

A PROFILE OF FEMALE TRUSTEES
OF FOUR-YEAR PUBLIC COLLEGES AND
UNIVERSITIES AND A COMPARISON OF
FEMALE AND MALE TRUSTEE
PERCEPTIONS OF SELECTED TRUSTEE
FUNCTIONS AND UNIVERSITY ISSUES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
HELEN RUTH GODFREY
1971



This is to certify that the

thesis entitled

A PROFILE OF FEMALE TRUSTEES OF FOUR-YEAR PUBLIC
COLLEGES AND UNIVERSITIES AND A COMPARISON
OF FEMALE AND MALE TRUSTEE PERCEPTIONS
OF SELECTED TRUSTEE FUNCTIONS
AND UNIVERSITY ISSUES
presented by

Helen Ruth Godfrey

has been accepted towards fulfillment
of the requirements for

PH.D. degree in Administration and
Higher Education

Walter F. Johnson
Major professor

Date October 25, 1971

O-7639



APR 1973 pp. 32

FEB 20 1973

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ABSTRACT

A PROFILE OF FEMALE TRUSTEES OF FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES AND A COMPARISON OF FEMALE AND MALE TRUSTEE PERCEPTIONS OF SELECTED TRUSTEE FUNCTIONS AND UNIVERSITY ISSUES

By

Helen Ruth Godfrey

Introduction and Purposes

The lay governing board of four-year public colleges and universities is recognized as the ultimate decision-making body which determines the destiny of the university. The public and those concerned for the provision of higher education need to have a more complete understanding of university trustees.

There were two purposes for this study. The first purpose was to develop an in-depth profile of the women who currently serve on the governing board of four-year public colleges and universities.

The second purpose was to compare the perceptions of the female trustees with those of male trustees in areas of the functions and composition of governing boards, points of view on selected university issues,

and the ranking of mission statements for the public university.

Methods and Design

The data was gathered by use of questionnaire. The study was conducted during July and August of 1971. Two groups of trustees were used in this study. The population of female trustees (N=130) consisted of all women currently serving as trustees of a four-year public university or college, which held membership in the Association of Governing Boards during the academic year of 1970-71. The systematic sample of male trustees (N=200) consisted of the men currently serving as trustees of a four-year public university or college, from boards which have female trustees and which held membership in the Association of Governing Boards during the academic year of 1970-71. Total usable response rate was 59.8 per cent; including 64.3 per cent of the female trustees and 56.8 per cent of the male trustees.

The profile data was analyzed by descriptive tables with selected hypotheses tested by chi-square methods significant at the .01 level.

Seven scales were developed from the items designed to measure trustee perceptions. The scales were: board control, composition and participation, admissions and degree requirements, teaching versus non-teaching, teacher's autonomy, student regulations, and women's

education. A two-way multivariate ANOVA with the alpha level $\alpha = .05$ and two-way univariate ANOVA's with the alpha level $\alpha = .007$, with sex and level of education as the independent variables, were used in the analysis of the seven scales.

Kendall's Coefficient of Concordance with correction for ties (W') was used to determine the degree of consensus: (a) among female trustees, (b) among male trustees, and (c) among both female and male trustees on the public university mission statements. The statements referred to public service, scholarship and research, vocational preparation, teaching and knowledge transmission, and social criticism. At the conclusion of the questionnaire opportunity was given for trustees to open-endedly comment on the study and/or their roles as trustees.

Major Findings of the Study

The findings fall into two categories: the profile of the female trustee and the comparisons of female and male perceptions.

The profile of the female trustee is as follows: Personal background shows the trustee to be white, married, and 52 years of age. Family background depicts birth in the urban-city setting, two or less siblings, and one-third as first born. The father is more highly educated than the mother; 46 per cent were engaged in

business-industry positions; 29 per cent in educational-professional fields. Generally, the trustee's mother was unemployed. The trustee's spouse was well educated, with 32 per cent holding doctorates. Most spouses were either engaged in business-industry-managerial or educational-professional positions. One-half had incomes of \$25,000 or above. Seventy-two per cent of the trustee's children were in or had completed college.

Educational background finds the female trustee to have less formal education than the male trustee. Degrees held are 53 per cent with bachelor's, 30 per cent with master's, and 2.5 per cent with doctorates or professional degrees. Generally the degrees were received from public institutions. The major areas of study were arts and humanities, social sciences, education, and biological sciences. The average female trustee has not attended a college or university for twenty-two years.

Vocational background reveals that 46 per cent of the females are employed. Forty-one per cent hold positions as faculty members in the academic setting, while approximately 20 per cent hold positions in industry-business and 14 per cent are self-employed.

In volunteer activities the female averages service on 3.6 other boards and is active in an average of 3 community clubs.

Participation as a trustee shows the trustee to be selected/appointed by the governor, serving eight or

less years, attending ten to twelve meetings per year, agreeing to meeting with students and faculty and making major contributions in these areas; education-curriculum planning-academic policy making; public-relations-community affairs-communications outside the university; and student life-housing-health.

The findings of the comparisons of female and male trustees are as follows: for all seven scales treated collectively, the two-way multivariate analysis of variance shows significant main effects for sex and education at the .05 alpha level. No significance occurred for sex \times education interaction.

The two-way univariate analysis of variances show clear evidence that sex difference is highly significant at the .007 level on five out of seven scales. The scales are board control, participation and composition, admissions and degree requirements, teacher's autonomy, and women's education. No significant differences existed for the education variable at the significance criterion of .007 level. Directionality on most means show the female trustee to have a greater receptivity to change and innovation, and to favor student-oriented concerns.

Kendall's Coefficient of Concordance with correction for ties (W') shows a higher coefficient for men suggesting a higher agreement among the men as to the missions, and a lower coefficient for women indicating

less consensus among women regarding the public university missions. Examination of the mean values show general agreement between the male and female trustees concerning the rank order of the missions. Teaching and knowledge transmission, scholarship and research, and vocational preparation rank closely as the top priority missions. Public service is next in importance, while social criticism is ranked as least important.

Open-ended comments suggest the trustee role to be exciting, challenging, and frustrating. Their role is recognized as one of an agent of leadership in the institutional community. Board composition recommendations support the addition of women, blacks, students, faculty, and a more diverse range of age.

Conclusions

Seven general conclusions were based on the findings and considered in light of the recent related literature. (1) Equal representation of women, on boards of trustees, has not yet been recognized and/or achieved in the public institution. (2) Trends in adding females, blacks, and those younger in age, have not occurred in the public institution. (3) Female trustees are inclined to be more service-oriented than their business-minded counterparts. Therefore, they may be viewed as valuable sources of diverse thought in areas of academic policy making, direction for the social and cultural environment

of the campus, public relations and communications with constituents outside of the university, and vocational preparation. (4) The female trustee has a tendency to respond more favorably to change, to innovation, and to student-oriented ideas and programs. (5) Female and male trustees are in general agreement as to the missions of the public university. (6) Generally, the trustees do not have opportunity for orientation or continuous in-service training. (7) Most trustees are selected/appointed by the governor. This implies a political appointment. Women have not been visible in politics and are frequently absent at the top decision-making positions. Thus, capable women have been unable to secure appointments to boards of trustees.

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A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and
Higher Education

1971



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1972

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CHAPTER I

THE PROBLEM

Introduction

The public colleges and universities represent a unique enterprise in the dimensions of higher education in the United States. The 1970's are emerging as a crucial period for public higher education. Unpredictable enrollments, multiple use of facilities, increased operational costs, and the cry by the university's constituents for more involvement in university governance contribute to the complexities of today's educational institutions.

Presently, the college and university board of trustees is recognized and challenged as the guardian of the institution of higher education. The lay governing board is the ultimate decision-making body which determines the destiny of the university. With the visible emergence of boards of trustees as viable determinants for the institution of higher learning, comes an imperative for the public, and those concerned for the provision of higher education, to have a more complete understanding of university trustees. Who are they? What are trustee

views as to their functions, selected university issues, and major missions of the public university?

The public institutions for higher education continue to grow. The Office of Education's report, Opening Fall Enrollment in Higher Education 1969,¹ indicates that the public institution enrollment increased by 7.5 per cent from 1968 to 1969. Of the total enrollment in institutions of higher education, the public institution accounted for 73.7 per cent in 1969--1.5 percentage points higher than the preceding year. Enrollment of first-time students was not quite 2 million, an increase of 4.0 per cent from 1968. The gain for public institutions was 4.7 per cent and for private institutions, 1.5 per cent.² Four-year public universities show a total enrollment of 2,219,710. The enrollment for men is 1,353,288 and 866,422 for women.³ Report highlights indicate that women make up 40.8 per cent of the total enrollment, an increase of .3 per cent from 1968.⁴ Even though this is slight

¹Opening Fall Enrollment in Higher Education, 1969 Report on Preliminary Survey (Washington, D.C.: Government Printing Office, 1970), p. Highlights (inside cover).

²Ibid. , p. 9.

³Ibid., p. Highlights (inside cover).

⁴Ibid.

it suggests continuation of a trend for women increasing their proportion of total enrollment in institutions of higher education.

The continued growth of the four-year public university and the increased proportion of women in higher education suggest the need to examine women's representation on the governing boards.

Statement of the Problem

The purpose of this investigation is two-fold. The first purpose is to develop an in-depth profile of the women who are currently serving on the governing boards of four-year public colleges and universities.

The second purpose is to compare the perceptions of the female trustees with those of male trustees in areas of the functions and composition of governing boards, points of view on selected university issues, and the ranking of mission statements for the public university.

Objectives of the Study

1. To examine the characteristics--personal background, family background, educational background, vocational background, volunteer activities--of female trustees currently serving on governing boards of four-year public colleges and universities.

2. To examine and compare the perceptions of male and female trustees toward functions and composition of governing boards.
3. To examine and compare the perceptions of male and female trustees toward selected university issues in the areas of:
 - a. Admissions
 - b. Degree Requirements
 - c. Teaching vs. Non-teaching Functions
 - d. Teacher Autonomy
 - e. Student Regulations
 - f. Education of Women
4. To report the findings as a characterization of women who have voice in the policy making of four-year public institutions.
5. To report findings of similarity and diversity of perceptions of male and female trustees toward board functions and composition.
6. To report findings of similarity and diversity of perceptions of male and female trustees on the selected university issues in the areas of:
 - a. Admissions
 - b. Degree Requirements
 - c. Teaching vs. Non-teaching Functions
 - d. Teacher Autonomy

e. Student Regulations

f. Education of Women

7. To report findings of similarity and diversity of perceptions of male and female trustees on the mission statements of the public university.

Significance of the Problem

The powers and influence of governing boards in the direction of the institutions of higher education is not overestimated. Elliott, Chambers, and Ashbrook suggest:

[Trustees] . . . control the purposes and power of colleges and universities and through them, in large measure, the distinctive characteristics of American civilization. The tremendous possibilities for social good or ill inherent in educational trusteeship imply that here, more than elsewhere in the educational structure, is the light of guiding principles needed. At this point is the demand greatest for consistent compilation and interpretation of social experience.¹

With such powers of influence and direction, it is feasible to investigate the questions: Who are the trustees? What are their characteristics? What is the composition of the governing boards in present higher education?

There is a paucity of literature describing trustee characteristics. There are few women and minority race trustees. The 1917 study, by Nearing, of the

¹Edward C. Elliott, M. M. Chambers, and William A. Ashbrook, The Government of Higher Education (New York: American Book Company, 1935), p. xi.

occupations of board members contained a statement of the sex classification of board members. "Despite the fact that women form a large and rapidly growing proportion of the total college enrollment women have practically no place on the trustee boards."¹

The following attitude prevailed from the colonial days and contributed to the absence of women on governing boards except where there was a requirement that women serve on boards. Burns says:

Women students were seldom seen in the early institutions; universal suffrage had not arrived and "a woman's place was in the home"; the European universities had no female board members, so it was reasoned that the American colleges didn't need them. This aversion to women trustees and regents continued for a century. It is reasonable to assume that men's colleges can get along without females on their governing boards. However it is difficult to justify their having been left off the boards of co-educational institutions--especially great urban universities--until the twentieth century. Indeed it was not until 1965 that New York University installed two women . . . on its board of trustees.²

With the great educational, political, social, and economic demands on the institutions of higher education, it is evident that the governing boards must become more diverse in their membership taking on a composition other than predominantly male, caucasian, and business

¹Scott Nearing, "Who's Who Among College Trustees," School and Society (September, 1917), 298. (Hereinafter referred to as "College Trustees.")

²Gerald P. Burns, Trustees in Higher Education (n.p.: Independent College Funds of America, Inc., 1966), p. 7. (Hereinafter referred to as Trustees.)

executives. What are the changes taking place? What are the characteristics of the present trustees of four-year public universities? The descriptive data on board members, especially females, is almost nonexistent.

Martorana exclaims:

In view of the deep public trust in persons who serve on boards of trustees, one would expect that they as persons and as groups would be the subject of many scholarly studies. Contrary to this expectation, relatively few definitive studies of characteristics of boards of trustees are to be found in the published writings on higher education.¹

Recent literature on governing boards suggests that changes in the composition of governing boards are taking place. Hartnett in The New College Trustee: Some Predictions for the 1970's, indicates:

Columbia University announced a reduction in the minimum age for membership on its board; Stanford's trustees voted unanimously to fill two board vacancies with faculty members from other institutions; two recent graduates were appointed to the Princeton board; and several other institutions announced that undergraduate students had been named as trustees.²

The recent survey by Educational Testing Service on the "Changes in the Composition of College and University Governing Boards During 1968-1969" suggests:

¹S. V. Martorana, College Boards of Trustees (New York: The Center for Applied Research in Education, Inc., 1963), p. 35. (Hereinafter referred to as College Boards.)

²Rodney T. Hartnett, The New College Trustee: Some Predictions for the 1970's (Princeton, N.J.: Educational Testing Service, 1970), p. iv. (Hereinafter referred to as New College Trustee.)

. . . many of these institutions are adding women to their governing boards. Can the characteristics of the women already serving as trustees tell us anything about the likely consequences of this trend? Who are these women and what are they like? And if the women being added are similar to them, what can be expected of these new trustees?¹

But the ideological difference is one that has not been apparent and is worth exploring in more detail. In what ways, for example, might this ideological difference between male and female trustees be reflected in their attitudes and behaviors as trustees?²

In any event, it is clear that the educational attitudes of female trustees differed substantially from the men's attitudes in many important areas. Whether such differences are best explained in terms of their occupations (they were far more often involved in "helping" occupations), a "feminine outlook," or whatever, is relatively unimportant. What is important is that their appointment will probably contribute a more liberal viewpoint to most governing boards.³

Morton Rauh follows with similar observations:

If one agrees that the nature of trusteeship is changing and that greater diversity of attitude is needed among trustees, then women trustees may be a promising source for that diversity.

. . . this tendency to ignore women in the recruiting process is based more on habit than experience.

If they have less experience than men in such matters as investment and plant management, they more than compensate in their understanding of educational and student issues.⁴

¹Ibid., p. 31.

²Ibid., p. 33.

³Ibid., p. 36.

⁴Morton A. Rauh, The Trusteeship of Colleges and Universities (New York: McGraw-Hill Book Company, Inc., 1969), p. 101. (Hereinafter referred to as Trusteeship.)

The addition of women to governing boards and personal contact and observation of a woman trustee in action give impetus and importance to the purpose of this study. A more complete understanding of these women and their roles will not only benefit the governing boards, the university, and community they serve, but hopefully, will be significant to the present and potential female trustees themselves.

Definition of Terms

The following terms are defined for use in this study.

Four-Year Institution.--This term refers to the institution offering programs beyond high school with opportunity for at least the customary bachelor of arts or science degrees or higher degrees.

Public.--The college or university for which the legal control and financial support are invested in the state government.

Governing Board or Lay Governing Board.--The board with the legal charge for direct control and operation for a single or multiple institution(s). Terms often used are "Board of Trustees," "Board of Regents," "Board of Visitors," "Board of Directors," and "Members

of the Corporation."¹ Board of Managers and Board of Overseers is used in eighteenth and nineteenth century literature on governing boards.

Governing Board Single Institution.--The board is responsible for the control and operation for one institution.

Governing Board Multiple Institution.--The board is responsible for the control and operation for two or more institutions or major units of one university, such as the Board of Regents of Wisconsin State Universities (this board governs nine state universities).

Coordinating Board.--"A board which is legally responsible for organizing, regulating, or otherwise bringing together the overall policies or functions (or both) in areas such as planning, budgeting, and programming, but which does not have authority to govern institutions."² The boards are also referred to as advisory boards, superboards, or coordinating councils for education.

Trustee.--The individual governing board member elected or appointed to serve as a member of a governing

¹Martorana, College Boards, p. 1.

²Ibid., p. 15.

board of a four-year public institution. Frequently used terms are regent, director, manager, or overseer.

Trusteeship.--The role and function of the trustee on the governing board. In most cases, in this study, it refers to the service rendered to a governing board. The exception is the trusteeship on a coordinating board. The trustee may now serve on this board because of a previous trusteeship on a governing board.

Hypotheses

Purpose One

An hypothesis to further define Purpose One is not needed since the data will be reported in descriptive form in Chapter IV.

Purpose Two¹

1. Female trustees will differ from male trustees on the functions of governing boards.
2. Female trustees will differ from male trustees on the composition of governing boards.
3. Female trustees will differ from male trustees in their perceptions of selected university issues such as: admissions, degree requirements,

¹Hypotheses for Purpose Two are restated in testable form in Chapter III.

teaching versus non-teaching functions, teacher autonomy, student regulations, and education of women.

4. Female trustees will differ from male trustees in their ranking of the public university mission statements.

Limitations and Scope of the Study

1. The study deals with only those trustees of public four-year universities and colleges whose boards have membership in the Association of Governing Boards of Universities and Colleges (AGB) at the time of data collection.
2. The study depicts a cross-sectional examination of trustees serving in 1970-71.
3. The basic data-collecting instrument takes the form of a questionnaire which has inherent limitations:
 - a. The questionnaire relies on the cooperation of the individual sampled.
 - b. Questions cannot be rephrased for greater clarity.
 - c. The response is briefer and more cryptic in writing than in an interview.
 - d. Unusual responses or unexpected comments cannot be pursued.

- e. The questionnaire relies on the self-reported data, subject to the diversities of human interpretation and response.
- 4. The instrument underwent limited statistical and empirical examination before its administration to the subjects. The reliability, including the internal consistency of the scales, and validity was not tested as part of questionnaire construction.
- 5. Lack of success in seeking funds forced the investigator to rely on the use of the instrument, including the initial mailing and only one complete follow-up to all non-responses.
- 6. The data of the study are limited to that which the investigator deemed significant and relevant to the purposes of the study.

Overview

The remainder of this study is organized as follows:

Chapter II contains a review of the literature related to the historical background and composition of lay governing boards, the woman trustee, and governing board: trends and issues.

Chapter III presents the design and methodology including the sample, instrumentation, administration of

the questionnaire, coding of data, scale development: empirical analysis, definition of scales, hypotheses, and statistical treatments.

Chapter IV describes the profile of the female trustee including personal, family, educational, and vocational backgrounds, contributions to volunteer activities, orientation and in-service opportunities, method of selection, and individual trustee participation.

Chapter V analyzes the findings of the similarity and diversity of male and female trustee perceptions to public board functions, public board composition, selected public university issues, and mission statements for the public university. A summary of the open-ended trustee comments is included.

Chapter VI consists of the summary, conclusions and implications, discussion, and recommendations for future research.

A Bibliography is included.

The Appendices includes the following:

- A. Membership list for four-year public colleges and universities;
- B. The cover letter and questionnaire for the female trustee, the cover letter and questionnaire for the male trustee, and follow-up letters to male and female trustees.

- C. Item-total correlations;
- D. Data on trustee children, degrees, and type of institution from which the degree was received;
- E. Tables of item means grouped according to the seven scales;
- F. Summary of comments made by female and male trustees regarding the questionnaire or insights into the role of the trustee.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The educational, political, social, and economic demands on the institutions of public higher education are complex. Knowledge of the governing boards, their composition and functions give more complete understanding of how and by whom the policy decisions are made for these institutions. To understand the environment in which the boards operate, it is helpful to have knowledge of the issues and trends of university governance. Campus governance structures are being challenged,¹ and the challenge may become a current issue.

The literature on governing boards is sparse, particularly the examination of characteristics as to who are the trustees. Resource material most frequently deals with the functions and responsibilities of the boards related to private institutions.

¹Kenneth P. Mortimer, "The Dilemmas in New Campus Governance Structures," The Journal of Higher Education, XLII, No. 6 (June, 1971), 467-85.

The review of related literature is divided into three parts congruent to the purposes of the study. The first section presents the historical background and composition of governing boards. The second section considers the woman trustee. The third section discusses governing boards: trends and issues as they relate to the purposes of the study. A summary of highlights concludes the chapter.

Historical Background and Composition of Governing Boards

The goals and governance of higher education are composites of many of the old world systems of education. Traditional goals or missions of higher education are adequately summed up by Mueller as the responsibility for preserving, transmitting, and enriching the important elements of our culture including the products of scholarship, research, creative imagination, and human experience.¹

Bell, discussing the university system of the 1970's, identifies four missions of the university:

1. Custodian of the traditions of Western culture and the evaluation of claims to membership in this "great chain of learning."
2. The search for truth through inquiry and scholarship: the effort to assert the philosophical foundations of certified knowledge, the discovery

¹Kate Hevner Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin Company, 1961), p. 4.

- of the laws of nature, the explication of the norms and rules that govern human behavior.
3. The training of a large number of people as professionals in specific fields.
 4. The application of knowledge to social use.¹

Keniston expands the dimension of the basic missions of the university to include " . . . providing an education and an environment that encourages students to gather intellect, ethical sense, and action into one related whole,"² and " . . . to provide a countervailing center to the immediate trends of society."³

To carry out these functions or missions, American higher education has placed the responsibility for the governance of education in a body known as the lay board of external control. The concept of lay boards dates back to the fifteenth and sixteenth centuries. The Italian universities were controlled by a civic board. The University of Leyden established a board of three to

¹Daniel Bell, "Quo Warranto?--Notes on the Governance of Universities in the 1970's," in The Embattled University, ed. by Stephen R. Graubard and Gene A. Ballotti (New York: George Braziller, Inc., 1970), pp. 231-32; Daniel Bell, "By Whose Right?" in Power and Authority, ed. by Harold L. Hodgkinson and L. Richard Meeth (San Francisco: Jossey-Bass, Inc., 1971), pp. 163-64.

²Kenneth Keniston, "The Faces in the Lecture Room," in The Contemporary University: U.S.A., ed. by Robert S. Morison (Boston: Houghton Mifflin Company, 1966), p. 343.

³Ibid., p. 345.

six curators who had supervision of the universities.¹ The University of Edinburgh adopted this plan. The colonial colleges, namely Yale and Princeton, adopted the Scottish model and set the precedent for lay board external control for the organization of higher education in the United States.

The external lay board of control has become entrenched as the governance model for American higher education. It holds "the operation of education in trust as a public service."² Generally the board retains the responsibility to decide the main operational policies, the course of development, and helps to mold the overall institutional character.³

In early American institutions, the majority of trustees were clergy. The clergy were the best educated in the community, provided professional guidance, and as men of God offered a link between college, church, and community.⁴ The clergy-dominated boards gradually gave

¹Harold W. Dodds, The Academic President--Educator or Caretaker? (New York: McGraw-Hill, Inc., 1962), p. 216.

²Ordway Tead, Trustees, Teachers, Students--Their Role in Higher Education (Salt Lake City: University of Utah Press, 1951), p. 23.

³Martorana, College Boards, p. 61.

⁴Burns, Trustees, p. 6.

way to business and industrial leaders. In 1917, Nearing found that as public, state-supported, higher education developed, trustee boards were dominated by merchants, manufacturers, capitalists, officials, bankers, and lawyers. The business and professional world dominated the college and university world completely.¹

The 1936 study by McGrath reveals the trends of the occupations of trustees from private and public institutions. In the private institution the trustees who were clergy declined from 39 per cent to 7 per cent, businessmen increased from 23 per cent to 32 per cent, and bankers from 5 per cent to 20 per cent. The percentage of businessmen in the public institution remained at 24 per cent but drops for farmers were from 15 per cent to 9 per cent. Percentage of bankers increased from 4 per cent to 13 per cent.²

In 1947 Beck studied the social and economic characteristics of board members of the thirty member institutions of the Association of American Universities. A summary of his findings are as follows. The occupation of the trustees of the state universities found 39.0 per cent to be proprietors, managers, officials; and 52.7 per

¹Nearing, "College Trustees," p. 298.

²Earl J. McGrath, "The Control of Higher Education in America," The Educational Record, XVII (April, 1936), 259-72.

cent professional workers of which 38.6 per cent were engaged in the legal profession. Homemakers accounted for 4.6 per cent. The mean age was 59, with the range extending from 30 to 87; 4 per cent were under 40, 22 per cent under 50, 47 per cent 60 or over, 18 per cent 70 or over, and 2 per cent 80 or over.

Examination of the educational level revealed that 88 per cent had education beyond the secondary school level with 72 per cent earning bachelor's degrees, 10 per cent master's, and 9 per cent doctorates.

Of the 734 trustees studied by Beck, only 25 or 3.4 per cent were women. Of the 25, 23 were members of the state universities constituting 9.5 per cent of the board membership. Beck's findings showed violation of the principles that members of these boards should be of different viewpoint, background, sex, and age.¹ Tead openly suggests that there should be a greater representation of women than is typical.²

A few studies of composition have been completed on separate boards. In 1960 Belcher reported on the Board of Trustees at the University of Pennsylvania. Of the forty elected trustees, all are college graduates; all but four have earned degrees at the University of

¹Hubert Park Beck, Men Who Control Our Universities (New York: Kings' Crown Press, 1947), pp. 35-46.

²Tead, Trustees, Teachers, Students, p. 7.

