WOMEN ADMINISTRATORS IN HIGHER EDUCATION IN KENTUCKY: DEMOGRAPHICS, CAREER PATHS, AND PERCEPTIONS

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Carol Jinbo
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Richard Daniel  
Director of Applied Project

Specialist's Committee:  
Richard Daniel, Chairman  
Harold Raw  
John R. Allen

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Date
The purpose of this descriptive study was to gain information about women administrators in higher education in the state of Kentucky. Areas to be investigated about these women were demographics, career path, and their perceptions of how they attained their administrative positions. There are very few women administrators in higher education nationally who may serve as role models for women who are aspiring to administrative positions. More women are going to college and are virtually an untapped resource of potential administrative talent.

Procedure. A researcher-developed mail questionnaire was sent to 92 potential respondents. There were 68 valid surveys returned, resulting in a 73.9% return rate. This population includes public and private senior institutions and the community college system of Kentucky. Frequency and percentage were computed to analyze the data.

Findings and Conclusions. In the state of Kentucky, most of the women administrators are in four year private institutions, where they have been promoted from within the institution.
Even though more than half the women administrators have their masters degrees, they realize the need for a terminal degree in order to advance in higher education administration.

A major finding in this study was that educational administration was not a planned career for most of the women. Most of the women went into administration after the suggestion of an educational administrator. This decision to go into an administrative career occurred later in life for most of these women, thus explaining why most of them have fewer than 10 year's experience in administration but are between the ages of 40 and 50 years old.

The married women administrators cited geographic limitations and dual careers as the two top problems in limiting their career advancement. Having a child/children had no effect on their career, said almost half of the women; while 12.9% said having a child had a negative effect on their career.

A large percentage of women while in school participated in activities which help interpersonal relationships such as: school clubs, team sports, and individual sports. These activities have possibly helped these women in administration in their dealings and interaction with others.

Nearly all the women were first born with the father being in a management position and the mother being a housewife. Many of the women commented they were not reared to think that being a woman might be a problem for them.

The rewards most enjoyed by the women administrators were the challenge/creativity of the job and working with people.
The women in this study felt that educational background and previous work experience were very important in their being hired. Most of the women checked more than one area needed for professional development of these choices: computer literacy, management, and finance/budgeting.

Over half of the women in the survey had been mentored by a male supervisor/director. About half of the women administrators had mentored or counseled other women themselves.

An overwhelming majority of the women surveyed felt as though an internship would have better prepared them for their positions. Most of the women felt that there should be an administrative internship program at the graduate level.

The women administrators considered the following aspects, listed in declining order, as important factors in their being hired: being at the right place at the right time, proper educational background, and personality.

Networking, mentors, hard work and perseverance, a doctorate, and educational administration training and experience were seen as keys by the respondents in attaining administrative positions.
Accepted by: Richard Daniel, Chairman

Harold Ray

John R. Nuccio
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INTRODUCTION

After a decade of focus on the need to incorporate more women into educational administration, numbers of women are still low in the upper levels of higher education administration. Within the past ten years, there has been Affirmative Action legislation, Title IX legislation, and concern expressed by leaders in the women's movement. The fact still remains that women are clustered at the lower levels of educational administration and are generally in the typical "women's" positions of: "head librarian, nursing dean, bookstore manager, registrar, student financial-aid director, home-economics dean, and information-office director" (Gappa, 1979, p. 46).

Little research has been done on Kentucky's women administrators in higher education; and for the purpose of this study, these are those women listed in the 1984-85 Kentucky Higher Education Personnel Directory. Very little is known about these few women who have made it into the educational administration field.

The purpose of this study, then, is to gain information about women administrators in higher education in the state of Kentucky. Areas to be investigated about these women will be demographics, career path, and their perceptions of how they attained their administrative position.

Background of the Problem

It has been the experience of this researcher that, in higher education, there are few women administrators who may serve as role models. This researcher was concerned, too, that this might be the case statewide in Kentucky or even nationwide (Stake, 1981).
With increasing numbers of women going to college and working, why do we see few women full professors and few women administrators (Annis & Annis, 1983)? How did the women in Kentucky's higher education administration system get there? Data from the 1984-85 Kentucky Higher Education Personnel Directory reveal that there is an average of 2.5 women administrators in Kentucky's higher education system per institution. This average includes all levels of administration, not just senior administrators, those who are at the highest levels of administration.

"In 1975 there were 1625 senior women administrators throughout all accredited institutions of higher education (N=2689), an average of .6 per institution. By 1983 the total number had risen to 3084, an average of 1.1 per accredited institution (N=2824). The total number of senior women administrators increased by 90%, nearly doubling their numbers in the eight year period" (Shavlik & Touchton, 1984, p. 3). Women administrators are making slow but sure gains.

There have been many reasons suggested as possibilities for the unequal representation of women in educational administration. "These reasons include discrimination, inadequate career planning, and psychological and sociological conditioning" (D. Moore, 1984, p. 2). Many writers think that women can overcome these problems by taking advantage of informal systems which men have had access to but women are in the process of building. These informal systems include mentoring, role models, and internships. Women's formal education is important in order to gain equal success.
"Greater numbers of women need to be encouraged to prepare themselves for administration so that there will be a larger pool from which to draw for top level positions" (Andruskiw & Howes, 1980, p. 491).

