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**AN INVESTIGATION OF DETERMINANTS OF LEVELS OF**  
**PROFESSIONAL ACHIEVEMENT ATTAINED BY A GROUP**  
**OF WOMEN ADMINISTRATORS EMPLOYED IN SELECTED**  
**DIVISIONS OF CONTINUING EDUCATION IN MICHIGAN**  
**DURING THE YEARS 1960-1976.**

**MICHIGAN STATE UNIVERSITY, PH.D., 1978**

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THE YEARS 1960-1976

By

Lois M. Bauer

A DISSERTATION

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Department of Administration and Higher Education

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## ABSTRACT

### AN INVESTIGATION OF DETERMINANTS OF LEVELS OF PROFESSIONAL ACHIEVEMENT ATTAINED BY A GROUP OF WOMEN ADMINISTRATORS EMPLOYED IN SELECTED DIVISIONS OF CONTINUING EDUCATION IN MICHIGAN DURING THE YEARS 1960-1976

By

Lois M. Bauer

The study investigated the career progress of women who attained professional administrative positions during the years 1960-1976 within divisions of general university continuing education in public four-year institutions of higher education in the State of Michigan. Specifically, the purpose was to

1. obtain information of division appointments of women into professional administrative positions during the years 1960-1976 inclusive.
2. obtain information of certain personal and social context characteristics of the women employed in the professional administrative positions.
3. obtain information of certain characteristics of the employing institutions and the divisions of general university continuing education.

4. analyze the positions attained in terms of a position hierarchy schema.
5. examine relationships between characteristics of the women, characteristics of the institutions, the Equal Opportunity mandates and level of position attained.

The population of organizations were the public four-year institutions of higher education in Michigan. The population of women consisted of all women who attained a professional administrative position within the divisions of continuing education in these institutions. Fifty-one women were interviewed.

The position under study was the highest level administrative position which a woman occupied while employed in a division of continuing education during the years 1960-1976.

Data were analyzed in terms of level of position attained by the women in the divisions.

#### Findings and Conclusions

Forty-six of the fifty-one women were appointed during the years 1960-1976 inclusive, twenty-nine in the 1970s. Generally, divisions appointed only one woman during a year. However, in 1973, nine women were appointed, four by a single division. In 1976 one division appointed the first woman to the position of Dean of Continuing Education.

The position schema defined the positions occupied at five levels: I, II, III, IV, V. Nearly one-half of the women occupied positions at Level V, the lowest level. Fewer were located at each of the higher levels.

The characteristics of the women's age, level of education, and years of employment experience had little relationship to the level of position attained. Nevertheless, women with the Doctorate Degree did occupy positions at the three higher levels.

There was some indication that divisions may prefer a certain level of education, and perhaps a certain age, of the professional level employee based on the clusters of women employed by individual divisions.

Nearly all of the women transferred to the continuing education position from another position in the same institution or from another organization within the immediate community. It appeared that the appointment of many women was related to their prominent visibility and to their possessing the desired characteristics and attributes, primarily, a certain level of education and outstanding expertise.

The record of appointments suggested that divisions were responding to the Federal Equal Opportunity mandates to improve the status of women. The responses of the women appointed provided little support to this contention.

Lois M. Bauer

It also appeared that the majority of the women were assigned to, or offered, professional administrative positions that were not in a direct promotional line within either the division or the institution. The evidence from the study is inconclusive to account for this situation.

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## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
 Chapter	
I. THE PROBLEM . . . . .	1
Introduction . . . . .	1
Purpose of the Study . . . . .	3
Assumptions . . . . .	4
Research Questions . . . . .	5
Significance of the Study . . . . .	6
Limitations of the Study . . . . .	8
Definitions of Terms . . . . .	9
Overview . . . . .	10
II. REVIEW OF RELATED LITERATURE . . . . .	12
Introduction . . . . .	12
Section I: Background . . . . .	12
Section II: Related Literature from Organization Theory . . . . .	23
Section III: Women in Administrative Roles . . . . .	35
Related Studies with a Focus on Attitudes Toward Women in Administrative Positions . . . . .	40
Implications from Sociological and Psycho- logical Studies Relating to Women in Administrative Positions . . . . .	45
Summary . . . . .	53
III. RESEARCH DESIGN AND METHODOLOGY . . . . .	57
Introduction . . . . .	57
Time Frame for the Study . . . . .	60
Equal Opportunity Statutes . . . . .	61
Determining the Study Population . . . . .	64
Identifying Women in Professional Administrative Roles . . . . .	66
Instrumentation . . . . .	66