Pennsylvania. Occupational interests show ten professional educators, nine lawyers, five medical doctors, eight in banking and finance, and sixteen engaged in large business corporations. The mean age was 63 years with only eight under 55. A pertinent comment from this study was:

Consideration should be given to the addition of two or three women of distinction, perhaps among Pennsylvania graduates, and a few scholars of broad judgment and recognized leadership in other institutions of higher learning.¹

The 1965 study by the Regents' Advisory Committee on Educational Leadership of New York (COEL) found the mean age of lay advisory boards to be 57. Age distribution showed 5 per cent under 40, 20 per cent (40-49), 28 per cent (50-59), 37 per cent (60-69), 9 per cent (70-79), and 1 per cent (80 and over). The lay advisory board was 100 per cent male. The females constituted 16 per cent of the private boards and 45 per cent of the Catholic boards. The chief occupations of private and lay advisory boards were: industry (18%), law (10%), education (7%), ministry (7%), medicine (6%), banking (5%), insurance (4%), and public service (3%). Of the Catholic trustees, 80 per cent were clergymen or sisters. Ninety

¹Donald R. Belcher, The Board of Trustees of the University of Pennsylvania (Philadelphia: The University of Pennsylvania Press, 1960), p. 37.

per cent of all trustees had attended college with 74 per cent holding bachelor's degrees.¹

The most recent study, conducted by Educational Testing Service (ETS), serves as the base for Morton R. Rauh's book The Trusteeship of Colleges and Universities. Rauh indicates that trustees are predominantly male, white, and Protestant. Only in Catholic institutions and private junior colleges does one find as many as 20 per cent women. The women's mean is 14 per cent and most serve on boards of women's colleges and public institutions. The age distribution ranges from 5 per cent under 40 and in selected private institutions 88 per cent are 50 or over. Median age for all trustees is between 50 and 60. The caucasians number 96 per cent, the Protestants 75 per cent, and those with bachelor's degrees or higher 83 per cent. Party preferences are 58 per cent Republican and 33 per cent Democratic. Occupations showed 17 per cent as executives of manufacturing firms; 11.2 per cent executives of banking, investment or insurance firms; and 10.7 per cent as members of the clergy.² The survey combined selective public

¹F. H. Stutz, College and University Trustees and Trusteeship--Recommendations and Report of a Survey (New York: The New York State Regents Advisory Committee on Educational Leadership, 1966), pp. 18-22.

²Rodney T. Hartnett, College and University Trustees: Their Backgrounds, Roles, and Educational Attitudes (Princeton, N.J.: Educational Testing Service,

universities, private universities and colleges, and Catholic universities and colleges.

Aware that board changes were occurring in a number of institutions, with the groups not well represented in the spring of 1968, namely women, Negroes, and young people, Hartnett surveyed these groups in the fall of 1969. In 1968 only eleven blacks were trustees in integrated senior institutions and they were all male. After the survey of 1969, the question is raised as to the characteristics of the sixty-six Negroes added in the eighteen months since the study.¹

Examination of the Educational Testing Service data shows that there were twenty-three female trustees from public institutions who participated in the original study. The organized demographic data on these few is not reported. The females comprised only 8 per cent of the trustees serving on the boards of public co-educational or men's four-year colleges. Recent literature reports

1969). In conjunction with Morton A. Rauh, whose book The Trusteeship of Colleges and Universities (New York: McGraw-Hill, 1969) was partially based on this data. (Hereinafter referred to as College and University Trustees.)

¹Hartnett, New College Trustee, p. 29.

the addition of women to boards of trustees--The University of Texas,¹ and the University of Pennsylvania.²

Examination of the literature on the composition of governing boards gives a fragmented profile of the woman trustee. This information, although sporadically presented, is worthy of examination and study.

The Woman Trustee

The attitude that women had no place on trustee boards,³ prevailed until the 1930's. Where required by statute, the women's quota was met but with minimum representation. Gradually the female trustee's absence was noted and commented upon. The study by Counts in 1927 indicates that in forty-two state colleges and universities, twenty-nine or 7.6 per cent of the trustees were women. This finding prompted the comment: "To an observer unfamiliar with the patriarchal tradition of our society, perhaps the most striking fact . . . is the severe discrimination against women."⁴

¹The Chronicle of Higher Education, V, No. 15 (January 18, 1971), 12.

²The Chronicle of Higher Education, V, No. 22 (March 8, 1971), 4.

³Nearing, "College Trustees," p. 298.

⁴George S. Counts, The Social Composition of Boards of Education: A Study in the Social Control of Public Education (Chicago: University of Chicago Press, 1927), p. 4.

The Survey of Land-Grant Colleges and Universities in 1930 shows that of 644 board members in 45 different institutions, 5 per cent were women.¹ Beck states that in the study of 734 trustees only 25, or 3.4 per cent were women. Of these 25, 23 were members of the boards of state universities constituting 9.5 per cent of the trustee membership. Noteworthy, is the observation that 16 of the 28 boards governing universities with women students had no women trustees. Beck comments:

The increased proportion of women university students and the growing participation of women in business and the professions lend special importance to the findings as to the sex composition of university governing boards. Women students at a university post problems peculiar to their sex in the fields of curriculum, vocational preparation, health, housing, and social adjustment that demand sympathetic and understanding consideration for their solution.²

Beck's study provides some information as to who the few women were: 12 of the 25 were homemakers, 3 state officials, and 1 each in medicine and vocational guidance and social work. There was also a choir director, a retired secretary of a private women's college, a textile manufacturer, and a retired securities broker. The median age was 59. No specific income information

¹Arthur J. Klein, Survey of Land-Grant Colleges and Universities, U.S. Office of Education, Bulletin No. 9, I, 1930, p. 56.

²Beck, Men Who Control, p. 92.

was available.¹ Despite the small number, in comparison the women were less identified with large-scale business and were more active in homemaking and social welfare.²

A review of several dissertations, done as part of a comprehensive project at Indiana University, on policy boards, produce the findings that of 2,545 board members of Roman Catholic institutions, 814 or 32 per cent were women, a significant exception to the pattern followed in other segments of higher education.³

The policy boards of non-public colleges, universities, and seminaries affiliated with the Protestant church or other non-Roman Catholic religious bodies show women to be represented with one or more members on 217 of the 370 institution boards studied. Of the 217, 102 had 3 or more women, and 8 had 9 or more.⁴

Women's representation on 427 policy boards of institutions of privately controlled and independent of religious affiliation, totaled 10.5 per cent of total board membership. The women occupied positions on

¹Ibid., p. 94.

²Ibid., p. 95.

³Mary A. Moroni, "Policy Boards of Roman Catholic Institutions of Higher Education in the United States" (unpublished Ed.D. dissertation, Indiana University, 1968).

⁴Ernest W. Male, "Policy Boards of Institutions of Higher Education Affiliated with Protestant Churches and Other Non-Catholic Religious Bodies" (unpublished Ph.D. dissertation, Indiana University, 1968).

63.4 per cent of the boards. A significant observation is that a majority of the institutions reporting women's membership were institutions only educating women.¹

Local policy boards of education show of 2,682 board members, 250 or 9.4 per cent were women. Policy boards of public state-supported institutions of higher education show 135 women on the 140 sample institution boards representing 10 per cent of the total membership and 61 women on multi-institution boards representing 11 per cent of the total membership on 42 boards.² Conspicuously absent are more comprehensive data on the personal, family, educational, vocational, and social interest background of the woman trustee.

Generalizations of the woman trustee for institutions of higher learning, not specifically the four-year public university, were made in the Educational Testing Service study. In comparison to the male trustee, the woman was less likely to have an advanced degree, and more often was found in a "helping" occupation such as community volunteer work.³ The selected biographical

¹Lawrence J. Miltenberger, "Policy Boards of Private Institutions of Higher Education" (unpublished Ed.D. dissertation, Indiana University, 1968).

²Raymond R. Hornback, "Policy Boards of Public, State-Supported Institutions of Higher Education" (unpublished Ed.D. dissertation, Indiana University, 1968).

³Hartnett, New College Trustee, p. 33.

characteristics of the woman trustee of the women's institutions, other institutions, as contrasted with male trustees are indicated in Table 1.

Attempts to give recognition to the female trustee are few. The American Association of University Women, seventy-seven years after Alla W. Foster in 1887 presented a paper on "The Relation of Women to Governing Boards and Faculties of Colleges," held a conference for women trustees. Trends in women's higher education and the opportunity to share responsibilities and problems of trusteeship were the main themes.¹ There was consensus that the basic role of the trustee was to serve as a link between the educational institution and society.²

The woman trustee, serving today's college and university, is living in a society which finds that women compose 53 per cent of the American voting public, are represented in the United States Senate by one woman and the United States House by ten women³ and hold thirteen out of the possible 1,300 presidential appointments.

¹The Woman Trustee, A Report on a Conference for Women Members of College and University Governing Boards, December 1, 1964 (Washington, D.C.: American Association of University Women, 1965).

²Ibid., p. 29.

³U.S., Department of Labor, 1969 Handbook on Women Workers, Women's Bureau, Bulletin 294 (Washington, D.C.: Government Printing Office, 1969), p. 118.

TABLE 1.1.--Distribution of male and female trustees of four-year colleges and universities by selected biographical characteristics (in percentages).

	Female Trustees		Male Trustees
	Women's Institutions (N = 230)	Other Institutions (N = 289)	(N = 3943)
<hr/>			
<u>Age</u>			
Under 40	3.9	2.4	4.8
40-49	22.2	16.3	21.0
50-59	37.8	33.6	37.0
60-over	35.7	47.4	36.7
<hr/>			
<u>Level of Education</u>			
No Bachelor's Degree	7.4	17.6	9.7
Bachelor's and/or Master's	67.0	66.1	47.4
Professional or Ph.D.	22.6	14.6	39.4
<hr/>			
<u>Occupation</u>			
Business Related	1.2	6.7	42.5
Education (all levels)	36.5	18.0	11.3
Community Volunteer	26.1	30.0	0.2
Foundation			
Executive	8.7	5.5	3.3
Other	14.3	20.8	5.0
<hr/>			
<u>Alumnus(a) of Institution</u>			
No	28.3	51.6	50.8
Yes, B.A., B.S.	65.2	34.9	38.7
Yes, Other Degree	3.9	11.8	9.3

Source: Rodney T. Hartnett, The New College Trustee: Some Predictions for the 1970's (Princeton, N.J.: Educational Testing Service, 1970), p. 34.

Educationally 11.3 per cent of the women's population have had one to three years of college education, 5.7 per cent four years of college education, and 1.9 per cent five or more years of college education.¹ In 1967 women earned 40.3 per cent of the bachelor's degrees, 34.7 per cent of the master's degrees, and 11.9 per cent of the doctorates.² The major area for first degree study is education with two out of five women majoring in this area. Fields of study are 38 per cent education, 24 per cent arts and humanities, 16 per cent social sciences, 13 per cent basic and applied sciences, 9 per cent other including business, home economics, and library science.³ Fifty-one per cent of the master's degrees were in the field of education, and 29 per cent of the doctorates in education, with 25 per cent in basic and applied sciences and 21 per cent in the humanities and arts.⁴

The female serving a trusteeship in the public university is doing so when women students and faculty members are examining their status. The study, Campus 1970--Where Do Women Stand?, shows that women students are found in non-elective or appointive positions. The

¹Ibid., p. 178.

²Ibid., p. 191.

³Ibid., p. 192.

⁴Ibid., p. 196.

men hold the elective and political offices.¹ Fifty-eight per cent of the campuses surveyed had a women's organization and 46 per cent had programs designed for women's needs. Curriculum demands are being made and courses specifically about and for women are being offered at the University of Oregon, Cornell, University of California, and others.²

Women now comprise 22 per cent of the faculty at all ranks of higher education³ and approximately 9 per cent hold the rank of full professor.⁴ The Oltman study also reveals that women are found in middle management positions in administration. The mean number of women holding department chairmanships is less than three per institution. Women department heads are usually found in home economics, physical education, English, languages,

¹Ruth M. Oltman, Campus 1970--Where Do Women Stand? Research Report of a Survey on Women in Academe (Washington, D.C.: American Association of University Women, December, 1970), p. 9. (Hereinafter referred to as Where Do Women Stand?)

²Malcolm G. Scully, "Women in Higher Education: Challenging the Status Quo," The Chronicle of Higher Education, IV, No. 18 (February 9, 1970), 2.

³Ibid., p. 2.

⁴National Education Association, NEA Research Bulletin, XLIV, No. 2 (May, 1966), 56.

nursing, and education.¹ Of the 454 institutions surveyed, one in eight had a female trustee.

The examination of the status of women in higher education, particularly in the public university setting, continues. The female trustee has a challenge to not only serve as a link with society but also to recognize and plan for the educational needs of women in all phases of higher education. It has been said that:

. . . The time has come for our society to realize that women have half of the nation's most valuable resource--human talent. But they must be afforded the opportunity to develop it and to utilize it.

--Eli Ginzberg

Women have been absent from the decision-making level of public higher education. The issue for changes in governing board composition, the inclusion of more women in trusteeships and at other levels of university decision making, are but a few of the public university governance trends of the 1970's.

Governing Boards: Trends and Issues

"Clearly, university government, like any government, to be effective must reflect the nature of its social system."² American higher education is in a

¹Oltman, Where Do Women Stand?, p. 17.

²E. D. Duryea, "Reform in University Government," The Journal of Higher Education, XLII, No. 5 (May, 1971), 350.

period of change and growth. The multiplication of university functions, and the changes in the major functions in areas of the instruction of students, the socialization of youth, the conduct of research, and the provision of services,¹ call for a modernization of the university. The decision-making body--the lay governing board--is also experiencing change. They will be called upon to accept greater responsibility for educational, research, and public service functions.² The trends and issues of the governing boards as pertinent to the purposes of this study are discussed.

Within the legal authority for the institutions, special administrative functions of the lay governing board are defined by Martorana to be: (1) defining the institutional purpose; (2) determining programs of instruction, research, and service; (3) staffing the institution; (4) acquiring and protecting the physical facilities and equipment; (5) budgeting and financing; (6) interpreting the institution to the public; and (7) evaluating the institution and its program.³

¹John J. Corson, "The Modernization of the University: The Impact of Function on Governance," The Journal of Higher Education, XLII, No. 6 (June, 1971), 431.

²John J. Corson, "Who Runs the University? A Management Consultants' View--Social Change and the University," Saturday Review, January 10, 1970, p. 80.

³Martorana, College Boards, pp. 57-91.

The function which is often considered the most critical of board of trustee action is choosing the president for the institution.¹ Some governing boards have chosen the president in cooperation with the faculty. Committee T of the American Association of University Professors indicated that in 1939, 60 institutions responded affirmatively to faculty consultation in the choice of a new president and 148 responded negatively. In 1953, 112 were affirmative to 111 negative responses to this issue.²

Another function receiving emphasis and recognition are: trustees serve as the middlemen between campus and society explaining the youth of today and their needs to

¹Virginia Blue and Glenn A. Olds, "The Role of the College and University Trustee," Current Issues in Higher Education (Washington, D.C.: AAHE National Education Association, 1963), pp. 279-82; Rauh, Trusteeship, pp. 10-17; Burns, Trustees, pp. 134-36; Ray J. Quinlan, "Presidents Address," in Proceedings, Association of Governing Boards of State Universities and Allied Institutions, 1953, pp. 24-30; Victor S. Bryant, "Responsibilities of Trustees in a State University," College and University, XXXIII (Fall, 1957), 13-21; K. F. Burgess, "Trustee Function in Today's Universities and Colleges," Association of American Colleges Bulletin, XLVI (October, 1958), 399-407; Martorana, College Boards, p. 75; Dodds, Academic President, p. 261.

²Paul William Ward, "The Place and Functions of Faculties in College and University Administration," AAUP Bulletin, XLI (Spring, 1955), 62-81.

the larger society.¹ Henderson charges that the vital function is to interpret the university to the public.²

In the delegation of rights and procedures the degree of involvement of the trustee in the function of determining curricular programs is the source of divided opinion. Cowley suggests that faculty cooperate in academic government but should not realistically seek to control it.³ The term control is a delicate word and the degree of interpretation may be the key to future ramifications of this issue.

Hughes states:

The trustees control all financial and property matters and determine general policies. The president administers the institution under policies fixed by the trustees. The faculty controls teaching and research and is responsible for academic standards.⁴

¹Homer D. Babbidge, "An Agenda for Trustees," AGB Reports, July, 1966, p. 64.

²Algo D. Henderson, "Control in Higher Education: Trends and Issues," The Journal of Higher Education, XL, No. 1 (January, 1969), 4.

³W. H. Cowley, "The Administration of American Colleges and Universities," in University Administration in Practice, ed. by Oswald Nielsen (Stanford, Calif.: Stanford University Graduate School of Business, 1959), p. 9.

⁴Raymond M. Hughes, A Manual for Trustees of Colleges and Universities (Ames, Iowa: The Iowa State College Press, 1945), p. 11.

Laird Bell offers arguments to support the place and function of trustees.

Trustees cannot abdicate all concern with educational matters--they have the right and in fact the duty, to determine what kind of education shall be offered. . . . But once overall policy is decided it ought to be true that the educational experts should determine how the policy is to be implemented.¹

Ruml feels that trustees should move in and take over the supervision of the curriculum because the board of trustees has final responsibility under its charter for the educational programs as well as for the property of the institution.² Burns calls the burgeoning of the curriculum one of the most serious problems in higher education today. The implication here is that trustees, in the future of higher education, may find themselves in more extensive involvement in curricular matters.³

Essential to the operation of the governing board are the internal relationships between the constituents of the institution. This need is receiving more attention. Adams expresses mutual confidence between all five components of the university; trustees, administrative officers, faculty, students, and the public, including

¹Laird Bell, "From the Trustees Corner," Association of American Colleges Bulletin, XLII (October, 1956), 353-61.

²Beardsley Ruml and Donald H. Morrison, Memo To A College Trustee (New York: McGraw-Hill Book Co., 1959).

³Burns, Trustees, p. 163.

the alumni;¹ Wilgrus suggests that trustees and faculty are poles apart and they should have more contact with faculty and that faculty should have voice in the choice of trustees.²

Herron discusses the advantages and disadvantages to the formal chain-of-command communication system and the dynamic communication system. The later, a new trend, places the board central to all constituents, involves the board in deeper interaction in the affairs of the university, and gives trustees opportunity to have direct contact with students, faculty, staff, and alumni.³

The open board meeting is also a new trend in the public institutions. Herron suggests open boards deserve observation and evaluation.⁴

¹Arthur S. Adams, "Relationships Between Governing Boards and Administrative Officers," Proceedings of the Association of Governing Boards of State Universities (Washington, D.C.: Government Printing Office, 1952), pp. 51-57.

²A. Curtis Wilgrus, "Too Trustful Trustees," School and Society, LII, No. 1339 (August 24, 1940), 128.

³Orley R. Herron and Harold A. Miller, "Who Should Talk to Your Board of Trustees," College and University Business, XLIII, No. 3 (September, 1967), 8-12.

⁴Orley R. Herron, "Open Meeting Can Bridge the Generation Gap," College and University Business, XLIV, No. 6 (June, 1968), 10.

Methods to bridge the generation gap such as student participation in board meetings and student affairs committees on the board also assist in bettering communication as to the issues, problems, and overall governance of the institution. In this same area, Rauh suggests the idea of shared responsibility by stating that "there is clear need for faculty and students to join with management and trustees in joint solutions to common problems."¹

Effective committee operation would facilitate the group participative model suggested by Henderson.

The group participative model means the participation of the parties in relation to their investment in the situation and their ability to make positive contributions. It involves an organizational structure that interweaves the groups and sub-groups to facilitate appropriate participation in the decision-making process. . . . It means both students and faculty should have some voice in policy decisions, through streamlined representative methods.²

The incorporation of this model may provide the intercommunication so badly needed in the complexity of the university today.

The trend for open communication with the university components has opened the question which has in the history of lay boards been eluded to but not pursued--that of a change in the composition of governing boards

¹Morton A. Rauh, "The College Trustee--Past, Present, and Future," The Journal of Higher Education, XL, No. 6 (June, 1969), 441.

²Henderson, "Control in Higher Education," pp. 7, 8.

permitting students and faculty to become trustees. This is clearly emerging as an issue of the seventies for university governance. A word of caution to this movement is given by Riesman who suggests that the addition of student and faculty members adds expertise but risks involving the trustees in the details of academic administration¹--a stance taken by Charles A. Coolidge in his "don't meddle"² advice to trustees. The support for faculty participation is growing. Dodds suggests that the educator-trustee, a professor, can give more time to the institution and can more adequately speak as to the faculty views as can the president.³ A delicate relationship has existed between the layman (trustee) empowered with the ultimate control and the expert (faculty) possessing special professional competence.⁴ This may be improved by including faculty at voting, participating members on boards.

¹Christopher Jencks and David Riesman, The Academic Revolution (New York: Doubleday and Company, Inc., 1969), p. 16.

²Charles A. Coolidge, Address to the Institute for College and University Administrators, Harvard University, September 15, 1956, Association of American Colleges Bulletin, XLII (1956), 513.

³Dodds, Academic President, p. 226.

⁴Ibid., p. 214.

Student participation in university governance at student-faculty committee level and at the trustee level is increasing. Student membership on governing boards has several strong advocates.

McConnell declares:

. . . either student representatives should become voting members of governing boards, or formal arrangements should be made for continuing substantial student representation at meetings of the board and its committees.¹

McGrath says:

. . . consideration should be given to plans for including students on boards of trustees . . . students are the only direct witness of one of the most important functions of an institution of higher education, teaching.²

Logan Wilson suggests that students ought to be involved in decision-making procedures of their institution since they are the principle consumers.³

Students are emerging as full-fledged voting members of boards of trustees. In September of 1969 Stanford University trustees agreed to add four young graduates as

¹T. R. McConnell, "Faculty Government," in Power and Authority, ed. by Harold L. Hodgkinson and L. Richard Meeth (San Francisco: Jossey-Bass, Inc., 1971), p. 121.

²Earl J. McGrath, "Who Should Have the Power?" in Power and Authority, ed. by Harold L. Hodgkinson and L. Richard Meeth (San Francisco: Jossey-Bass, Inc., 1971), p. 200.

³Logan Wilson, "Other Voices, Other Views," in "Who Runs The University," Saturday Review, January 10, 1970, p. 74.

voting board members. Vanderbilt University added four graduate student trustees who were elected by junior and senior students and members of their graduating class. Maine's governor appointed a student for the board at the University of Maine. Vassar College board elected a twenty-two-year-old coed now a graduate student at Columbia University.¹ University of Connecticut has a twenty-two-year-old male 1969 graduate. Princeton chose a twenty-two-year-old bearded black who had occupied a building along with other militants during his senior year. The eight state universities in Kentucky have admitted student leaders as ex-officio trustees. In August of 1969 Mayor Lindsay appointed two young trustees to New York's nineteen-campus City University. On October 30, 1970, three students and three faculty were seated on the Board of Trustees at Otterbein College with full voting rights.²

In 1971 Denison University elected a female student,³ each of three North Carolina colleges added one

¹"The Young Trustees," College Management, V, No. 1 (January, 1970).

²College and University Bulletin, American Association for Higher Education, XXIII, No. 3 (November 1, 1970).

³The Chronicle of Higher Education, V, No. 16 (January 25, 1971).

student voting member,¹ and a student trustee was elected at Pennsylvania State University.²

Some schools, in recently adding the young or student trustee, regard it as a way to yield to student demands for representation at all levels of university governance. The youthful trustees will find that the demands of the position in terms of time may be a drawback to their contribution in areas of working more closely with fellow students. Mr. Karl G. Harr, Jr., a Princeton trustee, welcomes younger members:

The major contribution on both sides may be to dissolve mysteries as to what the board is, what it does, what kind of people are on it, how they consider things, that kind of thing. And certainly it makes a real contribution for trustees to have in their presence people so directly, recently, and intimately connected with the student body.³

Important to the performance of trustees is orientation and continued in-service training. In 1957 the question of "Are trustees oriented or trained?" was posed at a Trustee Conference in Portland State College. Responses were eight yes, thirty-two no, with five no

¹The Chronicle of Higher Education, V, No. 22 (March 8, 1971), 4.

²The Chronicle of Higher Education, V, No. 35 (June 7, 1971), 4.

³Karl G. Harr, Jr., "College Trustees Open Their Ranks," The National Observer, November 17, 1969.

reply. The question of "If not, would such prove helpful," yielded eighteen yes, seven no, and twenty no reply.

Burns expressed concern that a genuine need exists for more and better orientation of trustees. In his questioning of presidents and board chairmen of forty-five institutions across the United States, he found that 18 per cent or eight institutions provided trustee orientation.¹ Herron found in his study of fifty-seven member institutions of The Council for Advancement of Small Colleges, only 12 per cent had in-service training for orientation of new members.²

Workshops or trustee "retreats" are reported as effective in providing thorough consideration for the ongoing phases of governance of the institution. Trustees have reported that they learn more about their university in a two-, three-, or four-day retreat than in all other previous contacts.³

This trend should increase in proportion to the constant needs to change, up-date, and evaluate the

¹Gerald Phillip Burns, The Role of the Trustees in American Colleges and Universities (University Microfilms, Inc., Ann Arbor, Michigan, 1962).

²Orley R. Herron, Jr., "A Study of In-Service Education Programs for Boards of Trustees in Selected Colleges and Universities in the United States" (unpublished Ph.D. dissertation, Michigan State University, 1965).

³Dodds, Academic President, p. 259.

missions of the institution, the functions and composition of the governing board, and issues pertinent to each university.

The concept of the lay governing board has been unique to public American higher education. Two recent reports, however, suggest alternatives. Heimberger in "The State Universities" observes that "super-boards" or councils are emerging in line of control between legislature and the governing boards. Even though they currently have no direct legal power to interfere with the universities' management there is the danger they may become ambitious and threaten the educational autonomy of the individual state university.¹

At the 1971 American Association for Higher Education (AAHE) National Conference in Chicago, 596 conferees responded to the question as to the concept of the lay board as a workable mechanism for colleges and universities. Of the 596, 350 came from public institutions. Results show that 365 felt the lay concept workable, but 214 felt it unworkable. Of the 214 negative responses, most were from public institutions awarding the Ph.D. degree. Does this suggest a possible emerging issue? The report concluded with:

¹Frederic Heimberger, "The State Universities," in The Contemporary University: U.S.A., ed. by Robert S. Morison (Boston: Houghton Mifflin Company, 1966), pp. 72-73.

A hunch is that the concept of a unicameral board with equal numbers of students, faculty, administrators, and laymen would be a choice that most on-campus groups would favor today. Direct participation seems popular these days.¹

The composition of the lay board of trustees is challenged. Changes may have direct bearing on the functions and roles of its members in the governance of the institution. The next decade may show vital trends becoming issues in the governance structure of the public university.

Summary

The governance of American public colleges and universities is based on the Scottish model of lay governing boards of the fifteenth and sixteenth centuries. The lay governing board holds the operation of the institution of higher education in trust as a public service.

The trustees of the early American institutions were men of the clergy followed later by a dominance of business and industrial leaders--especially in the public-state-supported institutions.