To complicate matters even more, once women get into administrative positions in higher education they are not likely to be paid as much as men in comparable positions. "As a group, female salaries are lower with the weighted average differential between medians at 43.4 percent" according to the 1984-85 Administrative Compensation Survey (Benedict et al., 1985, p. ix).

Objectives

The primary objectives of this survey were to:

1. Collect and analyze demographic information about Kentucky women administrators in higher education;

2. Collect and analyze career path information about Kentucky women administrators in higher education; and

3. Collect and analyze perceptions of Kentucky women administrators in higher education regarding: career opportunities, mentor relationships, administrative internships, and career preparation.

Significance of the Study

The data collected through this study have significance for all educational administration departments and will help them better prepare prospective administrative students. Not only are these data important to one department but also to all institutions of higher education in the state of Kentucky. This profile, combined with data collected pertaining to the career path and
perceptions about administrative careers, may be used in the establishment, change, and/or elimination of programs for women.

Because of the scarcity of research in this area in Kentucky, this survey could have significance as an initial format for other studies. In light of increasing numbers of women attaining higher levels of education, the prospect of new programs, internships, and workshops for women in higher education administration is a real consideration.

Another significant outcome of this survey is that from the insight gained from the results, other women may be encouraged to consider higher education administration as a career. Higher education is just beginning to tap into this valuable, unused resource for its administrators.
Demographic Information

Several studies have found a relationship between the family backgrounds and the administrative position of women. Arter's (1972) study of women administrators in state universities and land-grant colleges found "a relationship between...women in top-level administration and the birthplace of their fathers, the occupation of their mothers, whether or not they have children, the provision for childcare, the number of years devoted to childbearing, what they thought helped them gain their positions, to whom they were directly responsible, and their reasons for working" (p. 2).

A study done by Hennig and Hackman at Harvard in 1964 revealed a very tightly knit nuclear family history of those women enrolled in the M.B.A. program at Harvard. The majority were first-born or only children (Hennig & Jardim, 1978).

In another study done by Hennig, all the women administrators "were born into upwardly aspiring middle-class families" (Hennig & Jardim, 1978). The fathers held management positions in business, the majority of the mothers were housewives and both parents were Caucasians.

Like their fathers, the women have opted for a career in management, which is a nontraditional career for women. Women deciding on nontraditional careers seem to make their career decisions
later in life (Wilson et al., 1982).

"Family socio-economic status, including education, income, parents' occupational status, as well as birth order and number and sex of siblings are sources of passive influence" (Auster & Auster, 1981, p. 254).

In 1982, Hemming replicated a study done in 1972 by Pfiffner of women in community college administration and found that today's women are a little different than the administrators of ten years ago. The average age of the woman administrator in Hemming's study is 47 years old, which is five years younger than in the Pfiffner study. Hemming's respondents had an average of nine years administrative experience, compared to 12 years average of administrative experience cited in Pfiffner's study. Hemming's women decided upon administrative careers at an earlier age, before age 30 compared to age 40 in the Pfiffner group. In the Hemming study close to 50% will hold the doctorate degree "if...all complete it" (1982, p. 4). Hemming's study also revealed that 75% of the respondents have been married. Only 47% in Hemming's group reported any children compared with 73% in the Pfiffner study. Most of Hemming's women reported one or no children (Hemming, 1982).

A study done by Curby, as reported by K.M. Moore (1984), "suggests that most women desire mobility and that they are willing to change institutions, cities, and even states in order to get a better job. Why, then, does the myth persist that women are not mobile because they are married" (K.M. Moore, 1984, p. 12)?
However, in a study done in Florida, surveying all women doctoral students in higher education administration, the married students cited geographic mobility most frequently as a limitation (Dublon, 1983).

**Career Path**

Women today are earning their doctorates at much higher rates than ever before and "25% of all doctoral students today are women. The percentage in the higher education...administration departments... is nearly twice that figure...at some state universities" (Budig et al., 1984, p. 625). Women have found that to advance in higher education administration they must have the doctorate as a prerequisite.

Women who want to advance in higher education administration must also learn the value of teamwork possibly through their own experiences in team sports (Hennig & Jardim, 1978; Fryer, 1984).

Mentoring is another critical need for women to succeed in higher education. Time and again authors, D. Moore (1984); McNeer (1983); Rowe (1981); Jongeward and Scott (1973), identify the mentor relationship as important for advancement with most successful women administrators having had a mentor in their careers. "A mentor is a person who comments on your work, criticizing errors and praising excellence. This person sets high standards and teaches you to set and meet your own high standards. A mentor teaches you how The System works" (Rowe, 1981, p. 102).
Role models are also very important. Most women administrators have had role models but just as importantly, they serve as role models for other women aspiring to administration (Stake, 1981; McNeer, 1983). Numerous authors "have argued that same-sex models are much more influential than opposite-sex models in encouraging women to set career goals in their fields" (Stake, 1981, p. 5).

Networking is a term given to women helping other women in administration; it is comparable to, and an answer to "The Good Old Boy System" of men. Networking can be a local or national system. For example, "if any position on campus opens up, each woman on the faculty or in administration should be able to suggest one or two names of highly qualified women to fill it" (Fley, 1979, p. 174).

Pfiffner (1973) suggests that as far as career path is concerned very few women had planned to enter administration initially but were advised to later on in their careers.

