u>—</u>	<u>1</u>
Total	82	26	18	126

\*= part of the region under which it is listed.

the state in which they were graduated from high school.

Only one-third of the administrators currently lived and worked in the same state in which they were born, and less than one-third currently worked in the state in which they received their highest degree. However, 57 per cent of the administrators currently worked in the same region in which they obtained their first degree. Administrators in Region X stayed within their own region more than did those in Region VI. Administrators in Region VI stayed within their own region more than did those in Region I. Geographically, Region VI covers the largest physical area, Region X is the next largest, and Region I is the smallest of the three.

Sixty-nine per cent of the respondents reported no interruptions in their undergraduate studies and forty-eight per cent reported no interruptions in their graduate studies. Respondents in Region X, Idaho, Oregon, and Washington state, experienced more interruptions in both their undergraduate and graduate studies than respondents in the other two regions.

Sixty-two per cent of the respondents had found courses and experiences in their educational studies helpful to them in their administrative work. The courses they mentioned most often were higher education, administration, and psychology (45 per cent of the total) and business courses (11 per cent). The experiences listed most frequently were leadership opportunities (50 per cent of the total), leadership institutes and seminars (15 per cent), and group participation opportunities (15 per cent).

Seventy per cent of the respondents had received academic honors during their undergraduate and/or graduate educational studies. More

administrators (80 per cent) in Region VI, Arkansas, Louisiana, New Mexico, Oklahoma, Texas, had received academic honors than in the other two regions.

Sixty-seven per cent of the top-level women administrators held doctorates and 92 per cent held masters degrees. Twenty-five per cent of 21 of the doctorates held were in education and seventy per cent or 59 doctorates were in philosophy. A larger per cent of the administrators from Region VI held doctorate degrees than from the other two regions. In Region VI 80 per cent or 21 persons, in Region I 67 per cent or 55 persons, and in Region X <sup>44</sup> per cent or eight persons held doctorates.

Respondents had received their highest degrees from 24 states, including every state in the study except Arkansas, Idaho, New Hampshire, and New Mexico, and from one district, and two European countries.

#### Research Question IIB: Family Background

To what extent will the top-level women administrators in institutions of higher education located in Standard Federal Regions I, VI, and X be similar or different in terms of the following descriptive characteristics and perceptions.

B. What is the family background of these administrative women?

The women administrators were born in almost as many cities as there were administrators, however 20 per cent of them were born in one of the following seven cities: New York City (7 persons), Chicago (7), Boston and Seattle (3 each), Cincinnati, Ohio (2), Waterbury, Connecticut (2), and Sutton, Nebraska (2). One administrator was born

in Berlin, Germany and one was born in Bordeaux, France. One was born in Tuam, County Galway, Ireland, one in Rancague, Chile, and one in Barnston, Canada, for a total of five, or three per cent, born in foreign countries. A top-level woman administrator in Region I had a slightly higher chance of having been born in New York City than in any other city. A top-level woman administrator in Region VI had a slightly higher chance of having been born in Chicago, and a top-level woman administrator in Region X had a slightly higher chance of having been born in Seattle than in any other city.

Twenty per cent of the administrators in Region I were born in Massachusetts, and 13 per cent were born in New York State. Thirty-four per cent of the administrators in Region VI were born in Texas, and 15 per cent were born in Illinois. Thirty-three per cent of the Region X administrators were born in Washington State, and 16 per cent were born in Kansas. See Table XVIII for frequency by state in which top-level women administrators were born.

Half of the top-level women administrators were 50-64 years old. Cohen and March<sup>16</sup> estimated the average age of college/university presidents in 1974 to be about 53 years old. Thirty-nine per cent, or 49 persons in this present study, were aged 35-49, and there were eight respondents or six per cent in the 20-34 age group. For frequency by age and region of the top-level women administrators, see Table XIX.

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<sup>16</sup>Cohen and March, p. 8.

TABLE XVIII

## STATE IN WHICH TOP-LEVEL WOMEN ADMINISTRATORS WERE BORN

State	Region I	Region VI	Region X	Total
Alabama		1		1
Arkansas		-*	1	1
California	1		1	2
Connecticut	7*			7
Florida		1		1
Idaho	1		-*	1
Illinois	4	4	1	9
Indiana	1			1
Kansas		2	3	5
Louisiana		4*		4
Maine	3*			3
Massachusetts	17*			17
Michigan	1	1		2
Minnesota	1			1
Mississippi		1		1
Missouri	1	1		2
Montana	1			1
Nebraska		1	2	3
New Hampshire	4*			4
New Jersey	4			4
New York	11	1		12
Ohio	4			4
Oregon			2*	2
Pennsylvania	4			4
Rhode Island	5*			5
South Dakota			1	1
Texas		9*		9
Vermont	3*			3
Washington			6*	6
Wisconsin	2		1	3
Wyoming	2			2
Foreign, European	3			3
Foreign, Western Hemisphere	<u>2</u>	<u>          </u>	<u>          </u>	<u>2</u>
Totals	82	26	18	126

\* = part of the region under which it is listed.

TABLE XIX  
 FREQUENCY BY AGE AND REGION OF TOP-LEVEL  
 WOMEN ADMINISTRATORS IN HIGHER  
 EDUCATION INSTITUTIONS

Age	20-34 Years	35-49 Years	50 Years and Over
Region I	4	32	46
Region VI	1	10	15*
Region X	<u>3</u>	<u>7</u>	<u>8</u>
Total	8 (.06%)	49 (39%)	69 (55%)

\*None in age group of 65 years of older. Both other regions have women administrators aged 65 years or older.

Eighty-six per cent of the respondents were white, four per cent were black, and less than one per cent was Chicana. No American Indians, Orientals, or members of any other race/ethnic groups were present, unless they were among those with race not indicated in this group of 126 top-level women administrators. See Table XX for frequency by race/ethnic group. The race/ethnic group of seven per cent or 10 respondents was not indicated.

A majority of the top-level women administrators came from families with one to three children (59 per cent), but 22 per cent came from families with from five to fourteen children. See Table XXI for frequency of siblings, by regions. There were no striking differences between the regions, in family size.



TABLE XX

RACE/ETHNIC GROUPS OF TOP-LEVEL WOMEN ADMINISTRATORS  
IN INSTITUTIONS OF HIGHER EDUCATION, STANDARD  
FEDERAL REGIONS I, VI, AND X

Race	White	Black	Chicana	Not Indicated
Region I	73	3	-	6
Region VI	19	3	1	3
Region X	<u>17</u>	<u>-</u>	<u>-</u>	<u>1</u>
Totals	109	6	1	10

TABLE XXI

NUMBER OF SISTERS AND/OR BROTHERS OF THE  
TOP-LEVEL WOMEN ADMINISTRATORS

Number of Sister(s) and/or Brother(s)	Frequency			
	Region I (N=82)	Region VI (N=26)	Region X (N=18)	Totals (N=126)
0	10	1	3	14
1	21	11	2	34
2	23	1	4	28
3	10	4	1	15
4	8	5	3	16
5	4	1	3	8
6	3	-	-	3
7	-	-	2	-
8	1	1	-	2
9	1	-	-	1
10	-	1	0	1
11	-	-	-	-
12	1	-	-	1
13	-	<u>1</u>	<u>-</u>	<u>1</u>
Totals	<u>82</u>	<u>26</u>	<u>18</u>	<u>126</u>

There were ten only-children in Region I, one in Region VI, and three in Region X: only-children made up 11 per cent of the total. Data were collected on the number and per cent of respondents having older sisters and brothers and younger sisters and brothers: from 35 to 40 per cent of the respondents had older sisters, brothers and/or younger sisters and brothers. The respondents (49 per cent of them) grew up in family groups made up of mother, father, sisters and brothers at home. See Table XXII for the composition of the families of other respondents during childhood and young adult years at home.

TABLE XXII  
FAMILY MAKE-UP DURING CHILDHOOD AND  
YOUNG ADULT YEARS AT HOME

Family Make-Up	Frequency	Per Cent
Mother, father, sisters, brothers at home	62	49.00
Mother, father, sisters at home	20	16.00
Mother, father, brothers at home	18	14.00
Mother, father, only	11	09.00
Other*	<u>15</u>	<u>12.00</u>
Total	126	100.00

\*DETAIL: OTHER

Mother only, sisters and/or brothers	4
Extended families, including aunts and grandparents	3
Mother only	2
Mother, stepfather only	2
Father only, sisters and/or brothers	1
Mother, stepfather, sisters and/or brothers	1
Mother or father and grandparent(s)	1
Grandparent(s) only	<u>1</u>
Total	15

What of the education of the administrator's parents and grandparents? Did any of them attend institutions of higher education? Only twenty-two per cent of the grandparents did, but fifty per cent of the parents did. Of the grandparents who attended college, there were almost equal numbers of maternal and paternal grandparents but grandfathers attended whereas only 13 grandmothers, or just half as many grandmothers went to college. Of the parents who attended an institution of higher education, on the other hand, 52 fathers attended and 43 mothers, or 55 per cent fathers and 45 per cent mothers.

Mothers of the majority of the administrators (72 per cent) did not work outside the home as the respondent was growing up. For frequency of Type Work of Top-Level Women Administrator's Mothers, Fathers, Sisters, Brothers, and Husbands, see Table XXIII. Further, if the respondent had ever been married, in 75 per cent of the cases her husband's mother had not worked outside the home as he was growing up, either. Fathers of the respondents, 38 per cent, worked in some type of job requiring management and/or administrative skills, 27 per cent worked as professionals of various types, including engineering, law, university teaching, science, and 23 per cent worked in trade and sales. The remainder were laborers or clericals. The work of a combined total of 253 sisters and brothers of the respondents was reported. The largest per cent of sisters, 52 per cent of the 128, worked as professionals of some type, with a predominance of school teachers (39) in the group. The largest group of brothers, 43 per cent of the 125, also worked as professionals, but they were more likely (33 brothers) to be in professions other than school teaching.

TABLE XXIII

TYPE WORK DONE BY TOP-LEVEL WOMAN ADMINISTRATOR'S FAMILY: MOTHER, FATHER,  
SISTERS, AND BROTHERS, HUSBAND, IF EVER MARRIED AND HUSBAND'S MOTHER

Type Work	Frequency					
	Mothers	Fathers	Sisters	Brothers	Husband, if Ever Married	Husband's Mother, if Ever Married
Management/Administrative	6	48	10	42	29	--
Homemakers/Managers*	84	--	29	--	--	44
Professional	10	35	67	54	59	4
Trade and Sales	4	29	3	20	8	2
Clerical and Laborers	14	12	17	7	1	9
Other	6	--	2	2	--	--
No Response	<u>2</u>	<u>2</u>	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
Totals	126	126	128	125	59	59

\*Home management has long been recognized as a management field, but unfortunately is often not treated as such in tallies. This chart considers it a management field.

Eighty-eight per cent of the respondents had been influenced positively in their educational and occupational goals by their mothers and 83 per cent had been influenced positively in these goals by their fathers. See Table XXIV for Parental Influence, by Type and Frequency. Thirty-six mothers, or 29 per cent, served as role models for their daughters who were respondents in this study of administrative leaders. Sample comments from these respondents are below:

She was a community leader, gave many speeches; my father's intellectual partner; thought I could do anything.

She was strong-willed and refused to recognize defeat in her personal life.

She was alert, intelligent, a former teacher and a collector of literature by and on Blacks.

Probably her bitter dissatisfaction with her role in life influenced me to work toward goals that would permit me to escape from poverty.

Support and encouragement were given by 74 mothers, or 59 per cent, and their daughter's comments were similar to the following:

Quiet encouragement of some service occupation.

Supported my desire to enter the nursing profession against the wishes of my father.

She gave me constant encouragement and support whether I made the honor roll in high school or just missed it.

She never advocated learning to cook, clean, iron, or do housework. She encouraged study, reading.

A different influence was felt by seven of the daughters, five per cent, and their comments were similar to this one:

My mother was a strong, independent person, unhappy and frustrated; I learned the need for survival.

Nine of the participants showed no significant influence from their mothers; four of these mothers had died when their daughters were young.

TABLE XXIV  
PARENTAL INFLUENCE ON EDUCATIONAL AND OCCUPATIONAL  
GOALS, BY TYPE AND PER CENT

Type	Per Cent	
	Mother as Influence (N=126)	Father as Influence (N=126)
As a "role model" and inspiration	.29	-
As an inspiration	-	.15
Support and encouragement: Emotional and financial	.59	.67
Negative influence	.05	.02
No influence	.07*	.15*

\*Some of these parents died early in the respondent's life.

Nineteen, or 15 per cent, of the respondents received inspiration from their fathers. Two typical comments from this group are:

His hard work and sincere desire to help us attain our dreams were very inspirational to me.

Emphasis on spiritual depth. Warmth, complete confidence in me, and love. Outstanding intelligence, depth of personal philosophy.

Eighty-five, or 67 per cent, of the respondents reported receiving support, financial and other, and encouragement from their fathers.

Five of them commented:

Financial support and personal interest.

Wanted me to attend college.

Encouragement, trust, love.

Helped me to believe I could be and do anything I wanted to. Taught me to speak my mind fearlessly.

An interesting commentary on daughter/father relationship was brought out by the following remarks of one respondent:

My father always expected me to do well, and so I did.  
We played chess together until I started winning.

Three of the respondents, or two per cent, were negatively influenced by their fathers, and 19 of the respondents were not influenced at all by their fathers. One of the negative influence comments was:

As a . . . (native of a particular European country)  
he insisted his daughter would not go to college. This increased my desire to go to college.

Sixty persons or 48 per cent of the correspondents reported being significantly influenced in her occupational and educational goals by persons in her family other than mothers and fathers. Twelve were influenced by grandparents, 17 by sisters and/or brothers, 17 by aunts and/or uncles, and four by the traditions of their family. The question was: If you were significantly influenced in your educational and occupational goals by other person(s) in your family, what person(s) and in what way? Typical answers follow:

Maternal grandmother, a career social worker.

My 'adopted' grandfather was a professor of Chinese literature . . . and was often at our house up until I was 10 years old.

Older brothers and sister all worked their way through college--encouraged me to do the same. One brother gave me \$200 so I could go to University of . . . . rather than . . . . college.

My brother--in a reverse effect. He derogated my going to college--insisting that it would be a waste of money to send me to college.

An aunt who was principal of a high school.

My uncle--always made me feel very special.

I come from a family of school administrators.

My father's family. It was their way of life.

In addition, ten persons mentioned being influenced significantly by persons outside their families: five by women teachers, four by husbands, and one by her husband's mother.

Forty-six per cent of the respondents, or 57 persons, were either currently married or had been married at some time in their lives. See Table XXV for current marital status. The remaining 54 per cent or 68 persons were single. Three persons had been married more than once. Of those who had been married only once, eight had been married five years or less, seven for 6-10 years, 20 for 11-20 years, 14 had been married from 21-30 years, and two had been married 35 years or longer.

TABLE XXV  
CURRENT MARITAL STATUS\*

Status	Frequency				
	Single	Married	Divorced or Separated	Widowed	Single (Religious Vows)
Region I	23	26	7	6	19
Region VI	11	7	2	2	4
Region X	8	6	-	1	3
Total	42	39	9	9	26

\*Note: Total ever married = 57 or 46 per cent  
Total single = 68 or 54 per cent



Thirty-eight or 30 per cent of the respondents had children, with 13 of them having children under age 15, 18 of them having children age 15 or over, and seven having children some of whom are older and some younger than age 15. Fifty-eight per cent of the families are made up of two children, but eight per cent are made up of four or five children. See Table XXVI for the number of children of top-level administrators, by region. Sixty per cent of the children of top-level women administrators were daughters and 40 per cent were sons.

TABLE XXVI  
NUMBER OF CHILDREN OF TOP-LEVEL WOMEN ADMINISTRATORS  
IN FEDERAL REGIONS I, VI, AND X

Children	Frequency				Total
	Under Age 15	Age 15 or over	Some Under Age 15 Some over	No Children	
No Children	-	-	-	88	88
One Child	6	2	1	-	9
Two Children	6	13	2	-	21
Three Children	1	2	2	-	5
Four Children	-	1	-	-	1
Five Children	-	-	2	-	2
Total	13	18	7	88	126

Marriage can be a help (50 responses), a hindrance (45 responses), or it can be neither (5) to a top-level woman administrator according to the 101 responses received. Seventy responses came from Region I, 19 from Region VI, and 12 from Region X. There were no noticeable differences between the responses by regions. Some of the ways in which marriage can be a help are in the companionship and support it affords (cited 45 times), in furnishing a balanced life (22 listings), and in making a woman less threatening and more socially acceptable (16). Four mentioned that the running of a household and handling a job at the same time develops management skills, and ten wrote of the help of sharing home responsibilities, financial responsibilities and care of the children with their spouse.

Marriage can be a hindrance primarily in the time it demands and the double responsibility it often brings to a woman (56 times listed), and in the subordination expected for the woman's career in respect to her husband's (listed 23 times). She is likely to have a loss of independence and less mobility (11 listings), may find her salary lower because she is married (5 listings), and may have to put up with male possessiveness and dominance (2).

Children can be both a help (74 responses), a hindrance (44 responses), or neither to the top-level woman administrator (6) according to the 124 responses received. Fifty-two persons responded from Region I, 12 from Region VI, and 13 from Region X. There were no noticeable differences in the type responses between the regions. Children can keep a person in touch with youth (24 responses), they are helpful in assisting the administrator to maintain a balance and stability in life and in being socially acceptable (21 responses), they

are supportive in a beneficial way (9), and they furnish great personal satisfaction and fulfillment (20). Numerous respondents rejected the idea that children can be a "hindrance," but those who responded to this question concentrated on two aspects, the time and energy needed for children (29) and their need for supervision and restrictions upon mobility (15).

#### Summary of Family Background

The top-level women administrators were born in a great variety of cities. Seven cities, however, had two or more top-level women administrators born in them: New York City (7 persons), Chicago (7), Boston (3), Seattle (3), Cincinnati, Ohio (2), Waterbury, Connecticut (2), and Sutton, Nebraska (2). Five administrators were born in foreign countries.

Administrators in Region I were born in Massachusetts or New York (33 per cent), in Region VI in Texas or Illinois (49 per cent), and in Region X in Washington or Kansas (49 per cent).

Eighty-nine per cent of the administrators were aged 35 to 64, with 50 per cent between 50 and 64 and 39 per cent between 35 and 49 years of age. Eighty-six per cent of the respondents were white, four per cent were black, and one person was a Chicana. There were no other races or ethnic groups represented among the 126 top-level women administrators.

The administrators came from families having 1-3 children (59 per cent) or they came from large families having from five to fourteen children (22 per cent). Only-children made up 11 per cent of the total. The respondents grew up in family groups made up of

mother, father, sisters and brothers at home (49 per cent) or mother, father, sisters, and/or brothers at home (30 per cent).

Twenty-two per cent of the respondents had grandparents who attended institutions of higher education, and fifty per cent of the respondents had parents who attended.

Mothers of 72 per cent of the administrators did not work outside the home as the administrators were growing up. If the mothers did work, they were in professional or clerical jobs. If the administrator's were ever married, their husband's mothers did not work outside the home as he was growing up (75 per cent). If she did, she worked as a clerical. Fathers of the respondents worked as administrators/managers (38 per cent), as professionals (27 per cent) and in trade and sales (23 per cent). Sisters of the respondents worked as professionals, 52 per cent, with a predominance of school teachers. Brothers of the respondents worked as professionals (43 per cent), but were more likely to be in professions other than school teaching.

Eighty-eight per cent of the respondents had been influenced positively in their educational goals by their mothers and 83 per cent had been influenced positively by the fathers. Support and encouragement emotion and financial were given by 59 per cent of the mothers and 67 per cent of the fathers. Mothers served as role models and as inspiration for 29 per cent of the administrators, and fathers served as inspiration for 15 per cent. Forty-eight per cent of the respondents were significantly influenced in their educational and occupational goals by persons in their families other than mothers and fathers. Seven per cent of the respondents or 10 persons were significantly influenced by persons outside their families.

Forty-six per cent of the respondents were currently married or had been, and 54 per cent were single. Of the single persons, 38 per cent were single because of religious vows.

Thirty per cent of the respondents had children. Thirty-four per cent of the women with children had children under age 15, 18 per cent had both children under age 15 and over that age in the same family, and 48 per cent of the administrators had children over age 15.