Studies of the composition of governing boards, McGrath, Beck, Belcher, and Stutz indicate that board members were overwhelmingly males, engaged in business or the professions of law and medicine, and were educated

¹Harold L. Hodgkinson, "Conference Survey Shows Readiness for Change," College and University Bulletin, XXIII, No. 14 (May 1, 1971), 1.

beyond the secondary school level. The predominant age range was from 60-69. The recent 1968 study by the Educational Testing Service shows that trustees are still predominantly male, white, and Protestant. The median age is between 50 and 60. Approximately 83 per cent have bachelor's degrees or higher.

The woman trustee was only found on boards prior to the 1950's where required by statute. There is a paucity of literature on the female trustee as her position was not recognized in the governance of early American public institutions. The woman trustee did hold the trustee position in the Catholic institution, but little is known of her personal characteristics. In the few references to the female trustee we find her to be identified with homemaking and "service oriented."

The recent study by Educational Testing Service shows the woman trustee less likely to have an advanced degree, and most frequently occupied in a "helping" occupation.

The woman trustee, of today's college and university, finds herself holding a trusteeship when women are demanding more input into the educational system. Women are obviously absent at the decision-making levels of administration, the teaching level of the full professorship, and at the student level in the elected leadership of extra-curricular activities.

Several trends and issues highlight the public university scene. The public university is experiencing a multiplication of function or missions which may have inherent implications for the governing board.

The legal authority for the governance of the university is vested in the trustees, but more frequently they are claiming that their main responsibility is to select the president of the institution.

The debate over who makes policy and curricular program decisions is delicate and the role of the trustee varies in this area from institution to institution.

Internal communication, the board with the university constituents, is an issue. Involvement by board members with faculty and students is increasing. There is evidence of a trend to include faculty and students as voting members of boards of trustees.

Open meetings are being held. There is a definite need for trustees to receive an orientation to the trusteeship.

The lay governing board is being challenged by "super boards" or "coordinating councils for higher education." The threat on local educational autonomy is a possibility. Finally, the whole concept of the lay governing board is being questioned. Is this form of governance the most workable for the control and guidance

of the expanding, multiple missioned, public, four-year university? This is a trend which may become an issue.

As previously stated there is a paucity of literature on the female trustee of the four-year public university and college. This study was designed to examine the personal characteristics of the woman trustee. This study was also designed to compare female trustees' perceptions of functions, board composition, selected issues, and missions of the university with her counterpart, the male trustee.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purposes of this study were two-fold. Purpose One was to develop an in-depth profile of the female trustee. Purpose Two was to compare the perceptions of male and female trustees in areas of board function, board composition, selected university issues, and mission statements of the public university.

This chapter is concerned with the sample, instrumentation, administration of the questionnaire, coding of data, scale development, definition of scales, hypotheses, statistical treatment, including the design, and summary.

The Sample

Two groups were used in the study. The first group will be referred to as the female trustees and the second group as the male trustees.

Investigation of university catalogs and the Education Directory--Higher Education 1969-1970,¹ revealed that an up-to-date membership list of trustees currently serving on the governing boards of four-year public universities and colleges in the United States would be difficult to secure. Examination of the purposes of the Association of Governing Boards of Universities and Colleges² showed this Association to be the principal organization within higher education which concerned itself with the problems and responsibilities of trusteeship. It was also learned that AGB "provides for the exchange of ideas among governing boards, conducts studies of trusteeships, works to promote sound policies of university and college administration and collaborates with other organizations in related matters."³

Collaboration with Mr. J. L. Zwingle, President, revealed that the Association of Governing Boards could assure an updated trustee membership list for this study.

¹U.S., Department of Health, Education, and Welfare, Office of Education, Education Directory, 1969-1970, Part 3, Higher Education (Washington, D.C.: Government Printing Office, 1970), p. 400.

²Mr. J. L. Zwingle, President, One Dupont Circle N.W., Suite 720, Washington, D.C., 20036. (Hereinafter referred to as the Association of Governing Boards [AGB]).

³Association of Governing Boards of Universities and Colleges, Some Facts of Interest About the Association of Governing Boards, Washington, D.C. (Mimeographed.)

After examination of the membership list for the public four-year colleges and universities, the decision was made that this list would be the basis of the sample for this study.

At the time of the study, seventy-eight, four-year institutions, with single or multi-institutional boards, held membership in the Association of Governing Boards. Thirty-nine states were represented.¹

After elimination of the University of Puerto Rico, the membership list of 899 trustees of 77 institutions was used. Of the 899 trustees, 130 or 14.5 per cent were females, and 769 or 85.5 per cent were males. The total population of female trustees ($N = 130$) was selected to be surveyed.

A systematic sample of male trustees ($N = 200$) was selected to be surveyed. The male sample was selected from the boards of trustees which had at least one female trustee. Only one institution was eliminated because of the absence of a woman on the board. Thus, 76 institutions were represented. The size of the sampling frame for male trustees was approximately 700. Since it was desirable to have the number of male trustee respondents approximate the number of female trustee respondents, and since it could be assumed that male trustees would have a lower response rate than female

¹Appendix A.

trustees, a sample of 200 male trustees was chosen. The number of 200 was divided into 700 and a starting place selected at random. Selection of every third male trustee followed.

In summary, the population and sample used in this study was:

1. All women currently serving as trustees of a four-year public university or college which held membership in the Association of Governing Boards at the time of the study, the 1970-1971 academic year ($N = 130$).
2. A systematic sample of men currently serving as trustees of a four-year public university or college, which has one or more women on its board, and which held membership in the Association of Governing Boards at the time of the study, the 1970-1971 academic year ($N = 200$).

Of the 330 trustees to whom questionnaires were sent, it was found that 14 persons were no longer eligible for inclusion in the sample (3 retired, 10 no longer on the board, 1 deceased). Thus the effective size of the sample was 190 male trustees, and 126 female trustees.

One or more responses were received from male and female trustees representing seventy-four of the seventy-six institutions in the survey. Thus it is felt that the respondents are representative of the public

TABLE 3.1.--Summary of the trustee response.

	Male		Female		Total	
	Number	%	Number	%	Number	%
All Respondents	108	56.8	81	64.3	189	59.8
Non-Respondents*	<u>82</u>	<u>43.2</u>	<u>45</u>	<u>35.7</u>	<u>127</u>	<u>40.2</u>
Total	190	100.0	126	100.0	316	100.0

* Non-respondents included twenty-one persons who indicated a reason for their non-response (six out of the country, fifteen who were too busy, did not want to participate, or returned highly incomplete questionnaires).

four-year institutions used in the study. It is also concluded that the respondents are representative of the active trustee serving a trusteeship on a board of trustees during the 1970-1971 academic year.

Instrumentation

A questionnaire to cover the material needed to meet the two-fold purposes of the study was designed by the investigator. The instrument was submitted to three committee members and one active trustee for comments and revisions. Suggested modifications were incorporated, the format was chosen, and the coding design determined.

The questions in the final instrument were placed into four specific sections with subgroups within the sections.

Part I

The items were designed to collect demographic data on the female trustee pertaining to personal background, family background, educational background, vocational background, volunteer activities, and participation as a trustee.

The demographic data on the male trustee was abbreviated in the sections on personal and family background. Male trustee data was collected pertaining to education, vocation, volunteer activities, and participation as a trustee, for contrast purposes with the female trustee. The format for questions in this section was closed. Respondents were asked to check the appropriate response. Flexibility was offered through use of the "other" option.

Parts II and III

Items pertaining to board control or functions, board participation, and board composition make up Part II. Items pertaining to admissions, degree requirements, teaching versus non-teaching functions, teacher's autonomy, student regulations, and women's education compose Part III. The personal point of view of the trustee was requested for the response rather than the stance of the university or the board they served on in Parts II and III.

Likert-type¹ format was used for the items included in Parts II and III of the questionnaire. There were four response options offered for each item: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD). The respondent was asked to circle one response. The opportunity to respond "uncertain" or "no opinion" was not offered. A forced response of agreement or disagreement was sought.

A key for each item was developed based on the directionality of the item. The high end of the scale with the top value of 5 is interpreted as the more traditional point of view and represents the closed board with stricter control, and less propensity to change. The low end of the scale with a value of 1 implies a greater degree of openness, change, innovative approach, and student-centered decisions. A priori weights were assigned to each response as follows:

TABLE 3.2.--Likert-type scoring format.

Directionality of Item	Response				
	SA	A	NR ^a	D	SD
Traditional	5	4	3	2	1
Liberal ^b	1	2	3	4	5

^aA value of 3 was assigned when no response was given.

^bLiberal--use of term implies openness, change or innovation in the study.

Example 1:

Scale A:

Board control versus institutional control. The high score represents tight control versus liberal control on a scale of 5-4-3-2-1.

Item 1, Part II.

"The board should have major authority over procedures of instruction."

Response	Strongly Agree	Agree	No Response	Disagree	Strongly Disagree
Value	5	4	3	2	1

Example 2:

Scale B:

Participation (closed versus open). The high score represents closed board participation and the low score represents open board participation. The scale for closed to open is 5-4-3-2-1.

Item 2, Part II.

"Students should have participation in the selection of the university president."

Response	Strongly Agree	Agree	No Response	Disagree	Strongly Disagree
Value	5	4	3	2	1

Part IV

Five items concerning the missions of a public university were presented in this section. The respondents were asked to rank order the five statements in terms of their importance to the university. Rank order scale was 1 = most important, 5 = least important.

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Part V

This section provided the responding trustee with the opportunity to comment on the instrument and/or the role of the trustee in his/her own words.

Administration of the Questionnaire

The questionnaire and a cover letter¹ were mailed directly to all trustees, the population of female trustees and the systematic sample of male trustees. A self-addressed stamped envelope was included for each respondent. The response rate after four weeks was 128 or 40.5 per cent.

A follow-up letter² and duplicate questionnaire were sent to each non-respondent four weeks after the initial mailing. The second complete mailing went to 173 trustees. Eight weeks after the initial mailing a total of 189 or 59.8 per cent of the questionnaires were returned. The return rate exceeded the 52.5 per cent obtained in the Hartnett study,³ the 49 per cent in the New York study,⁴ and Beck's response rate of 41 per cent

¹Appendix B1, B2, B3, and B4.

²Appendix B5 and B6.

³Hartnett, College and University Trustees, pp. 16, 17.

⁴Stutz, College and University Trustees and Trusteeship, p. 16.

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Coding of Data

Questionnaire data was coded for computer handling. To reduce chances of error in coding and card punching, the writer, herself, completed the coding on MSU Optical Scan Forms--MSU OS-105 PO # 28571 Copy B. The marks were read and automatically punched onto IBM cards. Data were punched on two cards. Card I received all data from Part I of the questionnaire for descriptive analysis and Card II contained Parts II, III, and IV for comparative analysis. A random quality check was performed by comparing the punch card listings with the original coded questionnaire.

Scale Development: Empirical Analysis

The items in Parts II and III had been designed by the investigator to measure trustee perceptions in nine areas.

Because certain areas seem to be closely related, and in order to increase the reliability of the final scales, the items pertaining to board participation and board composition were combined to form one scale. Similarly, the items pertaining to admissions and degree requirements were combined to form one scale.

¹Beck, Men Who Control Our Universities, p. 19.

TABLE 3.3.--

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TABLE 3.3.--Original content areas of the items: Part II and Part III.

Area	Number of items
Part II	
A. Board control or functions	7
B. Board participation	4
C. Board composition	5
Part III	
A.1. Closed v. open admissions	2
A.2. Degree requirements	4
B. Teaching v. non-teaching functions	4
C. Teacher's autonomy	5
D. Student regulations	5
E. Women's education	6
Total	42

Total scale scores were calculated by summing the scores of each item. The mean score on the scale was then obtained by dividing this total scale score by the number of items in the scale.

After all data had been collected, post hoc item-total scale correlations were then calculated for each of the seven scales to measure how well the grouped items fit in the categories. The BASTAT Program for Card II on the CDC 3600 computer was used to compute item-total correlations. All items were found to correlate positively with the total scores on the scale to which the

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item was assigned. All items were retained for further analysis.¹ (See Table 3.4.)

The Hoyt reliability coefficient for internal consistency (Analysis of Variance method),² was computed by the Jennrich Program on the CDC 3600 computer for each of the seven scales. "The coefficient of reliability of a test gives the percentage of the obtained variance in the distribution of test scores that may be regarded as true variance, that is, as variance not due to the unreliability of the measuring instrument."³

Scales attaining a reliability coefficient of a .5 or higher were considered to have an acceptable reliability for this study.

Definition of Scales

The definition of each of the seven scales used in the study is as follows:

Scale A: Board Control

All items were designed to measure the degree of board control versus the degree of control by constituents,

¹Appendix C1, C2.

²Cyril T. Hoyt, "Test Reliability Estimated by Analysis of Variance," in Principles of Educational and Psychological Measurement, ed. by William A. Mehrens and Robert L. Ebel (Chicago: Rand McNally and Company, 1967), pp. 108-15.

³Ibid., p. 108.

TABLE 3.4. F

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G. Women's e

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TABLE 3.4. Final scales: Test items: Number of items:
Part II and Part III.

Title	Number of items	Test items
Part II		
A. Board control	7	1, 5, 6, 10, 12, 15, 16
B. Composition and participation	9	2, 3, 4, 7, 8, 9, 11, 13, 14
Part III		
C. Admissions and degree requirements	6	3, 8, 9, 10, 11, 22
D. Teaching v. non-teaching	4	7, 14, 24, 25
E. Teacher's autonomy	5	4, 12, 18, 20, 26
F. Student regulations	5	5, 15, 16, 17, 23
G. Women's education	6	1, 2, 6, 13, 19, 21

TABLE 3.5.--Summary of scale reliability coefficients.

Scale	Hoyt Reliability Coefficient
A. Board control	.646
B. Composition and participation	.689
C. Admissions and degree requirements	.656
D. Teaching v. non-teaching	.513
E. Teacher's autonomy	.558
F. Student regulations	.574
G. Women's education	.620

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such as faculty and students, within the institution. Control was interpreted as the level of board authority in decision-making for policy and operating procedures. The range of scores was from 5 indicating tight reign by the board to 1 indicating involvement of others, the administration, faculty, and students in major decision-making. High scores reflected the traditional point of view with the board dominating the decision-making of the university. Low scores indicated favorableness toward the inclusion of others in major decision-making.

Scale B: Composition and Participation

All items were designed to measure the perceptions of trustees toward board composition and toward open and closed communication channels between board members, faculty, and students. The range of scores was from 5 indicating the closed, traditional board with confined communication to 1 indicating the open board with a variety of voting membership including students, faculty or other educators, and with a favorableness toward open communication channels with other university constituents.

Scale C: Admissions and Degree Requirements

All items were designed to measure the perceptions of trustees toward open admissions and towards innovative and liberal degree requirements. The range of scores

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Scale D: Teaching
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Scale E: Teaching
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was from 5 to 1. High scores indicated favorableness to closed, tight, or traditionally required admission requirements. Low scores indicated favorableness toward open and special admissions and new, no credit, or liberal degree requirements.

Scale D: Teaching Versus
Non-Teaching

The items in this scale were designed to measure the perceptions of trustees toward the priority of importance of teaching versus the importance of non-teaching functions such as research, public service, and publications. The range of scores was from 5 to 1. High scores indicated that the teaching function was of prime importance to the university as well as for faculty promotion, retention, and recognition. Low scores indicated that other functions such as research, outside consultation, and public service were of equal or of prime importance for faculty promotion, retention, and recognition.

Scale E: Teacher's Autonomy

The items in this scale were designed to measure the perceptions of trustees toward the academic freedom of the teacher to make his/her own decisions toward teaching, his philosophy, priorities, and procedures. The low end of the scale measured tight and institutionally controlled teaching guidelines. The range of scores was

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from 5 to 1. High scores indicated the traditional point of view with strict institutional policies governing the faculty member's functions. Low scores indicated a favorableness toward the recognition of the faculty member's academic freedom to carry out his teaching and non-teaching functions by his own direction.

Scale F: Student Regulations

The items in this scale were designed to measure the perceptions of trustees toward student life regulations, student rights and responsibilities, and due process. The range of scores was from 5 to 1. High scores represented the view that the university ought to retain and exercise the control. High scores also indicated favorableness of the board toward having more voice in student life policies. Low scores imply student-oriented views of permitting students to have a voice and responsibility for their own student life regulations.

Scale G: Women's Education

The items in this scale were designed to measure the perceptions of trustees toward the programs, courses, educational and employment opportunities for women. The range of scores was from 5 to 1. High scores indicated the views that no special efforts, recognition, or educational encouragement, need to be given to women. Low scores indicated a more open recognition of the

special educational needs of women, their changing life style, and favorableness toward equal employment needs and opportunities.

Hypotheses

The specific hypotheses examined in this study are stated descriptively in the null form.

Part I

Descriptive tables are the primary form of analyses in this section. However, a selected number of hypotheses are tested by the Chi-square method with a strict criterion at the .01 level of significance.

Chi-Square Tests of Homogeneity:

Hypothesis 1

There is no difference between male and female trustees on the variable level of education.

Hypothesis 4

There is no difference between male and female trustees on the variable setting of primary occupation.

Chi-Square Tests of Independence:

Hypothesis 2

There is no relationship between the variable trustee education and the variable marital status for women trustees.

Hypothesis 3

There is no relationship between the variable trustee education and the variable father's education for women trustees.

Hypothesis 5

There is no relationship between the variable trustee occupation and the variable spouse's occupation for women trustees.

Part II and Part III

Both multivariate and univariate Analysis of Variance (ANOVAs), were performed in order to test the following hypotheses:

Hypothesis 6

There is no difference between male and female trustees, as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

Hypothesis 7

There is no difference between trustees who have three levels of education (less than a bachelor's degree, a bachelor's degree, or more than a bachelor's degree--graduate degrees), as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

Hypothesis 8

There is no interaction between trustees' sex and trustees' education level as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

Part IV

Analyses of the items in this section are presented in a descriptive manner, therefore no hypotheses are needed.

Statistical Treatments

Purpose One of this study was to develop a profile of the female trustee. Two types of descriptive measures were used. First, two types of contingency tables were used: (a) contingency tables for men and women on one variable, and (b) contingency tables for women only on two variables. These tables handled the nominal scale and variables.

Second, the means and standard deviations were calculated for certain ordinal or interval scale variables. Selected Chi-square tests of homogeneity were performed to test Hypotheses 1 and 4, for the contingency tables comparing men and women on one variable. Selected Chi-square tests of independence were performed to test

Hypotheses 2, 3, and 5 for the contingency tables for women only on two variables. No tests were performed on means and standard deviations.

The descriptive tables were computed by the use of the Michigan State University Computer Institute for Social Science Research program entitled The Analysis of Contingency Tables (ACT) run on the CDC 6500 computer. To calculate means and standard deviations, the BASTAT (Basic Bivariate Statistics) and MDSTAT (Basic Bivariate Statistics--for missing data) programs were run on the CDC 3600 computer. The latter program was designed by the Michigan State University Agriculture Experiment Station.

Purpose Two of this study was to determine if there are differences in perceptions between male and female trustees concerning board control, composition and participation, admissions and degree requirements, teaching versus non-teaching, teacher's autonomy, student regulations, and women's education.

Purpose Two was dealt with by two methods of statistical analysis: (1) analysis of variance in order to test the Hypotheses 6, 7, and 8 with respect to each of the seven scales included in Parts II and III of the questionnaire; (2) calculation of descriptive statistics pertaining to the missions of the public university, Part IV of the questionnaire.

In order to test Hypotheses 6, 7, and 8, a two-way multivariate analysis of variance (ANOVA) to test all seven scales at once was run. Then, to determine more precisely on which scales the significant differences occur, a two-way univariate analysis of variance (ANOVA), fixed effects model, was performed on each of the seven scales.¹

The design of the two-way analysis of variances (ANOVAs) is as follows:

TABLE 3.6.--Design used for the two-way analysis of variance.

Level of Education	Subject		
	Female	Male	
1. Less than a bachelor's degree (< BA, BS)	N=12	N=14	N=26
2. Bachelor's degree (BA, BS)	N=43	N=38	N=81
3. More than a bachelor's degree--graduate degrees (> BA, BS)	N=25	N=52	N=77
	N=80	N=104	N=184

Legend: N = the number of subjects in each cell.

¹The (ANOVA's) were performed on Jeremy D. Finn's Multivariate program adapted for the Michigan State University CDC 3600 system by David L. Wright, Office of Research Consultation.

In Part IV, the respondent had to rank order five proposed mission statements of the public university. The weighted values ranged from 1 = most important to 5 = least important. To determine the degree of consensus, (a) among women; (b) among men; and (c) among men and women, Kendall's Coefficient of Concordance with correction for ties (W^1)¹ was used. This is a measure of the degree of agreement across a number of judges (N respondents) with respect to K items which have been ranked by each judge according to their importance. In this case the ranking of five mission statements was carried out by 184 subjects. The range of the coefficient is $0 \leq W \leq 1$; perfect agreement equals 1 and a lack of agreement equals 0. For each of the three groups, male, female, and combined male and female, two coefficients of concordance were calculated. The first W^1 was based on all data with no ties or only data with one tie of two elements. The second W^1 was based on all data including data with two or more ties or ties of more than two elements.

Part V asked for open-ended comments by the respondents regarding the study and their role as a trustee. Summary statements and conclusions were presented.

¹Jean Dickenson Gibbons, Nonparametric Statistical Inference (New York: McGraw-Hill, Inc., 1971), pp. 250-57.

Summary

Two groups of trustees were used in this study. The population of female trustees (N = 130) consisted of all women currently serving as trustees of a four-year public university or college, which held membership in the Association of Governing Boards at the time of the study, 1970-1971 academic year. The systematic sample of male trustees (N = 200) consisted of the men currently serving as trustees of a four-year public university or college, from boards which have female trustees, which held membership in the Association of Governing Boards at the time of the study, 1970-1971 academic year.

A self-designed instrument consisting of four main parts was used. Part I was designed to collect demographic data, more extensively for the female trustee. Parts II and III consisted of items for the comparisons of male and female trustee perceptions of selected issues. Part II contained items pertaining to board function, composition, and participation, and Part III items were related to selected university issues. Part IV called for the ranking of public university mission statements. Part V provided the opportunity for the open-ended comments of the trustee.

The questionnaire was mailed directly to the trustee. A second complete mailing followed after four

weeks lapsed. Total usable response rate was 59.8 per cent, including 64.3 per cent of the female trustees and 56.8 per cent of the male trustees.

All data was coded and punched cards were prepared for computer analysis.

The items in Parts II and III were designed to measure trustee perceptions in nine areas. Post hoc item-total correlations were calculated and all grouped items were analyzed and determined to fit in the categories. They all were retained for further analysis. Certain areas were closely related, thus items pertaining to board participation and board composition were combined to form one scale, as were items pertaining to admissions and degree requirements. The seven scales used in the study are: board control, composition and participation, admissions and degree requirements, teaching versus non-teaching, teacher's autonomy, student regulations, women's education. Each scale was designed to measure directionality. Traditional views, closed or strict control were represented by the high score with the top value of 5. Openness to change, innovative approaches, and a student-oriented approach were represented by low scores, the low value of 1. The Hoyt reliability coefficient for internal consistency was computed. All scales attained a reliability coefficient of .5 or better and were considered to have acceptable reliability for this study.

Part I data was analyzed primarily by descriptive tables, with a selected number of hypotheses tested by the Chi-square method. Chi-square tests of homogeneity were used for contingency tables for men and women on one variable. Chi-square tests of independence were used for contingency tables for women only on two variables. Means and standard deviations were also calculated. All analyses were run through the programs of ACT, BASTAT, MDSTAT available at the Michigan State University Computer Center.

Part II and Part III data were analyzed by a multivariate analysis of variance (ANOVA) testing all seven scales at once. A two-way univariate, fixed effects model, analysis of variance (ANOVA), was used to separately measure more precisely each scale to determine in which scales significant differences at the .007 level of significance occurred. The main effects of the hypotheses tested were sex, education, and sex times education interaction.¹

Part IV contained rank-order mission statements for the public university which were analyzed to determine the degree of consensus: (a) among women, (b) among men, and (c) combined men and women. Kendall's Coefficient of Concordance with correction for ties (W^1) was used. Two coefficients of concordance were calculated. The first

¹Times will hereinafter be denoted by \times .

W^1 was based on all data with no ties or only data with one tie of two elements. The second W^1 was based on all data including data with two or more ties or ties of more than two elements.

Part V summarizes the open-ended comments made by the respondents regarding the study and their role as trustees.

CHAPTER IV

ANALYSIS OF DATA--PRESENTATION OF
PROFILE DATA FOR THE
FEMALE TRUSTEE

Introduction

Purpose One of the study was designed to present a profile of the female trustee currently serving on the board of trustees of the four-year public college and university. Purpose Two was to analyze and compare the perceptions of male and female trustees toward board functions, board composition, selected university issues, the missions of the public university, and a summary of trustee comments.

Data gathered for this study were analyzed in a number of ways depending on the nature of the data. Two chapters are used for data presentation. Chapter IV presents the profile of the female trustee including personal, family, educational, and vocational backgrounds, contributions to volunteer activities, and selected demographic contrasts with the male trustees. Information concerning the method of trustee selection, degree of

in-service training or orientation received, and individual trustee participation are included. The total number of subjects with usable responses for Chapter IV is $N = 189$; $N = 81$ for female trustees and $N = 108$ for male trustees.

Chapter V presents the comparisons of the male and female trustee perceptions. The number of usable responses for Parts II and III is $N = 184$; $N = 80$ for female trustees and $N = 104$ for the males. In Part IV, $N = 169$ with $N = 68$ for female and $N = 86$ for males.

Profile of the Female Trustee

One of the basic purposes of this investigation was to present a profile of the female trustee currently serving on a board of trustees of a four-year public college or university. The characteristics of the female trustees are presented in areas of personal, family, educational, and vocational backgrounds; contributions to volunteer activities; information concerning the method of trustee selection; degree of in-service training or orientation received; and individual trustee participation. Throughout the demographic presentation, contrasts are made between the female and male trustee.

Personal Background

Personal characteristics of general interest for the female trustee include age, race, and marital status.

Tabulations and discussion of the characteristics are presented in Tables 4.1, 4.2, and 4.3.

TABLE 4.1.--Ages of the female trustee.

Ages	Number	%
21-30	4	4.9
31-40	5	6.2
41-50	27	33.3
51-60	25	30.9
61-70	13	16.1
71-80	4	4.9
No response	<u>3</u>	<u>3.7</u>
	N = 81	100.0

Ages of Female Trustees.--The data show the majority of the members were in the age range of 41 to 60 with approximately 64.2 per cent in this range. The age range of 21 to 40 includes 11.1 per cent while the range of 61 to 70 shows 16.1 per cent. The ages range from 24 to 78 with a mean age of 52.