Chapter	Page
Pre-testing and Pilot Study of Instruments . . . . .	70
The Telephone Interview . . . . .	71
Research Procedures . . . . .	72
Other Data Sources . . . . .	76
Position Hierarchy Schema . . . . .	76
Typology of Women's Occupational Experience . . . . .	78
Analysis of Data . . . . .	79
Summary . . . . .	81
IV. FINDINGS . . . . .	82
Introduction . . . . .	82
Section I: The Institutions . . . . .	83
The Women . . . . .	94
Section II: Analysis of Selected Relationships . . . . .	143
Summary . . . . .	152
V. CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS . . . . .	153
Introduction . . . . .	153
Purpose of the Study . . . . .	153
Research Design and Methodology . . . . .	154
Findings and Conclusions . . . . .	155
Implications . . . . .	164
Recommendations for Future Research . . . . .	168
FOOTNOTES . . . . .	170
BIBLIOGRAPHY . . . . .	176
APPENDICES	
Appendix	
A. Letters and Forms to Division Directors . . . . .	180
B. Letter and Forms to Women and Interview Questionnaire . . . . .	184

## LIST OF TABLES

Table	Page
1. The Public Four-year Institutions of Higher Education . . . . .	85
2. Institutions of Employ of Fifty-one Women 1960-1976 . . . . .	92
3. Current Location of Women Employed Elsewhere . . . . .	94
4. Organization Mobility by Thirteen Women Following Continuing Education Employment . . . . .	94
5. Present Age of Respondents . . . . .	95
6. Level of Position Attained by Women . . . . .	96
7. Level of Position Occupied by Institution of Employ . . . . .	96
8. Location of Fifty-one Women by Institution, Entry Year, and Level of Position . . . . .	98
9. Number of Women Entering 1960-1976 . . . . .	99
10. Age at Entry into Continuing Education Position . . . . .	100
11. Age of Fifty-one Women at Entry into Administrative Position by Level of Position . . . . .	101
12. Education of the Women . . . . .	102
13. Major Areas of Degree Programs . . . . .	103
14. Education Level at Entry into Continuing Education Position . . . . .	104
15. Education Level of Fifty-one Women at Entry into Administrative Position by Level of Position . . . . .	105

Table	Page
16. Education Pursued While Employed in Continuing Education . . . . .	107
17. Education after Leaving Continuing Education Employment . . . . .	107
18. Years Employment Experience Prior to Entry into Continuing Education . . . . .	108
19. Organizational Mobility Prior to Entry into Continuing Education . . . . .	109
20. Years Employment Experience Prior to Entry into Position by Institution of Employ and Level of Position . . . . .	110
21. Typology of Work Experience of Women . . . . .	111
22. Employment Typology by Entry Age into Continuing Education Position . . . . .	112
23. Residence of Women Prior to Employ with Continuing Education . . . . .	118
24. Last Previous Institution Prior to Continuing Education . . . . .	120
25. Available Positions Occupied by Women . . . . .	121
26. Source of Appointments by Institution . . . . .	123
27. Source and Year of Appointment by Institution . . . . .	125
28. Entry Position into Institution of Employ . . . . .	127
29. Position Mobility Within Institution Prior to Occupying Continuing Education Position . . . . .	129
30. Years Women Occupied Continuing Education Positions . . . . .	135
31. Years in Position by Institution of Employ and Level of Position . . . . .	136
32. Location of Women no Longer Employed in Continuing Education and Presently Employed . . . . .	138

Table		Page
33.	Educational Aspirations of Fifty-one Women . .	140
34.	Higher Level Position Aspirations of Fifty-one Women . . . . .	141
35.	Womens Aspiration in Five Years . . . . .	144
36.	Responses of Women to: "Do (Did) You Consider your advancement with the continuing educa- tion division to be due to the affirmative action efforts of your employing institution?" . . . . .	150

## CHAPTER I

### THE PROBLEM

#### Introduction

Women in significant numbers have never occupied important administrative positions in any of the organizational sectors of our society. This situation has persisted in spite of some rather astounding advancements in their legal and social position. But there seems to be little awareness that women are not permitted to rise in our society as individuals. What seems to happen is that social expectations define what women are to do as they mature.