Fifty-eight per cent of the women with children had two of them, and 60 per cent of the total children were daughters.

Marriage can be a help (50 responses) and/or a hindrance (45) and there was no noticeable differences between regions in these views. The primary ways marriage can be a help to a woman administrator were in the companionship and support it gives and in its help toward maintenance of a balanced life. The principal ways that it can be a hindrance were the time it demands, the double responsibility, the subordination of a woman's career to her husband's career, and in loss of mobility.

Children can be almost twice as much help as they can be a hindrance. They help by keeping the administrator in touch with youth, by helping her maintain balance and stability in her life, and by furnishing great personal satisfaction. The time and energy needed by children and the supervision necessary which cuts down on the woman administrator's mobility were most often mentioned as the ways children can be a hindrance.

## Research Question IIC: Factors Involved

To what extent will the top-level women administrators in institutions of higher education in Standard Federal Regions I, VI, and X be similar or different in terms of the following descriptive characteristics and perceptions.

C. What factors were involved in their becoming top-level administrators?

The importance of role model availability for women in career development is a matter of growing concern. In that respect, Dunkle<sup>17</sup> offers the following guidelines to young women who are choosing a college: The total learning climate for women, she states, is indicated by three characteristics: the presence at the college of female role models, the services provided there for women, and the attitude of faculty and counselors toward women. She suggests a hard look at the college literature. Overuse of the word he is an effective, subtle way of letting women know they are unimportant. If the environment of an institution is not positive, these factors will tell women clearly that they are not vital to the university. If the climate is positive, then the institution will be trying to develop programs which will assist women in this adjustment period as they progress toward taking their place in society.

Fifty-nine per cent of the participants in this study answered "no" to the question of whether there had been a woman in her undergraduate or graduate college experience who had served as a role model

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<sup>17</sup>Margaret C. Dunkle, "Commentary: Higher Education, A Chilly Climate for Women," in New Colleges for New Students, Lawrence Hall (ed) (San Francisco, 1974), pp. 100-101.

for her. Of the 41 per cent who had experienced having a role model with whom she had identified, 69 per cent said that the person was an instructor, 11 per cent a fellow student, and 10 per cent an administrator.

In response to the question, "Did you know a woman administrator who influenced you in your desire to become an administrator?" one person was unsure, 74 or 64 per cent had not known such a person, and 42 or 35 per cent had been influenced by women who held one of these positions: high school principal (2), college departmental chairpersons (2), college deans (30), and college presidents (8).

Thirty-eight per cent of the respondents reported that the idea or wish to become an administrator had been their own originally, two per cent were not sure where the idea came from, and 50 per cent of the respondents reported that the idea had come from someone else. Ten per cent did not respond. Of the 50 per cent who reported that the idea for them to become an administrator came from someone else, 32 were promoted to their current positions from within the institution, or were offered the job by the college president, provost, or dean. Five were offered the job by the institution's board of trustees, or by individual board of trustee members. Fourteen received orders from their Religious Superiors, and 12 were selected by faculty search committee. One respondent commented that becoming a dean had seemed inevitable to her because she came from a family of deans.

Researching the subject of why women work, Blai<sup>18</sup> learned that the educated woman desires to contribute her skills and talents to the

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<sup>18</sup>Boris Blai, Jr., "Job Satisfaction and Work Values for Women," Journal of NAWDAC, Vol. 17, No. 4 (Summer, 1974), pp. 152-53.

economy not only for the financial rewards but also for the psychic rewards that come from achievement, recognition, and service to society. Wolfe<sup>19</sup> found in her 1969 study among approximately 2,000 women, that the high need for their work to provide opportunity to achieve was top-ranked by all respondents regardless of age, marital status (married, single, divorced, or separated), or whether they were employed part-time, full-time, unemployed, or volunteer.

Challenge was the reason most often given by 38 respondents or 30 per cent for deciding to become an administrator, and increased independence to make decisions was given by 23, or 18 per cent. Financial reasons were each given by 17 persons or 13 per cent, and geographic location of the position was given by nine persons, or seven per cent.

Forty-five of the women first became administrators when they were between the ages of 20 and 34 years, sixty-eight were between the ages of 35 and 49 years, and nine of the respondents first held administrative positions between the ages of 50 and 64 years. When the respondents first began their current administrative jobs, 17 per cent of them were under 34 years of age, half were between 35 and 49 years of age, and the remaining 33 per cent were 50 years of age or over.

The attitudes of her family, friends, and colleagues toward her working in her current position and toward her career and educational goals are 65 per cent very favorable/very supportative, 25 per cent favorable and supportive, six per cent neutral, and four per cent very favorable or very unsupportative.

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<sup>19</sup>H. B. Wolfe, "Women in the World of Work," Division of Research, The State Education Department, New York, 1969.



## Summary of Factors Involved in Their Becoming an Administrator

Fifty-nine per cent of the respondents did not have a role model in their undergraduate or graduate college experience. If they did (41 per cent), the person was an instructor (69 per cent).

Sixty-four per cent had not known a woman administrator who influenced her in her desire to become an administrator. Of those who did (35 per cent), the woman administrator had been a college dean (71 per cent).

Fifty per cent of the administrators reported that the idea for them to go into administration had not been theirs, and thirty-eight per cent reported that the idea to become an administrator had been theirs originally.

If the original idea had not been theirs, the administrators had been promoted to their current positions from within the institution at the suggestion of the college president, provost, dean, or trustee (58 per cent), except that 22 per cent had received orders from their religious superiors.

Challenge was the reason most often given (listed by 30 per cent of the respondents) for becoming an administrator, and increased independence to make decisions (18 per cent) was the next most cited reason. Financial reasons (13 per cent), prestige (12 per cent) and geographic location (seven per cent) were other most mentioned reasons.

Fifty-three per cent of the respondents were between the ages of 35 and 49 when they first became administrators, and half of them were between the ages of 35 and 49 when they began their current job.

Of the half who did not start their current job between ages 35 and 49, 33 per cent were 50 years or older. Sixty-five per cent of her family, friends, and colleagues were very favorable and very supportive of her career and educational goals and of her working in her current position.

#### Research Question IID: Administrator's Role

To what extent will the top-level women administrators in institutions of higher education in Standard Federal Regions I, VI, and X be similar or different in terms of the following descriptive characteristics and perceptions.

#### D. What is the administrator's current administrative role?

Fifty-nine per cent of the administrators had been employed at their present institution for nine years or less (See Table XXVII for years at institution, by region). That was 62 per cent in Region I, 57 per cent in Region VI, and 50 per cent in Region X. Five years was average for the majority group. Twenty-two per cent had been at that institution for 10-19 years.

Eighty-five per cent had been in their current position for nine years or less, and 54 per cent had held their current position for three years or less. See Table XXVIII for years in current position. Three per cent of the top-level women administrators in Region I had held their current positions from 10-27 years, 15 per cent had held their positions from 10-27 years in Region VI, with all of these in the 10-19 years grouping, and no top-level women administrators in Region X had held their current positions for more than ten years. Affirmative Action, which was about three years old in the academic year 1973-74 may or may not have had a relation to the fact that the

majority had held their current positions for three years or less.

TABLE XXVII

TOP-LEVEL WOMAN ADMINISTRATOR'S YEARS  
AT PRESENT INSTITUTION, BY REGION

Years	Frequency			
	Region I	Region VI	Region X	Totals
1 year or less	7	4	2	13
2 years	11	-	1	12
3 years	4	3	2	9
4 years	1	2	-	3
5-9 years	<u>28</u>	<u>6</u>	<u>4</u>	<u>38</u>
	51	15	9	75
10-19 years	13	9	6	28
20-27 years	10	-	2	12
30 years or more	5	2	1	8
No Response	3	-	-	3
	<u>31</u>	<u>11</u>	<u>9</u>	<u>51</u>
Totals	82	26	18	126

TABLE XXVIII

TOP-LEVEL WOMEN ADMINISTRATORS YEARS  
IN CURRENT POSITION, BY REGION

Years	Frequency			
	Region I	Region VI	Region X	Totals
1 year or less	20	7	8	35
2 years	17	3	2	22
3 years	7	3	2	12
4 years	3	1	2	6
5-9 years	<u>22</u>	<u>7</u>	<u>4</u>	<u>33</u>
9 years or less	69	21	18	108
10-19 years	5	4	-	9
20-27 years	4	-	-	4
30 years or more	-	-	-	-
No Response	<u>4</u>	<u>1</u>	<u>-</u>	<u>5</u>
	13	5	18	18
Totals	82	26	18	126

Forty-eight per cent of the respondents' predecessors were women, 26 per cent were men, and 23 per cent of the 126 respondents were occupying newly created positions and therefore had no predecessors.

Eighty-five per cent of the respondents held academic rank. Of these 101 persons, two were instructors, six were assistant professors, 21 were associate professors, and 65 were professors. Six did not indicate what the rank they held was called.

Fifty-six per cent of the respondents had tenure. Of those who did, 90 per cent had gotten the tenure through their academic appointment, with 10 per cent or seven persons holding tenure earned through administrative appointment. Several institutions were reported as not having tenure available for either academic or administrative appointments.

Fifty-seven per cent of the respondents taught courses during the 1974-75 academic year.

The number of professional academic employees directly supervised by the respondents totaled 6,888 persons, and varied widely. Some supervised none and some supervised as many as 250 persons.

In the three regions, a total of 5,514 whites, 1,187 blacks, 36 Chicana/Chicanos, 16 American Indians, 92 Orientals, and 38 of other race/ethnic groups were directly supervised by the top-level women administrator respondents. Both women and men academic professionals were supervised.

The top-level women administrators perceived the most satisfying aspect of their present position to be the challenge of being in a leadership position in higher education. One hundred and twenty-two responded to this question. Sixty-five per cent of the respondents

mentioned this aspect. Some of the responses follow:

The opportunity to implement ideas and see a program develop.

I believe I am in a key position to influence development of . . . profession.

Opportunity to implement education programs and innovations.

Tremendous challenge--large complex.

Challenging (effect change in higher education).

Involvement in total operation of the institution--challenge.

Developing an environment which promotes positive growth.

Opportunity to improve undesirable situations.

Involvement in policy decisions.

Role as catalyst.

Commitment to and interest in the institution was listed first by nine administrators to one of whom "as a founding president, watching growth" is most satisfying. Another wrote, "working closely with president, trustees, and state office personnel." Other aspects listed were variety, e.g., "no day the same," by three persons and opportunity to be creative by another three. Salary was the most satisfying aspect to one administrator, service to others (five persons) and the administrator's own development, e.g., "period of success," was cited by four persons.

Fifty-one per cent of the 120 respondents to the question about the most frustrating aspects of their current position, "giving special attention to, but not limited to, the fact that as a woman you may be a minority among administrators,"<sup>20</sup> responded that perceived male

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<sup>20</sup>See Questionnaire in Appendix B.

chauvinism in some, not all, of their colleagues, superiors, and subordinates was the most frustrating aspect of their current position. Financial frustrations and time pressures rated second and third, with 30 per cent listing finances as number two frustration, and 50 per cent listing time pressures and paper work as the third most frustrating aspect. Some typical comments in these three categories are quoted below:

1. Frustrations because of perceived male chauvinism:

Disdain of male administrators at professional meetings.

"Inadvertant" exclusion by business and professional organizations.

Some male administrators seem continually surprised at the soundness of my ideas and consider me an anomaly instead of a typical woman in ability.

Attitude of some male administrators.

Board members who feel women cannot administrate as well as a man.

Inability of male administrators to recognize women's skills.

Male chauvinism of peer deans; lack of awareness regarding women and minorities

Board member (chairman) who holds meetings at a club where women are excluded.

The tacit assumption among some colleagues that you are only a 'token' leader and the ensuring necessity of somewhat overly firm leadership. This is, however, rapidly dissipating after one year.

It's still a man's world! Tokenism on part of some.

Male president who doesn't appreciate women administrators: as of . . . ., we have a new president, a woman!!

Chauvinistic viewpoint of academic world.

Being on display: sort of 'look what we have--a woman dean of all things!'

I served as 'operational' president for the first ten years of my position: the president was (ill), when he resigned, the board refused to promote me because I was a woman.

Tendency of college presidents to be protective but not professionally respectful.

Male chauvinism.

Being a woman (and religieus) at meetings--frustration because I'm definitely a minority. It's a man's world.

Incompetence at the top. Men are threatened by a talented woman; I'm reluctant to defend myself against unfair treatment lest it be interpreted as a feminine outburst.

The constant frustration is that of working against an attitudinal current generated by men not always aware of this attitude.

Men tend to go around women . . . and select men.

Lack of recognition among top administrators (all male).

Being ignored or "patronized," as a woman, from a small woman's college.

Hostility of some (not all) men toward woman supervisors.

Prejudice of others against women.

Certain condescension on the part of men colleagues.

Some 'backlack' developing toward women.

Convincing older men that I'm worthy of respect.

One respondent reported "no problem being a woman--men always most supportive." Four administrators, wrote of the frustrations of not having other women with whom to work.

Having no other women at my own level of authority.

Limited input from women in policy making.

No other women presidents in the state.

However, one respondent wrote that a large frustration for her was in "working with women instructors."

## 2. Frustrations because of finances

Thirty-nine respondents found financial limitations and problems frustrating. For four of these, their own salary was a major problem.

"My salary has been kept much smaller than if I had been a male."

Another wrote:

Not enough money for the job (for me)  
 Not enough money to do the job (for the institution)

## 3. Frustrations because of time pressures

Half of the respondents mentioned time pressures and/or paper work of some sort.

Insufficient time to do all the job requires

Inundation with routine and detailed work

Precious time spent on administrivia

Increasing 'paper work' or formalizing of university procedures

Other frustrations listed were in categories of increasing outside controls of the institution, incompetency in administration and organization, difficulty of faculty to get along and work together, aggressiveness of television and newspapers, and the time which it took to get things done. One woman responded, "Being on the bottom of the chain of command: everybody but the maid signs my requisitions prior to final approval."

Forty per cent had heard about the opening in their present position from their employer, who requested that they accept the job, and 29 per cent were promoted from within the institution. See Table XXIX for where administrators heard of the opening in their present position. None of the respondents heard of the administrative opening through either a university or a private placement bureau.



In Region I, three per cent heard of the position through advertising by the institution. In Region VI none did, and in Region X, five per cent heard of the position in that way.

TABLE XXIX  
WHERE ADMINISTRATORS HEARD OF THE OPENING  
IN THEIR PRESENT POSITION

Information	Frequency			Total
	Region I	Region VI	Region X	
Approached by Employer	37	8	6	51
Promotion from within				
Institution	24	8	5	37
Other*	8	1	0	9
From my Predecessor	5	4	5	14
From an Acquaintance	4	4	1	9
Advertisement by the				
Institution--in state				
and/or national journals,				
other media	3	0	1	4
Professional Meeting/ Convention	1	1	0	2
University Placement Bureau	0	0	0	0
Private Placement Bureau	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	82	26	18	126

\*Search Committee (2); Helped establish department or college (4)

Qualifications possessed by the woman which she perceived to be the most influential upon her being hired for her current position were: record of past successes, academic credentials, ability to work with people, desire and ability to work hard, personal qualifications such as creativity, sense of responsibility, and intelligence, and being a woman.

The top-level women administrators were asked about their future plans, and 120 of them responded. Of these respondents, the largest group, 30 per cent, planned to stay in their current positions until they retire and the smallest group, four per cent, may move to a position outside higher education. None of the respondents hoped for a full-time research position. See Table XXX for future plans of the top-level women administrators, by regions.

TABLE XXX  
FUTURE PLANS OF TOP-LEVEL WOMEN  
ADMINISTRATORS, BY REGION

Plans	Region I	Frequency Region VI	Region X	Total
Plan to remain in current position until retirement	26	6	6	38
Move to another administrative position	18	4	5	27
Return to teaching	16	5	3	24
Hope for full-time research position	-	-	-	-
May move to a position outside higher education	3	1	-	4
Unsure	17	7	3	27
No response	<u>2</u>	<u>3</u>	<u>1</u>	<u>6</u>
Total	82	26	18	126

Subjects who were currently married were asked about their wife-husband career planning style: 58 per cent will sometimes expect to follow their husbands and sometimes their husbands will expect to follow them as both their careers develop. See Table XXXI for style of wife-husband career planning. Thirty per cent will expect to follow their husbands, and 12 per cent reported that their husbands will expect to follow them, as they change jobs during their careers. Region VI was most evenly divided between the wife following her husband as he changes jobs and the joint-planning style, with 40 per cent subscribing to each style. In that same region, Region VI, the other 20 per cent planned for the husband to follow the wife as her jobs changed.

TABLE XXXI  
STYLE OF WIFE-HUSBAND CAREER PLANNING,  
BY REGION

Style	Frequency			Total
	Region I	Region VI	Region X	
I will expect to follow my husband as he changes jobs during his career	7	2	1	10
My husband will expect to follow me as I change jobs during my career	3	1	-	4
Sometimes I will expect to follow my husband and sometimes he will expect to follow me as our careers develop	<u>12</u>	<u>2</u>	<u>5</u>	<u>19</u>
<b>Total</b>	<u>22</u>	<u>5</u>	<u>6</u>	<u>33</u>

The advice which these top-level women administrators would give to women aspiring to go into higher education was:

1. Get academic credentials and experience in a professional field.
2. Study: theory of administration, higher education, negotiation, law, research techniques, and how to work with people.
3. Retain your identity and belief in yourself as a woman.
4. Accept challenge, work hard, have high standards.
5. If you marry, marry a man who sees you as an individual.

The advice to women interested in going into higher education administration is quoted verbatim in Appendix C.

Sixty per cent of the jobs in Region I had written job descriptions, 30 per cent in Region VI, and 83 per cent had written job descriptions in Region X. In the regions combined, 60 per cent did have job descriptions, 35 per cent did not have, and three per cent did not respond. See Appendix D for 16 job descriptions received in response to the request to send them, if they were available. Names of institutions, foundations, etc. have been deleted from the descriptions.<sup>21</sup>

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<sup>21</sup>It is interesting to note that while the president's job description refers to the president as "he," half of the chief academic officer's job descriptions and almost half of the dean's job descriptions are non-sexist in language. However, one job description reflects sexist views from both a male and a female position in that it calls the dean "he" in the main description and "she" in the addendum.

### Summary of Administrator's Current Role

She had been at her present institution for five years and in her current position for three years or less. Her predecessor in her current job was a woman, or if not, was a man (26 per cent) or the position was a new one (23 per cent).

She was a full professor, with tenure gotten through her administrative appointment. A majority, 57 per cent, taught course(s) during the 1974-75 academic year. The women administrators supervised a total of 6,888 male and female academic professional personnel. Eighty per cent of them were white, 17 per cent black, and one per cent were oriental.

The most satisfying aspect of their position, as they perceived it, was being in a leadership role in higher education (65 per cent). The frustrating aspects of their current positions were perceived to be male chauvinistic attitudes that they encounter in some, but not all, of their colleagues, superiors, and subordinates. Financial pressures and time pressures were the most often second and third ranked frustrations.

Forty per cent had heard about the opening in their present job from their employer, and 29 per cent were promoted from within the institution. Only three per cent had heard of the job through advertising by the institution in state and/or national journals and other media.

The qualifications which she perceived to be most influential upon her being hired for her current position were: record of past successes, academic credentials, ability to work with people, desire and ability to work hard, personal qualifications such as intelligence,

sense of responsibility, creativity, and being a woman.

Thirty per cent planned to stay in their current position until retirement, 21 per cent planned to move to another administrative position, and 19 per cent planned to return to teaching. If she was married, she and her husband planned their careers together (58 per cent), sometimes with her moving to follow him and sometimes with him moving to follow her as their jobs changed. Thirty per cent of the women administrators expected to follow their husbands as his job changed, and 12 per cent of the administrators reported that their husbands would follow them, if their job location changed.

The advice she gave to women aspiring to go into higher education administration was:

1. Get academic credentials and experience in a professional field.
2. Study: theory of administration, higher education, negotiation, law, research techniques, and how to work with people.
3. Retain your identity and belief in yourself as a woman.
4. Accept challenge, work hard, have high standards.
5. If you marry, marry a man who sees you as an individual.