TABLE 4.2.--Race of the female trustee.

Race	Number	%
Caucasian	71	87.7
Negro	9	11.1
Oriental	0	0
Other	<u>1</u>	<u>1.2</u>
	N = 81	100.0

Race of the Female Trustee.--The data depicts that 87.7 per cent of the female trustees are caucasian, 11.1 per cent are negro, and 1.2 per cent indicated racial heritage other than caucasian or negro.

TABLE 4.3.--Marital status.

Marital Status	Number	%
Never Married	8	9.9
Married	58	71.6
Divorced	6	7.4
Separated	0	0
Widow	<u>9</u>	<u>11.1</u>
	N = 81	100.0

Marital Status of the Female Trustee.--It was found that 71.6 per cent of the trustees were married and 28.4 per cent unmarried at the time of the study. The later figure includes 9.9 per cent who have never married.

Family Background

The family background is often considered to have an influence on educational experiences and opportunities, social and cultural attitudes, and occupational aspirations. First, the variables related to family background such as place of birth, number of siblings, order of birth in the family, educational level of parents, and occupation of parents are presented. Second, the variables related to marriage and the number of children including

level of education, occupation, and income level of spouse are presented to indicate the trustees' present home environment.

TABLE 4.4.--Place of birth of female trustees.

Place of Birth	Number	%
Farm/Rural Area (less than 2,500)	10	12.4
Town (2,500 - 10,000)	21	25.9
City (10,001 - 99,999)	28	34.6
Urban/Suburban (100,000 and up)	21	25.9
No Response	<u>1</u>	<u>1.2</u>
	N = 81	100.0

Place of Birth of Female Trustees.--Table 4.4

evidences that the majority of trustees, 60.5 per cent, were born in the city-urban setting with populations of over 10,000. Of this, 25.9 per cent lived in the urban setting of 100,000 population and up. The farm/rural setting contributed 12.4 per cent with another 25.9 per cent born in the town environment. Place of birth and early childhood settings are considered as variables contributing to early cultural, educational, and social opportunities and attitudes.

Number of Siblings and Birth Order of Female

Trustees.--Approximately 74 per cent of the female trustees have two or less brothers and sisters; 18.5 per cent

TABLE 4.5.--Number of trustee's siblings.

Number of Siblings	Number	%
None	15	18.5
1	19	23.5
2	26	32.1
3	11	13.6
4	1	1.2
5	7	8.6
6 or More	<u>2</u>	<u>2.5</u>
	N = 81	100.0

TABLE 4.6.--Order of trustee's birth in the family.

Order of Birth	Number	%
Only Children	15	18.5
First Born	29	35.8
Second Born	14	17.3
Third Born	11	13.6
Fourth or Later	<u>12</u>	<u>14.8</u>
	N = 81	100.0

are only children. Astin,¹ in her study on the woman doctorate, draws attention to the influence of birth order on educational and occupational outcomes. Altus² identifies the first born to be over represented as high achievers. It is found that 35.8 per cent of the women trustees participating in the study are only children or

¹Helen S. Astin, The Woman Doctorate in America (New York: Russell Sage Foundation, 1969), pp. 25-26.

²William B. Altus, "Birth Order and Its Sequelae," Science, January, 1966, pp. 44-49.

first born, 17.3 per cent second born, 13.6 per cent third born, and 14.8 per cent fourth born or later.

TABLE 4.7.--Highest level of education of the female trustee's mother and father.

Highest Level of Education	Mother		Father	
	Number	%	Number	%
Less than High School				
Graduate	13	16.0	14	17.3
High School Graduate	19	23.5	12	14.8
Some College or Vocational Education, but Less than a Bachelor's Education	23	28.4	16	19.8
Bachelor's Degree	14	17.3	14	17.3
Master's Degree	6	7.4	6	7.4
Doctoral, Professional, Specialist	3	3.7	18	22.2
Other	2	2.5	1	1.2
No Response	<u>1</u>	<u>1.2</u>	<u>0</u>	<u>0</u>
	N = 81	100.0	N = 81	100.0

Highest Level of Education of the Female Trustee's Mother and Father.--Examination of Table 4.7 shows that 28.4 per cent of the mothers of the female trustee hold a bachelor's degree in contrast to 46.9 per cent of the fathers who hold at least a bachelor's degree. Of these, 3.7 per cent of the mothers hold the doctorate, professional, or specialist while 22.2 per cent of the fathers hold the doctorate, professional, or specialist degree. Thus, an overview shows that the trustee's father appears to have attained a higher level of education than the trustee's mother.

TABLE 4.8.--Occupations of the female trustee's mother and father.

Occupations	Mother		Father	
	Number	%	Number	%
Unskilled Worker	2	2.5	3	3.7
Skilled Worker	1	1.2	7	8.6
Dairy/Farming	0	0	5	6.1
Business-Industry-Managerial	3	3.7	37	45.7
Educational-Professional	10	12.4	23	28.5
Government Service	1	1.2	3	3.7
Other-Includes at Home, No Occupation	64	79.0	2	2.5
No Response	0	0	1	1.2
	N = 81	100.0	N = 81	100.0

Occupations of the Female Trustee's Mother and Father.--It was found that 79 per cent of the mothers of the female trustees had no occupation or listed homemaker as their prime occupation. Approximately 12.4 per cent listed the prime occupation as educational-professional, with 3.7 per cent stating business-industry-managerial positions as the prime occupations. In contrast, the trustees' fathers indicate 45.7 per cent as involved in business-industry-managerial posts, and 28.5 per cent in educational-professional fields.

Earlier it was indicated that 71.6 per cent of the trustees had been married at some time. Characteristics of the trustees' adult family life depict the following with respect to spouses' educational level, occupation, and income level.

TABLE 4.9.--Trustee spouse's level of education, occupation, and level of income.

	Number	%
<u>Level of Education</u>		
Less than High School	1	1.2
High School Graduate	2	2.5
Less than Bachelor's Degree	9	11.1
Bachelor's Degree	24	29.7
Master's Degree	4	4.9
Doctoral, Professional, Specialist Degree	26	32.1
Not Applicable	8	9.9
No Response	7	8.6
	<u> </u>	<u> </u>
N =	81	100.0
<u>Occupation</u>		
Unskilled Worker	0	0
Skilled Worker	2	2.5
Dairy/Farming	0	0
Business-Industry-Managerial	28	34.6
Educational-Professional	25	30.9
Government Service	10	12.3
Other	1	1.2
Not Applicable	8	9.9
No Response	7	8.6
	<u> </u>	<u> </u>
N =	81	100.0
<u>Level of Income</u>		
Less than \$5,000 per Year	0	0
\$5,000-\$9,999	3	3.7
\$10,000-\$14,999	5	6.2
\$15,000-\$24,999	13	16.0
\$25,000 and Above	42	51.9
Not Applicable	8	9.9
No Response	10	12.3
	<u> </u>	<u> </u>
N =	81	100.0

Trustee Spouse's Level of Education, Occupation, and Level of Income.--The educational level of the trustee spouses shows that 65.7 per cent hold at least bachelor's degrees with 32.1 per cent holding doctorates, professional, or specialist degrees. Examination of the primary occupation shows 34.6 per cent to be engaged in business-industry-managerial positions and 30.9 per cent involved in educational-professional positions. Government service claims 12.3 per cent. The income level for 51.9 per cent is \$25,000 and above, while 16 per cent fall in the \$15,000 to \$24,999 range.

Trustees' Children.--The female trustee has a mean number of 2.83 children. Of those (N = 67) who responded to the question, "How many children have completed or are in college?", 71.6 per cent have children either in or who have completed college. See tables D.1 and D.2, Appendix D.

Educational Background

Variables of interest for the educational background of the female trustee include: (a) the level of education; (b) types of institutions from which and fields of study in which degrees are earned; (c) whether or not degrees are from the institutions now being served by the trustee; (d) length of time since attending college; and (e) membership in educational and professional honoraries.

In addition to the female profile, a contrast to the male trustee will be made for the variables previously mentioned. A Chi-square test of homogeneity was applied to the contingency table comparing men and women on the variable, level of education. Two Chi-square tests of independence were performed for the contingency tables for women only on two variables; trustee education and marital status, and trustee education and fathers' education. The hypotheses are tested by the Chi-square method with a strict criterion at the .01 level of significance.

TABLE 4.10.--Highest level of education of the female and male trustee.

Level of Education	Female		Male	
	Number	%	Number	%
Less than High School				
Graduate	0	0	0	0
High School Graduate	2	2.5	1	.9
Some College or Vocational Education but less than Bachelor's Degree	10	12.3	13	12.0
Bachelor's Degree	43	53.1	40	37.0
Master's Degree	24	29.6	11	10.2
Doctoral, Professional, Specialist	2	2.5	41	38.0
Other	0	0	2	1.9
	N = 81	100.0	N = 108	100.0

Highest Level of Education of the Female and Male Trustee.--It was found that 84.2 per cent of the female trustees hold a bachelor's degree or higher. Of

these, the bachelor's degree is the highest level attained by 53.1 per cent. An additional 29.6 per cent have attained the master's level and another 2.5 per cent have earned the doctorate, professional, or specialist degrees. Approximately 12 per cent have taken some college work without earning a degree. In contrast, 85.2 per cent of the male trustees hold a bachelor's degree or higher. The distribution shows 37.0 per cent with bachelor's degrees, 10.2 per cent with master's degrees, and 38 per cent with doctoral, professional, or specialist degrees. Forty-eight per cent of the male trustees have advanced degrees in contrast with 32 per cent of the female trustees. The difference is at the doctoral level with the men having a greater percentage over the women doctoral, professional, or specialist level, 38 per cent for the males compared with 2.5 per cent for the females.

Hypothesis 1

There is no difference between male and female trustees on the variable level of education.

The differences between male and female trustees on the variable level of education, as measured by the Chi-square test of homogeneity for the null hypothesis, were found to be significant at the 1 per cent level. Thus, the null hypothesis for differences is rejected.

TABLE 4.11.--Frequency distribution of female and male trustees on the variable level of education.

Level of Education	Sex		Total
	Female	Male	
High School Graduate and Less	2	1	3
Some College or Vocational Education, But Less Than Bachelor's Degree	10	13	23
Bachelor's Degree	43	40	83
Master's Degree	24	11	35
Beyond the Master's Degree	2	43	45
	N = 81	N = 108	N = 189

Chi-square = 39.96, *df = 4, **p < .01

Legend: *df = Degrees of Freedom
 **p = Probability

There is a significant difference between the female and the male trustee as measured by the variable, level of education.

Hypothesis 2

There is no relationship between the variable trustee education and the variable marital status for women trustees.

The Chi-square test of independence was not calculated. The visual examination revealed empty cells and clear evidence that the eight single women had degrees beyond the bachelor's degree.

TABLE 4.12.--Frequency distribution for the variable trustee education and the variable marital status for women.

Level of Education	Marital Status		Total
	Single	Married*	
Less than Bachelor's Degree	0	12	12
Bachelor's Degree	0	43	43
More than Bachelor's Degree (Graduate Degrees)	<u>8</u>	<u>18</u>	<u>26</u>
	N = 8	N = 73	N = 81

* Married at some time prior to the study.

Hypothesis 3

There is no relationship between the variable trustee education and the variable father's education for women trustees.

The relationship between the variable trustee education and the variable father's education for women trustees, as measured by the Chi-square test of independence for the null hypothesis, was found to be non-significant at the 1 per cent level. Therefore, the null hypothesis is not rejected. There is no significant relationship between the female trustee's level of education and the level of education of the trustee's father. The Phi contingency coefficient of .135 indicates little association between the variables.

Types of Institutions from which Degrees are Earned.--Fifty-two per cent of the female trustees earned bachelor's degrees in public institutions,

TABLE 4.13.--Frequency distribution for the variable trustee level of education and the trustees' fathers' levels of education.

Trustee Level of Education	Trustees' Fathers' Levels of Education			Total
	Less than Bachelor's Degree	Bachelor's Degree	More than Bachelor's Degree (Graduate Degrees)	
Less than Bachelor's Degree	5	3	4	12
Bachelor's Degree	21	9	13	43
More than Bachelor's Degree (Graduate Degrees)	<u>16</u>	<u>2</u>	<u>8</u>	<u>26</u>
	42	14	25	N = 81

Chi-square = 2.944, df = 4, $p > .01$ $*\phi^1 = .135$

Legend: $*\phi^1$ = Phi contingency coefficient

33 per cent in private non-denominational institutions, and 15 per cent in private-denominational institutions. Of the master's degrees, 40 per cent were earned in public institutions, 52 per cent in private non-denominational institutions, and 8 per cent in private denominational institutions. The doctoral, professional, and specialist degrees were earned in the public institutions. The tables depicting this information and the contrast to male trustees are found in Table D.3 of Appendix D.

Fields of Study in Which Degrees Are Earned.--

The female trustee received her bachelor's degree in the fields of study as follows: 30.9 per cent in arts and

TABLE 4.14.--Field of study for the bachelor's, master's, and doctoral degrees for female and male trustees.

Field of Study	Degree											
	Bachelor's					Master's					Professional, Specialist, Doctoral	
	Sex		Sex		Sex		Sex		Sex		Sex	
	Female		Male		Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Arts and Humanities	25	30.9	13	12.0	4	4.9	3	2.8	0	0	1	.9
Biological Sciences	7	8.6	3	2.8	2	2.5	0	0	0	0	0	0
Business and Business Education	0	0	8	7.4	1	1.2	2	1.9	0	0	0	0
Earth Sciences	0	0	2	1.9	0	0	0	0	0	0	0	0
Education	10	12.4	6	5.5	9	11.1	7	6.5	0	0	4	3.7
Engineering	0	0	10	9.3	0	0	1	.9	0	0	2	1.9
Home Economics	1	1.2	0	0	0	0	0	0	0	0	0	0
Journalism	2	2.5	3	2.8	0	0	0	0	0	0	0	0
Law	1	1.2	2	1.9	0	0	1	.9	1	1.2	21	19.4
Mathematics	2	2.5	2	1.9	0	0	0	0	0	0	0	0
Medical Sciences	2	2.5	1	.9	0	0	1	.9	1	1.2	5	4.6
Physical Sciences	3	3.7	6	5.5	0	0	2	1.9	0	0	5	4.6
Psychology	0	0	0	0	2	2.5	1	.9	1	1.2	0	0
Religion	0	0	0	0	0	0	0	0	0	0	2	1.9
Social Sciences	16	19.7	28	25.9	7	8.7	2	1.9	0	0	1	.9
Not Applicable	11	13.6	18	16.7	56	69.1	84	77.7	78	96.4	65	60.2
No Response	1	1.2	6	5.5	0	0	4	3.7	0	0	2	1.9
	N=81	100.0	N=108	100.0	N=81	100.0	N=108	100.0	N=81	100.0	N=108	100.0

humanities, 19.7 per cent in social sciences, 12.4 per cent in education, and 8.6 per cent in biological sciences. In contrast, the male trustee received his bachelor's degree in the fields of study as follows: 25.9 per cent in social studies, 12 per cent in arts and humanities, 9.3 per cent in engineering, and 7.4 per cent in business and business education. Eleven per cent of the females hold master's degrees in education, 8.7 per cent in social sciences, and 4.9 per cent in arts and humanities. Six and a half per cent of the males hold master's degrees in education and 2.8 per cent in arts and humanities.

The doctoral, professional, or specialist degrees held by the female trustee are one each in law, medical sciences, and psychology. The doctoral, specialist, or professional degrees held by the male trustee are 19.4 per cent in law, 4.6 per cent in medical sciences, 4.6 per cent in physical sciences, and 3.7 per cent in education. Engineering and religion each claim 1.9 per cent.

Number of Degrees Received from the Institution Now Served as Trustee.--Examination of Table 4.15 shows that 64.7 per cent of the female trustees did not receive the bachelor's degree from the institution they now serve as trustee. However, 50.6 per cent of the male trustees did receive the bachelor's degree from the

TABLE 4.15.--Number of degrees received from the institution now served as trustee.

Response	Bachelor's				Master's				Doctoral, Professional, Specialist			
	Female		Male		Female		Male		Female		Male	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	24	35.3	44	50.6	4	17.4	3	13.0	0	0	11	26.8
No	44	64.7	43	49.4	19	82.6	20	87.0	5	100.0	30	73.2
	N=68	100.0	N=87	100.0	N=23	100.0	N=23	100.0	N=5	100.0	N=41	100.0

institution they now serve. Eighty-three per cent of the females and 87 per cent of the males indicated that their master's degrees were not earned from the institution they now serve as trustee. None of the females and 73.2 per cent of the males received the doctoral, professional, or specialist degree from the institution they now serve.

Length of Time Since Attending College.--The length of time since attending college for the female trustees ranges from those who are attending now (eight females) to those who have not attended college for forty-nine years. The mean length of time since attending college for females is twenty-two years. The male trustees range from seven attending now to those who have not attended for fifty years. The mean length of time for males is twenty-seven years.

Membership in Educational and Professional Honoraries.--Phi Beta Kappa claimed six female trustees and eight male trustees. Seven females belonged to Mortar Board and two males belonged to the corresponding board for men. The all-university scholastic honorary, Phi Kappa Phi, claimed five female trustees and eight male trustees. Ten female trustees belonged to other honoraries as did twenty-five male trustees. The female trustee was represented in various educational groups. Fourteen belonged to American Association of University Women,

five served on boards of education, five were members of the League of Women voters, and seven contributed to parent-teachers associations. Twenty-four male trustees belonged to state and local bar associations, nineteen associated directly with their professional organizations, and six participated in the teachers association or school administrators group.

Vocational Background

Interest variables in the vocational background of the trustee include present employment status, the setting of the primary occupation, and the prime occupation or career of the trustee. A chi-square test of homogeneity was applied to the contingency table comparing men and women on the variable, setting of primary occupation. A chi-square test of independence was performed for the contingency table for women only on two variables, trustee occupation and spouse's occupation. The hypotheses are tested by the chi-square method with a strict criterion at the .01 level of significance.

Present Employment Status.--Table 4.16 indicates that 45.7 per cent of the female trustees are employed while 88 per cent of the male trustees are employed.

Setting of Primary Occupation.--Examination of the rank of the occupational setting of female trustees as depicted in Table 4.17 indicates the academic setting as

TABLE 4.16.--Are you presently employed?

Response	Females		Males	
	Number	%	Number	%
Yes	37	45.7	95	88.0
No	44	54.3	12	11.1
No Response	0	0	1	.9
	N = 81	100.0	N = 108	100.0

TABLE 4.17.--Setting of primary occupation for female and male trustees.

Setting of Primary Occupation	Females		Rank	Males		Rank
	Number	%		Number	%	
Academic	33	40.7	1	16	14.8	3
Industry-						
Business	16	19.8	2	48	44.4	1
Government	10	12.3	4	3	2.8	4.5
Non-Profit						
Organizations	2	2.5	7	3	2.8	4.5
Hospitals/						
Clinical	1	1.2	9	0	0	6
Self-Employed	11	13.6	3	37	34.3	2
Home	2	2.5	8	0	0	8
Never Employed	3	3.7	5.5	0	0	8
No Response	3	3.7	5.5	1	.9	6
	N = 81	100.0		N = 108	100.0	

claiming 40.7 per cent, industry-business 19.8 per cent, self-employed 13.6 per cent, and 12.3 per cent in government. The male trustees' occupational setting as depicted in Table 4.17 indicates industry-business at 44.4 per cent, self-employed 34.3 per cent, 14.8 per cent in the academic setting, and 2.9 per cent in both government and non-profit organizations.

Hypothesis 4

There is no difference between male and female trustees on the variable setting of primary occupation.

TABLE 4.18.--Frequency distribution for primary occupation of male and female trustees.

Primary Occupational Setting	Sex		Total
	Female	Male	
Academic	33	16	49
Industry-Business	17	48	65
Government	10	3	13
Non-Profit Organization	2	3	5
Self-Employed	<u>11</u>	<u>37</u>	<u>48</u>
	N = 73*	N = 107*	N = 180*

Chi-square = 33.45, df = 4, p < .01

* The lower N is due to the exclusion of eight females who listed primary occupation at home and one male who did not respond.

The differences between female and male trustees on the variable, setting of primary occupation, as measured by the Chi-square test of homogeneity for the

null hypothesis, were found to be significant at the 1 per cent level. Thus, the null hypothesis for differences is rejected. There is a significant difference between the female and the male trustee as measured by the variable, setting of primary occupation.

Primary Occupation or Career of the Female and Male Trustees.--Of the female trustees, 33.3 per cent are involved as faculty members in an academic institution. Business-industry executive positions are held by 17.3 per cent, while 8.6 per cent are government officials and 2.5 per cent engage in professions such as law, medicine, and dentistry. In contrast, of the male trustees, 47.2 per cent occupy business-industry executive positions, 26.9 per cent engage in the professions such as law, medicine, and dentistry, 7.4 per cent are faculty members, and 6.5 per cent are officers or administrators in academic institutions, while 1.9 per cent are government officials.

Hypothesis 5

There is no relationship between the variable trustee occupation and the variable spouse's occupation for women trustees.

The relationship between the variable trustee occupation and the variable spouse's occupation for women trustees, as measured by the Chi-square test of independence for the null hypothesis, was found to be

TABLE 4.19.--Primary occupation or career of the female and male trustees.

Occupation or Career	Female		Male	
	Number	Rank	Number	Rank

TABLE 4.19.--Primary occupation or career of the female and male trustees.

Occupation or Career	Female		Rank	Male		Rank
	Number	%		Number	%	
Executive: Business-Industry	14	17.3	2	51	47.2	1
Executive or Administrator:						
Non-Profit Foundation	2	2.5	10	0	0	
Professions: Such as Law, Medicine,						
Dentistry, Nursing	2	2.5	10	29	26.9	2
Government Officials: Local, State	7	8.6	3	2	1.9	6.5
Academic Institution:						
Officer or Administrator	3	3.7	6	7	6.5	4
Faculty Member	27	33.3	1	8	7.4	3
Real Estate	2	2.5	10	0	0	
Clergyman	0	0		1	.9	9.5
Engineer: Business, Industry, Private	1	1.2	13.5	1	.9	9.5
Research: Scientist	4	4.9	4	1	.9	9.5
Journalist, Author, Lecturer	3	3.7	6	4	3.7	5
Artist or Musician	2	2.5	10	0	0	
Labor Union Official	0	0		1	.9	9.5
Agriculturalist: Dairy, Rancher,						
Home Economics	3	3.7	6	2	1.9	6.5
Volunteer/Community Public Service	1	1.2	13.5	0	0	
Homemaker	2	2.5	10	0	0	
No Response	8	9.9		1	.9	
	N = 81	100.0		N = 108	100.0	

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TABLE 4.20.--Frequency distribution for the variable trustee occupation and the variable spouse's occupation.

Trustee Occupation	Spouse's Occupation			Total
	Business-Industry	Educational Professional	Government Other	
Executive: Business-Industry	5	6	2	13
Academic-Professional	7	14	4	25
Other*	<u>12</u>	<u>4</u>	<u>5</u>	<u>21</u>
	24	24	11	59

Chi-square = 6.838, df = 4, $p > .01$ $\phi^1 = .24$

*This includes government official, real estate, research, journalist, artist, labor official, agriculturist, and homemaker.

non-significant at the 1 per cent level. Therefore, the null hypothesis is not rejected. There is no significant relationship between the female trustee's occupation and the spouse's occupation. The Phi contingency coefficient of .24 indicates little association between the variables.

Contributions to Volunteer Activities

An assumption made is that a person who is a trustee is likely to be involved on other policy-making boards. In response to the inquiry of how many other boards, exclusive of the trusteeship the trustee serves on, the female trustee response indicated an average of

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3.6 boards and the male trustee response indicated an average of five boards.

Trustee contributions to major community clubs or activities show the female to be active in an average of three clubs. Of these, the majority contribute to public service groups, church groups, and cultural organizations. The male trustee indicated he was active in an average of 2.5 clubs. Of these, the majority were public service, followed by fraternal organization and church-related groups. Some trustees omitted this question with the comment that upon becoming a trustee they had relinquished temporarily their positions and contribution to local community clubs or activities.

Trustee Orientation and In-Service Training

A current concern found in the review of related literature was the issue of trustee orientation and continuous in-service training. The responses to the question of whether or not the trustee received an orientation to be trusteeship during the first term in office show that of all subjects (N = 189) 3.95 per cent had received an orientation while 62.4 per cent had not. The percentage of nonresponse was 1.1.

In-service training was defined as special sessions, on or off campus, or retreats, planned periodically during the year to keep trustees current with university changes

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TABLE 4.2

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and issues as they pertain to the trustee's role and responsibilities. Of all the subjects (N = 189), 41.3 per cent indicated that they were recipients of such a program while 54.5 per cent were not. The percentage of nonresponse was 4.2.

TABLE 4.21.--The method of trustee selection.

Method of Selection	Female		Male	
	Number	%	Number	%
Elected: Representative of Political Party	1	1.2	5	4.6
Elected: Non-Partisan Candidate	3	3.7	1	.9
Selected/Appointed by Present Board	2	2.5	4	3.7
Selected/Appointed by the Governor or Legislature of the State	72	88.9	84	77.8
Exofficio	0	0	3	2.8
Elected by Alumni	0	0	2	1.9
Elected by State Board of Education	0	0	1	.9
Other	2	2.5	7	6.5
No Response	1	1.2	1	.9
	N=81	100.0	N=108	100.0

Method of Trustee Selection

Examination of Table 4.21 indicates clearly that the method of selection for the female and male trustees is selection/appointment by the governor or legislature of the state. Usual procedure is the appointment by the governor with a ratification by the legislative body of

the respective state. Of all trustees (N = 189), 156, or 82.5 per cent, are selected by the aforementioned method. Of the female trustees, only 4, or 4.9 per cent, are elected by popular state-wide vote, while only 6, or 5.5 per cent of the males, are elected by this method.

Individual Trustee Participation

The variables contributing to the description of the trustees' participation on their respective boards are (a) the number of years as a board member; (b) the frequency of board meetings including time spent on trustee business; (c) type of board meetings, open-closed; (d) involvement with students and faculty; and (e) the areas in which the trustee makes his/her contributions to the governing board.