One of the reasons given for the increase in women administrators in the past ten years has been the creation within the American Council on Education (ACE) of the National Identification Program (ACE/NIP) in 1972 for the advancement of women in higher education administration. "The major intent of ACE/NIP is to expand the pool of persons qualified for leadership roles in our nation's colleges and universities so that all women...can have opportunities for advancement and so that higher education can benefit from the richness of their participation" (Shavlik & Touchton, 1984, p. 48).
NIP is designed to identify talented women graduates in administra-
tion and make them known to various networks of men and
women in higher education administration. In addition to NIP, ACE
has sponsored various national forums for women administrators.
"Twenty-nine of the ninety-nine women presidents appointed since
1977 have attended ACE national forums, and others have been
involved in numerous aspects of the program" (p. 57). The ACE,
since 1965, has also sponsored a Fellows Program, which "is the
only national effort to identify and train administrators for senior-
level positions" (Green, 1984, p. 46). The ACE Fellows Program
is for both men and women and has proved specifically the quality
of the program. Since its beginning, the ACE Fellows Program
"has trained 748 promising college and university leaders, including
84 who have become college or university presidents, 180 who have
assumed vice-presidential positions, and 210 who have held deanships"
(p. 49), and 45% of which are women.

Another program designed to help women administrators learn
skills which could "enhance their performance in their present
positions and to give them insights into the institutional structure
of higher education" (Tinsley, 1984, p. 18), is a Summer Institute
for Women in Higher Education Administration, cosponsored by
Higher Education Resource Services. The Summer Institute focuses
on "management and leadership skills, finance and budgeting,
accounting, administrative uses of the computer, governance, law
in higher education, collective bargaining, and a variety of policy
issues in higher education administration" (p. 18).

Perceptions

Pfiffner (1973), in her study of California's community college women administrators, focused on their perceptions of their jobs. That study was partially replicated in 1982 by Hemming in which "three major areas of enjoyment were identified: working with people, planning and problem-solving, and challenge and creativity. Least enjoyable aspects of the job were paperwork, personnel conflicts, routine and repetitive tasks, long hours and meetings - in that order" (Hemming, 1982, p. 4). When asked about personal characteristics one needs for success, the majority of respondents listed interpersonal skills as being most important. "Others mentioned, in descending order of frequency, were flexibility, organizational ability, self-confidence, fairness and objectivity, a sense of humor, decision-making skills and intelligence (tied), listening skills, health - including mental health - and patience (another tie)" (p. 4-5).

When asked for what advice these women administrators would give aspiring women administrators, the administrators had several suggestions that one should pay close attention to if aspiring to administration. "Comments centered on working hard, being politically aware and able to play 'the game', being well prepared - academically, experientially, and specifically - for issues which arise, setting goals and objectives to work toward, maintaining a sense of humor, and striving to be nonemotional" (p. 5). Hemming's respondents to
this survey seem to be not as idealistic about the good and bad parts of administration. They give more emphasis to being assertive and competent and are more practical in preparing for and working in administration.

Pfiffner's respondents as reported by Nieboer (1975) "considered these qualities most important in an administrator: ability to work with others, a strong personal value system, fairness and objectivity, sensitivity toward people, and humor and humility" (p. 101).

Hennig's respondents, in her study of women executives in business, as reported by Nieboer (1975), "all believed in excelling at their jobs and were greatly aided in their advancement by a father-daughter relationship with their bosses" (p. 102). Hennig also found that women executives "had no time for dates or even friendly relations with either men or women at work" (p. 102). There is very little personal time for women administrators; therefore, they must be as adept at managing their personal time as their professional time.

Fecher (1973), in her study of women in higher education administration, found that her respondents felt that being a woman was neither a disadvantage nor an advantage. Also, the women in that study reported that marriage was neither a disadvantage nor an advantage for a woman in administration.

Summary

The review of literature indicates that nationally we have
accumulated much information about the demographics of women in higher education administration. This researcher wondered if the women administrators in the state of Kentucky would fit those nationally accumulated demographics.

The literature, as far as career path is concerned for women, reveals that women are gaining top administrative positions; therefore, there will be more role models for women. There are programs for preparing women for administrative positions, for example the ACE Fellows Program, graduate internship programs, and Higher Education Resource Services Summer Institutes. Have Kentucky's administrators taken advantage of these programs? Have they relied on mentoring, educational background, and hard work to advance themselves?

According to national perceptions of women administrators, working hard and having the doctorate are extremely important for advancement. Being competent as an administrator was also frequently reported in national studies. Does this advice and these perceptions hold true for Kentucky's administrators?

Answers to these questions may help women advance and obtain administrative positions as well as serve as a basis for future research of women administrators in higher education.

Questions

The following questions were addressed during the course of this researcher's investigation as a fundamental step toward a
fuller understanding of the woman administrator in higher education in Kentucky.

1. What are some of the demographic characteristics of the women administrators in the state of Kentucky?

2. What are some of the career paths women administrators in the state of Kentucky have taken?

3. What are the perceptions of women administrators on how they have achieved their administrative positions?
METHODOLOGY

Population

The population for this study was all women administrators in the state of Kentucky as listed in the 1984-85 Kentucky Higher Education Personnel Directory.

The total population of 101 women administrators was selected for this survey. This population includes: public and private senior institutions and the community college system of Kentucky.