Sixty per cent of the administrative positions had written job descriptions: 60 per cent in Region I, 30 per cent in Region VI, 83 per cent in Region X. If her position had a written description, she had helped to develop it (67 per cent).

Research Question IIE: Administrative Style

To what extent will the top-level women administrators in institutions of higher education in Standard Federal Regions I, VI, and X be similar or different in terms of the following descriptive characteristics and perceptions.

E. Given a choice of management Theory X and management Theory Y and points between, what will be the administrative style considered "ideal" by these administrative women?

In order that the data collected in response to this question be understandable, the question is quoted below as it was on the survey instrument.<sup>22</sup>

71. Below are the main tenets of Douglas McGregor's expression of the so-called conventional management theory and of his own 1957 theory. Please examine both, and mark with a / on the continuum the place which would ideally describe your views regarding administrative style.

Theory X

1. Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of economic ends.
2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to fit the needs of the organization.
3. Without this active intervention by management, people would be passive--even resistant--to organizational needs. They must therefore be persuaded, rewarded, punished, controlled--their activities must be directed. This is management's task. We often sum it up by saying that management consists of getting things done through other people.

(end)

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<sup>22</sup>See questionnaire, pp. 4,5, Appendix B.

### Theory Y

1. Management is responsible for organizing the elements of productive enterprise--money, materials, equipment, people--in the interest of economic ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.
4. The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives.

The continuum was divided into three sections so that responses could be tallied. They are as follow: 01-06 was within the framework of Theory X, 06.1-14 was designated as Mid-Way X & Y, being an area between the two theories, and 14.1-20 was considered Theory Y. These numbers had no meaning in themselves, but were used simply as identifying numbers.

Each respondent's mark on the continuum was noted and tallied, with the following results. Seventy-one per cent or 90 respondents marked Theory Y as closest to their ideal style of administration. Thirteen per cent or 17 respondents marked Mid-Way X & Y as closest to their ideal style, and six per cent marked Theory X as their ideal administrative style. One hundred and fifteen persons or 91 per cent responded to this question.

Of those who answered slightly more than half, 51 per cent, could utilize their ideal style in their current jobs, and 47 per cent could utilize it somewhat. Two per cent could not put their ideal style into practice in their current situation. Those who could not utilize it



completely, 49 per cent of the respondents, said that changes in the institution and the institution's personnel would be necessary before more utilization would be possible.

McGregor's conclusions that led to the formulation of Theories X and Y center directly on the leader's role and how it can be utilized most effectively. However, so far as this researcher knows, McGregor did not conduct surveys nor design questionnaires to test his theories. The results of this probe of the administrative style of top-level women in administration therefore, is based solely upon their perception of McGregor's theory as stated in the questionnaire they received.

#### Summary of Administrative Style

The top-level women administrators preferred Theory Y over Theory X (71 per cent to six per cent). No matter which they preferred, however, they were able to utilize their ideal style in their current job (51 per cent), were able to utilize it somewhat (47 per cent), and believed that institutional and personnel changes would have to be made before they could utilize it more completely.

#### Research Question III: Profile

III. How would this information about top-level women administrators compare with information gathered by earlier research, and, specifically, how would a theoretical profile of a top-level woman administrator in higher education, Standard Federal Regions I, VI, and X compare with similar profiles developed from earlier research results?

By using the most frequently given responses to the survey instrument, a profile of a composite top-level woman administrator was drawn. No one person would probably fit this composite exactly.

Where there were distinct differences between regions, data is given for each region, otherwise the characteristic or perception given is representative of the three regions combined.

### Profile

Following is the profile of the top-level woman administrator in institutions of higher education, Standard Federal Regions I, VI, and X (differences between regions only when noted by region).

**GENERAL** She is one out of every seven administrators in Region I (Conn., Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).

One out of every 32 in Region VI (Arkansas, Louisiana, New Mexico, Oklahoma and Texas).

One out of every 19 in Region X (Idaho, Oregon and Washington) (except none in New Mexico and Idaho).

She is a president, chief academic officer, or dean of nursing (or possibly home economics or arts and sciences).

She is a top-level administrator at a public-supported, coed institution which offers through the master's degree and which enrolls 3,500 or less students.

**EDUCATIONAL** She completed high school between 1930-49 and enrolled in college in the same state.

She does not live and work currently in the state in which she was born.

She currently lives and works in the same region, though not the same state, in which she got her first degree.

She has moved in and out of that region most if she is currently in Region I, and least in Region X.

## EDUCATIONAL (Continued)

She experienced no interruptions in undergraduate, but some in graduate studies. If she lives in Region X, she experienced more on both levels.

Courses in higher education, administration, and psychology were proven to be useful to her in her administrative work.

Opportunities in leadership, institutes and seminars, and group participation were proven to be most useful to her of her educational experiences.

She received academic honors.

70 per cent if from Region I.

80 per cent if from Region VI.

55 per cent if from Region X.

She holds a master's degree and a doctorate, which was probably a Ph.D., but could have been an Ed.D.

(Doctorates: 55 per cent, Region I; 80 per cent, Region VI; 44 per cent, Region X).

She got her highest degree from one of 24 states, including every state in the study (except New Hampshire, Arkansas, New Mexico, and Idaho).

## FAMILY

She is 48 years old, white, came from a family having 1-3 children, and grew up in a family group at home of mother, father, sister(s) and/or brother(s).

Very slight odds favor her having been born in New York City or Chicago.

If she works in Region I now, she was born in Massachusetts or New York State. If she works in Region VI, she was born in Texas or Illinois. If she works in Region X, she was born in Washington State or Kansas.

Her grandparents didn't attend college (but of the 22 per cent who did half as many grandmothers attended as grandfathers).

Her parents attended college - mothers (45 per cent) and fathers (55 per cent).

Her mother did not work outside the home, nor did her husband's mother, if she is married, as she (and he) were growing up.

Her father worked in management, administration, professional, or sales and trades fields.

## FAMILY (Continued)

Her sisters work in professional fields, usually school teaching.

Her brothers work in professional fields, usually not school teaching.

She is single (54 per cent) or currently married/once married (46 per cent).

If single she may have taken religious vows (38 per cent of singles).

She has no children. If she does, they are over and under age 15, she has two children, and each child had a six to four chance of being a daughter.

If married, she believes marriage can be both a help and a hindrance to top-level women administrators. A help because it furnishes companionship and balance. A hindrance because she has double responsibility, for home and job, because it takes time, and because she may have to subordinate her career to her husband's.

If she has children, she believes them to be twice as much help as hindrance to a top-level woman administrator. A help because they keep her in touch with youth and help her maintain balance in life. A hindrance because of the time and energy they need and because they restrict mobility.

FACTORS INVOLVED IN  
BECOMING AN  
ADMINISTRATOR

She did not have a role model with whom she identified as an undergraduate or graduate student.

She had not known a woman administrator who influenced her in her desire to become an administrator.

She may have or may not have had the idea to become an administrator herself: if she did not have, the idea came from administrators, superior (religious order), or trustees of the institution where she currently works.

She first became an administrator between ages 35-49; if not, then age 50 or over.

Her family's attitude toward her working in her current position is very favorable.

Her friends and colleagues are very supportive of her career and educational goals.

ROLE IN  
ADMINISTRATION

She has been at her present institution for five years, in her current position three years or less.

Her predecessor in her current job was a woman: but if not was a man (26 per cent) or the position was newly created (23 per cent).

She is a full professor, with tenure through her academic appointment.

She teaches some course(s).

She supervises both women and men academic professional employees who are white (80 per cent), black (17 per cent), or oriental (one per cent).

She perceives the most satisfying aspects of her current job to be: the challenge of being in a position of leadership in higher education.

She perceives the most frustrative aspects of her current job to be male chauvinistic attitudes she encounters in some, not all, colleagues, subordinates, and superiors, financial problems, and time pressures.

She heard of the opening in her present position, either from her employer or else she was promoted from within the institution.

The qualifications she possessed which she perceived to be most influential upon her being hired for her current position were: record of past academic successes, academic credentials, ability to work with people, desire and ability work hard, personal qualification such as creativity and sense of responsibility, and being a woman.

She plans to stay in her current position until retirement (30 per cent), move to another administrative position (21 per cent), or return to teaching (19 per cent).

If married, she and her husband plan their careers together: Sometimes she will follow her husband and sometimes her husband will follow her as their jobs change.

The advice she offers to women aspiring to go into higher education administration is:

1. Get academic credentials and experience in a professional field.
2. Study: theory of administration, higher education,

## ROLE IN ADMINISTRATION (Continued)

negotiation, law, research techniques, and how to work with people.

3. Retain your identity and belief in yourself as a woman.
4. Accept challenge, work hard, have high standards.
5. If you marry, marry a man who sees you as an individual.

Her job has a written description if she works in Region I (60 per cent), may (30 per cent) or may not (41 per cent) in Region VI, and has (83 per cent) in Region X.

If her job has a written description, she helped develop it.

## ADMINISTRATIVE STYLE

The top-level woman administrator's ideal administrative style is Theory Y. She believes "that the essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives."<sup>1</sup>

She is able to utilize her ideal style in her current job at least somewhat. If not completely, she believes that changes would have to take place in the personnel and the institution where she works before she could utilize it more fully.

A comparison of the profile of this top-level woman administrator in higher institutions of Standard Federal Regions I, VI, and X with the top-level administrators studied by Pfiffner, the seven top administrative positions studied by Arter, and the 12 studied by Gardner, show similarities outweigh the differences. See Table XXXII for comparisons of the profiles, by studies.

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<sup>1</sup>Douglas McGregor, "The Human Side of Enterprise," in Fred C. Carver and Thomas J. Sergiovanni, Organizations and Human Behavior: Focus on Schools (New York, 1969), pp. 150-156.

TABLE XXXII

PROFILE COMPARISON, TOP-LEVEL WOMAN ADMINISTRATOR  
IN INSTITUTIONS OF HIGHER EDUCATION

Characteristic or Perception	Frequency			
	This Study, 1974	Pfiffner, 1972	Arter, 1972	Gardner, 1966
Type Institutions Studied	All, Regions I, VI, and X	Community Colleges in California	Nat. Assoc. State Univ. & Land Grant Colleges	Institutions in Illinois
Positions Studied	3 top-level	3 top-level	7 top-level	12 top-level
Number in Study	126	22	101	51
Age of Administrator	48	35-44	Over 50	-
Race/Ethnic Group	White, 86% Black, 4%	White, 91% Black 9%	-	-
Marital Status	Single, 54% Currently or once married, 46%	Married	Unmarried	85% currently or once married
Children	None: if children, they are twice as much help as hindrance	If children, they are a help	None: if children over 18 years old	-

TABLE XXXII (Continued)

Characteristic or Perception	Frequency			
	This Study, 1974	Pfiffner, 1972	Arter, 1972	Gardner, 1966
Siblings	1 - 2	1 or 0	1	1 - 2
Mother Influenced Significantly Educational Goals	Yes, 88%	Yes, 95%	-	-
Father Influenced Significantly Educational Goals	Yes, 83%	Yes, 95%	-	-
Academic Honors	Yes	Yes	-	-
Had Role Models	No	No	-	-
Highest Degrees	Masters, 92% Doctorates, 67%	Masters, 100% Doctorates, 23%	Masters No Doctorates	Masters, 60% Doctorates, 17%
Ratio to Male Top-Level Administrators	1 out of every 14 Administrators	1 out of every 25 Administrators	-	-



TABLE XXXII (Continued)

Characteristic or Perception	Frequency			
	This Study, 1974	Pfiffner, 1972	Arter, 1972	Gardner, 1966
Qualifications and Advice for Administrative Career	<p>Get academic credential and experience</p> <p>Study</p> <p>Believe in yourself and retain your identity as a woman</p> <p>Accept challenge and work hard</p> <p>Marry someone who sees you as an individual</p>	<p>Know and be yourself</p> <p>Gain educational background</p> <p>Be patient and gentle</p> <p>Maintain objectivity</p> <p>Realize the work is stimulating, creative, and rewarding</p>	<p>Have friends</p> <p>Know your institution</p> <p>Possess certain characteristics</p>	<p>Ability to understand people</p> <p>Intelligence and education</p> <p>Organizational ability</p> <p>Acceptance of responsibility</p> <p>Interest in work</p>

## Research Question IV: Relationships

- IV. What will be the relationship between the following:
- A. Sex and the Standard Federal Region of employment of the top-level women administrators in higher education.
  - B. Age and the administrative style of the women top-level administrators in higher education.
  - C. Standard Federal Region of employment and the administrative style of the women top-level administrators in higher education.

Statement A met the minimum requirements for Chi-square treatment, and is presented in Table XXXIII. The null hypothesis that there will be no significant relationship between sex and the Standard Federal Region of employment of the top-level women administrators in higher education was tested using the Chi-square treatment. A significant relationship ( $p < .001$ ) was found between sex and the Standard Region of employment of the top-level women administrators.

It was possible to treat statement A by using Chi-square, but not Statement B or Statement C. Statement B asked if there was a relationship between the administrative style and the age of the top-level women administrators. Table XXXIV presents the data. Likewise, Statement C did not meet minimum requirements for Chi-square treatment. There were insufficient numbers in the areas of study. Since certain observations can be made from the data as presented in table form, however, it is here shown, as Table XXXV.

TABLE XXXIII

CHI-SQUARE DATA FOR SEX AND THE STANDARD FEDERAL  
REGION OF EMPLOYMENT OF THE TOP-LEVEL WOMEN  
ADMINISTRATORS IN HIGHER EDUCATION

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Table of Observed Frequencies and Expected Frequencies	Region I	Region VI	Region X	
Female	110 61.7	36 74.9	20 29.4	166
Male	790 838.3	1056 1017.1	408 398.6	2254
	900	1092	428	2420
Table of Differences Between Observed and Expected Frequencies				
Female	+48.3	-39.9	-9.4	
Male	-48.3	+38.9	+9.4	
$\chi^2 = 65.408, p < .001$			Significant	

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TABLE XXXIV  
AGE AND THE ADMINISTRATIVE STYLE

Age	Theory X	Mid-Way X & Y	Theory Y	
20-34	0	1	7	8
35-49	4	5	35	44
50 and over	4	10	49	63
	8	16	91	115*

\*N=126. Data was not available for 11.

TABLE XXXV  
STANDARD FEDERAL REGION OF EMPLOYMENT  
AND THE ADMINISTRATIVE STYLE

Region	Theory X	Mid-Way X & Y	Theory Y	
Region I	5	14	56	75
Region VI	2	1	20	23
Region X	1	1	15	17
	8	16	91	115*

\*N=126. Data was not available for 11.

### Summary of the Relationships

There is a significant relationship ( $p < .001$ ) between sex and the Standard Federal Region of employment for top-level administrators. Twelve per cent of the top-level administrators in Standard Federal Region I are women, while five per cent in Region X are women, and only three per cent of the top-level administrators in Standard Federal Region VI are women. Neither Standard Region of Employment nor age appear to be significant factors in the choice of an ideal administrative style by top-level women administrators, using as a base the McGregor Theories X and Y; more women in all regions and of all ages seemed to prefer Theory Y.

## CHAPTER V

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem out of which this study grew centered upon the established fact that women who have leadership abilities face a real barrier which has to do with their emotional and psychological hesitation to seek independent lives.<sup>1</sup> Relative to that hesitation is another phenomenon which Matina Horner has described and which constitutes a similar barrier that Horner calls "woman's will to fail."<sup>2</sup> Successful women models and women mentors in academic administration might be a positive influence. However, at this time there is not only a conspicuous lack of women in positions with power in decision making,<sup>3</sup> but our data is fragmentary concerning those top-level administrative women who do exist, and who might serve as inspiration to potential women administrators.

This study has collected information from 126 out of a population of 166 women academic presidents, chief academic officers, and academic deans located at institutions of higher education in three

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<sup>1</sup> Anne M. Collins and William E. Sedlacek, "Counselor Ratings of Male and Female Clients," Journal of NAWDAC, XXXVII (Spring, 1974, pp. 128-32.

<sup>2</sup> Matina Horner, "Woman's Will To Fail," Psychology Today, III (Nov. 1969), pp. 36-38, 62.

<sup>3</sup> Ruth M. Oltman, "Women in Higher Education" in 1971 Current Issues in Higher Education: New Teaching, New Learning (San Francisco, 1971), pp. 129-37.

Standard Federal Regions. Region I includes the states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Region VI is made up of Arkansas, Louisiana, New Mexico, Oklahoma and Texas, and Region X includes Idaho, Oregon, and Washington.<sup>4</sup>

### Findings

The findings of the study are based upon these 126 responses received from the population of 166 top-level women administrators holding positions of president, chief academic officer, or academic dean at institutions of higher education in Standard Federal Regions I, VI, and X. The findings are:

1. There is a significant relationship between sex and the Standard Federal Region of employment for top-level administrators: it is significant at the .001 level of confidence. Twelve per cent ✓ of the top-level administrators in institutions of higher education in Standard Federal Region I are women, while five per cent in Standard Federal Region X, and only three per cent of the top-level administrators in Standard Federal Region VI are women.

2. Standard Region of employment does not appear to be a significant factor in the woman administrator's choice of an ideal administrative style using as a base the theories of management known as Theory X and Theory Y;<sup>5</sup> more women administrators in all three Standard Federal Regions seemed to prefer Theory Y.

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<sup>4</sup>United States Government Organization Manual (Washington, D.C., 1973), p. 717.

<sup>5</sup>Douglas McGregor, pp. 150-56.

3. Age of the woman top-level administrator does not appear to be a significant factor in the woman administrator's choice of an ideal administrative style based upon the theories of management known as Theory X and Theory Y; more women administrators of all ages seemed to prefer Theory Y.

4. The advice which top-level women administrators would give to women aspiring to go into higher education administration includes the following: get academic credentials and experience in a professional field; study theory of administration, higher education, negotiation, law, research techniques, and how to work with people; accept challenge, work hard, have high standards. But, in addition, two of the five suggestions, or 40 per cent of the total advice given by these top-level administrators to other women, center upon the fact that they are women: the advice is to "retain your identity and belief in yourself as a woman," and if they marry to "marry a man who sees you as an individual."

5. The top-level women administrators in Standard Federal Regions I, VI, and X were similar in most of the descriptive characteristics and perceptions surveyed by this study. They were different in the following: The ratio of women to men top-level administrators in institutions of higher education in Region VI is lower than in Region X, and is highest in Region I. A higher per cent of top-level women administrators in Region VI received academic honors in their undergraduate/graduate educational studies than did those in Region I, and the fewest received academic honors in Region X. A higher per cent of top-level women administrators in Region VI hold doctorate degrees than do those in Region I or X. The position held by the



top-level woman administrator is most likely to have a job description if she works in Region X, and least likely to have one if she works in Region VI. Administrators in Region I had been more mobile since graduation from high school than administrators in the other two regions, and those from Region X had been least mobile.

6. The findings of earlier studies, that most women administrators have not had "role models" with whom to identify in their undergraduate/graduate college experience was confirmed, and it was further learned that most of the administrators in this study did not know women administrators who influenced them in their desire to become administrators.

7. If married, the majority of these top-level women administrators will plan their careers jointly with their husbands. The administrator will sometimes expect to follow her husband as his job changes and sometimes her husband will expect to follow her as her job changes.

8. She perceives the most satisfying aspect of her current job to be the challenge of being in a position of leadership in higher education and the most frustrating aspects the male chauvinistic attitudes she encounters in some, not all, colleagues, subordinates, and superiors, financial problems, and time pressures.

9. The top-level woman administrator in Standard Federal Regions I, VI, and X is predominately a white person working as president, chief academic officer or dean in certain states in the three regions, except not in New Mexico nor Idaho, with academic deanships in 60 per cent of the 28 academic areas listed by the Education Directory: Higher Education 1973-74, in public supported coeducational

institutions offering through the masters degree and enrolling 3,500 or less students, or in two-year institutions.

### Conclusions

The following conclusions are drawn from the data collected by this study:

1. Since a significant relationship was found between sex and the region of employment for top-level administrators, the best opportunity in the three regions for women aspiring to go into higher education administration might be found in Standard Federal Region I and the least opportunity in Region VI.

2. Since top-level women administrators in all three regions and at all age levels seemed to prefer Theory Y over Theory X, top-level women administrators may be inclined to have more "confidence in human capabilities" and be more "directed toward organizational objectives"<sup>6</sup> than they are authoritarian.