Number of Years as a Board Member.--Of the female trustees (N = 81), 45.7 per cent have served more than one year but less than four years, 20.9 per cent have served from four to eight years, and 25.9 per cent have served eight or more years. Seven per cent have served less than one year. Of the male trustees (N = 108), 42.6 per cent have served more than one year but less than four years, 24.3 per cent have served from four to eight years, and 25.4 per cent have served eight or more years. Five per cent have served less than one year.

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Frequency of Board Meetings and Time Spent on Trustee Business.--All subjects (N = 189) indicated that 54 per cent of their boards met ten to twelve times per year, 26 per cent of the boards met zero to six times per year, and 11 per cent met thirteen or more times. Nine per cent indicated seven to nine meetings per year.

The response to the number of days spent on campus, exclusive of board meeting time, shows that the male and female trustees spend almost equal time. Total response indicates that 35 per cent spend one to two days per month, 29 per cent zero to one-half days per month, and 27 per cent spend three or more days per month on campus. Nine per cent did not respond to this question.

In reply to the question concerning the number of hours per week they spent on trustee business off campus, the 189 subjects revealed the following: (a) 0 to 5 hours per week, 58 per cent; (b) 6 to 8 hours per week, 10 per cent; (c) 9 to 10 hours per week, 10 per cent; (d) 11 or more hours per week, 13 per cent, and (e) 9 per cent did not respond to this question.

Type of Board Meetings.--The issue of open versus closed board meetings prompted the question regarding the type of meetings in which the trustees in this survey participated. The category of all open meetings elicited a 40 per cent response; some open--some closed category,

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a 48 per cent response; and all meetings closed, an 11 per cent response.

The participants offered the following reasons for the closed portions of some open-some closed board meetings: discussion of personnel and budget, 21 per cent; executive sessions, 13 per cent; and property acquisition transactions, 6 per cent.

Involvement of the Trustee With Students and Faculty.--The female and male trustees gave similar responses when asked whether or not they would agree to meet with students or faculty members individually or in groups. Eighty-six per cent indicated yes, 11 per cent said no, and 3 per cent did not respond.

Twenty-seven per cent of the female trustees noted that they met with students often, 51 per cent seldom, and 6 per cent not at all. Thirty-two per cent of the male trustees stated they met with students often, 53 per cent seldom, and 3 per cent not at all.

The degree of frequency of meeting with faculty show 27 per cent of the female trustees indicating often, 46 per cent seldom, and 10 per cent not at all. Twenty-eight per cent of the males meet often, 52 per cent seldom, and 6 per cent not at all.

Of the female and male trustees, 11 per cent indicated a belief that they should not accept invitations

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to meet or speak directly with students and faculty because of the practice to channel all communication through the president to the board.

Area of Trustee Contributions to the Board.--Each trustee was requested to indicate three areas in which their greatest contributions could be made to the governing board. Each was advised that their response might be influenced by personal and/or professional interests, competencies, and experience. The opportunity for open responses was given. The responses were summarized and subjectively placed in categories for presentation in Table 4.22.

Examination of Table 4.22 shows the area of education-curriculum planning-academic policy making elicited 15.2 per cent of the female replies and 12.9 per cent of the male replies. The area of public relations-community affairs-communication outside of the university resulted in 11.5 per cent of the female responses and 5.9 per cent of the male responses. Student life-housing-health area is noted in 10.3 per cent of the female answers and 3.4 per cent of the male answers.

Business-finance-budget area elicited 4.9 per cent of the female replies and 17.9 per cent of the male replies. Investments-foundations are mentioned in 8 per cent of the male and 2.1 per cent of the female responses.

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N = 81;
 N = 108.

TABLE 4.22.--Areas of contribution of female and male trustees to the governing board.

Areas of Contribution	Female		Male	
	Number	%	Number	%
Business-Finance-Budget	12	4.9	58	17.9
Labor-Management-Personnel	7	2.9	20	6.2
Education-Curriculum Planning-Academic Policy-Making	37	15.2	42	12.9
Institutional Development-Construction-Physical Plant-Long-Range Development	7	2.9	11	3.4
Student Life-Housing-Health	25	10.3	11	3.4
Public Relations-Community Affairs-Communication Outside of University	28	11.5	19	5.9
Communication Within University Constituencies-Students, Faculty, Trustees, Administration, Alumni	11	4.5	11	3.4
Political Relations	1	.4	6	1.9
Legislative-Executive-Governance Experience-Administrative Experience	18	7.4	17	5.3
Representing the Women's Point of View	16	6.6	0	0
Legal Services	0	0	14	4.3
Agriculture Services	1	.4	9	2.8
Representing Youthful Point of View	6	2.5	3	.9
Minority Programs	7	2.9	1	.3
Investments-Foundations	5	2.1	26	8.0
Professional Educator	10	4.1	5	1.5
Resource Persons for Cultural Activities, Research, Publications, and Urban Development	15	6.2	11	3.4
No Response	<u>37</u>	<u>15.2</u>	<u>60</u>	<u>18.5</u>
	N = 243*	100.0	N = 324**	100.0

* N = 243 is a composite of the three choices of
N = 81; ** N = 324 is a composite of the three choices of
N = 108.

The male trustees listed labor-management-personnel at the 6.2 per cent frequency and the females at the 2.9 per cent frequency.

Other areas of interest mentioned by the female trustees are legislative-executive-governance experience-administrative experience at a frequency of 7.4 per cent and the male trustees at a 5.3 per cent frequency. More than 6 per cent of the responses by the female trustees suggested they represented the women's point of view on the board, 6.2 per cent noted their contributions as resource persons for cultural activities, research, publications, and urban development. More than 4 per cent of the male replies identified contributions to legal services, and 2.8 per cent to agricultural services.

The top three contribution areas mentioned most frequently by the female trustees are education-curriculum planning-academic policy making; public relations-community affairs-communication outside of the university; and student life-housing-health. The top three contribution areas most frequently indicated by the male trustees are business-finance-budget; education-curriculum planning-academic policy-making; and investment-foundations.

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Summary

One of the basic purposes of the investigation was to present a profile of the female trustee. The characteristics of the female trustees were presented in areas of personal, family, educational, and vocational backgrounds; contributions to volunteer activities; information concerning trustee selection; degree of in-service training orientation received; and individual trustee participation. Contrasts were made between the female and male trustees on selected demographic data.

Examination of the female trustees' personal background showed the mean age to be fifty-two years in a range while the range was from twenty-four years to seventy-eight years. Approximately 88 per cent of the female trustees are caucasian and 11 per cent are negro. Seventy-two per cent are married.

The study of the family background, considered to have an influence on educational experiences, social, and cultural activities, revealed that 60.5 per cent of the trustees were born in the city-urban setting, 74 per cent came from families of two or less siblings, and 35.8 per cent are only children or first born. The level of education of the trustees' parent indicates her father to be more highly educated than her mother with 28.4 per cent of the mothers holding bachelor's degrees in contrast to 46.9 per cent of the fathers holding

bachelor's degrees. Occupations of the trustees' parents revealed 79 per cent of the mothers had no occupation or were at home while 45.7 of the fathers were involved in business-industry-managerial posts, and 28.5 per cent in educational-professional fields.

The married trustees' present family environment consists of spouses of whom 65.7 per cent have earned bachelor's degrees with 32.1 per cent holding doctorates, professional, or specialist degrees. Occupations of the spouses show 34.6 per cent engaged in business-industry-managerial positions and 30.9 per cent involved in educational-professional positions. The income level for 52 per cent of the married families is \$25,000 and above. The average number of children is 2.83. Of those trustees with children, 71.6 per cent of the children are either in or have completed college.

Educationally the female trustee is not as highly educated as her male counterpart. A significant difference as measured by the Chi-square test for homogeneity was found at the 1 per cent level. Approximately 84.2 per cent of the female trustees hold a bachelor's degree or higher; 53.1 per cent hold the bachelor's degree as the highest level of attainment, 29.6 per cent attained the master's degree, and 2.5 per cent hold earned doctorates, professional, or specialist degrees. In contrast, of the male trustees, 85.2 per cent hold bachelor's degrees

or higher and of these 37.0 per cent hold bachelor's degrees, 10.2 per cent master's degrees, and 38 per cent doctoral, professional, or specialist degrees.

The Chi-square test of independence to measure the relationship of the trustees' education and the trustees' marital status was not calculated. Visual examination revealed empty cells and evidenced that the eight single women had graduate degrees. Examination of the relationship between the variable trustee education and variable father's education was found non-significant at the 1 per cent level. A majority of the female trustees received their bachelor's degrees and doctorate degrees from public institutions. Of the master's degrees 40 per cent were received in public institutions and 52 per cent in private non-denominational institutions.

The female trustees' major fields of study were for the bachelor's degree: 30.9 per cent in arts and humanities, 19.7 per cent in social science, 12.4 per cent in education, and 8.6 per cent in biological sciences. The master's degrees were earned in education, 11 per cent; social sciences, 8.7 per cent; arts and humanities, 4.9 per cent. The doctorate or professional level was attained by three females representing law, medical sciences, and psychology. In contrast the highest percentage of the male trustees received bachelor's degrees

in social studies, master's degrees in education, and doctoral, professional, or specialist degrees in law. A majority of the female trustees did not receive their bachelor's, master's, or doctoral level degrees from the institutions they now serve as trustees. The average length of time since attending college was twenty-two years for the female trustees and twenty-seven years for the male trustees. Small percentages of female and male trustees held membership in honoraries and professional organizations. The most frequently mentioned organization for females was the American Association of University Women and for males the state and local bar associations.

The vocational background data show 45.7 per cent of the female trustees as employed in contrast to 88 per cent of the male trustees. Of the employed female trustee, 40.7 per cent are found in the academic setting, 19.8 per cent engaged in industry-business, 13.6 per cent self-employed, and 12.3 per cent in government. Of the employed male trustees, 44.4 per cent are found in the industry-business setting, 34.3 per cent self-employed, 14.8 per cent in the academic setting, and 2.9 per cent in government and non-profit organizations. The Chi-square test of homogeneity measuring the difference between male and female trustees on the variable setting of primary occupation was significant at the 1 per cent level.

The primary occupation or career of the females was found to be as follows: 33 per cent are faculty members in academic institutions, 17.3 per cent are engaged in business-industry executive positions, 8.6 per cent serve as government officials, and 2.5 per cent are making contributions to the professional fields of law, medicine, and dentistry. The primary occupations of the male trustee is as follows: 47.2 per cent occupy business-industry executive positions, 26.9 per cent engage in the professions such as law, medicine, and dentistry, 7.4 per cent faculty members, 6.5 per cent administrators in academic institutions, and 1.9 per cent government officials.

The Chi-square test of independence applied to measure the relationship between the variable female trustee occupation and the variable spouses' occupation found the relationship non-significant at the 1 per cent level.

In the study of female trustees' contribution to volunteer activities it was found that the female trustee served on an average of 3.6 other boards and was active in an average of three community clubs such as public service groups, church groups, and cultural organizations. The male trustee served on an average of five other boards and was active in an average of 2.5 community clubs including public service, fraternal, and church-related groups.

Participation in a trustee orientation program was experienced by only 39.5 per cent of the male and female trustees. In-service training programs were offered to 41.3 per cent of the male and female trustees.

The female and male trustee methods of selection were similar. Approximately 83 per cent are selected/appointed by the governor and/or the legislature of the state.

The individual trustee members' participation on the board comprises the number of years on the board, the frequency and type of board meetings, meeting with students and faculty, and the areas in which the trustee makes her/his contributions to the governing board.

Approximately 67 per cent of the female trustees have served their respective boards eight or less years, including 45.7 per cent who have served less than four years. The trustees indicated that 54 per cent of the boards met ten to twelve times per year, 35 per cent spent one to two days per month on campus exclusive of board meeting time, and 58 per cent revealed the number of hours per week spent on trustee business off campus ranged from zero to five.

The type of board meetings show that 40 per cent of the public boards have open meetings, 48 per cent some-open-some-closed meetings, and 11 per cent closed meetings. The trustees listed personnel and budget,

executive sessions, and property acquisition transactions as the topics of the closed meetings.

The female and male trustee responses were similar to whether or not they would agree to meet with students and faculty; 86 per cent yes and 11 per cent no. Female and male responses were similar in the frequency of meeting with students, approximately 27 to 32 per cent indicating often, 51 to 53 per cent seldom, and 3 to 6 per cent not at all. Frequency of meeting with faculty found 27 to 28 per cent often, 46 to 52 per cent seldom, and 10 to 6 per cent not at all. Noteworthy is the 11 per cent who indicated a belief that they should not accept invitations to meet or speak directly with students and faculty due to the practice of channeling communications through the president to the board.

The three areas of contributions mentioned most frequently by the female trustees are first, education-curriculum planning-academic policy making; second, public relations-community affairs-communications outside of the university; and third, student life-housing-health. In contrast, the male trustee listed first, business-finance-budget; second, education-curriculum planning-academic policy-making; and third, investment-foundations.

Chapter V presents the comparisons of the female and male trustee perceptions of board functions, board

composition, selected university issues, the missions of the university, and a summary of trustee comments.

CHAPTER V

ANALYSIS OF DATA--COMPARISONS OF MALE AND FEMALE TRUSTEE PERCEPTIONS

Introduction

The data gathered for the study were analyzed in a number of ways. Chapter IV presented in a descriptive form the profile of the female trustee and selective comparisons of the male and female trustee on demographic data.

This chapter presents, first, the test of Hypotheses 6, 7, and 8, with respect to seven scales measuring board control, composition and participation, admissions and degree requirements, teaching versus non-teaching, teacher's autonomy, student regulations, and women's education. The total number of usable responses for the analysis for Parts II and II was N=184; N=80 for female trustees; and N=104 for male trustees.

Second, is the presentation of the analyses of male and female concensus regarding the missions of the public university. The total number of usable responses for analysis of Part IV was N=169; N=68 for the female trustees; and N=86 for the male trustees. Third, a brief discussion of open comments made by the trustees of their

reactions to the questionnaire and to their trusteeship is presented. A summary of findings concludes the chapter.

Overview:
Analysis of Variance Procedures

Analysis of variance (ANOVA) procedures were used to test Hypotheses 6, 7, and 8.

Hypothesis 6

There is no difference between male and female trustees, as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

Hypothesis 7

There is no difference between trustees who have three levels of education (less than a bachelor's degree, a bachelor's degree, or more than a bachelor's degree--graduate degrees), as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

Hypothesis 8

There is no interaction between trustees' sex and trustees' education level as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation

- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

First, a two-way multivariate analysis of variance (ANOVA) was performed to test Hypotheses 6, 7, and 8 with respect to all seven scales at once. Second, a two-way, univariate analysis of variance (ANOVA), fixed effects model, was performed on each of the seven scales. All (ANOVA's) have the same independent variables of sex and levels of education. The design is completely crossed. Since the cell sizes are unequal, the design is considered to be non-orthogonal; therefore the lines in the ANOVA table are not independent.

The design used for the two-way ANOVA for each of the seven scales including all sizes is as follows.

TABLE 5.1--Design used for the two-way analysis of variance.

Level of education	Sex		
	Female	Male	
1. Less than a bachelor's degree (< BA, BS)	N=12	N=14	N=26
2. Bachelor's degree (BA, BS)	N=43	N=38	N=81
3. More than a bachelor's degree--graduate degrees (> BA, BS)	N=25	N=52	N=77
	N=80	N=104	N=184

Legend: N = The number of subjects in each cell.

The alpha level for the multivariate ANOVA was set at $\alpha = .05$. Since 7 analyses were to be made, in order to maintain the overall experiment-wise error rate (α_E) at .05, the alpha level for each analysis (α_A) was set at ($\alpha_E/7$). $\alpha_A = \frac{.05}{7} = .007$. The .007 level of significance was used in hypothesis testing for each univariate ANOVA.

The presentation of the analysis will be as follows. All three Hypotheses 6, 7, and 8, will be considered with respect to the multivariate analysis of variance on all seven scales at once, and the univariate analysis of variance with respect to each scale, separately. A table of means, the two-way ANOVA table, and a discussion of the results of the hypothesis testing and the trends of the means.

Multivariate Analysis of Variance on
Scales of Function, Composition,
and Selected University Issues

TABLE 5.2.--Multivariate analysis of variance: Table of all means.

Dependent variables	Female			Male		
	Level of Education			Level of Education		
	1	2	3	1	2	3
Scales:						
A. Board control	3.00	2.77	2.89	3.40	3.04	3.11
B. Composition and participation	2.83	2.37	2.46	3.13	2.80	2.72
C. Admissions and degree requirements	2.81	2.48	2.39	2.80	2.71	2.81
D. Teaching versus non-teaching	3.40	3.54	3.58	3.11	3.59	3.41
E. Teacher's autonomy	2.88	2.84	2.78	3.14	3.08	3.08
F. Student regulations	2.88	2.65	2.50	3.13	2.88	2.74
G. Women's education	2.26	1.81	1.83	2.25	2.13	2.10

TABLE 5.3.--Multivariate two-way analysis of variance.

Sources	df	Multivariate F ratio	p	
Sex	7,172	4.3150	0.0003	Sig.
Education	14,344	2.2215	0.0070	Sig.
Sex × education	14,344	0.6453	0.8264	NS

Legend: Sig. = Significant at $p < .05$
 NS = Non-significant

The results of the multivariate (ANOVA) show there are significant main effects for sex, and for education at the .05 level for all seven scales treated collectively. There was not a significant sex × education interaction effect at the .05 level for all seven scales treated collectively.

In order to determine more precisely on which scales the significant differences occurred, univariate analyses of variance (ANOVAs) were run to test the Hypotheses 6, 7, and 8 and with respect to each dependent variable.

Univariate Analysis of Variance on
Scales of Function, Composition,
and Selected University Issues

Scale A: Board Control

TABLE 5.4.--Board Control: Table of Means.

Level of Education	Sex		
	Female	Male	
1. < BA, BS	3.00	3.40	3.22
2. BA, BS	2.77	3.04	2.89
3. > BA, BS	2.89	3.11	3.04
	2.84	3.12	3.00

TABLE 5.5.--Board Control: two-way ANOVA.

Sources	df	SS	MS	F	P	
Sex	1	3.5645	3.5645	9.5343	0.0024	Sig.
Education	2	1.7488	0.8744	2.3388	0.0994	NS
Sex × education interaction	2	0.1380	0.0690	0.1845	0.8317	NS
Within error	178	66.5542	0.3739			
Total	183					

Legend: Sig = Significant at $p < .007$
 NS = Non-significant

The two-way univariate ANOVA reveals that the sex × education interaction effect was not significant ($p < 0.8317$) since the desired significance level of .007 was

not attained. Thus, the null hypothesis for interaction effects was not rejected. There is no significant sex education interaction effect as measured by the scale of perceptions of board control.

For the null hypothesis, concerning education effect, the desired significance level of $p < .007$ was not attained ($p < 0.0994$), thus the null hypothesis was not rejected. There is no significant difference in the perceptions of board control between trustees with less than a bachelor's degree, trustees with a bachelor's degree, and trustees with more than a bachelor's degree.

For the null hypothesis, concerning sex effects, the desired significance level of $p < .007$ was attained ($p < 0.0024$). Thus, the null hypothesis for sex effect was rejected. There is a significant difference between the male and female trustee as measured by the scale perceptions of board control. Examination of the table of means indicates that there is no particular trend, either increasing or decreasing, on the dependent variable across the three levels of education. Directionality for sex shows the mean for female trustees to be 2.84 and the mean for male trustees to be 3.12. These scores imply that the females are closer to the end of the continuum which suggests favorableness toward the inclusion of others in major decisionmaking. The slightly higher mean score of the male trustee implies a relatively greater degree of the traditional view of the board dominating the decision making of the university.

Scale B: Composition and Participation

TABLE 5.6.--Composition and participation: Table of means.

Level of Education	Sex		
	Female	Male	
1. < BA, BS	2.83	3.13	2.99
2. BA, BS	2.37	2.80	2.57
3. > BA, BS	2.46	2.72	2.64
	2.46	2.80	2.66

TABLE 5.7.--Composition and participation: two-way ANOVA.

Sources	df	SS	MS	F	P	
Sex	1	5.1734	5.1734	13.0091	0.0005	Sig.
Education	2	3.5010	1.7505	4.4019	0.0137	NS
Sex × education interaction	2	0.2856	0.1428	0.3591	0.6988	NS
Within error	178	70.7906	0.3977			
Total	183					

Legend: Sig. = Significant at $p < .007$
 NS = Non-significant

The two-way univariate ANOVA reveals that the sex × education interaction effect was not significant ($p < 0.6988$) since the desired significance level of .007 was not attained. Thus, the null hypothesis for interaction effects was not rejected. There is no significant sex ×

education interaction effect as measured by the scale of perceptions of composition and participation.

For the null hypothesis, concerning education effect, the desired significance level of $p < .007$ was not attained ($p < 0.0137$), thus the null hypothesis was not rejected. There is no significant difference at the .007 level in the perceptions of composition and participation between trustees with less than a bachelor's degree, trustees with a bachelor's degree, and trustees with more than a bachelor's degree, graduate degrees.

For the null hypothesis, concerning sex effects, the desired significance level of $p < .007$ was attained ($p < 0.0005$). Thus, the null hypothesis for sex effects was rejected. There is a significant difference between the male and female trustee as measured by the scale perceptions of composition and participation.

The table of means indicates that there is no particular trend, either increasing or decreasing, on the dependent variable across the three levels of education. Directionality for sex shows the mean for female trustees to be 2.46 and the mean for male trustees to be 2.80. The directionality implies that the females show more propensity toward the open board with a variety of members including students and faculty. The males with a slightly higher mean imply a tendency to favor the traditional lay board of trustees without students and faculty as members.

Scale C: Admissions and Degree Requirements

TABLE 5.8.--Admissions and degree requirements: Table of means.

Level of Education	Sex		
	Female	Male	
1. < BA, BS	2.81	2.80	2.80
2. BA, BS	2.48	2.71	2.59
3. > BA, BS	2.39	2.81	2.67
	2.50	2.77	2.65

TABLE 5.9.--Admission and degree requirements: Two-way ANOVA.

Sources	df	SS	MS	F	P	
Sex	1	3.2776	3.2776	9.0898	0.0030	Sig.
Education	2	0.7840	0.3920	1.0872	0.3394	NS
Sex × education interaction	2	0.8836	0.4418	1.2251	0.2962	NS
Within error	178	64.1868	0.3606			
Total	183					

Legend: Sig. = Significant at $p < .007$
 NS = Non-significant

The two-way univariate ANOVA reveals that the sex × education interaction effect was not significant ($p < 0.2962$) since the desired significance level of .007 was not attained. Thus, the null hypothesis for interaction effects was not rejected. There is no significant sex ×

education interaction effect as measured by the scale of perceptions of admissions and degree requirements.

For the null hypothesis, concerning education effect, the desired significance level of $p < .007$ was not attained ($p < 0.3394$), thus the null hypothesis was not rejected. There is no significant difference in the perceptions of admissions and degree requirements between trustees with less than a bachelor's degree, trustees with a bachelor's degree, and trustees with more than a bachelor's degree.

For the null hypothesis, concerning sex effects, the desired significance level of $p < .007$ was attained ($p < 0.0030$). Thus, the null hypothesis for sex effect was rejected. There is a significant difference between the male and female trustee as measured by the scale perceptions of admissions and degree requirements. Examination of the table of means indicates there is no particular trend, either increasing or decreasing, on the dependent variable across the three levels of education. Directionality for sex shows the mean for female trustees to be 2.50 and the mean for male trustees 2.77. The directionality from the lower mean score of the females to the higher mean score of the males implies that the females are closer to the end of the continuum favoring innovative, new approaches to admissions and degree requirements. The slight increase in score for the male trustee implies a tendency to be less prone to favor open admissions and new degree requirements.

Scale D: Teaching Versus Non-teaching

TABLE 5.10.--Teaching versus non-teaching: Table of means.

Level of Education	Sex		
	Female	Male	
1. < BA, BS	3.40	3.11	3.24
2. BA, BS	3.54	3.59	3.56
3. > BA, BS	3.58	3.41	3.47
	3.53	3.44	3.48

TABLE 5.11.--Teaching versus non-teaching: Two-way ANOVA

Sources	df	SS	MS	F	P	
Sex	1	0.3974	0.3974	0.9557	0.3296	NS
Education	2	1.9940	0.9970	2.3976	0.0939	NS
Sex × education interaction	2	0.7556	0.3778	0.9086	0.4050	NS
Within error	178	74.0124	0.4158			
Total	183					

Legend: NS = Non-significance at $p > .007$

The two-way univariate ANOVA reveals that the sex × education interaction effect was not significant ($p < 0.4050$) since the desired significance level of .007 was not attained. Thus, the null hypothesis for interaction effects was not rejected. There is no significant sex ×

education interaction effect as measured by the scale of perceptions of teaching versus non-teaching functions.

For the null hypothesis, concerning education effects, the desired significance level of $p < .007$ was not attained ($p < 0.0939$), thus the null hypothesis was not rejected. There is no significant difference in the perceptions of teaching versus non-teaching functions between trustees with less than a bachelor's degree, trustees with a bachelor's degree, and trustees with more than a bachelor's degree.

For the null hypothesis, concerning sex effects, the desired significance level of $p < .007$ was not attained ($p < 0.3296$). Thus, the null hypothesis for sex effects was not rejected. There is no significant difference between the male and female trustee as measured by the scale perceptions of teaching versus non-teaching functions.

The table of means indicates there is no particular trend, either increasing or decreasing, on the dependent variable across the three levels of education. Directionality for sex shows the mean for female trustees to be 3.53 and the mean for male trustees to be 3.44. The slightly higher score mean for the females indicates a favorableness toward teaching as the prime importance of the faculty members' function. The lower score mean for males implies a tendency to consider other functions such as research, publications and public service as equal with or prime importance to the teaching function.

Scale E: Teacher's Autonomy

TABLE 5.12.--Teacher's autonomy: Table of means.

Level of Education	Sex		
	Female	Male	
1. < BA, BS	2.88	3.14	3.02
2. BA, BS	2.84	3.08	2.95
3. > BA, BS	2.78	3.08	2.98
	2.83	3.09	2.97

TABLE 5.13.--Teacher's autonomy: Two-way ANOVA.

Sources	df	SS	MS	F	P	
Sex	1	3.1386	3.1386	8.0896	0.0050	Sig.
Education	2	0.1180	0.0590	0.1521	0.8591	NS
Sex × education interaction	2	0.0372	0.0186	0.0479	0.9533	NS
Within error	178	69.0640	0.3880			
Total	183					

Legend: Sig. = Significant at $p < .007$
 NS = Non-significant

The two-way univariate ANOVA reveals that the sex × education interaction effect was not significant ($p < 0.9533$) since the desired significance level of .007 was not attained. Thus, the null hypothesis for interaction effects was not rejected. There is no significant sex ×

education interaction effect as measured by the scale of perceptions of teacher's autonomy.