Instrument

The "Women Administrators in Higher Education", (see Appendix A) is a researcher-developed instrument designed to collect demographic data, career path information, as well as perceptions of the respondents as to how they achieved their administrative positions. In order to gather the desired information, respondents were asked to indicate their answers to 61 questions. The list of questions was developed after the researcher had reviewed the literature related to surveys of women administrators in higher education. Specific items were selected from several lists found in the review (Pfiffner, 1973; Hennig & Jardim, 1978; D. Moore, 1984), as well as from the researcher’s personal perceptions of the potential problems of women administrators. During the development of the instrument the researcher collaborated with four professors: two in Adult and Higher Education, one in Counseling, and another in Curriculum and Instruction. Once the instrument was developed, it
was reviewed by professionals in the fields of Adult and Higher Education for feedback and suggestions. After completion of this face validation, eight women were selected for field testing the instrument. These women were contacted in person and were asked to fill out the survey. They were then asked for feedback concerning the relevancy of the instrument, ease of completion, and alterations or additions suggested. Revisions were made as necessary, and the instrument was constructed.

Procedure

This was a descriptive study in which data were collected through a researcher-developed instrument which was validated by numerous professionals in Adult and Higher Education, research, and administration fields. The instrument was field tested during the first week of March, 1985. Minor revisions were made on the survey, which was then prepared for administration.

The 101 women's names printed in the 1984-85 Kentucky Higher Education Personnel Directory were used for a census population for the survey. During the second week of March, 1985, the surveys, along with a cover letter (see Appendix B) and a stamped, return addressed envelope, were mailed to the identified women administrators. All women who had not returned the survey within two weeks of the initial mailing were contacted by phone. By April 15, it was assumed that all surveys had been received that were going to be returned, and the process of data analysis began. Of the 101
surveys mailed, two were rejected since they were filled out improperly, two others were rejected since the respondents were men, and five were deleted from the total since the respective institutions reported they were no longer employees, making the total number surveyed 92. There were 68 valid surveys returned, resulting in a 73.9% return rate.

Limitations

The primary limitations of this survey were:

1. The instrument used to collect data was developed by the researcher and except for a review by professionals and a field test, was not validated by other research.

2. The survey, due to time restrictions, was mailed to the sample. This is a limitation in that surveys returned may be biased in an indiscernable way as opposed to those surveys not returned.

3. The findings of this survey are specific to Kentucky.

4. The population surveyed was from those women's names listed in the 1984-1985 Kentucky Higher Education Personnel Directory. Institutions report their administrators names to this publication; therefore, positions named are not consistent from institution to institution.

Data Analysis

Frequency and percentage were computed to analyze the data.
PRESENTATION OF DATA

This project focused on three questions. For purposes of clarity, the presentation of data and findings have been divided into these areas.

Demographics

What are some of the demographic characteristics of women administrators in the state of Kentucky?

Descriptive statistics indicated that the most frequent age for the respondents was 41 years (7.5%) and the largest group (35.8%) fell within the ages of 40 to 50 years old. A little over half (51.7%) were married while over one-third (39.7%) were single. Over half (54.4%) had no children and a fourth (23.5%) had two children. Of those who had children, the majority (44.3%) had public-school-age children (ages five to eighteen). If married, the majority of the respondents were married to white-collar workers (84.2%); and within those white-collar workers, a little over a third (34.2%) were married to spouses in the teaching profession. Those who had children were asked what effect having a child/children had on their careers? Almost half (48.4%) responded that having a child had no effect on their careers, while 12.9% said that having a child had a negative effect on their careers. In career advancement the respondents ranked geographic limitations as the most serious problem with dual careers, husband/marriage, and children in descending order of importance. The majority (97.1%) were Caucasian while only 2.9% were Black. The majority (88.9%) were reared by
both parents. A little less than half (41.2%) came from middle
middle-class homes and a quarter (25%) came from lower middle-class
homes. A little over half (52.2%) had fathers whose occupations
could be classified as a white-collar worker. A little over a third
(34.3%) had fathers whose occupations could be classified as blue-
collar. The remaining fathers were farmers (13.4%). The respondents'
mothers were primarily housewives (61.2%), while a little over a
quarter (26.7%) were white-collar workers. The respondents were
almost equally split when asked which parent had the most influence
upon their careers, almost a third (35.3%) answered neither parent,
while 30.8% answered both parents. About half (44.1%) answered that
they were first born. A little over a fourth (29.4%) had one brother,
and that same amount, approximately (29.2%), reported they had two
sisters. As far as childhood activities that required interaction
with others, the most frequently marked were school clubs (73.5%);
others ranking high were scouts (50%), team sports (42.5%), and
individual sports (36.8%).

Career Path

What are some of the career paths women administrators followed?