One major outcome of this uncomfortable situation, especially in the United States, is that the great majority of women as workers are located in only certain traditional occupations. Such limitation of women to "female" jobs is nearly as pervasive in the 1970s as it was in the 1900s. By observing these trends at work, management in various social institutions readily comes to the view that it is the natural way of doing things. In these circumstances

"equal chance for advancement" has little meaning. To whom is it equal? To where is the advancement?

Women have also been hampered in the occupational choices available to them, not by the level, but by the type of education they receive. Even with progressively higher levels of educational attainment women have not made inroads toward the higher level administrative positions generally in all occupations, and more obviously, in the most valued of occupations, the professions, for which their high level of education is very appropriate.

Yet studies have shown that even when women do attain the credentials to qualify for higher level positions there is the strong implication that it is sex discrimination which accounts for their failure to achieve those positions.

Increasingly, to remedy this condition it has taken the legislative process to acknowledge women's right to fair treatment. Among the more visible consequences has been the passage of Federal legislation designed to end sex discrimination and thereby to end the persistent perpetuation of the low status of women in our society.

Nearly all organizations, and universities in particular, are now confronted by these Federal laws specifically prohibiting discrimination by sex in employment. The general university continuing education divisions of universities and colleges are among such groups.

University continuing education agencies for years, have with diligence and concern, promoted educational and cultural programs for women. Evidence of such humaneness and social responsibility might also be reflected in the development of the personnel selected to conduct the varied programs. Especially, in the recent days of affirmative action there might be increasing concern directed toward facilitating the professional growth of the women on the staff. In such an organizational environment one might expect to find an improvement in the status of the women employed.

A selected group of women employed in the general university continuing education divisions in public four-year institutions of higher education in the State of Michigan are studied in this dissertation to discover the extent of their career progress in these divisions and to analyze some factors that seemingly have affected progress to higher positions.

#### Purpose of the Study

The study investigated the career progress of women who attained professional administrative positions during the years 1960-1976 within divisions of general university continuing education in public four-year institutions of higher education in the state of Michigan.



More specifically, it set out to

1. gain information about division appointments of women into professional administrative positions during the years 1960-1976.
2. gain information about certain personal and social context characteristics of the women employed in the professional administrative positions.
3. gain information about certain characteristics of the employing institutions and their divisions of general university continuing education.
4. analyze the levels of positions attained by women in terms of a position hierarchy schema.
5. examine relationships between characteristics of the women, characteristics of the institutions and the Equal Opportunity mandates and levels of positions attained by the women.

#### Assumptions

The following assumptions were basic to this study:

1. Opportunities in America should be based on a commitment to democracy.
2. The status of women in American society is not equal to that of men; women, at least in the occupational world, hold inferior positions to men.
3. Divisions of general university continuing education, as units of higher education, should be

agents of these institutions in providing equal opportunities in employment and advancement for women as well as for men.

4. Individuals are confronted with a myriad of influences affecting their many life roles, including the decisions and choices they make in occupational areas.
5. Most individuals, including women, generally seek to advance their careers and professional competence.

#### Research Questions

The following set of research questions provided the format to direct the investigation. The questions were framed to provide information on what were assumed to be independent variables related in the advancement of women--their personal characteristics, characteristics of the institutions in which they were employed and statutes of Equal Opportunity legislation.

1. Are differences in the women's personal characteristics of age, level of education and employment history associated with the level of position attained?
2. Are differences in the women's institutional experiences of entry level position occupied and years employed associated with the level of position attained?

3. Are the years of entry into the position, and thus the year the division appointed the women, associated with effective dates of Equal Opportunity laws?
4. Are differences among the types of employing institutions associated with the levels of positions attained?
5. Do differences exist among the divisions in the mode of appointment of women?
6. Do differences exist in the circumstances by which the women obtained their positions?
7. What are the aspirations of the women for further education, higher level positions and future career activities?

#### Significance of the Study

Increasing efforts in the past decade have been directed toward studies of evidence of equal opportunity for women particularly in institutions of higher education, rather than employment of a few in higher positions as a form of tokenism. A review of the literature suggests that the response of general university continuing education divisions to present federal requirements is minimal at best.

Earlier studies of women who did attain positions of administrative responsibility involved persons situated differently in both time and space. Given the present

circumstances of changing social and legal conditions, generalizations from these earlier reports seem worth examining further to test whether the findings have become outdated or continue to remain valid.

The present study was designed to investigate the status and progress of women in selected divisions of continuing education and on the basis of findings, draw conclusions about the levels of positions attained by the women.