For the null hypothesis, concerning education effects, the desired significance level of $p < .007$ was not attained ($p < 0.8591$), thus the null hypothesis was not rejected. There is no significant difference in the perceptions of teacher's autonomy between trustees with less than a bachelor's degree, trustees with a bachelor's degree, and trustees with more than a bachelor's degree.

For the null hypothesis, concerning sex effects, the desired significance level of $p < .007$ was attained ($p < 0.0050$). Thus, the null hypothesis for sex effects was rejected. There is a significant difference between the male and female trustee as measured by the scale perceptions of teacher's autonomy. The table of means indicates that there is no particular trend, either increasing or decreasing, on the dependent variable across the three levels of education. Directionality for sex shows the mean for female trustees to be 2.83 and for the males to be 3.09. The slight directionality implies that the female trustees with a lower scale mean show relatively more favorableness to teacher's autonomy, the freedom of the teaching faculty member to make his/her own decisions regarding teaching content and teaching practices. The male trustee with a higher mean score shows a slightly greater tendency to favor strict control by the institution.

Scale F: Student Regulations

TABLE 5.14.--Student regulations: Table of means.

Level of Education	Sex		
	Female	Male	
1. < BA, BS	2.88	3.13	3.01
2. BA, BS	2.65	2.88	2.72
3. > BA, BS	2.50	2.74	2.65
	2.64	2.80	2.73

TABLE 5.15.--Student regulations: Two-way ANOVA.

Sources	df	SS	MS	F	P	
Sex	1	1.8860	1.8860	5.8515	0.0166	NS
Education	2	2.8942	1.4471	4.4898	0.0126	NS
Sex × education interaction	2	0.0018	0.0009	0.0029	0.9971	NS
Within error	178	57.3694	0.3223			
Total	183					

Legend: NS = Non-significant at $p > .007$

The two-way univariate ANOVA reveals that the sex × education interaction effect was not significant ($p < 0.9971$) since the desired significance level of .007 was not attained. Thus, the null hypothesis for interaction effects was not rejected. There is no significant sex ×

education interaction effect as measured by the scale of perceptions of student regulations.

For the null hypothesis, concerning education effects, the desired significance level of $p < .007$ was not attained ($p < 0.0126$), thus the null hypothesis was not rejected. There is no significant difference in the perceptions of student regulations between trustees with less than a bachelor's degree, trustees with a bachelor's degree, and trustees with more than a bachelor's degree.

For the null hypothesis, concerning sex effects, the desired significance level of $p < .007$ was not attained ($p < 0.0166$). Thus, the null hypothesis for sex effects was not rejected. There is no significant difference between the male and female trustee as measured by the scale perceptions of student regulations.

Examination of the table of means indicates a slight trend from the high scale mean for $< BA, BS$ (3.01) to a lower scale mean for BA, BS (2.72) to an even lower scale mean for $> BA, BS$ (2.65). There is a trend for the more highly educated to have a favorableness toward student oriented and controlled rules and regulations. On the male and female dimension, the directionality leans from 2.64 for the females to 2.80 for the males. The male trustee has a slight tendency to favor the institution having a more strict control over student life policies, while the female favors student involvement in decision making.

Scale G: Women's Education

TABLE 5.16.--Women's education: Table of means.

Level of Education	Sex		
	Female	Male	
1. < BA, BS	2.26	2.25	2.25
2. BA, BS	1.81	2.13	1.96
3. > BA, BS	1.83	2.10	2.01
	1.88	2.13	2.02

TABLE 5.17.--Women's education: Two-way ANOVA.

Sources	df	SS	MS	F	P	
Sex	1	2.7007	2.7007	11.2758	0.0010	Sig.
Education	2	1.7374	0.8687	3.6270	0.0286	NS
Sex × education interaction	2	0.5486	0.2743	1.1453	0.3205	NS
Within error	178	42.6310	0.2395			
Total	183					

Legend: Sig. = Significant at $p < .007$
 NS = Non-significant

The two-way univariate ANOVA reveals that the sex × education interaction effect was not significant ($p < 0.3205$) since the desired significance level of .007 was not attained. Thus, the null hypothesis for interaction effects was not rejected. There is no significant sex ×

education interaction effect as measured by the scale of perceptions of women's education.

For the null hypothesis, concerning education effects, the desired significance level of $p < .007$ was not attained ($p < 0.0286$), thus the null hypothesis was not rejected. There is no significant difference in the perceptions of women's education between trustees with less than a bachelor's degree, trustees with a bachelor's degree, and trustees with more than a bachelor's degree.

For the null hypothesis, concerning sex effects, the desired significance level of $p < .007$ was attained ($p < 0.0010$). Thus, the null hypothesis for sex effects was rejected. There is a significant difference between the male and female trustee as measured by the scale perceptions of women's education.

Examination of the table of means indicates no particular trend, either increasing or decreasing, on the dependent variable across the three levels of education. Directionality for sex shows the mean for female trustees to be 1.88 and the mean for male trustees to be 2.13. The directionality implies that the females with the lower scale mean score are closer to the lower end of the continuum and have the tendency to show more favorableness toward special women's programs, courses, and equal employment situations. The males' slightly higher score implies less favorableness to the new innovative approaches and

importance of women's educational and employment opportunities.

Summary of ANOVAs

There is clear evidence that sex difference is highly significant on the multivariate and on five out of seven scales in the univariate ANOVA.

The directionality on all means except teaching versus non-teaching functions indicates that the female trustee had the lower mean score. This implies a greater receptivity to change, innovation, and inclusion of others in decision making for the females while the men's higher mean score implies a tendency to be more strict, with control and direction of decision making coming from a closed board. On the teaching versus non-teaching functions, the female trustee showed a slight favorableness to favor the importance of the teaching function while the male trustee showed favoritism toward the importance of research, public service, and publications.

It is noteworthy that all means for male and female trustees are close to the center values on the continuum. None of the means indicates highly open and innovative approaches or highly strict, closed, or board controlled views. The trustees as a whole have views which are found in the center as measured by the scales.

Tables of means of the items showing their contribution to the overall scale value are presented in Appendix

E. Item analysis was not given prime consideration in the focus of the study, but inspection of the table of item means may be of interest in order to get some idea of the contribution of each item to the total scale in which it is included.

The education variable was found to be significant in the multivariate analysis. There were no significant differences for education in the univariate analysis at the significance criterion of .007. However, scales B, F, and G, were close to this level of significance with values of $p < 0.0137$, $p < 0.0126$, and $p < 0.0286$. Therefore, education may possibly have some effect on perceptions in the areas of composition and participation, student regulations, and women's education. Examination of the dependent variable across the three levels of education shows no particular trend, either increasing or decreasing in scales B, and G. Even though the scales were close to the level of significance but show no trends, the results are not very meaningful. Scale F shows a slight trend for the more highly educated to have a favorableness toward student involvement in decision making. The results of this trend and close significance may be of interest.

The interaction effect was clearly non-significant on the multivariate and all univariate ANOVAs.

Analysis of Mission Statements
for the Public University

Male and female trustee views regarding the mission of the public university were obtained from the statements in Part IV. In abbreviated form the mission statements referred to public service, scholarship and research, vocational preparation, teaching and knowledge transmission, and social criticism. The respondent had to rank order the five proposed missions of the public university. Weighted values ranged from 1=most important to 5=least important.

In order to determine the degree of consensus (a) among women, (b) among men and (c) among both men and women, Kendall's Coefficient of Concordance with correction for ties (W^1) was used. This is a measure of the degree of an agreement across a number of judges (respondents) with respect to items which have been ranked by each judge according to their importance. In Part IV, the ranking of 5 missions was performed by 169 subjects. The range of the coefficient is $0 \leq W \leq 1$; perfect agreement equals 1 and a lack of agreement equals 0. High agreement means that sums of the ranks (R_k) for each mission are different and low agreement indicates that the sums of ranks are about the same.

The formula used for Kendall's W^1 Coefficient of Concordance with correction for ties is as follows:

$$W^1 = \frac{\sum_{k=1}^k R_k^2 - \frac{n^2 k (k+1)^2}{4}}{n^2 k (k^2 - 1) - \sum \sum t (t^2 - 1)}$$

Legend:

R_k = Sums of the ranks for each mission statement

k = Number of mission statements (5)

n = Number of responses

t = Number of observations that are tied for any one place for any subject

For each of the three groups (a) women, (b) men, and (c) men and women, two coefficients of concordance were calculated. The first W^1 was based on all good data, data including all data with 1 tie of 2 elements. The second W^1 was based on all data, including data with 2 or more ties.

TABLE 5.18.--Summary Kendall's W^1 --Coefficient of Concordance with correction for ties for the public university mission statements.

Group	Number	Good data	Number	All data
Women	N=68	.337	N=75	.266
Men	N=86	.4158	N=94	.3549
Men and Women	N=154	.3856	N=169*	.3201

*N=169 for Part IV. The difference from N=184 in Parts II and III was due to respondent omissions or incomplete response to this section of the study.

TABLE 5

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TABLE 5.19.--Mean ranks of the public university mission statements.

Mission statement	Mean Rank		Mean Rank	
	Female	Standard deviation	Male	Standard deviation
Public service	3.51	1.15	3.19	1.09
Scholarship and research	2.24	1.01	2.40	1.09
Vocational preparation	2.86	1.30	2.41	1.14
Teaching and knowledge transmission	2.11	1.35	2.31	1.34
Social criticism	4.29	0.96	4.70	0.68

Legend: 1=most important
5=least important

Summary of Kendall's W^1 Coefficient of Concordance

Examination of Kendall's W^1 for good data shows women with a W^1 of .337 and men with a W^1 of .4158. The higher coefficient for men suggests a slightly higher degree of agreement among the men as to the missions. The lower coefficient for women suggests that the sums of their ranks were about the same, indicating less consensus regarding the missions of the university.

When data for all subjects is included in calculation of W^1 , there is a slight decrease of value of W^1 for both the women and the men. This suggests that the

addition of data with 2 or more ties decreases the degree of consensus.

Examination of the means for each mission reveals that the female and the male trustee judge teaching and knowledge transmission to be the most important missions with the mean rank of 2.11 and 2.31 respectively. The females consider scholarship and research with a mean rank of 2.24 of second importance and vocational preparation with a mean rank of 2.86 as third. Scholarship and research with a mean rank of 2.40 and vocational preparation with a mean rank of 2.41 are tied as to second place importance by the judgments of the male trustees. The male and female trustees have ranked public service as fourth with mean values of 3.19 and 3.51 respectively. Clearly social criticism ranks fifth or as least important, with a female trustee mean rank of 4.29 and a male trustee mean rank of 4.70. The standard deviation of less than 1 indicates little disagreement, little variability as to the number five position of importance for the missions of the university.

Examination of the mean ranks for the male and female trustees indicates general agreement between men and women as to the rank order of the missions. This is evident even though the overall agreement within each group or among all the subjects was not high with the total W^1 of .38. Teaching and knowledge transmission, scholarship

and research, and vocational preparation, all rank very closely. Essentially, they can be considered as tied in the judgment of the trustees. The female and male trustees are in agreement that public service is lower than the first three missions and that social criticism is the least important.

Summary of Comments of Trustees

The opportunity was afforded each respondent to comment openly regarding his/her reaction to the questionnaire for the study and/or insights into his/her role as a trustee. Approximately 53.1 per cent of the females and 20.4 per cent of the male trustees replied. Generalizations from the comments made by the female trustees are presented followed by those of the male trustees. The open-ended responses, depicting the human element, are presented in more detail in Appendix F.

The female responses were grouped into the following categories: reaction to the questionnaire, the role of the trustee and the board, and composition of the board.

Responses to the questionnaire ranged from those suggesting that the study was worthwhile, raised many thought-provoking questions regarding university governance, to those who felt the questionnaire to be too general, vague, and not allowing for qualified answers.

The role of the trustee received considerable attention. A common theme emerged suggesting the board of trustees as becoming an integral part of the leadership of the institutional community. In this role the board would give direction to and serve as a public agent with parents, alumni, and legislators.

The majority of respondents commented on phases of board composition. While some claimed the lay board of governance to be excellent and worthy protection, others advocated the position that faculty and students be given a place or voice on the board. References were made to the practice of politics being a prevalent factor in board appointment. It was suggested that women should be appointed on their own merits and not their husbands' political contributions. It was also recommended that younger men, women, and blacks be appointed to the governing boards.

The male trustees made only a few comments on the questionnaire. Positive responses included compliments on the selection of the area of boards and governance for study and the comprehensiveness of the questions. Negative replies suggested that the questions were loaded, ambiguous, and indefinite. A limitation was recognized by a respondent who acknowledged that there was no way to qualify his response or reflect on the subtleties behind the answers.

The majority of male trustees who responded commented on the role of the trustee today. At the personal level, the role of the trustee was acknowledged as ever changing, a challenge, interesting, frustrating, and worthy of continued examination. As did female trustees, the male trustees acknowledged the need to represent the public to the university and to explain the university to the public. Only a few comments referred to board composition. Suggestions were to add alumni, and to obtain a greater cross section of age.

CHAPTER VI

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS FOR FUTURE RESEARCH

This chapter will include a summary of the purposes, the sample, the instruments, the findings, basic conclusions and implications, and recommendations for future research.

Summary

The lay governing board is recognized as the ultimate decision-making body which determines the destiny of the university. The public and those concerned for the provision of higher education need to have a more complete understanding of university trustees.

There is a paucity of literature on the female trustee as her position was not recognized in the governance of early American public institutions. The absence of descriptive data on the female trustee, the general concern as to who the trustees are, and the quest for the female and male trustee views on the

functions of the board, selected university issues, and the missions of the public university prompted the investigation.

The purposes of this study were two fold. The first purpose was to develop an in-depth profile of the women who currently serve on the governing boards of four-year public colleges and universities.

The second purpose was to compare the perceptions of the female trustees with those of male trustees in areas of the functions and composition of governing boards, points of view on selected university issues, and the ranking of mission statements for the public university.

Two groups of trustees were used in this study. The population of female trustees (N = 130) consisted of all women currently serving as trustees of a four-year public university or college, which held membership in the Association of Governing Boards during the academic year of 1970-1971. The systematic sample of male trustees (N = 200) consisted of the men currently serving as trustees of a four-year public university or college, from boards which have female trustees and which held membership in the Association of Governing Boards during the academic year of 1970-1971.

The investigator designed a four-part instrument for use in this study. Part I was designed to collect extensive demographic data on the female trustee. Part II contained items for the comparisons of male and female trustee perceptions of board function, composition, and participation. Part III items related to selected university issues. Part IV called for the ranking of public university mission statements and Part V provided the opportunity for open-ended comments of the trustee.

The questionnaire was mailed directly to the trustee. Total usable response rate was 59.8 per cent; including 64.3 per cent of the female trustees and 56.8 per cent of the male trustees.

All data were coded and punched cards were used in the computer analysis.

The Part I profile data was analyzed primarily by descriptive tables, with a selected number of hypotheses tested by the Chi-square method. Chi-square tests of homogeneity were used for contingency tables for men and women on one variable. Chi-square tests of independence were used for contingency tables for women only on two variables. A strict criterion at the .01 level of significance was used.

The items in Parts II and III were designed to measure trustee perceptions. The seven scales developed and used in the study were: board control, composition

and participation, admissions and degree requirements, teaching versus non-teaching, teacher's autonomy, student regulations, women's education. The Hoyt reliability coefficient for internal consistency showed the scales to have a reliability coefficient of .5 or better, thus acceptable reliability for this study.

A two-way multivariate analysis of variance (ANOVA) analyzed all seven scales at once. A two-way univariate, fixed effects model, analysis of variance (ANOVA), was used separately to measure more precisely each scale in order to determine in which scales significant differences occurred at the .007 level. The main effects of the hypotheses tested were sex, education, and sex \times education interaction.

The Part IV rank-order mission statements for the public university were analyzed by Kendall's Coefficient of Concordance with correction for ties (W^1). Analysis determined the degree of consensus (a) among women, (b) among men, and (c) combined men and women.

Part V provided the opportunity for trustees to comment open endedly on the study and/or their roles as trustees.

The findings fall into two categories: (1) the profile of the female trustee, and (2) the comparisons of male and female trustee perceptions.

A summary of the profile of the female trustee is as follows:

Personal Background.--The female trustee averages fifty-two years of age, is caucasian, and married.

Family Background.--The female trustee was born in the city-urban setting, comes from a family of two or less siblings, and approximately 36 per cent are first born. The trustee's father is more highly educated than the trustee's mother. The trustee's mother was unemployed or at home while 45.7 per cent of the fathers were involved in business-industry-managerial posts and 28.5 in educational-professional fields.

The trustee's spouse was well educated with 65.7 per cent holding bachelor's degrees and 37.1 per cent holding doctorates, professional, or specialists degrees. The main occupation of the spouse was 34.6 per cent in business-industry-managerial, or 30.9 per cent in educational-professional positions. Fifty-two per cent of the families had an income of \$25,000 or above. The average number of children was 2.83 and of those with children 71.6 per cent were in or had completed college.

Educational Background.--The female trustee is not as highly educated as her male counterpart. Bachelor's degrees or higher are held by 84.2 per cent of the females.

Of these, 53.1 per cent hold the bachelor's as the highest degree attained, 29.6 per cent hold the master's degree, and 2.5 per cent hold a doctorate, professional, or specialist degree. The following hypothesis with the variable, trustee's education, was tested.

Hypothesis 1

There is no difference between male and female trustees on the variable level of education.

The Chi-square test of homogeneity found the differences significant at the .01 level.

Hypothesis 2

There is no relationship between the variable trustee education and the variable marital status for women trustees.

The Chi-square test of independence was not calculated since visual examination revealed empty cells and evidence that the single women held advanced degrees.

Hypothesis 3

There is no relationship between the variable trustee education and the variable father's education for women trustees.

The Chi-square test of independence depicted the relationship to be non-significant at the .01 level.

The majority of female trustees received their bachelor's degrees and doctoral level degrees from public institutions. Forty per cent of the master degrees were

received in the public institution and 52 per cent in private non-denominational institutions. The most frequently mentioned fields of study at the bachelor's degree level are arts and humanities, social sciences, education, and biological sciences. Master's degrees were earned predominantly in fields of education, social sciences, and the arts and humanities. Law, medical sciences, and psychology were the fields of the doctorates and professional degrees. The majority of female trustees did not receive their degrees from the institution they now serve as trustee. The female trustee has not attended a university or college for twenty-two years. A small percentage belong to honoraries and professional organizations.

Vocational Background.--The percentage of female trustees presently employed is 45.7. Forty-one per cent hold positions in the academic setting, 19.8 per cent engage in industry-business, 13.6 per cent are self-employed, and 12.3 per cent are in government. In contrast, 88 per cent of the males are employed. Forty-four per cent are found in industry-business setting, 34.3 per cent self-employed, and 14.8 per cent are in the academic setting.

The following hypothesis, concerning the variable, setting of primary occupation, was tested.

Hypothesis 4

There is no difference between male and female trustees on the variable setting of primary occupation.

The Chi-square test of homogeneity found the differences significant at the .01 level.

The two most frequently listed primary occupations or careers of the female trustee were 33 per cent faculty members in academic institutions, and 17.3 per cent in business-industry. In contrast, the top two male trustee occupations were 47.2 per cent in business-industry executive positions and 26.9 per cent in the professions such as law, medicine, and dentistry. The following hypothesis relating to the variable, trustee occupation, was tested.

Hypothesis 5

There is no relationship between the variable trustee occupation and the variable spouses' occupation for women trustees.

The Chi-square test of independence found the relationship to be non-significant at the .01 level.

Volunteer Activities.--The female trustee served on an average of 3.6 boards, other than the trusteeship, and was active in an average of three community clubs. The male counterpart averages five boards and 2.5 community clubs.

Participation as a Trustee.--The majority of trustees have not experienced a trustee orientation and only 41.3 per cent have been recipients of continuous in-service training programs. Approximately 83 per cent of the trustees are selected and/or appointed by the governor and/or the state legislator. The majority of female trustees have served on their boards eight or less years. Forty-five per cent have served less than four years. Fifty-four per cent have board meetings ten to twelve times per year. Time spent on campus is one to two days per month for 35 per cent. The female trustee participates in types of board meetings ranging from 40 per cent open, to 48 per cent some-open, some-closed, to 11 per cent entirely closed to the public. The majority of the female and male trustees agreed to meet with students and faculty. The three areas of contribution to the governing board most frequently mentioned by the female trustee include first, education-curriculum planning-academic policy making; second, public relations-community affairs-communications outside of the university; and third, student life-housing-health. In contrast, the male trustee listed first, business-finance-budget; second, education-curriculum planning-academic policy-making; and third, investment-foundations.

The comparisons of male and female trustee perceptions are as follows:

The multivariate and univariate analysis of variance (ANOVAs), were performed to test the following hypotheses:

Hypothesis 6

There is no difference between male and female trustees, as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

Hypothesis 7

There is no difference between trustees who have three levels of education (less than a bachelor's degree, a bachelor's degree, or more than a bachelor's degree--graduate degrees), as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements
- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

Hypothesis 8

There is no interaction between trustees' sex and trustees' education level as measured by their responses on the following scales:

- A. Board control
- B. Composition and participation
- C. Admissions and degree requirements

- D. Teaching versus non-teaching
- E. Teacher's autonomy
- F. Student regulations
- G. Women's education

The multivariate analysis of variance evidenced clearly that, for all seven scales treated collectively, significant main effects do exist at the .05 level for sex and for education. No significance occurred at the .05 level for sex and education interaction for all seven scales treated collectively.

This is clear evidence that sex difference is highly significant at the .007 level on five out of the seven scales in the univariate ANOVA. The five scales are board control, participation and composition, admissions and degree requirements, teacher's autonomy, and women's education.

No significant differences existed for the education variable in the univariate analysis at the significance criterion of .007. However the scales, participation and composition, student regulations, and women's education were close to this level of significance with values of $p < 0.0137$, $p < 0.0126$, and $p < 0.0286$. Therefore education possibly may have some effect on perceptions in these areas.

The interaction main effect clearly revealed non-significance on the univariate ANOVA.

The directionality on all means, except teaching versus non-teaching functions, indicates that the female trustee had a lower score. This implies greater receptivity to change and innovation while the male trustee tends to support the status quo.

Kendall's Coefficient of Concordance with correction forties (W^1) was applied to the rank order mission statements for the public university. The analysis determined the degree of conversion (a) among women, (b) among men, and (c) combined men and women. The coefficients determined were a W^1 of .337 for women and W^1 .4158 for men. The higher coefficient for men suggests a slightly higher degree of agreement among the men as to the missions. The lower coefficient for women suggests that the sums of these ranks were about the same, indicating less consensus regarding the missions of the university.

Examination of the mean values for the male and female trustees indicate general agreement between men and women concerning the rank order of the missions (even though over-all agreement within each group or among all subjects is not high).

Teaching and knowledge transmission, scholarship and research, and vocational preparation closely approximate each other and essentially can be considered tied for the position of most important mission of the public

university. Public service clearly ranks lower than the three mentioned. Social criticism ranks as the least important mission of the public university.

The open-ended comments of the trustees suggest the study to be worthwhile but the method of collecting data precludes explanation of answers. Some trustees acknowledge their role to be exciting, challenging, and frustrating. Others recognize the role of the board as an agent of leadership in the institutional community. Board composition suggestions supported the addition of women, blacks, students, faculty, and a better cross section of age.

Conclusions and Implications

The following conclusions were based on the profile findings and the comparisons of perceptions of the male and female trustees. They are considered in the light of the recent related literature on the lay governing boards' composition and function.

1. Recent literature has suggested that more women be added to the lay governing board. The 14.5 per cent of women trustees emergent from the population of trustees of four-year public university and college governing boards is proportionately low compared to the 40.8 per cent women's enrollment in public institutions. This implies that equal representation has not yet been recognized and/or achieved.

2. Examination of recent reports on trends in the changing of governing board composition suggests that modifications are taking place in the areas of adding more women, blacks, those of younger age, and recent graduates of a college or university. Findings in the female profile portion of this study such as the small percentage of women, very small percentage of blacks, a mean age of fifty-two, and an average of twenty-two years since attending college, indicate such changes have not yet occurred in the four-year public institution. This suggests that the board of the public institution which has its selection procedures and length of term fixed by statute is slow in contributing to the trends in university governance. Boards of trustees should continue to achieve a more diverse composition, thus broadening their base of representation of the sexes, race, and occupation.
3. The profile of the female trustee indicates the trustee to be engaged predominantly in the academic setting, with the prime occupation being a member of the teaching faculty of an academic institution. The female trustee indicated her prime areas of contribution to the board to be education-curriculum

planning-academic policy making; public relations-community-affairs-communication outside of the university; and student life-housing-health. Generalization of these findings suggests an inclination for the female trustee to be more service-oriented than her male business-minded counterparts. These findings support the assumptions that women may be sources of greater diversity in social attitudes and concerns, vocational preparation, and working relationships with others.

4. Assumptions have been made that women support a more liberal point of view toward educational issues. This study revealed a significant difference for the main effect of sex on the scales of board control, participation and composition, admissions and degree requirements, teacher's autonomy, and women's education. The directionality on all means except teaching versus non-teaching functions depicts the female trustee with a tendency to respond more favorably to change, innovation, and student-oriented ideas and programs. Implications also support Hartnett's¹ view

¹Rodney T. Hartnett, The New College Trustee: Some Predictions for the 1970's (Princeton, N.J.: Educational Testing Service, 1970), p. 34.

that there is a trend for women to be more liberal. An additional implication is noteworthy. Examination of all means of the female and male trustees on the seven scales reveals that the trustees are close to the center of the scale from five to one. It seems apparent that none of the trustees hold a highly innovative or a highly traditional view. Trustees as a whole fall near the center of the scales on their views. There is little extreme diversity on most scales.

5. The rank-order of the missions of the university show a tendency for general agreement that the basic missions of the public university are the traditional ones of teaching and knowledge transmission, scholarship and research, and vocational preparation. The emerging public service mission ranks next and the more recently defined mission of the university acting as a social critic ranks last. Implications here suggest the public university as having a composite of the basic liberal arts college mission and the land-grant mission of vocational preparation.
6. The trustees as individuals, and the board as a legal corporation, have recently appeared to emerge as visible important constituents of the decision-making processes of the university.

Cognizant that their roles and functions are becoming more complex, it has been suggested that trustee orientation and continuous in-service training assistance for trustees and the boards be provided. Implications of this study are that less than half of the trustees have had this opportunity.