3. Since top-level women administrators in these three regions have reached their level of achievement without benefit of either undergraduate/graduate role models or the influence of women administrators, it is therefore possible to achieve in higher education administration without having a role model or the influence of a person of your own sex who is an administrator. However, since the proportion of women administrators is so small, these two deficiencies may have a relationship to achievement of this type.

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<sup>6</sup>McGregor, p. 156.

4. Since top-level women administrators in the three regions advised women aspiring to go into higher education administration to retain their identity and belief in themselves as a woman, they may perceive a high value in administrative roles for a woman who has strong identification with her own sex and who has confidence in herself as a woman.

5. A top-level woman administrator in one of these three regions who is married is more likely to plan her career jointly with her husband than she is to subordinate her career to his or than he is to subordinate his career to hers.

6. Since top-level women administrators in these three regions advised women, if they marry, to marry a man who sees them as an individual, they may perceive a high value for a woman aspiring to an administrative position to have a marriage atmosphere free of social stereotyping pressures.

7. Since these top-level women administrators advised women interested in going into higher education administration to get academic credentials and experience in a professional field, they may perceive a career route through professional specialization to administration as the most suitable.

8. Since these top-level women administrators in these three regions advised that women interested in going into higher education administration study certain subjects--e.g., theory of administration, higher education, negotiation, law, research techniques, and how to work with people--they may place a high value upon knowledge and skills in these areas for the administrator.

9. Since the ratio of top-level women administrators to top-level men administrators in the three regions was lowest in Region VI, since more top-level women administrators in Region VI had received academic honors and since more top-level women administrators in Region VI held their doctorates than in either of the other two regions, the top-level women administrators in Region VI may be higher qualified than in the other two regions.

10. Since a larger per cent of the positions held by top-level women administrators in Region X have job descriptions than do those held by administrators in the other two regions, administrators and/or institutions in Region X may be more convinced of the value of job descriptions than are administrators and institutions in the other two regions.

11. Since top-level women administrators perceive the most satisfying aspect of their jobs to be the challenge of being in a position of leadership in higher education and the most frustrating aspect, the male chauvinistic attitudes they encounter in some, not all, of their colleagues, superiors, and subordinates, they may perceive a high value in a challenging opportunity to achieve, working within an atmosphere which is free of discrimination against them because of their sex.

12. Since the overwhelming majority of top-level woman administrators in Standard Federal Regions I, VI, and X are of the white race, they are not representative of the total racial/ethnic groups of those regions.

13. Since there are no top-level women administrators working in the institutions of higher education in the states of New Mexico and Idaho, the administrators of the institutions in those states are not representative of both sexes of the state's population.

14. Since the top-level women administrators in these three regions include no academic deans in agriculture, architecture, engineering, journalism, law, medicine, natural resources, pharmacy, social work, technology, and veterinary medicine, these fields have no top-level academic deanship representation which is female in Regions I, VI, and X.

15. Since the largest per cent of the top-level women administrators in these three regions works at public supported coeducational institutions of higher education offering up to the masters degree and enrolling 3,500 students or less, the best opportunities for women aspiring to go into higher education administration may be at similar institutions.

#### Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are made:

1. That further allied studies be made to determine whether top-level women administrators in other sectors of our society, i.e., industries, government agencies, charitable foundations, scholarly societies, etc., exhibit descriptive characteristics and perceptions which are similar to or different from these of top-level women administrators in higher education.

2. That wife-husband career planning be recognized as a valid style, and that help and understanding be given to married women administrators who, with their husbands, wish to adjust to this career style from another style.

3. That women interested in higher education administrative careers be given encouragement and aid in developing strong confidence in themselves as women, in developing positive identification with other women, in the formal study of recommended subjects, and in opportunities to gain experience in administration, so as to qualify themselves for top-level administrative roles in the future.

4. Finally, that a study be made to determine whether male chauvinistic attitudes are held by the colleagues, superiors, and subordinates of top-level women administrators in higher education, and if so, to what extent.

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APPENDIX A  
DESCRIPTIVE TABLES

INSTITUTIONS OF HIGHER EDUCATION, FEDERAL REGIONS I, VI, AND X, WITH CATEGORIES<sup>2</sup>  
AND TOTAL TOP-LEVEL ADMINISTRATIVE POSITIONS<sup>2</sup>

STANDARD FEDERAL REGION I

CONNECTICUT

Institution	Category	Positions: (01, 02, 11-38)
Albertus Magnus College	3.0	01, 02, 15
Annhurst College	3.0	01, 02
Asnuntuck Community College	4.0	01, 02
Bridgeport Engineering Institute	5.4	01, 02, 13, 15, 18, 13
Central Connecticut State College	2.0	01, 02, 19, 13, 22, 17
Connecticut College	3.0	01, 02, 22
Eastern Connecticut State College	3.0	01, 02, 22, 20, 17, 36
Fairfield University	2.0	01, 13, 13, 22, 22, 30
Greater Hartford Community College	4.0	01, 02, 35
Hartford College Women	4.0	01, 02
Hartford Sem Foundation	5.1	01, 02, 19
Hartford State Technical College	4.0	01, 02, 08, 20
Holy Apostles College	5.1	01, 02
Housatonic Regional Community College	4.0	01, 02
Manchester Community College	4.0	01, 02, 13, 14, 19
Mattatuck Community College	4.0	01, 02,
Middlesex Community College	4.0	01, 02
Mitchell College	4.0	01, 20
Mohegan Community College	4.0	01, 02
Mount Sacred Heart College	4.0	01, 02
New England Institute	5.4	01, 02
Northwestern Connecticut Community College	4.0	01, 02
Norwalk Community College	4.0	01, 02, 30, 15
Norwalk State Technical College	4.0	01, 02, 20
Post Junior College	4.0	01, 02, 14, 14, 21
Quinebaug Valley Community College	4.0	01
Quinnipiac College	3.0	01, 02, 13, 14, 13, 19
Rensselaer Poly Institute Connecticut	5.4	01, 02
Sacred Heart University	3.0	01, 02, 15
Saint Alphonsus College	5.1	01, 02
Saint Basil's College	5.1	01, 02
Saint Joseph College	3.0	01, 02, 22
Saint Thomas Seminary	4.0	01, 02
South Central Community College	4.0	01, 02
Southern Connecticut State College	2.0	01, 02, 19, 13, 17, 22, 26, 30
Thames Vly State Technical College	4.0	01, 02, 20
Trinity College	3.0	01, 02
Tunxis Community College	4.0	01, 02, 19
University of Bridgeport	2.0	01, 02, 19, 13, 14, 17, 18, 15, 30, 22
University of Connecticut Main Campus	1.2	02, 11, 11, 14, 17, 18, 21, 22, 23, 25, 13, 30, 31 15, 20, 20, 27, 01

## CONNECTICUT (Cont'd.)

Institution	Category	Positions: (01, 02, 11-38)
University of Connecticut Hartford	4.0	01
University of Connecticut Health Center	5.2	01, 27, 16
University of Connecticut Southeastern Br	4.0	01
University of Connecticut Stamford	4.0	01
University of Connecticut Torrington	4.0	01
University of Connecticut Waterbury	4.0	01
University of Hartford	2.0	01, 02, 28, 28, 21, 38, 13, 14, 13, 17, 18, 19, 32, 15
University of New Haven	2.0	01, 02, 15, 18, 13, 14, 22, 17
Waterbury State Technical College	4.0	01, 02, 20
Wesleyan University	1.3	01, 02, 17
Western Connecticut State College	2.0	01, 02, 22, 17, 19
Yale University	1.1	01, 30, 35, 02, 22, 27, 25, 30, 29, 28, 21, 21, 12

## MAINE

Institution	Category	Positions: (01, 02, 11-38)
Bangor Theological Sem	5.1	01
Bates College	3.0	01, 02
Beal Business College	4.0	01, 02, 14, 14, 14, 14,
Bowdoin College	3.0	01, 02
Colby College	3.0	01, 02, 35
College of the Atlantic	3.0	01, 02
Eastern Maine Voc-Tech Institute	4.0	01, 02, 19, 30
Husson College	5.5	01, 02, 20
Maine Maritime Academy	5.9	01, 02
Nasson College	3.0	01, 02
Ricker College	3.0	01, 02
Saint Francis College	3.0	01, 02, 35
Saint Joseph's College	3.0	01, 02
Southern Maine Voc Tech Institute	4.0	01, 19, 02,
Thomas College	5.5	01, 02
Unity College	3.0	01, 13, 29, 13
University of Maine at Augusta	4.0	01, 15, 02
University of Maine of Bangor	4.0	01
University of Maine at Farmington	3.0	01, 15
University of Maine at Fort Kent	3.0	01, 02
University of Maine at Machias	3.0	01, 02
University of Maine at Orono	1.3	01, 02, 13, 22, 11, 14, 17, 36
University Maine at Portland-Gorham	2.0	01, 02, 35, 15, 25, 22, 13, 30, 14, 17
University of Maine at Presque Isle	3.0	01, 02
Westbrook College	3.0	01, 02



## MASSACHUSETTS

Institution	Category	Positions: (01, 02, 11-38)
American International College	3.0	01, 02, 15, 14, 17, 13
Amherst College	3.0	01, 02
Andover Newton Theological School	5.1	01, 02, 35
Anna Maria College	3.0	01, 02
Aquinas Junior College Bus. Main Campus	4.0	01
Aquinas Junior College Bus. at Newton	4.0	01
Assumption College	3.0	01, 02, 22
Atlantic Union College	3.0	01, 02
Babson College	5.5	01, 02
Bay Path Junior College	4.0	01, 02
Bay State Junior College of Bus.	4.0	01, 02
Becker Junior College	4.0	01, 02, 14, 13
Bentley College	3.0	01, 02, 19, 15, 14
Berklee College of Music	5.6	01, 02
Berkshire Christian College	5.1	01, 02
Boston College	1.3	01, 02, 13, 35, 22, 25, 19, 34, 30, 17, 14
Boston Conservatory of Music	5.6	01, 02
Boston University	1.1	01, 02, 35, 13, 13, 22, 25, 27, 30, 16, 18, 34, 24, 17, 21, 27, 15, 14, 32
Brandeis University	1.2	01, 02, 22
Bryant-Stratton Commercial School	4.0	01, 15, 14, 14, 14, 36, 14, 21
Burdett School	4.0	01, 02
Cambridge Junior College	4.0	01, 02
Central New England College Techn.	5.4	01, 02
Chamberlayne Junior College	4.0	01, 02
Clark University	1.3	01, 22, 02, 19
College of the Holy Cross	3.0	01, 02, 35,
College Our Lady of Elms	3.0	01, 02
Curry College	3.0	01, 02
Dean Junior College		01, 02, 19
Eastern Nazarene College	3.0	01, 02
Emerson College	3.0	01, 02
Emmanuel College	3.0	01, 02
Endicott Junior College	4.0	01, 02
Episcopal Theological School	5.1	01, 02
Fisher Junior College	4.0	01, 02
Forsyth School Dental Hygnsts	4.0	01, 16
Franklin Institute of Boston	4.0	01, 02
Garland Junior College	4.0	01, 02
Gordon College	3.0	01, 02
Gordon-Conwell Theological Seminary	5.1	01, 02, 20

## MASSACHUSETTS (Cont'd)

Institution	Category	Positions: (01, 02, 11-38)
Grahm Junior College	4.0	01, 14, 13
Hampshire College	3.0	01, 02
Harvard University	1.1	01, 13, 20, 20, 13, 13, 25, 27, 16, 12, 14, 33, 17, 14
Hebrew College	5.1	01, 02
Hellenic College	5.1	01, 02
Katharine Gibbs School	4.0	01, 13, 14
Laboure Junior College	4.0	01, 30
Lasell Junior College	4.0	01, 02
Leicester Junior College	4.0	01
Lesley College	5.8	01, 02, 22
Lowell Technological Institute	5.4	01, 02, 22, 15, 19, 18, 14, 20
Mass College of Optometry	5.3	01, 02
Mass College of Pharmacy	5.3	01, 22, 15
Berkshire Community College	4.0	01, 02
Bristol Community College	4.0	01, 02, 15, 19
Bunker Hill Community College	4.0	01, 02, 19
Cape Cod Community College	4.0	01, 02, 15
Greenfield Community College	4.0	01, 02, 14, 13, 13, 13, 19
Holyoke Community College	4.0	01, 02, 15
Massachusetts Bay Community College	4.0	01, 02
Massasoit Community College	4.0	01, 02, 15
Middlesex Community College	4.0	01, 02, 15
Mount Wachusett Community College	4.0	01, 02, 19, 35
Nthn Essex Community College	4.0	01, 02, 15
North Shore Community College	4.0	01, 02, 15
Quinsigamond Community College	4.0	01, 15, 02, 32
Springfield Technical Community College	4.0	01, 02, 15
Massachusetts Inst of Technology	1.1	01, 02, 35, 13, 13, 22, 18, 11, 14
Boston State College	2.0	01, 22, 02, 15, 19
Bridgewater State College	2.0	01, 02, 15, 22
Fitchburg State College	2.0	01, 02, 15, 19
Framingham State College	2.0	01, 02, 15, 22
Lowell State College	3.0	01, 02, 22
Massachusetts College of Art	5.6	01, 02, 15, 22
Massachusetts Maritime Academy	5.9	01, 02
North Adams State College	3.0	01, 02, 15, 17
Salem State College	2.0	01, 15, 13, 22, 02, 30
Westfield State College	2.0	01, 02, 22, 17
Worcester State College	2.0	01, 02, 15, 30, 17
Merrimack College	3.0	01, 02, 35, 13, 18, 14
Mount Holyoke College	3.0	01, 02

## MASSACHUSETTS (Cont'd)

Institution	Category	Positions: (01, 02, 11-38)
Mount Ida Junior College	4.0	01, 02
Newbury Junior College	4.0	01, 15
New England Conserv of Music	5.6	01, 02, 20
New England Institute of Embalming	4.0	01, 02
New England School of Law	5.7	01
Newton College	3.0	01, 02
Newton Junior College	4.0	01, 02
Nichols College	5.5	01
Northeastern University	1.3	01, 02, 20, 25, 32, 14, 31, 36, 30, 18, 17, 13
Perry Normal School	4.0	01, 02
Pine Manor Junior College	4.0	01, 02
Quincy Junior College	4.0	01, 19, 02
Radcliffe College	3.0	01
Regis College	3.0	01, 02, 15
Saint Hyacinth College-Seminary	5.1	01, 02
Saint John's Seminary	5.1	01
School of Museum Fine Arts	5.6	01, 02, 19, 35
School Worcester Art Museum	4.0	01, 02, 17
Simmons College	3.0	01, 02, 22
Simon's Rock	4.0	01, 02
Smith College	1.3	01, 02, 34, 38
Southwestern Massachusetts University	2.0	01, 02, 13, 18, 14, 21, 30
Springfield College	1.3	01, 02, 19, 22, 13, 32, 17
Stonehill College	3.0	01, 02, 15, 19
Suffolk University	2.0	01, 14, 25, 19, 13
Swain School of Design	5.6	01, 02, 35
Tufts University	1.2	01, 02, 13, 35, 19, 22, 25, 27, 16, 18
University of Mass Amherst Campus	1.2	01, 02, 15, 20, 17, 13, 13, 13, 30, 32, 23, 18, 14, 11, 11, 22
University of Mass Boston Campus	2.0	01, 13, 13, 13, 02
University Mass Medical School-Worcester	5.2	01, 02
Wellesley College	3.0	01, 02, 13
Wentworth College Techn	5.4	01, 02
Wentworth Institute	4.0	01, 02, 18, 18, 18
Western New England College	2.0	01, 02, 15, 25, 18, 14, 13
Wheaton College	3.0	01, 02
Wheelock College	5.8	01, 22
Williams College	3.0	01, 02
Worcester Junior College	4.0	02, 01
Worcester Poly Institute	5.4	01, 02, 15
Bradford College	3.0	01, 02, 13

## RHODE ISLAND

Institution	Category	Positions: (01, 02, 11-38)
Barrington College	3.0	01, 02
Brown University	1.2	01, 02, 13, 35, 20, 22, 27
Bryant College of Business Adm.		01, 02, 14, 35, 15, 22
Johnson & Wales College		01, 02, 15
Mount Saint Joseph College	3.0	01, 02
Providence College	1.3	01, 02, 15, 22, 13
Rhode Island College	2.0	01, 02, 35, 13, 22, 17
Rhode Island Junior College	4.0	01, 02, 38, 30, 15, 13, 13
Rhode Island School of Design		01, 02
Roger Williams College	3.0	01, 02
Salve Regina College	3.0	01, 02
Sem of Our Lady of Providence		01, 02
University of Rhode Island	1.3	01, 02, 13, 14, 23, 18, 30, 31, 11, 22, 22, 26, 20, 35

## NEW HAMPSHIRE

Institution	Category	Positions: (01, 02, 11-38)
Belknap College	3.0	01, 02, 13, 36, 13, 14, 21
Colby College New Hampshire	4.0	01, 02
Dartmouth College	1.3	01, 02, 14, 18, 27, 10, 22
Franconia College	3.0	01
Franklin Pierce College	3.0	01, 02, 35
McIntosh College	4.0	01, 02
Mount Saint Mary College	3.0	01, 02
Nathaniel Hawthorne College	3.0	01, 02
New England Aeronautical Institute	4.0	01, 02
New England College	3.0	01, 21, 13, 29
New Hampshire College	3.0	01, 02, 15, 15
New Hampshire Voc-Tech College Berlin	4.0	01, 02, 19, 30
New Hampshire Voc Tech College Claremont	4.0	01, 02
New Hampshire Voc-Tech College Concord	4.0	01, 02, 19
New Hampshire Voc-Tech College Laconia	4.0	01
New Hampshire Voc-Tech College Manchester	4.0	01, 02, 19
New Hampshire Voc-Tech College Nashua	4.0	01
New Hampshire Voc-Tech College Portsmouth	4.0	01, 02, 15, 30
Notre Dame College	3.0	01, 02
Rivier College	3.0	01, 02
Saint Anselm's College		01, 02
University of New Hampshire	1.3	01, 02, 20, 15, 19, 22, 11, 13, 36, 14, 30
University of New Hampshire Keene State College	3.0	01, 02, 20
University New Hampshire Plymouth State College	3.0	01, 02, 15
White Pines College	4.0	01, 02

## VERMONT

Institution	Category	Positions: (01, 02, 11-38)
Bennington College	3.0	01, 02
Castleton State College	3.0	01, 02, 17
Champlain College	2.0	01, 20, 02
College Saint Joseph the Provider	5.8	01, 02
Community College of Vermont	4.0	01, 02
Goddard College	3.0	01, 15, 13, 22
Green Mountain College	2.0	01, 02
Johnson State College	3.0	01, 13, 13, 13, 13
Lyndon State College	3.0	01, 02
Marlboro College	3.0	01, 02
Middlebury College	1.3	01, 02, 21
Norwich University Main Campus	3.0	01
Vermont College	5.3	01
Royalton College	3.0	01, 02
Saint Joseph College	4.0	01
Saint Michael's College	3.0	01, 02, 20
School for International Training	3.0	01
Trinity College	3.0	01, 02
University Vermont & State Agrl College	1.3	01, 02, 15, 20, 13, 22, 27, 27, 30, 11, 36, 17
Vermont Technical College	4.0	01, 02
Windham College	3.0	01, 02

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## ARKANSAS

Institution	Category	Positions: (01, 02, 11-38)
Arkansas Baptist College	3.0	01, 02
Arkansas College	3.0	01, 02
Arkansas Poly College	3.0	01, 02, 13, 17, 14
Arkansas State Univ. Main Campus	2.0	01, 02, 13, 14, 17, 22, 13, 11, 21, 13, 30, 36, 26
Arkansas State Univ. Beebe Branch	4.0	01, 02
College of the Ozarks	3.0	01, 02
Crowley's Ridge College	4.0	01, 02, 20
Harding College Main Campus	3.0	01, 02, 22
Henderson State College	3.0	01, 02, 22, 14, 17, 21, 13, 13
Hendrix College	3.0	01, 02
John Brown University	3.0	01, 02
Ouachita Baptist University	3.0	01, 02, 22, 28
Philander Smith College	3.0	01, 02
Shorter College	4.0	01, 02
Southern Baptist College	4.0	01, 02, 20
Southern State College	3.0	01, 02
State College of Arkansas	2.0	01, 02, 20, 22, 13, 21, 14, 17, 15, 27
University of Arkansas, Main Campus	1.2	01, 02, 11, 36, 34, 20, 13, 22, 25, 18, 11, 14, 17, 15
University of Arkansas, Little Rock	2.0	01, 02, 13, 13, 13, 13, 14, 17, 21
University of Arkansas Medical Center	5.2	02, 27, 30, 31, 16, 22
University of Arkansas-Monticello	3.0	01, 02
University of Arkansas Pine Bluff	3.0	01, 02, 11, 13, 17
Westark Community College	4.0	01, 02, 13
Phillips Company Community College	4.0	01, 02