Additionally, the study was undertaken to provide data:

1. for those interested in trends affecting women in one segment of higher education. It provides a data base for college administrators, such as continuing education directors and affirmative action officials, to assess and analyze the practices followed in filling positions. Professionals involved in career counseling are provided with updated information about this occupational area. It can also suggest to women, interested in university continuing education positions, the potential and limitations of this area of employment.
2. for students, professionals and practitioners interested in theories and practices of organizations, especially the organizational unit of a university division of continuing education at a time of pressure for change.

3. for other researchers who wish to incorporate new findings and implications in their own studies of the advancement of women.

#### Limitations of the Study

1. The population of women included only those employed in professional administrative positions in divisions of general university continuing education in the public four-year institutions of higher education in the State of Michigan during the years 1960 to 1976. The population did not include women administrators employed in continuing education divisions in private institutions of higher education in Michigan, nor did it include women administrators employed with other extension or academic units of the public institutions.
2. It did not include women in non-university settings such as other governmental agencies, private business or professions.
3. The study focused only on the career progress of women employed in professional administrative positions in these divisions, and has not attempted comparison with the career progress of men employed in the same divisions.
4. Inquiries were not made into the motivations of the women regarding the observed outcomes.

5. The recall method was relied upon to obtain data from the women respondents and, to some extent, from university officials.
6. Data supplied by the women respondents was not generally subjected to further verification.

#### Definition of Terms

The following terms are defined to assist the reader in sharing similar interpretations with the researcher:

##### Division of general university continuing education:

a formally defined organizational unit located within the context of a particular university or college, engaged in the mission of administering credit and/or non-credit educational activities for persons who, individually or in various groups, participate for personal or occupationally related purposes.

##### Public four-year institution of higher education:

an institution offering four years or more of higher education study and whose principal governance and financial support are responsibilities of publicly elected or appointed legislative bodies at institutional and state levels.

Professional administrative position: a position within the defined "administrative-professional" or "professional-administrative" structure of an institution of higher education.

Equal Opportunity mandates: the recent series of federal regulations requiring that equal opportunities in employment become available regardless of sex or certain other former bases of discrimination. Inclusive are the following statutes: 1963 Equal Pay Act, 1964 Title VII of the Civil Rights Act, 1965 Executive Order 11246, 1967 Executive Order 11246 amended by Executive Order No. 11375, 1971 Revised Order No. 4, 1972 Amended Equal Pay Act, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act as amended by the Equal Employment Opportunity Act of 1972, Title IX of the Education Amendments of 1972 as enforced under new regulations of 1975.

Career Development: total of the employment related activities encompassed within an individual's life span.

### Overview of the Dissertation

Chapter I introduces the problem investigated. The purpose and assumptions are presented; the research questions are stated. The significance of the study and its limitations are outlined. Definitions of major terms are stated.

Chapter II reviews the related literature and presents the conceptual model for the investigation.

Chapter III discusses the design of the study. The population and sample are defined; the instruments and data collection methods employed are described; and procedures for analyzing the data are explained.

Chapter IV presents the findings and the analysis of significant relationships.

Chapter V contains a summary of the findings. Conclusions and implications are stated. Suggestions for future research follow.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The review of related literature included in Chapter II is presented in three sections.

Section I provides a background of the status of women in institutions of higher education and in the general university continuing education divisions.

Section II reviews related literature from the field of organizational theory and presents a theory of organization mobility.

Section III reviews research reported about women administrators in organizational settings.

#### Section I. Background

Early in 1776, as patriots were demanding a Declaration of Independence, Abigail Adams wrote her husband John:

. . . in the new Code of laws . . . I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors . . .<sup>1</sup>

But he forgot.

Abigail Adams' letter spoke for the colonial women. Decades after the Revolution a few women found expression

for their intellectual drives in early reform movements. In 1848, for instance, two-hundred women gathered to highlight their concerns in the Seneca Falls convention. Here they demanded opportunities for women in education, trade, commerce, and the professions. After much controversy, they took the daring step and asked for suffrage.

In these early years few women were in leadership roles. The early history of the progress of women in our society often refers to four who did achieve some prominence in higher education.

In the early 1800s women often became administrators by the direct expedient of establishing their own schools: Emma Willard founded Troy Female Seminary in 1821; Mary Lyon founded Mt. Holyoke in 1837; M. Carry Thomas commanded continuing respect at Bryn Mawr; Alice Palmer was an early president at Wellesley.<sup>2</sup>

In the 1885-1915 era, early years in the development of university extension, Woytanowitz reports that continuing education programs at major institutions of higher education were concerned about the women's movement but did little to involve them in top administration.