7. The investigator found that approximately 83 per cent of the trustees are selected and/or appointed by the governors and/or the state legislature. Implications are that the trustee has been or could be a political appointee. Question is raised regarding the long-term implications for the free enterprize of public education. The implications for the female trustee can be extended to the fact that women have not been visible in politics and top level educational positions and therefore are unable to secure appointments to the boards of trustees beyond the sex representation required by some state statutes.

Discussion

Examination of the aforementioned conclusions have led the investigator to pose questions of a speculative and philosophical nature. These questions are crucial to the

future composition and decision-making processes of the lay governing board. The results of this study confirmed those of earlier surveys. The evidence shows that females continue to be under represented on boards of trustees. Open-ended comments, as well as item responses, suggest that more women be added to the governing board. This raises the question: How many females should be on the governing board? Should their numbers be an equal representation of the numbers of females enrolled in the institution which the board serves?

The role of the female trustee has been viewed by many as one of tokenism. Will this be the prevailing attitude? The profile as presented in this study depicts the type of woman serving on the board. Generally, the female trustee comes from the academic employment setting, is a teaching faculty member, and has major interests in the educational aspects of the institution, public relations and communications outside of the university, and student life concerns. The female trustee in her responses to selected board functions, and university issues was found to be more open-minded, receptive to change, and supportive of innovative ideas. Will her unique contributions give added dimension to the board? There is no proof as to the speculation that the presence of females on boards of trustees will provide the diversity often assumed of the sex difference. This question certainly poses a subject for debate.

The results of the study support the growing argument that more of the constituents within the educational institution be represented at the top level of decision making. Crucial to the survival of the lay governing board concept is whether or not the board should include faculty, students, and alumni. The respondents in this study generally acknowledged student and faculty participation in university governance. The question then arises: Where is their best input in the level of governance? The investigator recommends that these constituents be given recognition and the opportunity to serve their respective institutions. If they are not on the board they must be given opportunity to serve in meaningful capacities on active board committees.

The evidence is clear that boards of trustees, regardless of composition, function, and number of meetings per year, must provide in-depth orientation programs for its trustees. Such sessions should examine the role of the trustee--on the board, to the university, and to the public. The consistency of views on crucial issues and the basic commitment of trusteeship need to be explored. Data from this study indicates that the trustee has not had this experience. Responses to the open-ended comments revealed the need to expound on and exchange trustee concerns. On-going in-service training programs will afford the trustee the apparently needed outlet for recognition, renewed motivation, and program direction

for the university. The investigator recommends that this area of in-service training be a top priority item for all boards of trustees.

A finding of this study which to date has had a subtle impact on trusteeship but which could lead to a wide open challenge by the under represented constituents is the large percentage of trustees who are selected and/or appointed by the governor and/or the legislature of the state. Women, blacks, and youth have not been visible in politics or in top policy-making positions. Therefore, they have been overlooked in gubernatorial recommendations and appointments. Speculative implications arising from this are that if inroads are to be made in altering the composition of governing boards, the target will be the political officers of the state. The channels for change are visible. The questions are: How well will it work? How strong is the desire for a more diverse governing board? Will the addition of the under represented constituents be educationally sound? Will their input be effective in the board's direction and the board's decisions?

Recommendations for Future Research

1. Since the era of the 1970's appears to suggest changes or trends in the composition of lay governing boards, continued study of profiles and

views of the trustees is valuable to the understanding of the board and the constituents of the decision-making processes.

2. A longitudinal study of the attitudes and perceptions of trustees from their first term in office to the second and third terms might reveal the variables which have the most influence on trustee thinking and decision making.
3. Cognizant of the trends and issues of the governing board and the multiple missions of the public university, a study should be directed toward the development of internal orientation programs, in-service training sessions, and evaluation regarding the role and function of the trustee on his/her individual campus.
4. Well-qualified trustee candidates with a commitment to higher education need to be identified and recommended for appointment to boards of trustees. Since trusteeship is no longer viewed as token acknowledgement, the demands on the trustee are great. New definitions of the role, responsibilities, and functions of the trustee are needed prior to the identification of capable candidates.

5. This study and others have indicated that a high percentage of the trustees of public state-supported institutions are selected and/or appointed by the governor and/or the legislature. Little is known about the criteria and procedures of this selection process. Such a study would be extremely valuable for present and prospective trustees. In addition, the importance of trusteeship would receive the public recognition it deserves.
6. A study to investigate the techniques utilized by trustees in the communicative process among themselves, the students, the faculty, the alumni, and the public seems advisable in light of the current emphasis on total participation in university governance.

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APPENDICES

APPENDIX A

MEMBERSHIP LIST FOR FOUR-YEAR

PUBLIC COLLEGES AND

UNIVERSITIES

APPENDIX A

MEMBERSHIP LIST FOR FOUR-YEAR

PUBLIC COLLEGES AND

UNIVERSITIES

ASSOCIATION OF GOVERNING BOARDS
OF UNIVERSITIES AND COLLEGES
One Dupont Circle, N.W., Suite 720
Washington, D.C. 20036

Code Designation for Membership List

ALASKA	
AK01	University of Alaska
ARIZONA	
AZ01	Arizona Board of Regents
ARKANSAS	
AR03	Arkansas State University
AR02	Southern State College
CALIFORNIA	
CA04	California State Colleges
CA14	California State College at Bakersfield
CA11	University of California
COLORADO	
C003	Trustees of State Colleges in Colorado
CONNECTICUT	
CT02	Connecticut Commission for Higher Education
CT06	Connecticut State Colleges
CT01	University of Connecticut
DELAWARE	
DE01	University of Delaware
DISTRICT OF COLUMBIA	
DC02	Board of Higher Education

FLORIDA FL01	State University System of Florida
GEORGIA GA01	University System of Georgia
ILLINOIS IL07	Regency Universities
INDIANA IN02 IN03 IN01 IN04	Ball State University Indiana State University Indiana University Purdue University
IOWA IA01	State Board of Regents
KENTUCKY KY01	University of Kentucky
MAINE ME01	University of Maine
MARYLAND MD04 MD01	Maryland Council for Higher Education University of Maryland
MASSACHUSETTS MA01	University of Massachusetts
MICHIGAN MI10 MI08 MI02 MI06 MI01	Central Michigan University Eastern Michigan University Michigan State University Western Michigan University University of Michigan
MINNESOTA MN02 MN01	Minnesota State Colleges University of Minnesota
MISSOURI M005 M001	Northeast Missouri State College University of Missouri
MONTANA MT01	Montana University System

NEVADA	
NV01	University of Nevada
NEW HAMPSHIRE	
NH01	University of New Hampshire and State Colleges
NEW JERSEY	
NJ08	Patterson State College
NJ07	Richard Stockton State College
NEW MEXICO	
NM02	New Mexico Highlands University
NM01	University of New Mexico
NEW YORK	
NY02	The City University of New York
NY03	State University College at Geneseo
NY11	Regents of the University of the State of New York
NORTH CAROLINA	
NC07	Appalachian State University
NC03	East Carolina University
NC02	North Carolina Board of Higher Education
NC01	University of North Carolina
OHIO	
OH06	The Cleveland State University
OH05	Kent State University*
OH03	Miami University
OH04	Bowling Green State University
OKLAHOMA	
OK03	Oklahoma State Regents for Higher Education
OK01	University of Oklahoma
OK05	Board of Regents of Oklahoma Colleges
OREGON	
OR01	State System of Higher Education

*Omitted from the study:

Kent State University: No women on the
Board of Trustees at time of investigation.

PENNSYLVANIA	
PA18	Mansfield State College
PA20	West Chester State College
PUERTO RICO	
PR01	University of Puerto Rico *
RHODE ISLAND	
RI01	Rhode Island Public Higher Education Agency
TEXAS	
TX06	Texas Woman's University
UTAH	
UT05	College of Eastern Utah
UT02	South Utah State College
UT01	State Board of Higher Education
UT03	Utah State University
VERMONT	
VT02	Vermont State Colleges
VIRGINIA	
VA04	College of William and Mary
VA07	Old Dominion University
VA05	Virginia Commonwealth University
VA02	Virginia Polytechnic Institute and State University
WASHINGTON	
WA03	Central Washington State College
WA04	Eastern Washington State College
WA02	Washington State University
WA05	Western Washington State College
WEST VIRGINIA	
WV01	West Virginia Board of Regents
WISCONSIN	
WI01	University of Wisconsin
WYOMING	
WY01	University of Wyoming

* Omitted from the study:

University of Puerto Rico: Not a state of
United States.

APPENDIX B

APPENDIX B1

FEMALE TRUSTEE: COVER LETTER
FOR FIRST QUESTIONNAIRE
MAILING

5733 Richwood, Apt. 57
Lansing, Michigan 48910
July 1, 1971

Dear _____:

Although there have been some recent studies of college and university governing boards, we know very little about the men and women who hold the ultimate decision-making power for public institutions of higher education.

I am undertaking to compile a profile of trustees of four-year public colleges and universities, and their perceptions of selected board functions, of board composition, and of university issues, for my doctoral dissertation in Administration and Higher Education at Michigan State University.

The purposes of this study are two-fold: (1) to obtain an in-depth profile of the female trustee (since available studies do provide us with a male profile); and (2) to compare the responses of male and female trustees to questions regarding the functions and the composition of governing boards and current university issues. Completion of this questionnaire will take time, but given the absence of relevant information about women who serve on governing boards, I hope you will take the time to respond. The staff of The Association of Governing Boards for Universities and Colleges is collaborating in the study and will probably publish some of the findings.

The code number appearing of the questionnaire will be used to facilitate follow-up where necessary. Your name and your institution will not be identified in any way in the preparation of the dissertation or any subsequent published material.

A self-addressed envelope is enclosed for your convenience. I hope you will find it possible to respond within the next two weeks. If you have any questions regarding the questionnaire or study before participating, please feel free to contact me at the above address or phone area code 517-393-5276. If you feel you cannot participate, please indicate this and return the questionnaire. Your cooperation will be greatly appreciated.

Sincerely yours,

Helen R. Godfrey

enclosures

APPENDIX B2

FEMALE TRUSTEE QUESTIONNAIRE

TRUSTEE QUESTIONNAIRE

A STUDY OF THE PROFILE OF TRUSTEES OF FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES AND A COMPARISON OF TRUSTEE PERCEPTIONS OF SELECTED TRUSTEE FUNCTIONS, GOVERNING BOARD COMPOSITION, AND UNIVERSITY ISSUES

The responses to this questionnaire
will be confidential.

Code Number

Replies will be coded to assure anonymity
in the presentation of data.

PART I: Questions 1-40

PLEASE COMPLETE OR CHECK THE APPROPRIATE RESPONSE.

1. Sex: Female _____ Male _____

2. Age: _____

3. Race: Caucasian _____ Negro _____ Oriental _____ Other _____

4. Marital Status: Never married _____ Married _____ Divorced _____
Separated _____ Widow _____

5. Place of Birth

- _____ a. Farm/Rural area (less than 2,500)
_____ b. Town (2,500-10,000)
_____ c. City (10,001-99,999)
_____ d. Urban/Suburban (100,000 and up)

6. Please indicate the number of brothers and sisters: _____

7. Please indicate the order of your birth in the family:

First born _____ Second _____ Third _____ Fourth or later _____

8&9. Indicate the highest level of education obtained by your parents:
Check one response for mother and one response for father.

(8) Mother (9) Father
(check one) (check one)

- | | | |
|-------|-------|---|
| _____ | _____ | a. Less than high school graduate |
| _____ | _____ | b. High school graduate |
| _____ | _____ | c. Some college or vocational education, but
less than a bachelor's degree |
| _____ | _____ | d. Bachelor's degree |
| _____ | _____ | e. Master's degree |
| _____ | _____ | f. Doctoral, professional, or specialist degree |
| _____ | _____ | g. Other (please specify) |

10. Was your mother employed while you were growing up? Yes _____ No _____

12. Please indicate the principle occupation of each of your parents:

(11) Mother (12) Father
(check one) (check one)

- | | | |
|-------|-------|---|
| _____ | _____ | a. Unskilled worker |
| _____ | _____ | b. Skilled worker |
| _____ | _____ | c. Dairy/Farming |
| _____ | _____ | d. Business, Industry, Managerial |
| _____ | _____ | e. Educational, Professional |
| _____ | _____ | f. Government Service (Federal, State, Local) |
| _____ | _____ | g. Other (please specify) |

IF YOU ARE MARRIED, PLEASE COMPLETE 13-16. IF NOT, ADVANCE TO ITEM 17.

13. Indicate the highest level of education obtained by your spouse:
(check one)

☐ a. Less than high school graduate
☐ b. High school graduate
☐ c. Some college or vocational education, but less than a bachelor's degree
☐ d. Bachelor's degree
☐ e. Master's degree
☐ f. Doctoral, professional, or specialist degree
☐ g. Other (please specify) _____

14. Indicate the principle occupation of spouse:

☐ a. Unskilled worker
☐ b. Skilled worker
☐ c. Dairy/Farming
☐ d. Business, Industry, Managerial
☐ e. Educational, Professional
☐ f. Government Service (Federal, State, Local)
☐ g. Other (please specify) _____

15. Indicate level of income of spouse:

☐ a. Less than \$5,000 per year
☐ b. \$ 5,000-\$ 9,999
☐ c. \$10,000-\$14,999
☐ d. \$15,000-\$24,999
☐ e. \$25,000 and above

16. Do you have children? Yes _____ No _____

If yes, please answer a and b. If no, advance to item 17.

a. How many children do you have? _____
 b. How many children have completed and/or are in college? _____

17. Indicate the highest level of education which you have obtained:
(check one)

☐ a. Less than high school graduate
☐ b. High school graduate
☐ c. Some college or vocational education, but less than a bachelor's degree
☐ d. Bachelor's degree
☐ e. Master's degree
☐ f. Doctoral, professional, or specialist degree
☐ g. Other (please specify) _____

18. Please indicate the type of college where you received each degree:

Institution			Degree
Public	Private non-demoninational	Private denominational	
_____	_____	_____	a. Bachelor's
_____	_____	_____	b. Master's
_____	_____	_____	c. Doctoral, professional, or specialist
_____	_____	_____	d. Other

19. For each degree you may have obtained, please indicate the major field of study which most closely describes the major work taken:

Major Field of Study	Degree
_____	a. Bachelor's
_____	b. Master's
_____	c. Doctoral, professional, or specialist
_____	d. Other

20. Please indicate whether the degrees you have received are from the institution you are now serving as a trustee:

Yes	No	Degree
_____	_____	a. Bachelor's
_____	_____	b. Master's
_____	_____	c. Doctoral, professional, or specialist
_____	_____	d. Other

21. How long has it been since you last attended college or the university as a full- or part-time student (6 or more credits)? Years _____
22. If you are a member of any educational or professional honoraries, please indicate which ones.

_____ Phi Beta Kappa Other: _____
 _____ Mortar Board _____

23. Are you presently employed? Yes _____ No _____
24. Whether you are presently employed, unemployed, or retired, please indicate the setting of your primary occupation during your working career (e.g., academic institutions, business, industry, government, self-employed). _____
25. Whether you are presently employed, unemployed, or retired, please indicate the occupation or career which has been primary in your working life. Be specific as to what you do or have done (e.g., business executive, teacher, M.D., artist, lobbyist). _____
26. Indicate the total number of boards, exclusive of your present trusteeship which you presently serve on (e.g., church, community, education, profession, service groups). _____
27. Please indicate the major educational or professional clubs, activities, or organizations in which you are presently active (e.g., A.M.A., A.A.U.P., Amer. Bar Assoc., A.A.U.W., B.P.W., P.T.A.). Indicate no more than five.
1. _____ 4. _____
 2. _____ 5. _____
 3. _____
28. Please indicate the major community clubs, activities, or organizations in which you are presently active (e.g., church, cultural, fraternal, social, recreational, public affairs, volunteer service, veteran). Indicate no more than five.
1. _____ 4. _____
 2. _____ 5. _____
 3. _____
29. Please indicate the method by which you were selected to the board you presently serve on:
- _____ a. I was Elected by popular vote of the public
 If elected (check one)
 _____ I am a representative of a political party
 _____ I am a non-partisan candidate
- _____ b. I was Selected/Appointed
 If selected, indicate how (check one)
 _____ By the present board
 _____ By the governor or legislature of the state
- _____ c. I am an Ex Officio member
- _____ d. Other (please indicate) _____
30. What is the enrollment or size of the institution you are now serving?
 _____ students
31. How many times a year does your board meet?
 _____ times

32. Did you receive an orientation to trusteeship during your first term in office? (Orientation is defined as special sessions or programs specifically designed to acquaint the trustee with his role and responsibilities, and governing board functions.)
Yes _____ No _____
33. Does your board have a continuous inservice training program? (Inservice training is defined as special sessions, on- or off-campus, or retreats, planned periodically during the year to keep the trustee current with university changes and new issues as they pertain to the trustees' role and responsibilities.)
Yes _____ No _____
34. Please indicate the degree to which board meetings are open to the public:
_____ a. All meetings are open
_____ b. Some open, some closed
If closed, indicate for what topics: _____
_____ c. All meetings are closed

QUESTIONS 35-70 APPLY TO YOUR INDIVIDUAL PARTICIPATION AS A TRUSTEE

35. How long have you served as a board member? Respond in years. _____
36. As an individual board member, do you accept invitations to meet or speak with students or faculty members individually or in groups?
Yes _____ No _____
If yes, please answer item 37 (a and b). If no, advance to item 38.
37. During the past year, how often have you, as an individual board member, met individually or in groups with:
- a. Students (check one)
_____ Very often (+15 times)
_____ Often (7-14 times)
_____ Seldom (1-6 times)
_____ Not at all
- b. Faculty (check one)
_____ Very often (+15 times)
_____ Often (7-14 times)
_____ Seldom (1-6 times)
_____ Not at all
38. How many days per month do you spend on campus? Do not include board meeting time.
_____ Number of days
39. How many hours do you spend per week, away from campus, on trustee business?
_____ Hours per week
40. In what area or areas do you feel you can make contributions to the governing board? Your response may be influenced by your personal and/or professional interests, competencies, and experience (e.g., agriculture, investments, education, business, labor). Indicate three.
1. _____
2. _____
3. _____

PART II: Questions 1-16. FUNCTIONS AND COMPOSITION OF GOVERNING BOARDS

This section consists of a list of selected governing board functions and statements regarding board composition.

Please check one response to each item, selecting the category which most closely represents the extent of your agreement or disagreement with each statement.

YOUR PERSONAL POINT OF VIEW IS REQUESTED.

Strongly Agree	Agree	Disagree	Strongly Disagree	
_____	_____	_____	_____	1. The board should have major authority over procedures of instruction.
_____	_____	_____	_____	2. Students should have participation in the selection of the university president.
_____	_____	_____	_____	3. Student government representatives should have direct lines of communication with board members.
_____	_____	_____	_____	4. Trustees, faculty, administrators, and students should share equally in the governance of the university.
_____	_____	_____	_____	5. The public university board should have major authority over student life regulations.
_____	_____	_____	_____	6. Faculty should have more participation in the selection of the university president.
_____	_____	_____	_____	7. Except for an occasional meeting, where confidentiality is requested, all board meetings should be open to the public.
_____	_____	_____	_____	8. The requests by students today for participation in university governance should be met by including student representatives on the board.
_____	_____	_____	_____	9. Faculty should have representation on the board.
_____	_____	_____	_____	10. The board should have major authority over the curriculum.
_____	_____	_____	_____	11. Faculty senates should have direct lines of communication with board members.
_____	_____	_____	_____	12. The university student affairs division should have major authority over student life regulations.
_____	_____	_____	_____	13. There is no need to increase representation for women on boards.
_____	_____	_____	_____	14. In general the board should include some members who are professional educators from other educational institutions.
_____	_____	_____	_____	15. The board should have major authority for the development of long-range goals for the institution.
_____	_____	_____	_____	16. The public university board should have major authority over financial matters of the institution.

PART III: Questions 1-26. UNIVERSITY ISSUES

This section consists of a list of selected university issues.

Please check one response to each item, selecting the category which most closely represents the extent of your agreement or disagreement with each statement.

YOUR PERSONAL POINT OF VIEW IS REQUESTED.

Strongly Agree	Agree	Disagree	Strongly Disagree	
_____	_____	_____	_____	1. Universities should employ women in teaching and research at salaries equal to their male counterparts.
_____	_____	_____	_____	2. Women should be discouraged from advanced education because they marry and fail to complete their degrees.
_____	_____	_____	_____	3. Credit toward degrees should be given to adult students for work experience related to a degree program they wish to pursue.
_____	_____	_____	_____	4. Participation in professional conferences and conventions should be recognized as acceptable functions of the teaching faculty.
_____	_____	_____	_____	5. Students must be informed of their rights and responsibilities.
_____	_____	_____	_____	6. Special provisions should be made to accommodate the woman student who wishes to complete an education on a part-time basis.
_____	_____	_____	_____	7. Publications should be a major criterion for faculty promotion.
_____	_____	_____	_____	8. Latitude should be given in first year bachelor's degree requirements to allow the student to elect exploratory courses.
_____	_____	_____	_____	9. Special admissions should be provided for minority group members who do not meet normal entrance requirements.
_____	_____	_____	_____	10. Undergraduate education ought to consist of a balance between on-campus courses and off-campus experience related to the degree program.
_____	_____	_____	_____	11. State supported universities should admit high school graduates without regard to academic aptitude and/or high school rank.
_____	_____	_____	_____	12. Teaching faculty should have the right to dismiss classes in order to participate in campus marches and demonstrations
_____	_____	_____	_____	13. Knowledge of the changing role of women (career and home life) is essential to development of undergraduate curriculum requirements for the coed.
_____	_____	_____	_____	14. Professors showing excellence in teaching of undergraduates need to be more fully recognized and rewarded.
_____	_____	_____	_____	15. Residence halls should have visitation policies which permit an invited guest of the opposite sex to visit with a student in his or her room at any hour.

Strongly Agree	Agree	Disagree	Strongly Disagree
-------------------	-------	----------	----------------------

- | | | | | |
|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | 16. Students who interfere with the ongoing processes of the university (by picketing, blocking entrance to university buildings, etc.), should be suspended. |
| _____ | _____ | _____ | _____ | 17. Universities should provide due process for handling disciplinary situations. |
| _____ | _____ | _____ | _____ | 18. Teaching faculty should <u>not</u> receive pay deductions for classes missed due to participation in campus activities such as marches and demonstrations. |
| _____ | _____ | _____ | _____ | 19. Women should have equal opportunity for selection or promotion to administrative positions. |
| _____ | _____ | _____ | _____ | 20. A code of academic freedom should free a faculty member to teach any ideology he wishes without fear of reprisal. |
| _____ | _____ | _____ | _____ | 21. Specialized women's courses such as history of women, psychology of women, women in the labor force, should be included in the curriculum. |
| _____ | _____ | _____ | _____ | 22. Universities should offer the opportunity for students to gain credit for a course by examination only. |
| _____ | _____ | _____ | _____ | 23. The university should have fewer rules governing student conduct. |
| _____ | _____ | _____ | _____ | 24. Research should be given equal priority in promotion to teaching and service. |
| _____ | _____ | _____ | _____ | 25. Continuing research should be essential to faculty promotion. |
| _____ | _____ | _____ | _____ | 26. Limited outside consultation with pay should be recognized as an acceptable faculty function. |

PART IV: UNIVERSITY MISSION

Rank the following statements in terms of their importance to the mission of the university. (1 = most important; 5 = least important)

In terms of importance, the major missions of the university are:

- | | |
|-------|---|
| _____ | 1. Public service
... the extension and application of university resources such as faculty, facilities, and research findings to meet public needs. |
| _____ | 2. Scholarship and research
... to foster intellectual development, the pursuit of learning, through research. |
| _____ | 3. Vocational preparation
... to provide opportunity to obtain the knowledge needed to pursue useful careers. |
| _____ | 4. Teaching and knowledge transmission
... to advance knowledge and cultivate a sense of the past. |
| _____ | 5. Social criticism
... to act as a social critic providing opportunity for critical re-examination of knowledge and interpretation of behavior. |

THE COMPLETION OF THIS QUESTIONNAIRE IS GREATLY APPRECIATED.

If you have any comments regarding the questionnaire or insights into your role as a trustee, please comment here.

If you would like an abstract of the findings of this study, please complete this form.

This form will be detached before coding and an abstract sent to you when it is available--probably late fall of 1971 or early in 1972.

Number of copies: _____

Please send to:

Name

Address

City

State

Zip

APPENDIX B3

**MALE TRUSTEE: COVER LETTER FOR
FIRST QUESTIONNAIRE MAILING**

5733 Richwood, Apt. 57
Lansing, Michigan 48910
July 1, 1971

Dear _____:

Although there have been some recent studies of college and university governing boards, we know very little about the men and women who hold the ultimate decision-making power for public institutions of higher education.

I am undertaking to compile a profile of trustees of four-year public colleges and universities, and their perceptions of selected board functions, of board composition, and of university issues, for my doctoral dissertation in Administration and Higher Education at Michigan State University.

The purposes of this study are two-fold: (1) to obtain an in-depth profile of the female trustee (since available studies do provide us with a male profile); and (2) to compare the responses of male and female trustees to questions regarding the functions and the composition of governing boards and current university issues. The staff of The Association of Governing Boards for Universities and Colleges is collaborating in the study and will probably publish some of the findings.

The code number appearing on the questionnaire will be used to facilitate follow-up where necessary. Your name and your institution will not be identified in any way in the preparation of the dissertation or any subsequent published material.

A self-addressed envelope is enclosed for your convenience. I hope you will find it possible to respond within the next two weeks. If you have any questions regarding the questionnaire or study before participating, please feel free to contact me at the above address or phone area code 517-393-5276. If you feel you cannot participate, please indicate this and return the questionnaire. Your cooperation will be greatly appreciated.

Sincerely yours,

Helen R. Godfrey

Enclosures

APPENDIX B4

MALE TRUSTEE QUESTIONNAIRE

TRUSTEE QUESTIONNAIRE

A STUDY OF THE PROFILE OF TRUSTEES OF FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES AND A COMPARISON OF TRUSTEE PERCEPTIONS OF SELECTED TRUSTEE FUNCTIONS, GOVERNING BOARD COMPOSITION, AND UNIVERSITY ISSUES

The responses to this questionnaire
will be confidential.

Code Number _____

Replies will be coded to assure anonymity
in the presentation of data.

PART I: Questions 1-26

PLEASE COMPLETE OR CHECK THE APPROPRIATE RESPONSE.