None of the respondents had ever served in the ROTC or Armed
Forces. The women's most frequently reported (19%) G.P.A. for
undergraduate study was 3.5 (based on a 4.00 as "A"). For graduate
studies, the most frequently reported G.P.A.'s were 4.0 (22.4%) and
3.5 (22.4%). Most (62.7%) of the women worked at a job while an
undergraduate student. A little less than half (40.4%) worked full-time while in graduate school. About half (53.7%) received financial aid while in college. Nearly a half (48.5%) have their masters degree while 19.7% have their doctorates. As an undergraduate major, English was reported as the highest frequency (22.5%), while business majors were second in frequency with 21.1%. Graduate majors were primarily in the areas of business, management, and educational administration (21.4%). Almost all (98.5%) of the respondents said that they did not have educational administration as their career goals when they started college compared with 80% who said that it was not their career goal even when they started graduate school. When asked at what age did they decide upon educational administration as their career goals, the most frequent (11.1%) answer was 30 years old. Over a quarter (27.3%) of the administrators had held two administrative positions, while 87.9% of the respondents reported having from one to four positions. More than half (59%) of the administrative positions were in colleges, and 39% were in universities. The most frequently marked number of years of experience in administration were four, five, and eight (each 7.6%) years. Over half (51.5%) had served ten or fewer years in administration. The majority (58.8%) of the administrators are presently administrators in four year colleges. Most of the women (64.7%) are administrators in private institutions. The women were mainly (61.8%) hired into administration from within the institution instead of from outside. When asked if they had ever held a tenured
faculty position in higher education almost three-quarters (73.1%) said that they had not. Over half (69.7%) said that they did not have tenure in the institution at which they are currently employed. The women were equally split on the issue of how they perceive their present positions. Those who considered their present positions as their ultimate goal (42.2%) were almost equal to those who perceived their present positions as a stepping stone to a higher position (44.6%). When asked to rank expected rewards which encouraged them to enter administration, the women ranked these rewards in descending order of their importance: challenge/creativity, working with people, salary, prestige/recognition, and travel. The administrators reported that their educational backgrounds were paramount (35.3%) in the attainment of their administrative positions. About half (48.5%) said that having experience as a faculty member did not contribute to their attainment of a higher education administration position. Some women (58.8%) felt, however, that the attainment of their current administrative positions could be attributed to their previous work experience. The women felt that being a women had not had an influence (44.4%) on their superiors in promoting/hiring them. The majority of respondents (36.2%) did not see any great need for professional development/training in their current positions. Later in the survey instrument, however, when asked in what areas they felt they needed professional development/training and given three choices and an open ended response, the respondents felt a need for development in more than one area. The three choices given in the survey were: computer
literacy (42.5%), management (30.2%), and finance/budgeting (27.4%). The most frequent need cited in the open ended response category was that they needed to learn the technical aspects of fund raising. Approximately half (44.8%) of the respondents said there was a great need for women in higher education administration to have their terminal degrees in order to advance. The numbers were about equally split when they were asked if they had ever attended institutes or workshops specifically for women administrators, yes (51.5%) and no (48.5%). Women who had gone to workshops or institutes were split as to their feelings about their value. About a quarter (29.7%) said they were neither useless nor of great value, while about a quarter (27.2%) said they were of great value. Most of the women (39.7%) said yes they have had a woman serve as a role model for them. When asked about mentors, 57.4% said they had had a mentor/mentors who helped them attain an administrative position. The majority of the women (62.5%) said that their mentor was a male, and 49.1% said that the mentor had been their director/supervisor. The women were about equally split when asked if they had counseled or served as a mentor themselves to other women in higher education administration; 52.2% said no and 47.8% said yes. Over one-third (39.2%) had an educational administrator suggest to the respondents that they should go into higher education administration. The respondents were divided when asked to what degree did having a mentor contribute to the attainment of their administrative positions. A little over a quarter (28.8%) answered no contribution, another
quarter (21.2%) said they did not feel strongly either way, and another quarter (27.2%) said a mentor contributed to a great degree. Nearly all (92.6%) of the respondents said they had never served in an administrative internship; however, 73% thought that an internship would have better prepared them for their positions. Of those who had served in an administrative internship, the majority (66.7%) felt it was a great value. When the question was asked whether they would recommend an administrative internship program at the graduate level for aspiring women administrators; the majority (84.8%) said yes.

**Perceptions**

What are women administrators' perceptions of how they attained their administrative positions?

The women rated the following in terms of their significance in their being appointed to their administrative positions. They are listed in descending order of their importance: being at the right place/right time, educational background, knowing right people/right connections, breadth of experience (variety of administrative experience), depth of experience in educational administration (actual years of experience), and luck. Most of the women, when rating the value of their personality in getting their present position, rated it great (41.2%). These administrative women, when encountering professional difficulties, turn to family (29.5%) or friends (25.7%) or colleagues (25.7%) for personal support. The women, when encountering professional difficulties,
turn to colleagues (55.4%) and mentors (21.6%) for professional support. Women agree (44.1%) that they must work harder than men in order to hold and be promoted in administrative positions. Women felt that it was important (52.2%) to take risks in order to be promoted in higher education administration. The respondents were equally split on the question of to what degree had they sacrificed their personal lives for an administrative career. The split was a three-way tie for: not at all, neither one way or the other, and greatly. Approximately three-quarters (73.9%) thought that their ideas and proposals were accepted as equal to those of their male counterparts. About a quarter (26.1%) said that their ideas were not accepted as equal to those of male counterparts and half (50%) of those women said it was simply because they were women and a third of those women (33.3%) said it was because of their lack of age and/or experience. The respondents answered being a woman in administration is: neither an advantage nor disadvantage (38.2%) and an advantage and disadvantage (38.2%). When asked whether a man in a comparable position to theirs would be paid the same, less, or more; the response was more (55.1%), same (43.5%) and less (1.4%). The following question was open in format. The women were asked to please share any thoughts that they might think would be of interest to other women aspiring to administrative positions in higher education. Of the 68 respondents, 30.9% decided to respond to this question sharing their thoughts about administration in higher education. Repeated remarks deal with: the importance of forming
networks of administrative women in higher education; working harder and longer, having terminal degree, having self-confidence, hooking up with a mentor, goal setting, knowing exactly what the job entails, being prepared, being aware they are serving as a role model, being ready to sacrifice personal life, standing behind decisions made, knowing how to and enjoying working with people, knowing you can make a difference in other people's lives, and realizing that administrative careers are challenging, interesting, exciting, and rewarding.
DISCUSSION AND RECOMMENDATIONS

This section presents a broader discussion of the information gleaned from the data analysis, including a look at possible implications for program planners, advisors and administrators. Specific recommendations follow this discussion.