Extension leaders saw the women's movement for equality as "an event of tremendous significance" for women, who had been long denied equal opportunity in higher education for social or financial reasons. The attitudes of extension people toward the feminist movement combined new ideas with an old emphasis on the unique role of women. Men and women have not unequal capabilities and identical interest; there was no reason why a woman should not have a public life, doing what she can do and leaving undone what she cannot do. No one had produced evidence that professional women had lost the three graces of good breeding, good taste and good sense. Accordingly, extension publications urged that women serve on

school boards, and that they engage in reform and patriotic organizations. But suffrage was not mentioned. Extension was useful for women because it was a highly spiritual movement. Women still had a special place in the world as conservators of those beautiful and delicate things which give to life whatever bloom it has: love, charity, religion, children, all are in their keeping. They are the idealists to whom the spiritual is real.

Despite these lofty sentiments, women did not play an important role in the extension movement. Although they made up the majority of<sub>3</sub> the audience, there was never a woman lecturer . . .

Observing from the proceedings of the 1915 conference of the National University Extension Association Woytanowitz again observes:

Extension . . . has significantly influenced American educational society and history from 1915 to the present. . . . It was different things to different people. . . . To some it was a status-oriented search for culture. This was especially true in the case of the large numbers of women who filled lecture halls in the afternoons. They had not had the opportunity of a college education due either financial difficulties, early marriage, or the scarcity of women's colleges. Now they seized the chance to learn those things which middle class women were expected to know, such as history and the fine arts. . . .<sup>4</sup>

In 1920, when the Republic was already 144 years old, women did receive the basic right of all free-born citizens--the right to vote. Women then represented just under fifty percent of the population, a staggering grant of potential political power. At the time many people had anticipated that if energetically used, the right to vote and its related potential political power would be a serious challenge to the existing political order. Yet not even the most optimistic of individuals could begin to

translate the ensuing results into a record of progress toward equality.

One can observe, for instance, that the expanded participation of women in the labor force has not been accompanied by the advancement of women to top administrative positions. During the 1940 war-time conditions women were 45 percent of the professional and technical workers; in 1965 women's representation of professional and technical workers dropped to 37 percent. By 1970 women held about 40 percent of the professional and technical positions, but comprised only 10 percent of all professional workers, and the 1970 Census reports only 3 percent of all women in the labor force were "managers and administrators" a ratio that has changed only slightly since 1950.<sup>5</sup>

One can observe too, that in the ladder of American higher education the proportion of women steadily declines. The percentage of the total advanced degrees earned by women drops significantly. This situation, explained McGuigan, represents a decade of preferential treatment.

. . . the much remarked upon drop in recent years from the pre-World War II high in the percentage of women earning higher degrees and participating in professional and academic roles is related to the quotas set by institutions of higher learning in the mid-forties to absorb men on the GI Bill.<sup>6</sup>

Women were sent home from wartime jobs. Admission to higher education was severely curtailed. Observing more recent practices, Burstyn remarked, ". . . in some cases

quotas remain to this day, sometimes as unwritten but well understood barriers to the admission of women."<sup>7</sup> None foresaw that in a few years there would be even fewer models of leadership and smaller numbers of women who felt justified in making a commitment to high achievement in professional roles. More subtly, the absence of women in positions of power has done little to bolster women's confidence in their abilities or to build their expectations of succeeding in competitive fields.

Astin's profile of the woman doctorate reveals that women are only 10.8 percent of those receiving this advanced degree. These highly skilled women seemingly dispelled doubts of intellectual abilities in educational achievement. But they tended to specialize in only four major academic areas: Education, Arts and Humanities, Psychology, and Social Sciences. Astin claims, that by the choices women make regarding a field of specialty and activity within it (if indeed they are free choices) they often lose out on the benefits dispensed. Highly skilled women remain in the labor force as highly productive workers even though the system has not assisted many and has not regarded professional women equitably.<sup>8</sup> Moreover, if a woman wants to be an administrator, the field is very narrow.