## LOUISIANA

Institution	Category	Positions: (01, 02, 11-38)
Centenary College	3.0	01, 02
Delgado Voc Tech Junior College	4.0	01, 02, 18, 38, 14, 13, 15, 17
Dillard University	3.0	01, 02
Grambling College	2.0	01, 02, 13, 36, 13, 17
Louisiana College	3.0	01, 02
Louisiana College State Univ. Alexandria	4.0	01
Louisiana State Univ. Baton Rouge	1.2	01, 02, 13, 13, 13, 13, 22, 25, 18, 11, 14, 34, 28, 26, 17, 29, 37, 20, 29
Louisiana State Univ. Eunice	4.0	01, 30, 14, 13, 13
Louisiana State Univ. Medical Ctr. New Orls.	5.2	01, 02, 22, 27, 27, 16, 30, 36
Louisiana State Univ. New Orleans	1.3	01, 02, 13, 13, 15, 13, 22, 14, 17
Louisiana State Univ. Shreveport	4.0	01, 02, 13, 13, 14, 15, 17
Louisiana Tech University	1.3	01, 02, 13, 22, 18, 13, 14, 17, 23
Loyola University	2.0	01, 02, 13, 25, 14, 22, 19
McNeese State University	1.3	01, 02, 13, 13, 22, 14, 17, 21, 18, 15
New Orleans Baptist Theol. Seminary	5.1	01, 02
Nicholls State University	2.0	01, 02, 13, 13, 22, 17, 14, 36
Northeast Louisiana University	1.3	01, 02, 13, 22, 14, 31, 13, 17
Northwestern State College of LA	1.3	01, 02, 13, 14, 13, 22, 30, 17
Notre Dame Seminary	5.1	01, 02
Our Lady of Holy Cross College	3.0	01, 02
Saint Bernard Parish Community College	4.0	01, 02
Saint Joseph Seminary College	5.1	01, 02
Saint Mary's Dominican College	3.0	01, 02
Southeastern Louisiana University	2.0	01, 02, 14, 17, 13, 36, 30, 22
Southern Univ. A & M College Main Cam.	2.0	01, 02, 22, 25, 18, 11, 14, 17, 23, 13, 13, 13, 28, 36, 38, 12, 15
Southern Univ. A & M College New Orleans	3.0	01, 02
Southern Univ. A & M College Shreveport	4.0	01, 02
Tulane Univ. of Louisiana	1.1	01, 02, 13, 13, 19, 22, 25, 27, 33, 18, 12, 14, 34, 17
University of Southwestern Louisiana	1.3	01, 02, 13, 13, 17, 11, 18, 30, 14, 22,
Xavier University of Louisiana	3.0	01, 02, 13, 31, 22



## NEW MEXICO

Institution	Category	Positions: (01, 02, 11-38)
College of Santa Fe	3.0	01, 02
College of the Southwest	3.0	01, 02
Eastern New Mexico Univ. Main Campus	2.0	01, 02, 13, 13, 21, 22, 36, 14, 28, 17, 44, 20
Eastern New Mexico Univ. Roswell Campus	4.0	01, 02,
New Mexico Highlands University	3.0	01, 02, 35,
New Mexico Inst. of Mining & Technology	5.4	01, 02, 35, 22
New Mexico Junior College	4.0	01, 02, 19, 38, 13, 17, 18
New Mexico Military Institute	4.0	01, 02,
New Mexico State Univ. Main Campus	1.2	01, 02, 22, 13, 18, 11, 14, 17, 15
New Mexico State Univ. Alamogordo	4.0	01
New Mexico State Univ. Carlsbad	4.0	01
New Mexico State Univ. Grants Branch	4.0	01
New Mexico State Univ. San Juan	4.0	01, 38, 02
University of Albuquerque	3.0	01, 02,
University of New Mexico Main Campus	1.2	01, 02, 15, 13, 22, 25, 27, 18, 14, 31, 17, 21, 13
University of New Mexico Gallup Branch	4.0	01
Western New Mexico University	3.0	01, 02

## OKLAHOMA

Institution	Category	Positions: (01, 02, 11-38)
Altus Junior College	4.0	01, 02
American Christian College	3.0	01, 02
Bacone College	4.0	01, 02
Bartlesville Wesleyan College	3.0	01, 02
Bethany Nazarene College	3.0	01, 22, 17
Cameron College	2.0	01, 02
Carl Albert Junior College	4.0	01, 02
Central State University	2.0	01, 02, 22, 13, 14, 17, 13, 13
Claremore Junior College	4.0	01, 02
Connors State College	4.0	01, 02
East Central State College	3.0	01, 02, 17, 22, 29
Eastern Oklahoma State College	4.0	01, 02, 38
El Reno Junior College	4.0	01, 02
Hillsdl Free Will Baptist College	3.0	01, 02
Langston University	3.0	01, 02, 13, 17, 13
Murray State College	4.0	01, 02
Northeastern Okla Agri-Mech College	4.0	01, 02
Northeastern State College	2.0	01, 02, 22
Northern Oklahoma College	4.0	01, 02, 38
Northwestern State College	3.0	01, 02
Oklahoma Baptist University	3.0	01, 02, 21, 13
Oklahoma Christian College	3.0	01, 02
Oklahoma City University	3.0	01, 02, 13, 28, 14, 25
Oklahoma College Liberal Arts	3.0	01, 02
Oklahoma Panhandle State College	3.0	01, 02
Oklahoma School Business Acct. Law Fin.	4.0	01, 02
Oklahoma State University Main Campus	1.2	01, 02, 20, 37, 22, 13, 23, 18, 11, 14, 17
Oklahoma State University Okla City	4.0	01, 02
Oral Roberts University	3.0	01, 02
Oscar Rose Junior College	4.0	01, 02, 19
Phillips University	2.0	01, 02, 22
Saint Gregory's College	4.0	01, 02
Sayre Junior College	4.0	01, 02,
Seminole Junior College	4.0	01, 02, 20, 35, 30
Southeastern State College	2.0	01, 02, 17, 14, 13
South Okla City Junior College	4.0	01, 02
Southwestern College	4.0	01, 02
Southwestern State College	2.0	01, 02, 22, 31
Tulsa Junior College	4.0	01, 02
University of Okla Health Science Center	5.2	01, 27, 16, 30, 33, 22
University of Oklahoma Norman Campus	1.2	01, 02, 13, 14, 17, 18, 12, 21, 22, 25, 15, 31, 13, 19
University of Tulsa	1.3	01, 02, 22, 13, 18, 14, 17, 25, 30

## TEXAS

Institution	Category	Positions: (01, 02, 11-38)
Abilene Christian College	3.0	01, 02, 35, 22, 20
Alvin Junior College	4.0	01, 02, 15, 38, 38, 52, 38
Amarillo College	4.0	01, 02
Angelina College	4.0	01, 02
Angelo State University	2.0	01, 02, 22, 13, 17, 21
Austin College	4.0	01, 02, 15, 13, 13, 13
Austin Presb Theol Seminary	5.1	01
Baylor College Dentistry	5.3	01
Baylor College Medicine	5.2	01, 22, 02
Baylor University	1.3	01, 02, 13, 15, 27, 22, 25, 14, 17, 28, 30
Bee County College	4.0	01, 02
Bishop College	3.0	01, 02
Blinn College	4.0	01, 02
Brazosport College	4.0	01, 02, 15
Central Texas College	4.0	01, 02
Cisco Junior College	4.0	01, 02
Clarendon College	4.0	01, 02
College of the Mainland	4.0	01, 02, 13, 15
Concordia Luth College	4.0	01, 02
Cooke County Junior College	4.0	01, 02
Dallas Baptist College	3.0	01, 02
Dallas Bible College	5.1	01, 02, 13
Eastfield College	4.0	01, 02, 19, 38
El Centro College	4.0	01, 02, 19
Mountain View College	4.0	01, 02, 19, 36
Richland College	4.0	01, 02, 19, 36, 15
Dallas Theol Seminary Grad. School	5.1	01, 02, 22
Del Mar College	4.0	01, 02, 13, 21, 36
Devry Institute of Technology	5.4	01, 02
Dominican College	3.0	01, 02
East Texas Baptist College	3.0	01, 02
East Texas State University	1.3	01, 02, 22, 17, 21, 14, 13
El Paso Community College	4.0	01, 02
Episcopal Theological Seminary Southwest	5.1	01
Frank Phillips College	4.0	01, 02
Galveston College	4.0	01, 02, 15
Grayson County Junior College	4.0	01, 02
Gulf Coast Bible College		01, 02
Hardin-Simmons University	3.0	01, 20, 28, 02
Henderson County Junior College	4.0	01, 02

## TEXAS (Cont'd)

Institution	Category	Positions: (01, 02, 11-38)
Hill Junior College	4.0	01, 02, 38
Houston Baptist College	3.0	01, 02
Houston Community College	4.0	01, 02, 38
Howard County Junior College	4.0	01, 02, 13, 38
Howard Payne College	3.0	01, 02
Huston-Tillotson College	3.0	01, 02
Incarnate Word College	3.0	01, 02, 22
Jacksonville College	4.0	01, 02
Jarvis Christian College	3.0	01, 02
Kilgore College	4.0	01, 02
Lamar University	2.0	01, 02, 18, 13, 13, 38, 22, 14, 17, 21
Laredo Junior College	4.0	01, 02, 36
Lee College	4.0	01, 38, 15, 20
Letourneau College	3.0	01, 02
Lon Morris College	4.0	01, 02
Lubbock Christian College	3.0	01, 02
Mary Hardin-Baylor College	3.0	01, 02
McLennan Community College	4.0	01, 02, 15, 13, 21, 13
McMurry College	3.0	01, 02, 35
Midland College	4.0	01, 02, 38
Midwestern University	2.0	01, 02, 22, 13, 14, 17, 13, 15
Navarro Junior College	4.0	01, 02
North Harris Community College	4.0	01, 02, 15
North Texas State University	1.3	01, 02, 13, 22, 14, 28, 17, 23, 26
Oblate College of Southwest	5.1	01, 02, 15
Odessa College	4.0	01, 19
Our Lady of Lake College	3.0	01, 02
Pan American University	2.0	01, 02, 21, 13, 17, 14, 22, 13
Panola Junior College	4.0	01, 02, 38
Paris Junior College	4.0	01, 02, 36, 13
Paul Quinn College	3.0	01, 02
Ranger Junior College	4.0	01, 02
Rice University	1.2	01, 02, 18, 13, 22, 12, 28
Saint Edward's University	3.0	01, 02, 14, 13, 17
Saint Mary's University	2.0	01, 02, 13, 22, 25, 14
Sam Houston State University	2.0	01, 02, 13, 13, 22, 14, 17, 21
Saint Phillip's College	4.0	01, 02, 19, 38,
San Antonio College	4.0	01, 02
San Jacinto College	4.0	01, 02, 19, 36
Schreiner College	4.0	01, 02

## TEXAS (Cont'd)

Institution	Category	Positions: (01, 02, 11-38)
Southern Bible College	3.0	01, 02, 19
Southern Meth University	1.3	01, 02, 13, 15, 13, 21, 25, 18, 14
South Plains College	4.0	01, 02, 15
South Texas College Law	5.7	01, 02
South Texas Junior College	4.0	01, 02
Southwestern Assemb God College	5.1	01, 13
Southwestern Baptist Theol. Seminary	5.1	01, 02
Southwestern Christian College	4.0	01, 02
Southwestern Union College	3.0	01, 02
Southwestern University	3.0	01, 13, 21,
Southwest Texas Junior College	4.0	01, 02
Southwest Texas State University	2.0	01, 02, 20, 13, 13, 17, 13, 13, 17, 14, 21, 27
Stephen F Austin State University	2.0	01, 02, 22, 13, 13, 11, 17, 21, 14
Sul Ross State University	3.0	01, 02, 22, 14, 13, 21 17, 13
Tarrant County Junior College Northeast Campus	4.0	01, 02
Tarrant County Junior College South Campus	4.0	01, 02
Temple Junior College	4.0	01, 02, 19
Texarkana College	4.0	01, 02, 38, 15
Texas A & I University	2.0	01, 02, 13, 22, 18, 12, 14, 17
Texas A & I University Corpus Christi	3.0	01, 02, 13, 14, 17, 36
Prairie View Agri-Mech University	2.0	01, 02, 15, 11, 13, 18 23, 30, 38, 22
Tarleton State University	3.0	01, 02, 13, 11, 17, 22
Texas A & M University Main Campus	1.1	01, 02, 37, 18, 29, 13, 11, 22, 12, 14
Texas A & M Moody College Maritime Science	5.9	01, 02
Texas Christian University	1.3	01, 02, 22, 13, 14, 17, 19, 21, 30,
Texas College	3.0	01, 02
Texas College Osteo Medicine	5.3	01, 02, 27
Texas Lutheran College	3.0	01, 02
Texas Southern University	2.0	01, 35, 02, 04, 13, 25, 36, 14, 34, 17, 15
Texas Southmost College	4.0	01, 02, 36
Texas State Tech. Institute James Connally	4.0	01, 02
Texas State Tech Institute Mid-Continent	4.0	01, 02
Texas State Tech Institute Rio Grande	4.0	38, 02, 36
Texas Tech University	1.3	01, 02, 15, 22, 11, 13, 14, 17, 18, 23, 25, 27

## TEXAS (Cont'd)

Institution	Category	Positions: (01, 02, 11-38)
Texas Wesleyan College	3.0	01, 02
Texas Woman's University	1.3	01, 02, 22, 13, 17, 21, 32, 23, 30, 26
Trinity University	3.0	01, 02, 35, 22, 18, 14, 13
Tyler Junior College	4.0	01, 02, 19, 36
Tyler State College	3.0	01, 02, 14, 17
University of Dallas	1.3	01, 02
University of Houston Main Campus	1.3	01, 02, 15, 14, 13, 22, 25, 27, 36, 18, 12, 14, 34, 31, 17
University of Plano		01, 02, 15, 13
University of Saint Thomas	3.0	01, 02, 30
University of Texas at Arlington	2.0	01, 02, 13, 13, 18
University Texas at Austin Main Campus	1.1	01, 02, 12, 14, 24, 17, 18, 21, 26, 25, 22, 31, 34, 13, 13, 13, 13, 20, 23, 24, 28, 32, 29
University of Texas at Dallas	3.0	01, 02, 22
University of Texas at El Paso	2.0	01, 02, 14, 17, 18, 22, 13, 13
University Texas Health Sciences Ctr. Dallas	5.2	01, 15, 27, 38, 22
University Texas Health Sciences Ctr. Houston	5.2	01, 15, 16, 22, 27, 33
University Texas Health Sciences Ctr. Sn Anto	5.2	02, 15, 01
University Texas Medical Br. Galveston	5.2	01, 33, 22, 27, 27
University of Texas Permian Basin	3.0	01, 02, 18, 13, 14
University of Texas San Antonio	3.0	01, 02, 14, 13, 21, 13, 17, 15
University of Texas School Nursing	5.3	01
Vernon Reg Junior College	4.0	01, 02, 38
Victoria College	4.0	01, 02
Wayland Baptist College	3.0	01, 02
Weatherford College	3.0	01, 02
Western Texas College	3.0	01, 02, 38
West Texas State University	2.0	01, 02, 22, 13, 17, 11, 14, 21, 15
Wharton County Junior College	4.0	01, 02
Wiley College	3.0	01, 02

STANDARD FEDERAL REGION X

## IDAHO

Institution	Category	Positions: (01, 02, 11-38)
Boise State College	2.0	01, 02, 19, 13, 14, 17, 22, 38, 08, 27
College of Idaho	3.0	01, 22,
College of Southern Idaho	4.0	01, 02, 38, 03, 15
Idaho State University	2.0	01, 35, 15, 13, 14, 31, 17, 27, 22
Lewis-Clark State College	3.0	01
North Idaho College	4.0	01, 02
Northwest Nazarene College	3.0	01, 02, 35
Ricks College	4.0	01, 15, 02
University of Idaho	1.3	01, 02, 15, 13, 22, 25, 18, 29, 11, 29, 14, 17

## OREGON

Institution	Category	Positions: (01, 02, 11-38)
Blue Mountain Community College	4.0	01, 38, 13, 15
Central Oreg Community College	4.0	01, 02
Chemeketa Community College	4.0	01, 14, 18
Clackamas Community College	4.0	01, 02, 38, 36, 19, 14
Clatsop Community College	4.0	01, 02, 13, 38, 19
Columbia Christian College	3.0	01, 02
Concordia College	4.0	01, 02
George Fox College	3.0	01, 02
Judson Baptist College	4.0	01, 02
Lane Community College	4.0	01, 02
Lewis and Clark College	3.0	01, 02, 25
Linfield College	3.0	01, 02
Linn-Benton Community College	4.0	01, 02, 15
Marylhurst College	3.0	01, 02
Mount Angel College	3.0	01, 02
Mount Angel Seminary	5.1	01, 02
Mount Hood Community College	4.0	01, 02, 13, 15, 38, 20
Multnomah School of Bible	5.1	01, 35, 02, 19
Museum Art School	5.2	01, 02
Northwest Christian College	5.1	01, 02
Oregon Graduate Center	5.9	01, 02,
Eastern Oregon College	3.0	01, 02
Oregon College of Education	2.0	01, 02
Oregon Institute of Technology	5.4	01, 02, 19, 13, 36, 36, 36, 36
Oregon State University	1.1	01, 02, 22, 35, 20, 13, 13, 22, 18, 11, 29, 14, 31, 17, 23, 13
Portland State University	2.0	01, 02, 22, 13, 14, 17, 13, 13, 34, 32
Southern Oregon College	2.0	01, 02, 13, 17
University of Oregon Main Campus	1.2	01, 02, 35, 13, 12, 14, 34, 17, 32, 24, 25, 26, 28, 22
University of Oregon Dental School	5.3	01, 02
University of Oregon Medical School	5.2	01
Pacific University	3.0	01, 35, 10, 13, 28
Portland Community College	3.0	01, 14, 36, 13, 13
Reed College	3.0	01, 02, 22
Rogue Community College	4.0	01, 02
Southwestern Oregon Community College	4.0	01, 02
Treasure Valley Community College	4.0	01, 02, 38, 15
Umpqua Community College	4.0	01, 02, 38
University of Portland	1.3	01, 02, 13, 14, 30, 18, 17



## OREGON (Cont'd)

Institution	Category	Positions: (01, 02, 11-38)
Warner Pacific College	3.0	01, 02
Western Baptist Bible College	5.1	01, 02
Western Conservative Baptist Seminary	5.1	01, 02, 20, 22
Willamette University	3.0	01, 02, 13, 25, 28, 14

## WASHINGTON

Institution	Category	Positions: (01, 02, 11-38)
Bellevue Community College	4.0	01, 02, 15, 38
Big Bend Community College	4.0	01, 02
Centralia College	4.0	01, 02, 38, 19
Central Wash State College	2.0	01, 02, 15, 13, 22, 14, 13, 21, 17
Clark College	4.0	01, 02
Columbia Basin Community College	4.0	01, 02, 19
Eastern Wash State College	2.0	01, 02, 22, 13, 15, 21, 14, 13, 17
Evergreen State College	3.0	01, 02, 13, 13, 13
Fort Steilacoom Community College	4.0	01, 02, 20, 38, 13, 15
Fort Wright C Holy Names	3.0	01, 02
Gonzaga University	3.0	01, 02, 13, 25, 14, 17, 18, 22
Grays Harbor College	4.0	01, 02, 38, 15
Green River Community College	4.0	01, 02, 13, 38, 15
Highline Community College	4.0	01, 02, 38, 19
Lower Columbia College	4.0	01, 02, 15, 38
Northwest College	5.1	01, 17
Olympia Voc Tech Institute	4.0	01, 02
Olympic College	4.0	01, 02
Pacific Luth University	3.0	01, 02, 22
Peninsula College	4.0	01, 02
Saint Martin's College	3.0	01, 02
Seattle Community College Central Cam	4.0	01, 02, 15, 17, 38, 14, 13, 21, 23, 33, 34, 36
Seattle Community College North Cam	4.0	01, 13, 38, 19
Seattle Community College South Cam	4.0	01, 15, 38, 38, 02
Seattle Pacific College	3.0	01, 02, 17, 28, 30, 21, 17, 29
Seattle University	3.0	01, 02, 13, 14, 17, 18, 30, 22
Shoreline Community College	4.0	01, 02, 14, 13, 36, 13, 13, 13
Skagit Valley College	4.0	01, 02, 15
Spokane Community College	4.0	01, 19, 38, 38, 38
Spokane Fls Community College	4.0	01, 02, 19
Sulpician Seminary of Northwest	5.1	01, 02, 13
Tacoma Community College	4.0	01, 02, 38
University of Puget Sound	2.0	01, 02, 35, 25
University of Washington	1.1	01, 02, 13, 11, 14, 18, 29, 29, 22, 25, 22, 34, 16, 27, 30, 31, 33, 15, 35, 17

## WASHINGTON (Cont'd)

Institution	Category	Positions: (01, 02, 11-38)
Walla Walla College	3.0	01, 02, 30
Walla Walla Community College	4.0	01, 02, 38, 15
Edmonds Community College	4.0	01, 02, 15
Everett Community College	4.0	01, 02
Washington State University	1.2	01, 02, 22, 13, 13, 23, 37, 18, 11, 14, 31, 17
Wenatchee Valley College	4.0	01, 02, 15
Western Wash State College	2.0	01, 02, 15, 13, 13, 22, 13, 29
Whatcom Community College	4.0	01, 02, 33, 25, 11, 23
Whitman College	3.0	01, 02
Whitworth College	3.0	01, 02, 22
Yakima Valley College	4.0	01, 02, 38, 15

## FOOTNOTES

<sup>1</sup>United States, Department of Health, Education and Welfare, Education Directory: Higher Education 1973-74.