Discussion

The major limitation in a mail-out survey is the inability of the researcher to generalize opinions expressed by respondents to the general population.

Those responding to "Women Administrators in Higher Education" seem to be representative of the population since the return rate was 73.9%. It is assumed, however, that opinions and perceptions expressed in the study speak for at least a majority of the women administrators and therefore have several implications for program planning.

The demographic data seem to line up with Pfiffner's study of California's Community College women administrators of 1972, also Hennig and Jardim's (1977) study of executive and managerial women as well as Hemming's more recent (1982) replication of Pfiffner's study. The career path information and perceptions also fall in line with these previously mentioned studies and with D. Moore's (1983) study of mentoring.

The fact that the majority of the women fell within the ages of 40 to 50 years old, over half were married, and half childless
raises important issues. These women juggle administration duties with educational demands, and home and family duties. In order to continue their employment and child care/home duties, flexibility is needed in the planning of required courses for educational administration. Of those who were married, the majority were married to white-collar workers, a third of which are teachers. This possibly presented quite a problem to the married women administrators. The women cited geographic limitations and dual careers as the two top problems in limiting their career advancement. This suggests a possible need to revise hiring policies at many institutions so that both husband and wife could be hired into the same institution without any problems (Dublon, 1983; Ezrati, 1983). Having a child/children had no effect on their career said almost half of the respondents, while 12.9% said having a child had a negative effect on their career.

A large percentage of women had been very active as children in activities which encouraged development of interpersonal relationships, such as school clubs, team sports and individual sports. Being active in these types of activities early in their lives has possibly helped these women in their administrative careers in their dealings and interaction with others (Hennig & Jardim, 1978; Fryer, 1984).

In Hennig and Jardim's (1978) study, Pfiffner's study (1973), and Hemming's study (1982) the women administrators came from very stereotypical homes of father in a management position and the mother
a housewife. Nearly all women were first born. The differences in the women's rearing were brought about generally because they were brought up not knowing many sexual limitations, even though the father worked and the mother was a housewife (Hennig & Jardim, 1978). Many of the women in this survey commented that they were not reared to think that being a woman might be a problem for them.

As far as career path is concerned, all of the women were good students and most worked both in undergraduate and graduate school(s), thereby learning how to juggle work and education while still in college. Even though more than half the women administrators have their masters degree, they realize the need for their terminal degree in order to advance in higher education administration.

A major finding in this study was that educational administration was not a planned career for most of the women. Most of the women went into administration after the suggestion of an educational administrator. Their undergraduate and graduate majors do imply that there had been no previous career plan to be an administrator as found also by Pfiffner (1973).

Most of the women have decided later on in their lives to go into administration; therefore, accounting for older women being in administrative positions with fewer than ten years experience. Those job notifications asking for more than 10 years of administrative experience may be unknowingly discriminating against women.

In the state of Kentucky most of the women administrators
are in four year private institutions, where they have been promoted from within the institution. Women who are aspiring to administrative positions would do well to find an initial ground-level administrative position in such an institution and work their way up through the ranks.

The perceived rewards of administrators of this group coincided with Pfiffner's (1973) study: challenge/creativity and working with people.

The women of this study felt that their educational backgrounds and previous work experience were very important in their hiring, and they believed their being a woman had nothing to do with their hiring or promotion.

As far as professional development was concerned, the areas offered in the Summer Institute for Women in Higher Education Administration, cosponsored by Higher Education Resource Services (HERS) (Tinsley, 1984) were thought to be of much value by the majority of the women in this study. Some of those areas being offered in the institute are computer literacy, management, and finance/budgeting. However, only about a half said they had ever gone to workshops/institutes. It seems as though the women do realize that they could benefit by some inservice.

Mentoring by a male director/supervisor had assisted over half of the women in their administrative positions in this study. When asked though if they had counseled or mentored other women, about half said yes. Perhaps women administrators' level of
awareness of their ability to mentor and act as role models for women needs to be increased.

Women may have less time for mentoring. Younger women administrators are trying to obtain a doctorate earlier, since they realize its value for promotion. Women possibly will no longer spend time mentoring, attending numerous committee meetings and counseling other women, just because they are one of the few women at the institution (Ekstrom, 1979).

The majority of the women said that they had not served in an administrative internship, but the overwhelming majority thought that it would have better prepared them for their position. Most of the women thought that there should be an administrative internship program at the graduate level for aspiring women administrators.

Concerning the perceptions of the women administrators of how they have attained their administrative positions, one of the things they thought most important in their hiring was their being in the right place at the right time. Second to having right timing, was having the proper educational background.

About half of the women thought that personality was a great factor in attaining a position.

When these women encounter professional problems, they go first to family for personal support and to colleagues first for professional support. Women strongly agree that they must work harder than men in order to hold and be promoted to administrative
positions. The respondents felt it was important to learn to take risks in order to be promoted. Also, the women were divided as to the degree they had sacrificed their personal life for their administration career.

The overriding majority felt as if their ideas and proposals were accepted as equal to those of their male counterparts. Women thought that being a woman in administration is: neither an advantage nor disadvantage, but they equally felt that it was an advantage and disadvantage.