Arter in a study of 118 state universities and land-grant colleges made a similar conclusion. Sixty

percent of these institutions of higher education had no women at top-level positions; 21 percent had one; 19 percent had from two to six. Apart from these dismal figures, 65 percent had neither recruited nor placed any women at upper level administrative positions during the years 1966 to 1971.<sup>9</sup>

Women, it appears, do not have much success in higher education. This static situation has persisted in spite of astounding advances in the legal and social position of women in the United States and throughout the world. "Women regarded as successful in the United States are at the bottom of the top . . . in the university women . . . fade into statistical obscurity as one goes to the top."<sup>10</sup> The recent 1975 Ladd-Lipset Survey of the U.S. professoriate concurs: "Women constitute only 21 percent of all faculty members."

Women, who constituted 19 percent of all faculty members in 1969 and 20 percent in 1973, now make up 21 percent.

However, even after nearly a decade of ferment surrounding their position in academe, women as a group occupy very much the same status as they did in 1969: . . . they earn less, publish less, receive less research support than men. They show a striking pattern of 'segregation'. . . .

By all objective measures the female professoriate is a deprived group, vis-a-vis male academics.<sup>11</sup>

"Our best women--those in whom society has invested most heavily--underperform, underachieve, and underproduce," deplores Epstein. "We waste them and they waste themselves. But no matter what sphere of work women are hired for, or

select, like sediment in a wine bottle they seem to settle to the bottom. The tiny minority of women in occupations of high regard and reward--in the professions, for example, are generally found at their lowest levels."<sup>12</sup>

For women, the translation of the ideal of the right to equality has been imperfect and unenthusiastic. Higher education has not taken leadership in the movement to recognize the rights of women as individuals. Increasingly, the law of this country has been the major force in acknowledging women's right to fair treatment, especially in employment. However, government action has been required to press various institutions into compliance with current regulations.

The past decade has seen significant emphasis on Federal laws to eliminate sex discrimination, including laws which specifically prohibit employment discrimination in educational programs that receive Federal monies. The most recent of this series emerged as Title IX of the Education Amendment of 1972, a broad scale bill covering a range of Federal assistance programs. Effective July 21, 1975, the final regulation prohibits, with certain exceptions, sex discrimination in education programs or activities which receive Federal financial assistance. The law underlying these regulations is based on the sound premise that in a knowledge-based society equal opportunity in education is fundamental to equality in all other forms of human endeavor.

During the past decade other Federal statutes have been authorized to promote the equality of opportunity for women:

The Equal Pay Act of 1963, amended in 1972 requires almost every employer to pay equal salaries and wages for equal work without regard to sex.

Title VII of the Civil Rights Act of 1964 amended in 1972 by the Equal Employment Opportunity Act, prohibits any employer, employment agency, or union from discriminating in any way on the basis of sex.

Executive Order 11246 of 1965 amended by Executive Order 11375 in 1967, prohibits discrimination by most employers who have contracts with the Federal government.

Revised Order No. 4, issued in 1971 mandates that women must be included in affirmative action plans required of all Federal contractors.

There have been however, some vastly inordinate and easily observable differences between the rhetoric to advance the equal opportunity for women and what is actually happening in the organizational sectors of this country.

The extension divisions of major universities are illustrative. If Extension leaders had visions of the women's movement for equality as "an event of tremendous significance" it was perhaps with a focus on their cultural halls of history and fine arts. The existing evidence would imply somewhat less volition to effectively influence any change in the political order.

Observing from the proceedings of the 1972 National University Extension Association Conference,



fifty-seven years after that first conference of 1915, there were only three women among the seventy-two leadership positions in this professional association--a four percent representation. No women were on the fourteen-member NUEA Board of Directors.<sup>13</sup>

At the National level, the National University Extension Association reported on the status of women in the following manner:

1. 57th Annual Meeting 1972

Resolutions to the membership for consideration at the Annual Business Meeting.

Whereas, there exists a national concern with the unequal status of women in our society and with the underutilized reservoir of talents of women, and,

Whereas, we note that there are now only three women among the 72 leadership positions in NUEA, (a 4% representation), and no women on the 19 member NUEA Board of Directors, and,

Whereas, the federal guidelines for Affirmative Action programs in higher education set forth in Order No. 4, revised December 4, 1971, prompt recognition and compliance, we urge that the long range goal of NUEA be to take the lead in compliance by insuring that a representational proportion of all decision-making positions be held by women.

Be It Therefore Resolved.

1. that there be such representation of women on the NUEA Board of Directors;
2. that women also be included as chairpersons of their regions, councils, divisions, sections, standing committees, administrative committees, temporary and ad hoc committees, in more equitable numbers than at this time.
3. that officers and others in NUEA leadership positions make a concerted effort to encourage wider

official institutional representation through the appointment of other than Deans or Associate Deans (men or women) as official NUEA representatives.