<sup>2</sup>Judith T. Irwin (comp), The Campus Resources of Higher Education in the United States of America: a Taxonomy of Types and a Geographical Distribution (Washington, D.C.)

**APPENDIX B**

**RESEARCH INSTRUMENTS**



*Oklahoma State University*

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
GUNDERSEN HALL  
(405) 372-6211, EXT. 6245

June 13, 1974

Dear

Will you help us in a study we are conducting to gather information on women administrators in institutions of higher education? The three regions we are studying are the standard federal regions I, VI, and X. Region I includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Region VI is made up of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, and Region X is composed of Idaho, Oregon, and Washington state.

Recently it has become national policy to assure women an equal opportunity for employment and equal treatment once employed, yet we know very little about the women who are working in responsible positions now. This study has been designed, therefore, to learn more about women administrators holding top-level positions in the colleges and universities of these three regions. Since there are very few women presidents, academic vice-presidents and academic deans in these institutions, it is vital that you respond if the study is to be meaningful.

Although the questionnaire asks for specific and sometimes personal information about you, please be assured that your anonymity will be respected. You should therefore feel free to respond as frankly as possible. If you wish a summary of the results of the study, check the Summary Requested box at the end of the questionnaire. We hope that you will return the completed questionnaire very soon, and have enclosed an addressed, stamped envelope for that purpose. (If we've mistakenly identified you as a woman, when in fact you are a man, please excuse our misinterpretation of your name, and mail back the questionnaire promptly so that we may correct our records.)

Our sincere appreciation for your cooperation.

Elizabeth McCorkle  
Research Associate

Thomas A. Karman  
Associate Professor

A STUDY OF TOP-LEVEL WOMEN ADMINISTRATORS IN HIGHER EDUCATION

EDUCATIONAL BACKGROUND

1. Graduation from high school: State \_\_\_\_\_ Year \_\_\_\_\_ 2. First enrolled in college: State \_\_\_\_\_
3. Were there interruptions in your undergraduate education of longer than 6 months duration? Yes \_\_\_ No \_\_\_
4. If yes, how long were the interruptions.....and for what reasons?
- \_\_\_\_\_
- \_\_\_\_\_
5. Were there interruptions in your GRADUATE education of longer than 6 months? Yes \_\_\_ No \_\_\_
6. If yes, how long? \_\_\_\_\_ for what reason? \_\_\_\_\_
- \_\_\_\_\_
7. Were there any specific courses or extracurricular activities in your educational experience which have been especially helpful in your administrative work? Yes \_\_\_ No \_\_\_
8. If yes, list below in rank order: 9. Did you receive any academic honors, graduate or undergraduate? Yes \_\_\_ No \_\_\_
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
10. If yes, list: \_\_\_\_\_
- \_\_\_\_\_
11. Degrees you've received: YEAR MAJOR MINOR INSTITUTION, CITY & STATE
- Associate of \_\_\_\_\_
- Bachelor of \_\_\_\_\_
- Master of \_\_\_\_\_
- Doctor of \_\_\_\_\_

FAMILY DATA

12. Birthplace: City \_\_\_\_\_ State \_\_\_\_\_
13. Age:
- |              |              |               |
|--------------|--------------|---------------|
| ___ 20 to 24 | ___ 40 to 44 | ___ 60 to 64  |
| ___ 25 to 29 | ___ 45 to 49 | ___ 65 to 69  |
| ___ 30 to 34 | ___ 50 to 54 | ___ 70 & over |
| ___ 35 to 39 | ___ 55 to 59 |               |
14. Race/ethnic group:
- |                     |                          |
|---------------------|--------------------------|
| ___ White           | ___ Oriental             |
| ___ Black           | ___ Other: specify _____ |
| ___ Chicano         |                          |
| ___ American Indian |                          |
15. Number of older sisters \_\_\_\_\_ older brothers \_\_\_\_\_ younger sisters \_\_\_\_\_ younger brothers \_\_\_\_\_
16. Family make-up during most of your childhood & young adult years at home: (check one only)
- |   |   |
|---|---|
| ___ mother, father, sisters, brothers at home | ___ mother, stepfather, sisters and/or brothers |
| ___ mother, father, sisters at home           | ___ mother, stepfather only                     |
| ___ mother, father, brothers at home          | ___ father, stepmother, sisters and/or brothers |
| ___ mother, father only                       | ___ father, stepmother only                     |
| ___ mother only, sisters and/or brothers      | ___ mother or father and grandparent(s)         |
| ___ mother only                               | ___ grandparent(s) only                         |
| ___ father only, sisters and/or brothers      | ___ other relatives: name _____                 |
| ___ father only                               | ___ institutions: specify _____                 |
| ___ foster home(s)                            | ___ other: specify _____                        |
17. Did any of your grandparents attend an institution of higher education? Yes \_\_\_ No \_\_\_
18. If yes, Maternal grandmother \_\_\_ Maternal grandfather \_\_\_ Paternal grandmother \_\_\_ Paternal grandfather \_\_\_
19. Did either of your parents attend an institution of higher education? Yes \_\_\_ No \_\_\_
20. If yes, Mother \_\_\_ Years or Degree(s) \_\_\_\_\_
- Father \_\_\_ Years or Degree(s) \_\_\_\_\_
21. Did your mother work outside the home as you were growing up? Yes \_\_\_ No \_\_\_ If yes, in what kind of work? \_\_\_\_\_
22. What was your father's work as you were growing up? \_\_\_\_\_
23. Present occupations: Mother \_\_\_\_\_ Father \_\_\_\_\_
- Sister(s) \_\_\_\_\_ Brother(s) \_\_\_\_\_

24. In what significant way(s) did your mother influence your educational and occupational goals?

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25. In what significant way(s) did your father influence your educational and occupational goals?

---



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26. Did any other person(s) in your family significantly influence you in your educational and occupational goals? Yes \_\_\_ No \_\_\_

27. If yes, what person(s) and in what way? \_\_\_\_\_

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28. Your marital status now:

- \_\_\_ single  
 \_\_\_ married  
 \_\_\_ divorced or separated  
 \_\_\_ widowed  
 \_\_\_ single (religious vows)

29. If you are/were married, for how many years total? \_\_\_\_\_

30. One marriage? \_\_\_ or More than One \_\_\_

31. If more than one, how many and for how many years each? \_\_\_\_\_

32. Your husband (if never married, go to item 40)  
 His occupation (please be specific: e.g. professor of art, clothing salesman, owner/operator sports store)

33. Did your husband's mother work outside the home as he was growing up? Yes \_\_\_ No \_\_\_

34. If yes, what kind of work? \_\_\_\_\_

35. List two or three ways that being married is a help to a woman administrator:

---



---



---

36. List two or three ways that being married is a hindrance to a woman administrator:

---



---



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37. Your children (if no children, go to item 40)

Daughter(s) age(s) \_\_\_\_\_

Son(s) age(s)..... \_\_\_\_\_

38. List two or three ways that a woman administrator's children are a help to her in her work:

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---



---

39. List two or three ways that a woman administrator's children are a hindrance to her:

---



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#### FACTORS INVOLVED IN BECOMING AN ADMINISTRATOR

40. Was there a woman in your undergraduate/graduate college experience who served as a model for you, that is, with whom you identified? Yes \_\_\_ No \_\_\_

41. If yes, was she a fellow student \_\_\_ an instructor \_\_\_ an administrator \_\_\_ Other (specify relationship in which you knew her) \_\_\_\_\_

42. Did you know a woman administrator who influenced you in your desire to become an administrator?

Yes \_\_\_ No \_\_\_

43. If yes, what was her administrative job? \_\_\_\_\_

44. Was the idea or wish to become an administrator originally your own idea? Yes \_\_\_ No \_\_\_

45. If the idea to become an administrator wasn't originally yours, whose was it? What was their relationship to you and the background for their suggestion? \_\_\_\_\_

46. Why did you decide to become an administrator? (rank reasons by marking #1, #2, and #3)

<input type="checkbox"/> Financial reasons	<input type="checkbox"/> Geographic location of job
<input type="checkbox"/> Prestige	<input type="checkbox"/> Increased Independence to Make Decisions
<input type="checkbox"/> Challenge	<input type="checkbox"/> Other: specify _____

47. At what age did you first become an administrator?      48. What age were you when you started your present administrative job?

<input type="checkbox"/> 20 to 24	<input type="checkbox"/> 40 to 44	<input type="checkbox"/> 60 to 64	_____
<input type="checkbox"/> 25 to 29	<input type="checkbox"/> 45 to 49	<input type="checkbox"/> 65 to 69	
<input type="checkbox"/> 30 to 34	<input type="checkbox"/> 50 to 54	<input type="checkbox"/> 70 & over	
<input type="checkbox"/> 35 to 39	<input type="checkbox"/> 55 to 59		

49. ATTITUDE OF YOUR FAMILY TOWARD YOUR WORKING IN YOUR CURRENT POSITION

	Very Favorable	Favorable	Neutral	Very Unfavorable	
Husband.....	_____	_____	_____	_____	
Mother.....	_____	_____	_____	_____	
Father.....	_____	_____	_____	_____	
Daughter(s).....	_____	_____	_____	_____	EXPLAIN if more than 1 daughter and attitudes differ.
Son(s).....	_____	_____	_____	_____	EXPLAIN if more than 1 son and attitudes differ.

50. ATTITUDE OF YOUR FRIENDS AND COLLEAGUES TOWARD YOUR CAREER & EDUCATIONAL

ADVANCEMENT:      Very Supportative      Supportive      Neutral      Very Unsupportative

Women Friends.....	_____	_____	_____	_____
Women Colleagues.....	_____	_____	_____	_____
Men Friends.....	_____	_____	_____	_____
Men Colleagues.....	_____	_____	_____	_____
Others;specify _____	_____	_____	_____	_____

ROLE IN ADMINISTRATION

51. Years employed at present institution \_\_\_\_\_      52. Years in current position \_\_\_\_\_

53. Predecessor in current position: female \_\_\_ male \_\_\_ new position \_\_\_\_\_

54. Do you hold academic rank? Yes \_\_\_ No \_\_\_      55. If yes, rank is \_\_\_\_\_

56. Do you have tenure? Yes \_\_\_ No \_\_\_      57. If yes, \_\_\_ as administrator? or through academic appointment? \_\_\_\_\_

58. Will you teach any courses during the 1974-75 academic year? Yes \_\_\_ No \_\_\_

59. Total number of academic professional employees under your direct supervision? \_\_\_\_\_

60. Of these, how many are in the following race/ethnic groups?

<input type="checkbox"/> White	<input type="checkbox"/> Chicano	<input type="checkbox"/> Oriental
<input type="checkbox"/> Black	<input type="checkbox"/> American Indian	<input type="checkbox"/> Other (specify) _____

61. How many of the academic professional employees under your direct supervision are:  
 \_\_\_\_\_ women?      \_\_\_\_\_ men?

62. Rank the three most SATISFYING ASPECTS of your present position:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_



63. Rank the three least satisfying or most FRUSTRATING ASPECTS of your present position, giving special attention to, but not limited to, the fact that as a woman you may be a minority among administrators

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

64. How did you learn of the opening in your present position?

- From my predecessor  
 From on acquaintance  
 University placement bureau  
 Approached by employer  
 Private placement bureau  
 Professional meeting/convention  
 Advertisement by the institution - in state and/or national journals, other media  
 Promotion from within the institution  
 Other:specify \_\_\_\_\_

65. To the best of your knowledge, what qualifications that you possess were most valued by your employing official--i.e., had the most influence upon your being hired for the current position?

\_\_\_\_\_  
 \_\_\_\_\_

66. What position do you hope to hold next?

- plan to remain in current position until retirement  
 move to another administrative position: specify \_\_\_\_\_  
 return to teaching  
 hope for full-time research position  
 may move to a position outside higher education: specify possible type \_\_\_\_\_  
 unsure

67. If married, style of wife-husband career planning: (check one closest to your style)

- I will expect to follow my husband as he changes jobs during his career  
 My husband will expect to follow me as I change jobs during my career  
 Sometimes I will expect to follow my husband and sometimes he will expect to follow me as our careers develop

Comments \_\_\_\_\_

68. What advice would you give to a woman aspiring to go into higher education administration?

- (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_

69. Do you have a written job description for your position? Yes \_\_\_ No \_\_\_

70. If yes, did you help develop it? Yes \_\_\_ No \_\_\_  
 (please enclose a copy of the job description if possible)

#### YOUR ADMINISTRATIVE STYLE

71. Below are the main tenets of Douglas McGregor's expressions of the so-called conventional management theory and of his own 1957 theory. Please examine both, and mark with a / on the continuum the place which would ideally describe your views regarding administrative style.

##### THEORY X

1. Management is responsible for organizing the elements of productive enterprise-- money, materials, equipment, people-- in the interest of economic ends.
2. With respect to people, this is a process of directing their efforts, motivating them, controlling their actions, modifying their behavior to fit the needs of the organization.
3. Without this active intervention by management, people would be passive--even resistant-- to organizational needs. They must therefore be persuaded, rewarded, punished, controlled-- their activities must be directed. This is management's task. We often sum it up by saying that management consists of getting things done through other people.

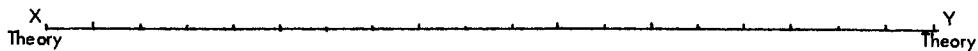
(end)

##### THEORY Y

1. Management is responsible for organizing the elements of productive enterprise-- money, materials, equipment, people-- in the interest of economic ends.
2. People are not by nature passive or resistant to organizational needs. They have become so as a result of experience in organizations.
3. The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there. It is a responsibility of management to make it possible for people to recognize and develop these human characteristics for themselves.

(continued)

4. The essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives.



72. Why would the style you marked on the continuum be ideal?

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73. In your current job, are you able to utilize the style you have marked above? Yes \_\_\_ No \_\_\_ Somewhat \_\_\_

74. If no or somewhat, describe the circumstances and tell what steps would be required before your ideal style could be realised in this job.

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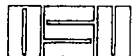
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WE KNOW THAT THIS HAS TAKEN TIME TO COMPLETE, AND WISH TO THANK YOU FOR YOUR HELP.

Please return in the enclosed, stamped, self-addressed envelope to:

ELIZABETH McCORKLE  
Department of Administration & Higher Education  
GU 309, Oklahoma State University  
Stillwater, Oklahoma 74074

SUMMARY REQUESTED



*Oklahoma State University*

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
GUNDERSEN HALL  
(405) 372-6211, EXT. 6245

July 15, 1974

Dear

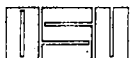
A few weeks ago a questionnaire was mailed to you in connection with our study of top-level women administrators in institutions of higher education. Unless your completed copy of the instrument has crossed this letter in the mail, we have not yet heard from you.

The group to which you belong, as a woman administrator, is not large, as you doubtless know. There are 111 of you in federal region I, 38 in region VI, and 21 in Region X.

The survey is moving along at a satisfactory rate. Although forty-seven percent of the women presidents, vice-presidents, and academic deans have responded, your participation is important, as you can understand from the numbers involved. Would you be able to complete and return the questionnaire in the next few days? Thank you for your assistance.

Sincerely,

Elizabeth McCorkle  
Research Associate



*Oklahoma State University*

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074  
GUNDERSEN HALL  
(405) 372-6211, EXT. 6245

August 26, 1974

Dear

On the seventeenth of June we mailed a questionnaire to you in connection with our study of top-level women administrators in institutions of higher education. Unless your completed questionnaire has crossed this letter in the mail, we have not yet heard from you.

During the first 4 weeks after the questionnaire was mailed, we received a 47% return, and now, at the end of 10 weeks, Federal Regions I and VI have returned 64% and Federal Region X 76% for an overall 68% return.

Accompanying this letter is a duplicate copy of the questionnaire and an addressed stamped envelope for its return when completed. We are sending it to you because you may not have received the original, or it may have been misplaced in the summer mail, and because your participation in the study would help to make it a meaningful one. The group to which you belong, as a woman president, academic vice-president, or academic dean, is very small. In Federal Region I the total number is 111, Region VI has 36, and the third region being studied, Region X, has 21. Will you complete and return the questionnaire if at all possible? I will be the only person tabulating the data so you need have no fears about lack of anonymity.

Thank you.

Elizabeth McCorkle  
Research Associate

**APPENDIX C**

**ADDITIONAL RESPONSES**

## Advice to Women

The following are responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?"

1.
  - a. Be willing to obtain terminal degrees early in life.
  - b. Accept willingly positions of responsibility in department and committees.
  - c. Treat all people with respect and appreciation of their merit so that you generally do not pose a threat as a woman.
  - d. Marry a man who sees you as an individual and who urges you to grow as a person and who shares the responsibilities involved.
  
2.
  - a. Get as much varied experience as possible.
  - b. Develop ability to work with people.
  - c. Live and enjoy life.
  
3.
  - a. Develop first as top-level professional in your academic field.
  - b. Develop theoretical background in administration as far as possible.
  - c. Work hard and set high standards for your own performance.
  
4.
  - a. Become educationally prepared.
  - b. Have some administrative experience before moving into top position.
  - c. Have a "tough skin."
  
5.
  - a. Go ahead and don't forget you're a woman, especially when it is to your advantage.
  
6.
  - a. Stick to your beliefs, whatever happens, i.e., hold on to yourself.
  - b. Never lose your identity.
  - c. Be willing to work many times harder than any mortal should.
  
7.
  - a. Don't.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

8. a. As a religieus, I would tell her not to look for it, but if it is to be, then accept, after using her freedom of choice, and work at it as well as possible for the greater good of the institution.
9. a. Do it. It is fun!  
b. Be at least as well prepared in your area as male colleagues.  
c. Do a good job.
10. a. Marry a non-academic man (someone mobile).
11. a. It seems to me that very few people go into higher education administration directly from graduate school unless their fathers or mothers were college presidents. For others, advice would depend upon individual experience and what kind of higher educational institution they chose.
12. a. Learn the system--academia is a world of its own.  
b. Learn how to negotiate.  
c. Develop understanding of human behavior.
13. a. Only excellence succeeds.  
b. Speak out against injustices against you.  
c. Believe in yourself.
14. a. Be sure you want the headaches.  
b. Be sure you can take criticism.  
c. Don't try to be an empire builder.
15. a. Just to be one's self.
16. a. Just be yourself and don't get discouraged.  
b. Think positively.  
c. Be prepared for hard work.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

17.
  - a. Recognize that in spite of affirmative action, there will exist sex bias.
  - b. Be prepared to make personal sacrifices if one marries because the job must come first and demands much time and energy.
  