When asked about salary, in particular whether a man in a comparable position would be paid more, less, or the same, as a female; about half responded that the male would be paid more. CUPA administrative surveys nationally point this up as a problem that women administrators are being paid less (Benedict et.al., 1985).

Networking, mentoring, working hard and persevering, having a doctorate, and having educational administration training and experience seem to be keys in attaining that administrative position as perceived by the surveyed group.

Interestingly, the group's answers seem to reflect more of the same perceptions as the Pfiffner study of 1972 than of the Hemming replication of that study in 1982. Some reasons why might be attributed to the ages of the respondents. The ages of the administrators in Hemming's study tended to be much younger than those in the Pfiffner and this study. The women in the Hemming
study decided to go into administration at a younger age and are younger administrators and therefore, of a different generation.

Recommendations

Based on this summary of findings, following recommendations are proposed for those involved in program planning, advising, personnel practices, and those women considering administration as a career.

1. Women who aspire to administrative positions should earn a doctorate, or minimally a masters degree.

2. Women should try to gain a broad variety of educational and administrative experiences.

3. The percentage of top-level women administrators in the state of Kentucky should be increased.

4. University and college professors and administrators of both sexes should encourage talented women to apply for and prepare themselves for administrative positions.

5. Universities and colleges should develop new programs and internship programs for aspiring women administrators.

6. Universities and colleges should develop and promote workshops for those women who are administrators.

7. Those involved in deciding job qualifications for administrative positions should consider not restricting applicants to a minimum of ten years of experience, since the majority of women administrators have less than ten years experience.

8. Additional research should be done on women educational administrators in Kentucky, possibly excluding religious groups. The religious group responses may have skewed the results of this study.

9. Possibly additional research should also focus on just one aspect of this study; not all three areas covered: demographics, career path, and perceptions.
REFERENCES


WOMEN ADMINISTRATORS IN HIGHER EDUCATION

DIRECTIONS: Please complete this survey by placing an "X" in the blank by your answer. Spaces have been provided for answers where a specific answer is requested.

1. Year of Birth: __________

2. Marital Status: _____ Single _____ Divorced _____ Married _____ Widowed


4. If married, spouse's occupation: ____________________________

(IF YOU HAVE CHILDREN, ANSWER #5)

5. What effect has having a child/children had on your career advancement?

None _______ _____ _____ _____ _____ Great 1 2 3 4 5

6. In career advancement to what degree do each of the following (which apply to you) create career problems. (Rank 1 as being the most serious problem to number 4 being the least serious problem.)

_____ Geographical limitations
_____ Children
_____ Husband/marriage
_____ Dual careers

7. Race

_____ Caucasian _____ Black _____ Native Am/Indian
_____ Hispanic _____ Asian/Pacific

8. Who reared you?

_____ Mother _____ Father _____ Both _____ Other

9. Parent/Parent's estimated socio-economic status while rearing you?

_____ Upper Upper _____ Upper Middle _____ Upper Lower
_____ Middle Upper _____ Middle Middle _____ Middle Lower
_____ Lower Upper _____ Lower Middle _____ Lower Lower

10. Father's occupation: ____________________________

11. Mother's occupation: ____________________________

(over)
12. Which parent had the most influence upon your career choice?

______ Mother  _______ Equal influence
______ Father  _______ Neither

13. Rank of your birth order:

______ 1st born  _______ 4th born  _______ Other
______ 2nd born  _______ 5th born
______ 3rd born  _______ 6th born
______ 7th born
______ (Fill in blank)

14. Number of brothers: _______ Ages: _______ _______ _______

15. Number of sisters: _______ Ages: _______ _______ _______

16. In which childhood activities did you participate?

______ Individual sports  _______ Debate/Speech
______ Team sports  _______ School clubs
______ Scouts  _______ Cheerleading
______ 4-H  _______ Other (Fill in the blank)

17. Have you ever served in ROTC or the Armed Forces?

______ Yes  _______ No

18. G.P.A. (Based on 4.00 as "A") Undergraduate _______ Graduate _______

19. Did you work at a job while an undergraduate student?

______ Full-time  _______ Part-time  _______ No

20. Did you work at a job while a graduate student?

______ Full-time  _______ Part-time  _______ Grad. assistant  _______ No

21. Did you receive financial aid (other than family) while in college?

______ Yes  _______ No

22. Highest degree attained: ______________

23. Undergraduate major: _______________ Graduate major: _______________

24. When you started college was Educational Administration your career goal?

______ Yes  _______ No

25. When you started graduate school did you have Educational Administration as your career goal?

______ Yes  _______ No

26. At what age did you decide upon Educational Administration as your career goal?

______ years old (over)
27. List job titles of administrative positions, type of institution (Business & Industry, Public School, College or University) and number of years held. (List most recent first).

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<th>Title</th>
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28. In what type of institution are you presently an administrator?

- (Doctoral level) university
- (Masters level) university
- Four year college
- Two year institution

29. Public Private

30. How were you hired into your present position?

- Hired within system
- Hired from outside

31. Have you ever held a tenured faculty position in Higher Education? Yes No

32. Do you have tenure in the institution at which currently employed? Yes No

33. I perceive my present position as:

- My ultimate career goal
- A stepping stone to a higher position

34. What expected rewards encouraged you to enter administration? (Rank number 1 most to number 5 least).

- Challenge, creativity
- Travel
- Salary
- Prestige and Recognition
- Working with people

35. How important was your educational background in the attainment of your administrative position?

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(over)
36. Degree to which having experience as a faculty member in higher education contributed to attaining a higher education administrative position.