## 2. 59th Annual Meeting 1974, Annual Report

Women have also flexed their muscles and have made important progress in the Association although there may be differences of opinion as to whether the changes have been fast enough: there are now 5 women official representatives, 2 women board members, 4 women regional chairpersons or vice chairpersons, and 7 women council and division chairpersons and vice chairpersons.<sup>14</sup>

## 3. 60th Annual Convention 1975

. . . nine women (are now) official representatives, four women are board members, one of which is on the executive committee, three are regional chairpersons, sixty-six as committee leaders or members.<sup>15</sup>

It may be too early to tell whether officials are really changing their attitudes towards women or are merely using a new vocabulary which stresses equal opportunity. Studies of a large number of professional societies indicate that women are in fact, underrepresented in positions of decision making. There is a consistent tendency by women to hold a smaller proportion of offices than their proportion of the general membership. They are less likely to appear on programs or to present papers at national meetings. The existence of a Women's Caucus has in some cases improved such representation. In general, it is concluded, that women are underrepresented in positions of influence within professions at the national level, in addition to their relative exclusion from local institutional channels of decision-making that affect departmental and institutional policies.

The impact of the recent decade of "ferment and legislation" upon selected individual extension divisions might be gleaned from a survey reported in the June 1974 issue of the National University Extension Association magazine, SPECTATOR. Senior administrators of continuing education and extension programs of the 100 colleges and universities included in the NUEA's Golden Anniversary Expanding Horizons publication were contacted to reflect upon activities during the 1964-1974 period. Among the findings of the survey, designed " . . . to gain a perspective of developments in continuing education and extension during the past decade . . ." <sup>16</sup> was the following response to the question about staffing pattern changes:

The most significant change in continuing education over the past ten years was the upgrading and professionalization of the staff members. They were better qualified and better paid with more terminal degrees. There were more specialists and women added to the staffs. On the other hand thirty-nine percent of the reporting institutions indicated little change in their staffing patterns. <sup>17</sup>

It remains for further investigation to determine what impact the recent legislation designed to promote equal opportunity for women has had on other continuing education programs, such as the general university continuing education divisions in institutions within the boundaries of a single state. In such an environment many of the political exigencies confronting institutions of higher education would be somewhat similar. The response

in staffing patterns by general university continuing education divisions may be indicative of these new concerns.

Section II.  
Related Literature from Organization Theory

The purpose of this section is to illustrate some known causes and consequences of organizational mobility and to advance a theory of mobility that builds upon present understandings of the phenomenon. The need for such a theory derives from the limitations of existing findings about the organizational career progress of women. The variables and propositions advanced, derived principally from organization theory, have incorporated ideas and findings of several authors. They describe immediate situations which are relevant to achieving mobility in social organizations. These are circumstances in which an individual woman finds herself.

Research on female workers has for decades looked for sex differences among men and women in work situations to explain why women don't seek or find career success. Presumed personality differences between the sexes were often the focus of inquiry. Women, such surveys indicated, have lower job aspirations than men, less commitment to work, and more concerns with friendships than with work advancement. Many people therefore assumed that women do not make good leaders because their personalities do not allow them to be assertive.

Others have looked at childhood experiences and background variables to explain how women learn to limit their ambitions and to hide their accomplishments. This theme announced that if women were ever going to make it in a man's world and achieve positions of high status and power women would have to receive proper and appropriate influence when they were young to make sure that they did not pick up any motives to avoid success.

Interestingly, however, while these assertions have reached the status of conventional wisdom, this line of inquiry tends to overlook a significant issue. The consequence of focusing on women's "unfortunate" attitudes avoids confronting the "social institutions" that reinforce and encourage such attitudes.

According to Naomi Weistein, social context, not biological differences, is the crucial determinant of human behavior. She states:

The evidence is accumulating that what a person does and who he believes himself to be will in general be a function of what people around him expect him to be, and what the overall situation in which he is acting implies that he is. Compared to the influence of the social context within which a person lives, his or her history and traits, as well as biological makeup, may simply be random variations, noise super-<sup>18</sup> imposed on the true signal that can predict behavior.