18.
  - a. Always serve, return to academic study, research, etc.
  - b. Protect life "outside" to prevent over-involvement.
  - c. Find your own style and follow it.
  
19.
  - a. Are you prepared to work long hours, some week-ends?
  - b. Can you keep cool under fire?
  - c. Do you trust your own judgement?
  
20.
  - a. Earn your right to speak.
  - b. Speak.
  - c. Know people in administration in other places!
  
21.
  - a. Do not be afraid to be assertive.
  - b. Concentrate on your assets and try to minimize discrimination.
  - c. Expect respect and show it to others.
  
22.
  - a. Do the best job possible.
  - b. Don't worry about the fact that you are a woman.
  
23.
  - a. Be aggressive in planning.
  
24.
  - a. Do it early in your career--you need the energy of youth.
  - b. Have enough practical work experience in several settings.
  - c. Keep your courage up. You need the courage of a lion and the kindness of Christ.
  
25.
  - a. Avoid "female roles" of either aggression or passivity.
  - b. Have a good grounding in IPR.
  - c. Keep a broad circle of friends outside academe and in the "real world."



Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

26.
  - a. Always carry yourself in a dignified businesslike manner and demand respect from others.
  - b. When negotiating or compromising, give whatever you can afford except yourself!
  - c. Don't let peoples' attitudes, particularly men's bother you. Just keep on doing what you're doing.
  
27.
  - a. Be prepared to work long hours.
  - b. Be prepared to fight for your beliefs.
  - c. Be objective rather than subjective.
  
28.
  - a. Be willing to make a total commitment of time and energy.
  - b. Believe in yourself and know who you are.
  - c. Seize opportunities even when some risk is involved.
  
29.
  - a. Expect to have to work harder than your male counterpart.
  
30.
  - a. Don't get small battles for women confused with major war.
  
31.
  - a. Be, first of all, intelligent.
  - b. Work hard.
  
32.
  - a. Be willing to work hard.
  - b. Don't be afraid or shy with men administrators.
  - c. Become confident in your own ability.
  
33.
  - a. Be willing to work hard.
  - b. Do not sell yourself short. Know the going salary for men and get it.
  - c. Be neither coy nor paranoid as a woman, but use your womanly traits when necessary, to compete with manly traits that can swallow you.
  - d. Maintain a reasonable approach to women's right--equal is equal for all.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

34.
  - a. Be prepared to work harder than male counterpart.
  - b. Know your job as you are accountable/responsible.
  - c. Act like a woman--we don't have to make excuses for our sex.
  
35.
  - a. Be flexible, play it by ear, take advantage of opportunities as they arise.
  - b. Get varied experience and generally take it slow and easy and with a sense of humor.
  
36.
  - a. Good health.
  - b. Determination to succeed for good of all concerned.
  - c. Strong academic background, business sense, public relations attitude, imagination for publications.
  
37.
  - a. Consider the importance of deference to colleagues, superiors, and those whom you sponsor as administrator.
  - b. Press for your own ideas if you are convinced. If at first you don't succeed, keep coming back tirelessly.
  - c. Keep your inner confidence and dignity; don't be belittled in spite of mistakes or disappointments.
  
38.
  - a. Get involved in a variety of settings and seek out information.
  - b. Keep your courage up and state your ideas and convictions.
  - c. Be yourself--make them respect the fact you're a female.
  
39.
  - a. Prepare well! Be very well informed. Be alert o trends and tendencies.
  - b. Give maximum time to personal and professional growth.
  
40.
  - a. Earn the rank through preparation and experience.
  - b. Sex should be immaterial.
  
41.
  - a. Get good educational grounding: doctoral degree in administration plus getting some administrative experience anywhere.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

42.
  - a. Know your own field.
  - b. Don't work so much--get the "union card" the Ed.D. or Ph.D.
  - c. Have great love for the future.
  
43.
  - a. Get your degree.
  - b. Don't blame your setbacks on your sex.
  - c. Get around as much as you can, and know what is going on.
  
44.
  - a. Know what she wants precisely--Be prepared for it.
  - b. Know that she will be working in a male dominated world.
  - c. Give it everything she has and she will be respected in stature, faculty handbook.
  
45.
  - a. Develop management skills (take courses and attend workshops).
  - b. Read everything available on any topic related to higher education.
  - c. Learn to be a good listener and an effective member of a team.
  
46.
  - a. Acquire a good basic education.
  - b. Engage in progressive experiences.
  - c. Continue to learn (open mind for change).
  
47.
  - a. Care about education as a creative process to which students, faculty and administration make equally important contributions.
  
48.
  - a. Pursue areas of MBA and DBA for business-oriented institutions.
  - b. Enlarge professional and community involvement.
  - c. Think like a man, work like a horse, know what you're doing, and never forget you're a woman.
  
49.
  - a. Ph.D. in a liberal arts field and college teaching in the field.
  - b. Apprenticeship training in Higher Education Administration.
  - c. Membership in and active participation in educational associations.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

59.
  - a. Get proper education.
  - b. Seek help from all types of people.
  - c. Don't be afraid of men.
  
60.
  - a. Get good experience in practical politics.
  - b. Learn to be as articulate as possible.
  - c. Learn to enjoy success.
  
61.
  - a. Education: Professional and educational knowledge.
  - b. Ability to adhere to sound, educational principles and ability and stamina to maintain own principles and integrity.
  
62.
  - a. Advanced degree.
  - b. Varied experience.
  - c. Prepare for heavy workload.
  
63.
  - a. Ph.D. degree.
  - b. Stop thinking of women as an underprivileged minority.
  
64.
  - a. Get highest degree in field.
  - b. Marry.
  - c. Work twice as hard at designing new ideas and make them known.
  
65.
  - a. Be well prepared--get along with people.
  - b. Know how to research.
  - c. Make quick, sound decisions; be flexible.
  
66.
  - a. Have confidence in your God-given talents.
  - b. Remember the great need for interpersonal relationships.
  - c. Accept challenge responsibly.
  
67.
  - a. Learn to like what you are doing.
  - b. Learn to understand human beings.
  - c. Competency in an advanced field.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

50. a. Involved yourself in as many educational experiences as possible.  
b. Climb the ladder--experience is a very good teacher.  
c. Keep abreast of current problems and new dimensions in higher education. Read.
51. a. Get experience in teaching first--"academic life."  
b. Develop a tolerance for politics.  
c. Learn the economics of University Administration or hire somebody.
52. a. Study administration theory, group process, higher education.  
b. Develop public speaking ability.  
c. Undergo consciousness--raising in order to be able to ascertain when she is being used by higher administration as a "white nigger."
53. a. Teaching experience first.  
b. Participate in committees and college governance.  
c. Post doctoral study of higher education administration.
54. a. Thorough preparation.  
b. Get experience.
55. a. Get most acceptable credentials.  
b. Get experience.
56. a. Be aware of the psychology of interrelations.  
b. Be trained in the art of not over-reacting.
57. a. Complete all educational requirements.  
b. Recognize that the administrator's role is to create the kind of government to allow people to accomplish the goals of the organization.
58. a. Get good, solid training, with internships or practicum.  
b. Get diverse experience.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

68.
  - a. Prepare to establish short and long term goals.
  - b. Interpret or keep others informed of changes and goals.
  - c. Have a thorough understanding of human relationships.
  - d. Like to work with groups of people.
  
69.
  - a. Make certain top management and you have shared perceptions of your role.
  - b. Depend on the students and the Graduate Council for support at the top.
  - c. Keep close to the classroom. Be a leader in improvements in instruction.
  
70.
  - a. Identify your goals and institutional goals, then decide what the situation requires.
  - b. Be consistent in approach and your goals.
  - c. Obtain proper preparation.
  
71.
  - a. Develop a high degree of ability to evaluate own potential.
  - b. Develop awareness of own leadership style and attempts to improve upon it.
  - c. Be aggressive (which is manifested in many ways).
  
72.
  - a. Be accessible and open to all faculty and students.
  - b. Be willing to accept criticism, even if undeserved.
  - c. Accept the fact that meaningful change of educational systems is very difficult.
  
73.
  - a. Make certain that she "really" wants to be an administrator.
  - b. Maintain psychic resiliency--she will need it.
  - c. Gain academic and some experimental background before accepting such responsibility.
  
74.
  - a. Do such a good job where you are that you can't be overlooked.
  - b. Get out of a defensive role.
  - c. Learn to work well with all kinds of people.
  
75.
  - a. Be a woman--be a lady--and be happy about it.
  - b. I never think of "I am this" or "I cannot do this" because I am a lady.
  - c. I never try to be like a man.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

76.
  - a. Do not try to lead where you have never been or are unwilling to go.
  - b. Experience plus education of top quality and in steps.
  - c. Have a firm, well established, value system that includes absolute honesty and apply it assiduously.
  
77.
  - a. Decision about marriage is crucial.
  - b. Husband must be supportive.
  - c. Women have not yet found a way to be completely independent. Must continue to identify ways, approaches.
  
78.
  - a. Plato says: 'He who wants to be an administrator-- shouldn't.'
  - b. Roles vary with persons and interacting situations.
  - c. A good administrator knows when his or her job is finished.
  - d. Great interests toward people in a true non-manipulative sense.
  
79.
  - a. Keep abreast with all educational journals, etc.
  - b. Take courses in modern managerial techniques.
  - c. Constantly strive to become a deeply spiritual, sensitive person.
  
80.
  - a. Try to get an internship of some nature.
  - b. Visit and talk with as many other deans or administrators as possible.
  - c. Read the literature of the field.
  
81.
  - a. Adequate professional education.
  - b. Act maturely and reason logically.
  - c. Don't think in terms female or male--do the job.
  
82.
  - a. Get broad general education and varied experience.
  - b. Get training in management and higher education.
  - c. Be sure you want to do this.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

83. a. Seek degrees in substantive discipline.  
b. Think of yourself as a person--don't blame or depend on being female.  
c. Develop analytical mode of thought.
84. a. Achieve a reputation in specialization.  
b. Have preparations at doctoral level in the field of higher education and administration.  
c. Attempt to develop in stages--faculty member, chairman, assistant dean, etc.
85. a. Take university level courses in management: Budget control--Inventory Control, etc.  
b. Do not attempt it with less educational preparation than her male counterparts.
86. a. Get a law degree also.
87. a. Clarify position with Board Chairman.  
b. Have updated training in administration.
88. a. Shut up and do it!
89. a. Diplomacy--men like to believe they're tops. You have to respect this.  
b. Competency; display good judgement.  
c. "Standard" feminine traits--neatness and a certain style (not beauty).  
d. Compassion, perhaps friendliness, ease in dealing with others.
90. a. Human relations skills are very important.  
b. Important to attend national conventions, meetings. Hear and meet leaders in Higher Education.  
c. Don't overplay the "woman-the-underdog" bit; just act like you are every bit as competent as your male colleagues--not less and not more!
91. a. Work hard--earn respect for ability--don't try to be "one of the boys."



Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

92. a. Recommend, but need strong ego and must be courageous, creative, and bright to "outsmart" men, and also aggressive.  
b. Seize opportunities and be self confident.
93. a. Learn how to work with men.  
b. Take every opportunity to practice under an experienced administrator.  
c. Learn to be and stay objective. Only way to relate to men administrators.
94. a. Develop skill regarding patronage of male sex.  
b. Lose feminine identity--adopt team member identity.  
c. Emphasize objectivity rather than subjectivity.
95. a. Be professional; don't trade on being a woman (i.e., expect to do less or be less qualified because you are a woman).  
b. Be prepared to "work around" male chauvinist attitudes.
96. a. Competence in subject area of interest; experience.  
b. Involvement in other university affairs; committees, councils, etc.  
c. Reading and interest in higher education affairs, broad and general sense.
97. a. Be sure you are well prepared generally.  
b. Attend meetings to enrich background and contacts.  
c. Carefully evaluate your strengths and weaknesses.
98. a. To know what the job requires.  
b. Be sure she has the necessary skills.
99. a. By all means pursue it. Get a Ph.D.  
b. Opportunities are tremendous.
100. a. Get a variety of experience.  
b. Earn a Ph.D.

Responses to the question, "What advice would you give to a woman aspiring to go into higher education administration?" (Continued)

101.
  - a. Develop a post graduate background in human relations skills.
  - b. Maintain an area of expertise--nursing or whatever.
  - c. Develop a sense of humor--appropriate outlets.
  
102.
  - a. Make educational plans for administration.
  - b. Assess emotional and physical strengths.
  - c. Have full support of family.
  
103.
  - a. Become highly knowledgeable in one field--subject area.
  - b. Work hard, willing to work long hours, make extra commitment, but don't be a complainer.
  
104.
  - a. Get as high credentials as possible.
  - b. Take on any responsibilities that provide growth, experience, and contacts.
  - c. Be prepared to work "twice as hard as men and get one-half as far."

**APPENDIX D**

**JOB DESCRIPTIONS**

Sixteen job descriptions were received in response to the third section of Question Number 70, which asked the participant to enclose a copy of the description for her position if such a job description existed. One is for the position of President, eight are descriptions of the position of Chief Academic Officer (academic vice-president), and seven are for positions as Dean/Director. The job descriptions received are reproduced below, verbatim.

I. Executive Officer: President

1. The President is appointed by the Board of Trustees and shall be directly responsible to the Board of Overseers.
2. He shall be a member of the Board of Overseers.
3. He is the chief executive officer of the College and is vested with full authority for supervision of the general welfare, development, operation and budget of the college.
4. He is the legal head and representative of . . . College, and, as such, has the full power when authorized by the Board of Overseers to make, execute and deliver contracts demanded for the operation of the College on a legal basis.
5. He shall be Chairman of the Administrative Advisory Council and ex-officio member of all college committees.
6. The President shall:
  - (a) confer all degrees.
  - (b) appoint all faculty members, set their rank, fix their salaries, and whenever necessary order their dismissal.
  - (c) appoint all executive and administrative officers and staff, define their duties, fix their salaries, and whenever necessary order their dismissal.
  - (d) approve engagement of all employees and approve dismissal of all employees.
  - (e) preside over all official meetings of the administration and faculty.
  - (f) ratify or adjust for just cause committee decisions.
7. He shall be bound by due process.
8. He shall make quarterly reports to the Board of Overseers.

9. He shall supervise and assist in the raising of funds for the support of the College and for endowment.
10. He shall maintain amity and unity of purpose among all members of the faculty and administration, the alumnae, the students and the college constituency.

I. Chief Academic Officer: Dean  
of the College

1. The Dean of the College shall be approved by the Board of Overseers and appointed by the President and shall be directly responsible to the President.
2. He shall be responsible for all academic and instructional areas of the College. A continuing study of the curriculum and its effectiveness in meeting the objectives of the College shall be his prime function.
3. He shall be responsible for a continual evaluation of the instruction given by the faculty and shall determine methods of improving it. He shall assume an active leadership in stimulating faculty growth and development. He shall report to the President after consultation with Department Heads on the manner in which faculty members perform their functions and make recommendations to him on salary increments and promotions, and if necessary, on non-renewal of contracts.
4. He shall assign all teachers to all classes.
5. He shall recommend to the President the method of and the appointment of Department Chairmen.
6. He shall submit to the Treasurer of the College the proposed budget for all instructional costs, and approve or disapprove all requisitions for Academic expenditures after the budget has been approved.
7. He shall approve all courses that are to be offered in any semester. He shall have final approval of class size. He shall assign all students to their proper courses and shall see to it that they fulfill all degree requirements.
8. He shall identify students for honors and awards and for probation, separation or dismissal from the College for academic deficiencies.
9. He informs the President the names of candidates for degrees in programs where the candidates have met all requirements. He shall be responsible for the Division Chairmen, Registrar, the Director of the Summer School, Librarian, Director of Admissions, and the Department Heads.

10. He shall be responsible for all material appearing in the catalogue.
11. He shall submit an annual report to the President.
12. He shall be an ex officio member of all academic committees. He shall be chairman of the Curriculum Committee. He shall be vice-chairman of the Administration Advisory Council.

II. Chief Academic Officer: Vice President  
for Academic Affairs

1. Assist, serve and act for the President with administrative responsibility for planning, organizing, and development of the academic program of the University, and be responsible for the preparation and administration of the academic budget of the University within controls established by the President. In the budgetary procedure, the Dean of Instruction is responsible, in conjunction with the Business Manager, for providing avenues whereby opportunity can be given to members of the University community to participate in the budget process and make recommendations. In the absence of the President, the Dean of Instruction will have responsibility for the administration of the University.
2. Exercise direct supervision over, and responsibility for:
  - a. University libraries.
  - b. Research and institutional studies involving academic procedures, policies, methodology, etc.
  - c. Academic space utilization.
  - d. Summer session and Adult Education.
  - e. Athletics.
  - f. Admissions.
  - g. Registrar.
  - h. Commencement and Convocation.
  - i. Audio-Visual Media.
3. Assist the President with respect to the selection, appointment, promotion, and tenure of faculty and those staff members reporting to the Dean, and improvement and extension of teaching and research.
4. Assist the President on all requests for sabbaticals and other leaves of absence.
5. Review and recommend, jointly with the Business Manager, for consideration and action by the President, the Chancellor, and the Board of Trustees, all proposals for new academic programs or major revisions in existing programs which require:
  - a. New budgetary allotments and commitments.
  - b. Additional personnel.
  - c. New facilities and/or equipment.

6. Approve initial and final drafts of proposals for sponsored and non-approved academic programs--such as course content improvement programs, undergraduate equipment requests, international programs, etc.
7. Approve proposals for sponsored public service programs--such as community action projects, school surveys, etc.
8. Assume additional responsibilities assigned by the President.

### III. Chief Academic Officer: Vice President/

#### Dean of Instruction

##### 1. Basic Function

The Dean of Instruction works directly with all division chairmen and instructional administrators in matters of course and program development and implementation, budget development and administration for above area, and personnel matters of faculty, full-time and part-time.

The Vice President works in the area of implementation of various policies, particularly those related to personnel (tenure, leave, salary), calendar, and academic standards; works with outside agencies, particularly the . . . , by preparing, reviewing, and revising various allocations, statements of college needs, and presenting institutional reactions or assessments to proposals, suggestions, and requests; addresses attention to various campus-wide concerns such as budget, physical facilities, organizational structure, and long-range planning; and represents the President during his absence or as requested.

##### 2. Specific Responsibility and Authority

- a. Responsible to the President for the administration of the instructional program of the College.
- b. Work with all division chairmen, especially on matters related to problems of personnel, budget, and implementation of the selection and evaluation of division chairmen policies.
- c. Complete instructional and library budgets for submission by combining all of the separate parts and preparing various object summaries.
- d. Serve as chairman of Instructional Council and serve as its observer to Faculty Senate.
- e. Coordinate work of the instructional administrators through defining areas of responsibility for each and through regular meetings involving the three associate and assistant deans.
- f. Have responsibility of appointing authority for instructional and library areas.
- g. Work with matters related to the implementation and interpretation of College policies, particularly those affecting faculty, e.g., tenure, educational leave, and salary programs.

- h. Review and evaluate on a continuing basis enrollment print-outs, FTE reports and analyses, faculty leave records, loads, and schedule utilization.
- i. Provide documentation or comments to . . . for matters related to instructional needs, allocations, implications of various proposals or actions, etc.
- j. Address to long-range needs of College and assess actions in terms of long-range consequences and changes.
- k. Work with campus and College architectural personnel through the development of the working drawing stage of capital projects.
- l. Be available to talk with faculty and instructional classified staff on various matters which pertain to their individual assignments, interests, or problems.

### 3. Intra-Institutional Relationships

- a. Serve on Student Affairs Council.
- b. Serve on Administrative Council.
- c. Ex officio member of Standing Criteria Committee.
- d. Ex officio member of Graduation Review Board.
- e. Attend and participate in Trustee's meetings.
- f. Meet with other campus groups as requested by them for purposes of providing information or reviewing ideas or concerns.