None _______ 1 2 3 4 Great ________

37. The attainment of your current administrative position can be attributed to your previous work experience.

Absolutely not _______ 1 2 3 4 Definitely can ________

38. How much did being a woman influence your superiors in promoting/hiring you?

None what _______ 1 2 3 4 totally ________

39. Do you feel that you need additional professional development/training in your current position?

No need _______ 1 2 3 4 Great ________

40. Where do you feel you need professional development/training? (Mark any applicable)

______ Management
______ Computer literacy
______ Finance/Budgeting
______ Other

41. Do you feel a terminal degree is necessary for a woman to advance in the field of higher education administration?

No need _______ 1 2 3 4 Great ________

42. Have you ever attended institutes or workshops specifically for women administrators?

________ No (If no, skip to number 44) ______ Yes (If yes, answer number 43)

43. If number 42 is yes, answer the following: Workshops or institutes for women administrators are:

Useless _______ 1 2 3 4 Of great value ________

44. Has anyone served as a role model for you?

______ No _______ Yes, male _______ Yes, female
45. Did you have a mentor/mentors who helped you attain an administrative position?

____ Yes  ____ No

____ Male  ____ Female

____ Director/Supervisor
____ Teacher/Instructor
____ Colleague
____ Friend/Relative

46. Have you counseled or served as a mentor to other women in Higher Education Administration?

____ Yes  ____ No

47. Who, if anyone, suggested to you that you should consider going into Higher Education Administration?

____ No one  ____ Professor
____ Mentor  ____ Family member
____ Personal friend  ____ Educational Administrator

________________________ Other (fill in relationship)

48. To what degree did having a mentor contribute to the attainment of your administrative position?

None 1 2 3 4 Great

49. Did you ever serve an Administrative Internship?

____ No

If answer is no: An administrative internship would have better prepared
me for my position.

____ Yes  ____ No

____ Yes

If answer is yes: The value of serving an administrative internship was:

None 1 2 3 4 Great

50. I would recommend an administrative internship program at the graduate level for aspiring
women administrators.

____ Yes  ____ No

(over)
51. Rate the following in terms of their significance in your being appointed to your administrative position. (Number 1 being the most important to number 6 being least important).

_______ Being in the right place/right time.
_______ Educational background
_______ Luck
_______ Knowing the right people/having the right connections
_______ Depth of experience in Educational Administration (Actual years of experience)
_______ Breadth of experience (Variety of administrative experience)

52. Rate the value of your personality in getting your present position.

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Great</th>
</tr>
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53. When encountering severe professional difficulties who do you turn to for personal support?

_______ Mentor _______ Family _______ No one
_______ Friends _______ Colleagues

54. When encountering severe professional difficulties who do you turn to for professional support?

_______ Mentor _______ Family _______ No one
_______ Friends _______ Colleagues

55. Women must work harder than men in order to hold and be promoted in administrative positions.

Strongly _______ _______ _______ _______ Strongly
Disagree 1 2 3 4 5 Agree

56. To what degree is taking risks important in being promoted in Higher Education Administration?

Unimportant _______ _______ _______ _______ Important
1 2 3 4 5

57. To what degree have you sacrificed your personal life for an administrative career?

Not at all _______ _______ _______ _______ Greatly
1 2 3 4 5

58. My ideas and proposals are accepted as equal to those of male counterparts.

_______ Yes _______ No

If answer is No: Why? _______ Simply because I am a women
_______ My ideas are considered too radical
_______ My ideas are not considered to have sufficient justification
_______ My lack of age and/or experience

__________________________ Other (Fill in)
59. Being a woman in administration is:

- An advantage
- Neither an advantage nor disadvantage
- A disadvantage
- An advantage and disadvantage

60. A man in a comparable position to yours would be paid?

- Same
- Less
- More

61. Please share any thoughts that you might think would be of interest to other women aspiring to administrative positions in higher education.

Thank you for your cooperation.

If you would like a copy of the study results, please send a request under separate cover.
MEMORANDUM

TO:

FROM: Carol Jinbo, UP O 674

DATE: March 8, 1985

RE: Women Administrators in Higher Education Survey

You have been identified as a leading women higher education administrator in the state of Kentucky. Your assistance is needed in a statewide study of women administrators.

The purpose for conducting this research is to gain perceptions of how women administrators in Kentucky's higher education system achieved their administrative positions. Relatively few women hold administrative positions in the state of Kentucky. Your perceptions are important in this matter and may be beneficial to other women aspiring to administrative position. Results of this study will be used to satisfy degree requirements in my Education Specialist program. The information will also be disseminated within the Adult and Higher Education Department. I will also attempt to get this published in a national journal in order to bring greater attention to these results.

Please take about 20 minutes to complete and return the enclosed survey by April 1, 1985. An addressed envelope has been included for your convenience.

All responses will be kept confidential. Questions concerning age and family have been included to help determine career paths of women administrators. The results of this survey will be sent to you upon request in return for your cooperation.

Your assistance in this important matter is greatly appreciated. Please call me at (606) 783-2897 (or write to the above address) if you have any questions.

alw

enclosure

P.S. Note that return envelopes are numbered so that I can keep track of responses, this way the actual survey still will be anonymous and confidential.