1. Sex: Female _____ Male _____

2. Age: _____

3. Indicate the highest level of education which you have obtained:
(check one)

- _____ a. Less than high school graduate
- _____ b. High school graduate
- _____ c. Some college or vocational education, but less than a bachelor's degree
- _____ d. Bachelor's degree
- _____ e. Master's degree
- _____ f. Doctoral, professional, or specialist degree
- _____ g. Other (please specify) _____

4. Please indicate the type of college where you received each degree:

Institution			Degree
Public	Private non-demoninational	Private denominational	
_____	_____	_____	a. Bachelor's
_____	_____	_____	b. Master's
_____	_____	_____	c. Doctoral, professional, or specialist
_____	_____	_____	d. Other

5. For each degree you may have obtained, please indicate the major field of study which most closely describes the major work taken:

Major Field of Study	Degree
_____	a. Bachelor's
_____	b. Master's
_____	c. Doctoral, professional, or specialist
_____	d. Other

6. Please indicate whether the degrees you have received are from the institution you are now serving as a trustee?

Yes	No	Degree
_____	_____	a. Bachelor's
_____	_____	b. Master's
_____	_____	c. Doctoral, professional, or specialist
_____	_____	d. Other

7. How long has it been since you last attended college or the university as a full- or part-time student (6 or more credits)? Years _____

8. If you are a member of any educational or professional honoraries, please indicate which ones.

_____ Phi Beta Kappa Other: _____
 _____ Mortar Board _____

9. Are you presently employed? Yes _____ No _____
10. Whether you are presently employed, unemployed, or retired, please indicate the setting of your primary occupation during your working career (e.g., academic institutions, business, industry, government, self-employed). _____
11. Whether you are presently employed, unemployed, or retired, please indicate the occupation or career which has been primary in your working life. Be specific as to what you do or have done (e.g., business executive, teacher, M.D., artist, lobbyist). _____
12. Indicate the total number of boards, exclusive of your present trusteeship which you presently serve on (e.g., church, community, education, profession, service groups). _____
13. Please indicate the major educational or professional clubs, activities, or organizations in which you are presently active (e.g., A.M.A., A.A.U.P., Amer. Bar Assoc., A.A.U.W., B.P.W., P.T.A.). Indicate no more than five.
1. _____ 4. _____
 2. _____ 5. _____
 3. _____
14. Please indicate the major community clubs, activities, or organizations in which you are presently active (e.g., church, cultural, fraternal, social, recreational, public affairs, volunteer service, veteran). Indicate no more than five.
1. _____ 4. _____
 2. _____ 5. _____
 3. _____
15. Please indicate the method by which you were selected to the board you presently serve on:
- _____ a. I was Elected by popular vote of the public
 If elected (check one)
 _____ I am a representative of a political party
 _____ I am a non-partisan candidate
- _____ b. I was Selected/Appointed
 If selected, indicate how (check one)
 _____ By the present board
 _____ By the governor or legislature of the state
- _____ c. I am an Ex Officio member
- _____ d. Other (please indicate) _____
16. What is the enrollment or size of the institution you are now serving?
 _____ students
17. How many times a year does your board meet?
 _____ times
18. Did you receive an orientation to trusteeship during your first term in office? (Orientation is defined as special sessions or programs specifically designed to acquaint the trustee with his role and responsibilities, and governing board functions.)
 Yes _____ No _____
19. Does your board have a continuous inservice training program? (Inservice training is defined as special sessions, on- or off-campus, or retreats, planned periodically during the year to keep the trustee current with university changes and new issues as they pertain to the trustee's role and responsibilities.)
 Yes _____ No _____
20. Please indicate the degree to which board meetings are open to the public:
- _____ a. All meetings are open
 _____ b. Some open, some closed
 If closed, indicate for what topics _____
 _____ c. All meetings are closed

QUESTIONS 21-26 APPLY TO YOUR INDIVIDUAL PARTICIPATION AS A TRUSTEE.

21. How long have you served as a board member? Respond in years. _____
22. As an individual board member, do you accept invitations to meet or speak with students or faculty members individually or in groups?
 Yes _____ No _____
 If yes, please answer item 23 a and b. If no, advance to item 24.
23. During the past year, how often have you, as an individual board member, met individually or in groups with:
- a. Students: (check one)
 _____ Very often (+15 times)
 _____ Often (7-14 times)
 _____ Seldom (1-6 times)
 _____ Not at all
- b. Faculty: (check one)
 _____ Very often (+15 times)
 _____ Often (7-14 times)
 _____ Seldom (1-6 times)
 _____ Not at all
24. How many days per month do you spend on campus? Do not include board meeting time.
 _____ Number of days
25. How many hours do you spend per week, away from campus, on trustee business?
 _____ Hours per week
26. In what area or areas do you feel you can make contributions to the governing board? Your responses may be influenced by your personal and/or professional interests, competencies, and experience (e.g., agriculture, investments, education, business, labor). Indicate three.
1. _____
2. _____
3. _____

PART II: Questions 1-16. FUNCTIONS AND COMPOSITION OF GOVERNING BOARDS

This section consists of a list of selected governing board functions and statements regarding board composition.

Please check one response to each item, selecting the category which most closely represents the extent of your agreement or disagreement with each statement.

YOUR PERSONAL POINT OF VIEW IS REQUESTED.

Strongly Agree	Agree	Disagree	Strongly Disagree	
_____	_____	_____	_____	1. The board should have major authority over procedures of instruction.
_____	_____	_____	_____	2. Students should have participation in the selection of the university president.
_____	_____	_____	_____	3. Student government representatives should have direct lines of communication with board members.
_____	_____	_____	_____	4. Trustees, faculty, administrators, and students should share equally in the governance of the university.
_____	_____	_____	_____	5. The public university board should have major authority over student life regulations.
_____	_____	_____	_____	6. Faculty should have more participation in the selection of the university president.
_____	_____	_____	_____	7. Except for an occasional meeting, where confidentiality is requested, all board meetings should be open to the public.
_____	_____	_____	_____	8. The requests by students today for participation in university governance should be met by including student representatives on the board.
_____	_____	_____	_____	9. Faculty should have representation on the board.
_____	_____	_____	_____	10. The board should have major authority over the curriculum.
_____	_____	_____	_____	11. Faculty senates should have direct lines of communication with board members.
_____	_____	_____	_____	12. The university student affairs division should have major authority over student life regulations.
_____	_____	_____	_____	13. There is no need to increase representation for women on boards.
_____	_____	_____	_____	14. In general the board should include some members who are professional educators from other educational institutions.
_____	_____	_____	_____	15. The board should have major authority for the development of long-range goals for the institution.
_____	_____	_____	_____	16. The public university board should have major authority over financial matters of the institution.

PART III: Questions 1-26. UNIVERSITY ISSUES

This section consists of a list of selected university issues.

Please check one response to each item, selecting the category which most closely represents the extent of your agreement or disagreement with each statement.

YOUR PERSONAL POINT OF VIEW IS REQUESTED.

Strongly Agree	Agree	Disagree	Strongly Disagree	
_____	_____	_____	_____	1. Universities should employ women in teaching and research at salaries equal to their male counterparts.
_____	_____	_____	_____	2. Women should be discouraged from advanced education because they marry and fail to complete their degrees.
_____	_____	_____	_____	3. Credit toward degrees should be given to adult students for work experience related to a degree program they wish to pursue.
_____	_____	_____	_____	4. Participation in professional conferences and conventions should be recognized as acceptable functions of the teaching faculty.
_____	_____	_____	_____	5. Students must be informed of their rights and responsibilities.
_____	_____	_____	_____	6. Special provisions should be made to accommodate the woman student who wishes to complete an education on a part-time basis.
_____	_____	_____	_____	7. Publications should be a major criterion for faculty promotion.
_____	_____	_____	_____	8. Latitude should be given in first year bachelor's degree requirements to allow the student to elect exploratory courses.
_____	_____	_____	_____	9. Special admissions should be provided for minority group members who do not meet normal entrance requirements.
_____	_____	_____	_____	10. Undergraduate education ought to consist of a balance between on-campus courses and off-campus experience related to the degree program.
_____	_____	_____	_____	11. State supported universities should admit high school graduates without regard to academic aptitude and/or high school rank.
_____	_____	_____	_____	12. Teaching faculty should have the right to dismiss classes in order to participate in campus marches and demonstrations
_____	_____	_____	_____	13. Knowledge of the changing role of women (career and home life) is essential to development of undergraduate curriculum requirements for the coed.
_____	_____	_____	_____	14. Professors showing excellence in teaching of undergraduates need to be more fully recognized and rewarded.
_____	_____	_____	_____	15. Residence halls should have visitation policies which permit an invited guest of the opposite sex to visit with a student in his or her room at any hour.

Strongly Agree	Agree	Disagree	Strongly Disagree	
_____	_____	_____	_____	16. Students who interfere with the ongoing processes of the university (by picketing, blocking entrance to university buildings, etc.), should be suspended.
_____	_____	_____	_____	17. Universities should provide due process for handling disciplinary situations.
_____	_____	_____	_____	18. Teaching faculty should <u>not</u> receive pay deductions for classes missed due to participation in campus activities such as marches and demonstrations.
_____	_____	_____	_____	19. Women should have equal opportunity for selection or promotion to administrative positions.
_____	_____	_____	_____	20. A code of academic freedom should free a faculty member to teach any ideology he wishes without fear of reprisal.
_____	_____	_____	_____	21. Specialized women's courses such as history of women, psychology of women, women in the labor force, should be included in the curriculum.
_____	_____	_____	_____	22. Universities should offer the opportunity for students to gain credit for a course by examination only.
_____	_____	_____	_____	23. The university should have fewer rules governing student conduct.
_____	_____	_____	_____	24. Research should be given equal priority in promotion to teaching and service.
_____	_____	_____	_____	25. Continuing research should be essential to faculty promotion.
_____	_____	_____	_____	26. Limited outside consultation with pay should be recognized as an acceptable faculty function.

PART IV: UNIVERSITY MISSION

Rank the following statements in terms of their importance to the mission of the university. (1 = most important; 5 = least important)

In terms of importance, the major missions of the university are:

- _____ 1. Public service
 . . . the extension and application of university resources such as faculty, facilities, and research findings to meet public needs.
- _____ 2. Scholarship and research
 . . . to foster intellectual development, the pursuit of learning, through research.
- _____ 3. Vocational preparation
 . . . to provide opportunity to obtain the knowledge needed to pursue useful careers.
- _____ 4. Teaching and knowledge transmission
 . . . to advance knowledge and cultivate a sense of the past.
- _____ 5. Social criticism
 . . . to act as a social critic providing opportunity for critical re-examination of knowledge and interpretation of behavior.

THE COMPLETION OF THIS QUESTIONNAIRE IS GREATLY APPRECIATED.

If you have any comments regarding the questionnaire or insights into your role as a trustee, please comment here.

If you would like an abstract of the findings of this study, please complete this form.

This form will be detached before coding and an abstract sent to you when it is available--probably late fall of 1971 or early in 1972.

Number of copies: _____

Please send to:

Name

Address

City

State

Zip

APPENDIX B5

FEMALE TRUSTEE FOLLOW-UP LETTER

1

5733 Richwood, Apt. 57
Lansing, Michigan 48910
July 30, 1971

Dear _____:

On July 1, 1971 a questionnaire was mailed to you designed to obtain an in-depth profile of the female trustee and to compare the responses of male and female trustees to questions regarding the functions and composition of governing boards and current university issues.

As of this date, I have not heard from you. Cognizant of busy summer schedules and vacations, I realize that you may not have had the time to complete it in the two weeks originally requested. Since completion of the questionnaire holds relevant information for my study, I would like to call upon your assistance again.

A second copy of the questionnaire is enclosed. As previously indicated, all replies will be treated confidentially. Your cooperation in completing this and returning it in the self-addressed envelope will be greatly appreciated.

In the event you have returned the questionnaire, please disregard this letter. Thank you.

Sincerely yours,

Helen R. Godfrey

Enclosures

APPENDIX C

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APPENDIX C1

PART II: ITEM-TOTAL CORRELATIONS

APPENDIX C1

TABLE C-1.--Part II: Item-total correlations.

Item	Male	Female	Total = All Subjects
SCALE II A (Board Control)			
AQ 1	0.598	0.562	0.593
AQ 5	0.535	0.718	0.611
AQ 6	0.387	0.527	0.465
AQ 10	0.736	0.659	0.706
AQ 12	0.301	0.355	0.328
AQ 15	0.406	0.429	0.417
AQ 16	0.482	0.438	0.449
SCALE II B (Board Participation)			
AQ 2	0.557	0.565	0.560
AQ 3	0.732	0.607	0.696
AQ 7	0.432	0.500	0.450
AQ 11	0.734	0.623	0.699
SCALE II C (Board Composition)			
AQ 4	0.528	0.612	0.586
AQ 8	0.749	0.800	0.753
AQ 9	0.774	0.748	0.758
AQ 13	0.389	0.552	0.495
AQ 14	0.519	0.545	0.553

TABLE C-1.--Continued.

Item	Male	Female	Total = All Subjects
SCALE II BC (Board Composition and Participation Combined)			
AQ 2	0.374	0.427	0.399
AQ 3	0.657	0.482	0.602
AQ 4	0.569	0.620	0.608
AQ 7	0.230	0.188	0.240
AQ 8	0.672	0.654	0.652
AQ 9	0.668	0.581	0.632
AQ 11	0.557	0.447	0.517
AQ 13	0.229	0.563	0.403
AQ 14	0.336	0.459	0.415

APPENDIX C2

PART III: ITEM-TOTAL CORRELATIONS

1. The first part of the document is a list of names and addresses of the members of the committee.

APPENDIX C2

TABLE C-2.--Part III: Item-total correlations.

Item	Male	Female	Total = All Subjects
SCALE III A (Closed versus Open Admissions and Degree Requirements Combined)			
BQ 3	0.574	0.577	0.584
BQ 8	0.581	0.302	0.521
BQ 9	0.716	0.620	0.692
BQ 10	0.664	0.498	0.618
BQ 11	0.502	0.570	0.518
BQ 22	0.647	0.546	0.614
SCALE III B (Teaching versus Non-Teaching)			
BQ 7	0.668	0.649	0.661
BQ 14	0.392	0.336	0.381
BQ 24	0.622	0.632	0.631
BQ 25	0.688	0.768	0.710
SCALE III C (Teacher's Autonomy)			
BQ 4	0.362	0.554	0.445
BQ 12	0.543	0.721	0.650
BQ 18	0.660	0.698	0.668
BQ 20	0.656	0.755	0.709
BQ 26	0.441	0.199	0.338

TABLE C-2.--Continued.

Item	Male	Female	Total = All Subjects
SCALE III D (Student Regulations)			
BQ 5	0.263	0.437	0.333
BQ 15	0.733	0.810	0.773
BQ 16	0.623	0.672	0.650
BQ 17	0.449	0.160	0.326
BQ 23	0.661	0.716	0.690
SCALE III E (Women's Education)			
BQ 1	0.555	0.585	0.587
BQ 2	0.411	0.395	0.423
BQ 6	0.612	0.687	0.654
BQ 13	0.663	0.696	0.671
BQ 19	0.559	0.441	0.539
BQ 21	0.620	0.597	0.589

APPENDIX D

PROFILE DATA TABLES

APPENDIX D

TABLE D-1.--Number of children as indicated by the married, divorced, or widowed trustee.

Trustees' Number of Children	Number	%
No children	8	11.94
One child	9	13.43
Two children	19	28.36
Three children	15	22.39
Four children	9	13.43
Five children	4	5.97
Six children	2	2.99
Seven children	<u>1</u>	<u>1.49</u>
	N = 67	100.00

No response = 6; Mean = 2.83

TABLE D-2.--Response to the question of "How many children have completed and/or are in college?"

Number of Trustee Children In College	Number	%	
None	19	28.36	
One	15	22.39	
Two	16	23.88	
Three	9	13.43	= 71.64%
Four	5	7.46	
Five	3	4.48	
	N = 67	100.00	

No response = 6

TABLE D-3.--Degrees and type of institution from which they were received.

	Type of Institution						
	Public		Private		Private		N =
	Number	%	Number	%	Number	%	
			(Non-denominational)		(Denominational)		
<u>Bachelor's Degree</u>							
Female	36	52.17	23	33.33	10	14.49	69
Male	61	70.11	18	20.69	8	9.20	87
<u>Master's Degree</u>							
Female	10	40	13	52.00	2	8.00	25
Male	9	42.86	9	42.86	3	14.29	21
<u>Doctoral, Professional, Specialist</u>							
Female	2	50.00	2	50.00	0	0	4
Male	21	51.22	15	36.59	5	12.20	41



APPENDIX E

TABLES OF ITEM MEANS GROUPED ACCORDING
TO THE SEVEN SCALES

APPENDIX E

TABLES OF ITEM MEANS GROUPED ACCORDING TO THE SEVEN SCALES

TABLE E-1.--Part II: Item examination--Scale A: Board
Control.

Item Number	Description of Item Content	Mean Value	
		Female	Male
1	Board authority for instruction procedures	2.10	2.41
5	Board authority for student life	2.45	2.72
6	Faculty participation in selection of president	2.60	3.16
10	Board authority for curriculum	2.28	2.46
12	Student affairs authority for student life	2.62	2.75
15	Board authority for long-range goals	4.18	4.26
16	Board authority for financial matters	4.21	4.14

TABLE E-2.--Part II: Item examination--Scale B: Composition and Participation.

Item Number	Description of Item Content	Mean Value	
		Female	Male
2	Student participation in president's selection	2.55	2.72
3	Student government--lines of communication with board	1.91	2.23
4	Trustees, faculty, students, administration share = governance	3.25	3.73
7	Open, public board meetings	2.01	1.96
8	Student involvement on board	2.92	2.98
9	Faculty representation on board	3.17	3.39
11	Faculty senate lines of communication with board	2.18	2.35
13	No need to increase women on board	1.99	2.63
14	Professional educators on board	2.81	3.28

TABLE E-3.--Part III: Item examination--Scale C: Admissions and Degree Requirements.

Item Number	Description of Item Content	Mean Value	
		Female	Male
3	Credit for related work experience	2.03	2.23
8	Latitude in first-year degree requirements	1.86	2.16
9	Special admissions for minority	2.37	2.68
10	On-off campus experience for undergrads	2.47	2.74
11	Open admissions	3.85	3.91
22	Credit by examination only	2.63	2.88

TABLE E-4.--Part III: Item examination--Scale D: Teaching versus non-teaching.

Item Number	Description of Item Content	Mean Value	
		Female	Male
7	Publications major criterion for promotion	3.88	3.79
14	More recognition for excellence in teaching	4.45	4.17
24	Research equal to teaching and service	3.0	2.73
25	Research essential to promotion	3.0	3.06

TABLE E-5.--Part III: Item examination--Scale E: Teacher's autonomy.

Item Number	Description of Item Content	Mean Value	
		Female	Male
4	Faculty participation in conferences	1.96	2.03
12	Right to dismiss classes to march	3.95	4.37
18	Teaching faculty not to receive pay deductions	3.28	3.41
20	Academic freedom to teach about any ideology	3.04	3.47
26	Outside consultation with pay acceptable	2.10	2.16

TABLE E-6.--Part III: Item examination--Scale F: Student regulations.

Item Number	Description of Item Content	Mean Value	
		Female	Male
5	Inform students of rights and responsibilities	1.54	1.59
15	Residence hall visitation policy	3.37	3.68
16	Suspension regarding picketing	3.83	4.09
17	Due process for students	1.62	1.61
23	Fewer rules govern student conduct	2.99	3.26

TABLE E-7.--Part III: Item examination--Scale G: Women's education.

Item Number	Description of Item Content	Mean Value	
		Female	Male
1	Equal employment for women	1.40	1.76
2	Discouragement from advanced education	1.53	1.83
6	Accommodate women's education	1.97	2.25
13	Knowledge of changing role of women	2.09	2.19
19	Equal opportunity for administrative positions	1.42	1.77
21	Specialized women's courses	3.03	2.98

APPENDIX F

SUMMARY OF COMMENTS

APPENDIX F

SUMMARY OF COMMENTS MADE BY FEMALE AND MALE TRUSTEES REGARDING THE QUESTIONNAIRE ON INSIGHTS INTO THE ROLE OF THE TRUSTEE

Female Trustee Open Responses To:

A. The Questionnaire.

- Questions provocative;
- Comprehensive, well-constructed study;
- Some questions hard to answer, could be answered several ways;
- Does not provide for qualified answers;
- Questions not objective but leading, did not touch issues such as limit of size of institution, financial matters, implementation of graduate programs;
- Questions may determine social attitudes but not necessarily those which play a role in subjects of board discussions;
- Never answer questionnaires but your topic . . . interests me so much (trustee responded) . . . we need to have this study made;
- Questions generally excellent, a few based on comparison where base of comparison was unknown;
- Dislike this type of questionnaire as much as students dislike punch cards.

B. The Role of the Trustee
and Role of the Board.

- Board can act as a catalyst in bringing together some of the adversaries in the academic community;
- Board members should not deal confidentially with student and faculty groups or individuals;
- The board should become an integral part of the leadership of their institutional communities;
- Action of the board should be leadership and direction rather than interference;
- We ordinary men and women belong to the "Volunteer Educational Corps" and act as a "buffer" state between students, faculty, administrators, and the public;
- Public relations with parents and alumni most important;
- Students should have access to trustees but through official channels so that the president is aware of trustee activity;
- The woman trustee is listened to only if she speaks infrequently;
- As a new trustee, I'm still feeling my way, as a woman, as a Black, as a "change-agent";
- Challenging, frustrating, but interesting public service;
- Reading of current educational publications a necessity;
- Imperative that the lay board be retained in academic governance;
- Excellent relationship between the president, administrators, trustees, faculty, and students-- we observe a good line organization but the students feel free to talk to any of us.

C. The Composition of the Board.

- Faculty and students should be on the board, the boards too often bog down in business management and leave educational policies to whim of particular administrator--faculty could be check points;
- A change in state constitution to allow student and faculty representative on board;
- Benefit of lay boards, as long as they are re-evaluated periodically and brought into current progress;
- Politics are too deeply involved with the appointment of trustees and politics have an ever-present influence on the decision of the board--this is unfortunate;
- Women should be appointed on their own merits not on their husbands' political contributions;
- Should be an increase in the number of women on boards;
- Where are the 20's and 30's (ages) to say nothing of the women and blacks, on our governing boards?
- Need more women, men who will take time to do an adequate job, and persons who can relate to today's students;
- Older, retired people too inflexible, younger men and women should be sought;
- Effectiveness is reduced by being the only woman, and a non-professional on a board chiefly of "successful" business men and lawyers. They are too involved in details of administration and discipline, while I try to consider board policy matters;
- The shock when a student discovers that a trustee is sometimes human and even likable is a measure of the gap between the with it 19-year-old and the fat banker who likes things the way they used to be;
- Objection to students is that they don't remain with a university long enough to acquire a deep understanding of issues and problems.

Male Trustee Open Responses To:

A. The Questionnaire.

- The questionnaire is comprehensive and to the point;
- Compliments on the selection of this topic for study;
- Use of relative terms, more and major, make answers difficult;
- Questions are loaded, ambiguous, indefinite;
- There is no way to qualify my response.

B. The Role of the Trustee and the Board.

- The role is ever changing, more time and knowledge are demanded;
- The experience is a challenge, interesting, frustrating;
- The role needs to be explained to the public and more time spent with alumni and legislators;
- The trustee of a state university represents the public, has an enormous responsibility to the taxpayer and needs to continually examine this responsibility;
- The boards are not the most powerful force for change--"the faculty and students have much greater power than they realize."

C. The Composition of the Board.

- The boards should be composed of strong alumni of his/her college.
- The board should have a greater cross-section of age.

- Involvement of students without turning the institution over to them; students are bright but lack the maturity and ability to make rational rather than emotional decisions.

CANDIDATE'S BIOGRAPHICAL INFORMATION

Helen Ruth Godfrey

Personal Data:

Date of Birth: September 11, 1934
Present Residence: 319 Greenbriar Avenue
Stevens Point, Wisconsin
Present Position: Associate Dean of Students
University of Wisconsin
Stevens Point, Wisconsin

Education:

Undergraduate: University of Wisconsin--Madison
Bachelor of Science Degree in Secondary
Education received June, 1956;
Major: Biology Minor: English

Graduate: University of Wisconsin--Madison
Master of Science Degree received
June, 1958; Majors: Education, Botany

Indiana University, Bloomington;
Studies in College Personnel and Coun-
seling, September 1961 - June 1962,
September 1963 - January 1964.

Michigan State University, East Lansing
Major: Administration and Higher Edu-
cation; Summers 1968, 1969; Summer 1970
through Fall 1971.

Honoraries:

Pi Lambda Theta (Education Honorary)
Phi Sigma Society (Biological Honorary)

Education and Professional
Experience:

2/56 - 6/58 University of Wisconsin--Madison
Resident Counselor

9/57 - 1/58 University of Wisconsin--Madison
Quiz and lab assistant, Botany Department

9/58 - 6/59 Brookfield Central High School, Brookfield,
Wisconsin; Biology, Senior and Junior
Health Teacher

9/59 - 6/61 University of Wisconsin--Madison
Assistant Head Resident, Chadbourne Hall

9/61 - 6/62 Indiana University--Bloomington
Associate Head Counselor, Trees Center

9/62 - 6/64 Indiana University--Bloomington
Head Counselor, Foster Quadrangle

8/64 - 12/65 The Ohio State University--Columbus
Assistant Dean of Women and Program
Director of Women's Residence Halls;
Instructor in Department of Psychology

1/66 - Present; University of Wisconsin--Stevens Point
Associate Dean of Students, Associate
Professor

Membership in Professional
and Educational Organizations:

American Association for Higher Education
American Personnel and Guidance Association
Wisconsin Personnel and Guidance Association
American College Personnel Association
American Association of University Women
National Association Women Deans and Counselors
Wisconsin Association Women Deans and Counselors
National Association Student Personnel Administrators

Publications:

"Undergraduate Students as Members of the Residence
Hall Staff," co-author of publication, copyright 1967,
under the authorization of the National Association of
Women Deans and Counselors

Candidate's Degree Information:

Degree: Doctor of Philosophy
Major: Administration and Higher Education
Cognate: Sociology

Dissertation Topic:

"A Profile of Female Trustees of Four-Year Public Colleges and Universities and a Comparison of Female and Male Trustee Perceptions of Selected Trustee Functions and University Issues"

Oral Examination:

October 25, 1971

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