### 4. Extra-Institutional Relationships

- a. Serve as College's representative to Instruction Commission.
- b. Meet and work with the College architects.
- c. Attend, participate in, and frequently represent the College at State Office and other college and professional meetings and/or conferences.

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## IV. Chief Academic Officer

Primary responsibility for the academic affairs of the College.

Teach 1/3 load: 1 course each semester (as member of Mathematics Department).

Available to faculty members and students.

Cooperate with Alumnae Groups: give occasional talks.

Weekly meeting with President (one hour).

Weekly meeting with President, Treasurer and Assistant to President (three hours).



Weekly meeting with Chair of Student Curriculum Committee (one hour).

Fortnightly meetings with Deans and Deputies of Five Colleges in Valley (three hours).

Yearly meeting with Deans and Presidents in the Five Colleges.

Supervise the Office of the Associate Dean and the Class Deans.

Interview applicants for Administrative posts.

Chair: Committee on Educational Policy (two hours fortnightly).

Administrative Board (two hours weekly)	} Present recom- mendations on faculty floor
Committee on Study Abroad	
Committee on Aid to Faculty Scholarships	

Serve on: Committee on Tenure and Promotion  
 Committee on Honors and Independent Programs  
 Board of Admissions  
 Committee on Financial Aid  
 Committee on Committees  
 Planning and Resources Committee  
 Board of Trustee meetings  
 Science Advisory Committee  
 Student Honor Board (administers honor code on campus)  
 Student Affairs Committee

Write proposals for funds for Academic Projects

Responsible for Curriculum Section of College Catalogue, Student Handbook and Courses of Study Section of College Catalogue.

Approximately 23 hours regularly scheduled each week for meetings.

#### V. Chief Academic Officer: Dean of

#### Educational Studies

The Dean of Educational Studies administers and coordinates the programs of the College in professional education, including the work of the Department of Elementary Education, Secondary Education, Administration and Supervision, Counselor Education, Industrial Education, Instructional Technology, Special Education, Psychology, Foundations and Philosophy, and Health and Physical Education; and the professional programs of departments in the Division of Arts and Sciences; the Office of Laboratory Experiences, including Student Teaching; the Curriculum Center; the

Reading Center; the Learning Center; and the . . . School. He is responsible for evaluation of the Educational Studies faculty and the recommendation of appointments, promotions, dismissals, and salary increases to the Dean of the College; and with his Department Chairmen, he prepares the annual Educational Studies Budget.

#### VI. Chief Academic Officer: The Academic Dean

The Academic Dean is responsible for the proper functioning of the academic program of the College, in particular the development of the curriculum and the academic guidance and welfare of the students. She sees that policies concerning student achievement and deficiencies are carried out, approves students for degrees and in cooperation with chairmen of the departments, prepares materials for the College catalogue.

#### VII. Chief Academic Officer: Vice President

##### for Academic Affairs

##### Responsibilities:

1. To exercise administrative supervision over the faculty and be concerned with the efficient operation of the academic departments.
2. To exercise administrative supervision over the offices of the Registrar, Continuing Education, Non-Traditional Degree Program, and the library; and be concerned with the efficient operation of these offices.
3. To see that academic policies are established and carried out; approve students for degrees, and, in general, supervise the academic welfare of students.
4. Supervise curricula, courses, methods of instruction, and student evaluation practices.
5. Preside at general faculty meetings, workshops and conferences, when authorized by the President.
6. Preside over meetings of the Academic Affairs Council and approve its decisions for adoption by the college and/or for referral to the President.
7. Direct the summer session and graduate degree program.

8. Recruit, interview and recommend competent faculty replacements and additions to the President.
9. Assign faculty in cooperation with Department Chairpersons for service in a department and approve their schedules for submission to the President.
10. In consultation with the Director of Admissions, recommend admission policies to the President.
11. Plan and implement Academic Orientation for new students and Academic Advising for all degree candidates.
12. Prepare, in cooperation with the department, materials for the College catalogue and other academic brochures.
13. See that the Faculty Handbook is periodically revised and provide for orientation of new faculty members.
14. Prepare the College academic calendar.
15. Set up such committees as will facilitate good decision-making in the areas under the jurisdiction of the Vice President for Academic Affairs.
16. Keep the President fully informed on the Academic Affairs of the College.
17. Discharge the President's duties during the absence of the President.

Reports directly to: President

1973-74

#### VIII. Chief Academic Officer: Dean of Faculty

The Dean of Faculty is the principal academic officer of the University under the President. He aids the President in providing leadership to the faculty and its regularly constituted groups in the development of educational objectives and policies. The deans and directors of schools and divisions and directors of all special or interdisciplinary instructional programs or institutes are responsible to the Dean of Faculty on all academic matters. As the President's representative he has the privilege of attending meetings of all faculties and of all faculty councils and committees, especially those concerned with academic affairs.

The faculties of the University may call upon the Dean of Faculty to act as their representative and to share with them the responsibility of advising the President in such fundamental areas as curriculum, academic standards, and faculty status and welfare. The Dean of Faculty serves ex officio as chairman of the Faculty

Senate and its Executive Committee. He shares with these groups the responsibility of assisting the President to insure that proper consideration is given to all questions pertaining to academic matters by appropriate faculty, student, and administrative persons or groups.

He advises the academic deans and directors and their faculties in planning, development, and evaluation of school curricula and policies. He works closely with councils and committees of the Faculty Senate which are concerned with the coordination and approval of instructional programs and academic policies that affect either the several schools and divisions of the University or the other institutions in the State System of Higher Education.

The Dean of Faculty advises with the President on all recommendations from the deans and directors for faculty appointments, faculty promotions, tenure, and salaries. He participates in broad budget planning and in the allocation of resources to support existing and future academic programs.

#### I. Dean

The deans of schools include the deans of the Graduate School, the schools of Agriculture, Business and Technology, Education, Engineering, Forestry, Home Economics, Humanities and Social Sciences, Pharmacy, and Science; the Director of Health and Physical Education; and the professors of Aerospace Studies, Military Science, and Naval Science.

The dean is the chief administrative officer of the school and is responsible to the President for the conduct of all the instructional services, research, and public service conducted by the school and its departments. Each dean of a school presides at meetings of his school faculty, appoints such committees as he deems necessary, and formulates school policies for the consideration of the school faculty. He recommends to the President, through the Dean of Faculty, the appointment, reappointment, promotion, and salaries of his staff, giving due consideration in case to the recommendation of the department head. He represents his school or division in the Council of Deans. He serves as the medium of communication for all official business of his division with other University authorities, students, and the public.

## II. Dean: Associate Dean of Instruction

The Associate Dean of Instruction shall:

1. Report directly to the Dean of Instruction.
2. Be administratively responsible for the College's Humanities, Social Science, and Natural Science Departments.
3. Be responsible for planning, program development and implementation, and resource management as necessary in the achievement of the enrollment objectives assigned by the Dean of Instruction.
4. Be responsible for the development and supervision of special programs, adult education/evening programs, and part-time faculty as they relate to the three departmental areas.
5. Be responsible for the development and supervision of Adult Basic Education, High School Diploma programs, and Learning Skills Center.
6. Have responsibilities for student recruiting as it relates to the responsibilities described above.
7. Cooperate with Associate Dean of Instruction in developing occupational programs.
8. Be responsible for faculty in-service and training programs.
9. Work directly with the respective departmental chairpersons in matters of:
  - a. Faculty employment and improvement, supervision, evaluation, and assignments.
  - b. Developing and administering the respective departmental budgets including supplies, equipment, repairs, and travel.
  - c. Developing and recommending instructional programs and scheduling.
  - d. Developing and organizing evening and continuing education programs.
10. Maintain liaison with the evening coordinator.
11. Assist the Dean of Instruction and the Public Information officer in publicizing the instructional program through the dissemination of printed schedules; publicity in other media such as newspapers, radio, and television; and advertising in newspapers, radio, and television.

12. Assist the Dean of Instruction in organizing the use of campus and community facilities for the College's programs.
13. Conduct continuing educational research which will further improve the program by means of community surveys, analyses of registration, contact with interested individuals and groups, education programs in other institutions, and educational literature.
14. Serve on the Instructional Council and other College committees as assigned.
15. Serve as the Chairperson of the Curriculum Committee.
16. Perform other duties as may be assigned by the Dean of Instruction.

### III. Dean: Division Chairman

#### Duties:

1. Provides educational leadership and administrative management to all personnel in his division.
2. Works with the faculty and department to develop the division's operating budget; supervises its implementation.
3. Develops class schedules and faculty assignments for the division.
4. Assures that sound personnel practices are observed throughout the division in such matters as hiring, orientation, transfers, promotions, performance evaluation, and practical experiences.
5. Adheres to provisions as outlined in teachers' bargaining agreement.
6. Maintains close and effective liaison with all other departments and organizational components of the College and, as appropriate, the System.
7. Recommends purchase approval for textbooks, supplies, instructional materials, and all other equipment related to the instructional programs under his supervision.
8. Continually evaluates the effectiveness and relevancy of all instructional programs within the division.
9. Works in conjunction with the Public Information Department and all other appropriate groups to assure that all courses are accurately described and adequately publicized.

10. Maintains close and effective liaison with community groups, advisory committees, and others whose knowledge and expertise span the areas within the division. Uses inputs from these groups as one of the major bases for modifying, updating, adding or dropping courses of instruction.
11. Makes regular recommendations via the Dean of Instruction on all matters related to student personnel services (i.e., admissions, registrations, course requirements, etc.) with the aim of improving the educational environment and eliminating mechanical difficulties for the student.
12. Works cooperatively with the appropriate College and System offices to develop new programs, instructional materials, curriculum, and long-range planning and development schedules.
13. Directs and/or maintains all appropriate records for personnel, students, materials and equipment within the division.
14. Represents the division in professional, intra-college, inter-college and community meetings.
15. Prepares regular and special reports as directed by the Dean of Instruction.
16. Implements aggressive, carefully-planned programs for the personal and professional development of all employees within the division.
17. Constantly evaluates the utilization of the division's resources (manpower, budget and equipment/facilities) to assure a maximum return on investment.
18. Maintains fiscal responsibility for the division.
19. Participates in long-range planning activities for the College and the System.
20. Performs other duties as assigned by the Dean of Instruction.

#### IV. Dean

The Dean of the School is directly responsible to the Vice President for Academic Affairs and through him to the President of the University.

The Dean is the chief administrative and academic officer of the School. He is charged with carrying out the instructional programs and executing the educational objectives of the School. He works directly with department chairmen, faculty, and students in developing quality teaching, research, and public service programs.

He makes recommendations to the Vice President for Academic Affairs on faculty personnel, curriculum, instruction, budgets, and other related academic matters.

The Dean works closely with necessary support services such as library, admissions office, registrar, and student personnel to insure successful academic programs.

Specific Responsibilities:

1. The Dean is responsible for developing short and long-range plans for the School. He works with the faculty, students, and the community to develop goals, objectives, and programs for the School within the framework of the overall mission of the University.
2. The Dean of the School works closely with the Academic Deans of the other Schools and Colleges within the University, the Vice President for Academic Affairs, Director of Finance and Administration, and Director of Public Service to share information, deal with academic concerns, and develop policies that will insure the effectiveness of the University's programs.
3. The Dean works closely with department chairmen of the School to develop a high quality faculty. The Dean does this by exercising leadership in the recruitment of faculty, by encouraging the professional development of his colleagues, by his recommendations for personnel action related to appointment-reappointment, promotions, tenure and salary.
4. The Dean is responsible for committee appointments, including the recommendation of committees necessary to handle and advise on the academic and administrative matters of the School, the recommendations of personnel for established committees, and involvement in committee meetings.
5. The Dean is responsible for encouraging and insuring that students have a meaningful role in the development of the School.
6. The Dean is responsible for working with the faculty and students on the continuous evaluation and development of the curriculum. He strives to create an atmosphere in which curriculum review and change is encouraged and stimulated.
7. The Dean is responsible for the preparation, submission and disbursement of the budget for the School. He attempts to identify and seek outside sources of funds for the School and University.



8. The Dean is responsible for the development of programs of public service that serve the needs of the community and of the University.
9. The Dean is responsible for the administration of numerous academic matters such as scheduling of classes, assisting with registration, the student advisory systems, orientation of new faculty, appropriate information for the University catalog and other School publications, etc.
10. The Dean participates in professional activities and ceremonial functions, including representing the School in the appropriate professional organizations, attending the various functions and ceremonies within the School itself, and representing the School at special functions, both within and outside the institution.
11. The Dean is responsible for assisting in institutional research.
12. The Dean is responsible for the employment and supervision of non-academic personnel in his School.

Addendum:

In addition to those duties common to all deans at the University, the Nursing Dean engages in unique activities that are statewide, regional, and national in nature, as well as those activities necessary to contractual agreements between the School and several clinical agencies.

Statewide responsibilities are related to several organizations both outside the University and with the . . . system. The Dean works closely with the professional organization, the State Nurses Association, and ordinarily sits on several of its working committees. There are ongoing responsibilities related to the State's legally constituted body, . . . State Board of Nursing. In cooperation with the Board, the Dean certifies graduates of the baccalaureate program for purposes of licensure, conducts the School's programs within the regulatory standards of the Board, and oversees the activities related to the Board's periodic re-survey of the School for the Board's continuing approval required for the conduct of the School's programs. Within the University of . . . system, the Dean oversees the conduct of baccalaureate education in nursing on several campuses and works with the appropriate administrators. The Board of Trustees has delegated to the School the statewide responsibility for continuing education in nursing.

Regional activities are comprised of working with the several groups of the . . . Council on Higher Education for Nursing of the . . . Board of Higher Education.

The national accreditation of the School requires the Dean's active involvement with at least two national groups, the Council of Baccalaureate and Higher Degree Programs, National League for Nursing, and the American Association of Colleges of Nursing. Activities relative to the Council involve the periodic resurvey of the School for continuing accreditation of its programs, the preparation of statistical reports, and the support of legislation. Activities related to the Deans Association are not yet specifically defined, due to the newness of the organization. Membership is invitational, and the present Group's overriding interest is political in nature and related to Federal legislation.

A major concern of a Nursing Dean is the maintenance of contractual agreements necessary to the learning experiences for students of nursing. Implicit in that activity is the Dean's role in the encouragement of satisfactory standards of nursing practice and conditions of employment, so that baccalaureate graduates are retained in the State.

To summarize, the chief difference between the role of the Nursing Dean and her colleagues is that there are additional responsibilities and these are, in the main, extra-university in nature.

#### V. Dean

The Dean of Educational Studies administers and coordinates the programs of the College in professional education, including the work of the Departments of Elementary Education, Secondary Education, Administration and Supervision, Counselor Education, Industrial Education, Instructional Technology, Special Education, Psychology, Foundations and Philosophy, and Health and Physical Education; and the professional programs of departments in the Division of Arts and Sciences; the Office of Laboratory Experiences; including Student Teaching; the Curriculum Center; the Reading Center; the Learning Center, and the . . . School. He is responsible for evaluation of the Educational Studies faculty and the recommendation of appointments, promotions, dismissals, and salary increases to the Dean of the College; and with his Department Chairmen, he prepares the annual Educational Studies budget.

## VI. Dean

Minimum Requirements for employment: Ph.D. preferred; Masters Degree required with educational and administrative experience. Must be currently licensed to practice nursing in the state of . . . must hold membership in AHA and NLN.

The individual employed as Director, Department of Nursing is directly responsible to the Head of the Division of Sciences. The job responsibilities are that the individual:

1. Evaluate the educational processes that are taking place in the department and initiate innovative techniques in the teaching-learning process.
2. Motivate the faculty to continue their education and maintain their level of expertise.
3. Strive toward academic excellence in the department as evidenced by accreditation by the appropriate educational and/or professional groups and other self-determined standards.
4. Determine the budgetary needs of the department in order to maintain satisfactory standards without waste.
5. Establish good public relations within the community and the university so that the students and faculty can be an integral part of each.
6. Maintain a qualified faculty of nurse instructors.
7. Participate in programs of continuing education to maintain expertise and competency.
8. Work toward ANA Certification by the appropriate Division on Practice.

## VII. Dean

## Statement of Duties and Responsibilities

1. The Dean of Graduate Study is responsible to the Academic Dean. He is charged with coordinating and supervising the programs for all graduate degree study in the part-time as well as the full-time degree programs. In this capacity he is expected to provide professional leadership in recommending and implementing college policies at the graduate level.

2. He is responsible for systematically and cooperatively working with the Dean of Continuing Education and Special Programs on matters of organization, administration, and fiscal operations which are of common concern.
3. He serves on the Graduate Committee and, with the aid of the professional staff, formulates plans and programs for the consideration of the committee, the Academic Dean, and the President. In this capacity he is responsible for exercising leadership in developing new programs and innovations, and in maintaining quality programs.
4. In cooperation with the Dean of Continuing Education and Special Programs, the Department Chairman, the Academic Dean, and the Graduate Committee, he has the major responsibility for course offerings for graduate degree programs, quality control of the total graduate program, and continuing evaluation of the graduate program.
5. In cooperation with the appropriate Department Chairman, and, when appropriate, the Dean of Continuing Education and Special Program, he is responsible for selection, orientation, evaluation, and retention of the professional staff for graduate degree programs, subject to the approval of the Academic Dean and the President.
6. In cooperation with the Dean of Continuing Education and Special Programs and the Graduate Committee, he is responsible for supervising and implementing the advising of graduate students.
7. He is responsible for maintaining complete and accurate graduate student records.
8. He is responsible for the preparation and administration of the master schedule of graduate offerings for degree requirements, including coordinating departmental offerings and scheduling courses.
9. He is charged with the responsibility for the organization and supervision of all fiscal matters in the graduate degree program, in coordination with the Dean of Continuing Education and Special Programs, subject to the approval of the President.
10. He is responsible for the development of brochures, bulletins, catalogues, and other printed materials relating to the graduate degree programs.
11. He is responsible for all other aspects of the graduate degree program, including admissions, registration, comprehensive exams, and graduation.

12. He will perform such other appropriate duties as may be required of him by the President of the College.

Criteria for Position of Graduate Dean\*

1. Earned doctorate.
2. Successful teaching and administrative experience at the college level.
3. Familiarity with graduate degree programs.
4. Ability to exert educational leadership.

\*Exceptions to these required criteria may be made in cases where exceptional talent or accomplishment permit.

VITA

Elizabeth Maxwell McCorkle

Candidate for the Degree of

Doctor of Education

Thesis: TOP-LEVEL WOMEN ADMINISTRATORS IN HIGHER EDUCATION: A STUDY OF WOMEN PRESIDENTS, CHIEF ACADEMIC OFFICERS, AND ACADEMIC DEANS IN FEDERAL REGIONS I, VI, AND X

Major Field: Higher Education

Biographical:

Personal Data: Born in Fort Worth, Texas, October 9, 1924, the daughter of Alice Louise Matthews and Frederick Ward Maxwell.

Education: Graduated from Denton High School, Denton, Texas in August, 1940; received the Bachelor of Science degree in Speech and Drama from Texas Woman's University, Denton, Texas, June, 1944; received the Master of Library Science from North Texas State University, Denton, Texas in August, 1966; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1974.

Professional Experience: Union Musician in Corpus Christi, Texas, 1943-44; Beginning Newswriter and Copygirl, News and Special Events, National Broadcasting Company, New York City, 1944-46; Elementary Teacher, Fort Worth School District, Fort Worth, Texas, 1950-51; Drama Teacher, Breckenridge High School, Breckenridge, Texas, 1957-58; Primary Teacher, Breckenridge School District, Breckenridge, Texas, 1959-60; Instructor, North Texas State University Graduate School of Library and Information Science, summer, 1967; High School Librarian, Breckenridge High School, Breckenridge, Texas 1963-69; Staff, summers 1965-66, and Assistant to Director, summers 1967-68; NDEA and HEA Graduate Library Science Institutes, North Texas State University; 15 years full-time manager of households (1 home, 1 lake cabin) for husband, three daughters, one son; Instructor, College of Education, Western Illinois University, Macomb, Illinois, 1969-70; Fine Arts and Media Librarian and Assistant Professor, Oklahoma State University Library, 1970-72; Coordinator of Library Science Department and Assistant Professor, Oklahoma

State University, June, 1972-August, 1974; Assistant  
Professor of Library Science, Curriculum and Instruction,  
College of Education, Oklahoma State University, September,  
1974 to present.