Real people in real organizations behave in a social environment and they behave in social contexts within this environment. One can therefore begin with the assumption that organizational behavior is socially influenced. Furthermore, in our society, organizations are generally

considered a major context for social mobility and status striving. To remain viable, organizations must offer some kind of a career within their structure " . . . a type of status passage . . . a passage from one status to another through the type of social structure."<sup>19</sup>

It has been established that organizations as entities frequently seek to avoid uncertainty.<sup>20</sup> One such method is to develop collective structures whose functions make behavior occurring among and within organizations predictable. The development of a collective structure of behavior has been called the essence of the organizing process.<sup>21</sup>

The development of organizational roles and their related careers are examples of collective structures. As explained by March and Simon,

Roles in organizations as contrasted to many other roles that individuals fill, tend to be highly elaborated, relatively stable, and are defined to a considerable extent in explicit and even written terms. Not only is the role defined for the individual who occupies it, but it is known in considerable detail to others in the organization who have occasion to deal with him. Hence, the environment of other persons that surround each member of an organization tends to become a highly stable and predictable one. It is this predictability, together with certain related structural features of organizations . . . that accounts for the ability of organizations to deal in a coordinated way with their environments.<sup>22</sup>

Organizations are also known to develop the other phase of this collective structure, the careers of the workers. This Glaser has reported.

The organizational career literally moves the person through the organizational structure, or it freezes

him in one place. Some organizations advance persons to different work, some advance the career while the work stays the same, and some make the work easier or less skilled while advancing the career.<sup>23</sup>

Stinchcome, too, observed that certain structural characteristics of a type of organization have been remarkably stable over time.

Organizational forms and types have a history . . . (and) this history determines some aspects of the present structure. . . .<sup>24</sup>

Moreover, he states, because they learn to function effectively with those organizational forms, the forms then tend to become institutionalized and the basic structure of the organization remains relatively stable.

Traditions may become an important variable in the performance of an organization in Stinchcome's viewpoint. Operating by customary habits organizations are less likely to change and might choose to maintain a status quo unless an unusually strong external pressure is exerted, as for example, some form of competition, a political influence, or a technological impact. The implication is that organizations as entities tend to be basically conservative, to display a stabilizing and perhaps even a reactionary influence on the society around them.

A second assumption could be introduced: planners organize collective structures to maintain some ideal image of stability while aiming to reach organizational goals.

A theory of mobility should try to explain the variations that occur among organizations. In some organizations the minimum is almost no mobility. It is only because most people generally at least receive pay increases for longevity that they are not totally immobile.

Other organizations, it appears, allow occupants of low-ranking positions to reach the upper echelons. But some have known or unknown barriers to particular status levels. The relative rate of mobility within an organization is often called the amount of openness.<sup>25</sup> Hage contends that the greater the disparity in rewards between status levels the lower the rates of mobility and the more stratified the organization. In such organizations he claims, " . . . the stated policy may indicate a democratic style of decision making with egalitarian distribution of rewards, (yet) the operational practices may show centralization and stratification."<sup>26</sup>

Individual motivation is often believed to be associated with mobility.<sup>27</sup> It is assumed that individuals have certain interests and operate rationally to pursue their preferences. They logically act as efficiently as possible to reach these goals. Those individuals pursuing their "self-interest" goals will be the ones to get ahead. They are "the climbers." But others who are not pursuing self-interest goals are regarded to have rationally chosen "altruistic ends," meaning they will not likely get ahead.



This explanation assumes that organizational mobility is the outcome of the choice behavior of individuals, that mobility is entirely, or nearly, a matter of individual choice. Motivation in this context performs a crucial role.

But individual motivation for organizational mobility is a pseudo problem for it can determine success (mobility) only when it is possible for all contestants to start at the same point and when they can proceed along the same course. The belief that motivation is consequential in achieving organizational mobility is firmly entrenched in the dominant ideologies of industrialized societies. It serves a profound stabilizing function, to wit: if individuals are made to feel responsible for their own fates, they will blame themselves rather than the socio-economic system for their failure. The real problem may reside in interlocked social constraints that keep a group down.

It may be that motivation will not be consequential and may only become frustration. Unless there are positions available to which a person can move no amount of motivation will be productive. The availability of positions would seem to be a vital aspect permitting mobility to occur.<sup>28,29</sup>

Positions often become available because powerful leaders are present. Powerful leaders have more rewards and resources to dispense. Their system-granted power comes from having high status and by developing influence

in the upper echelons of the organization through membership in informal inner circles. Powerful leaders are promotable. Their mobility could promise advancement for subordinates they select to bring along. They may seek to fill the vacancy created by their own advancement with one of their appointees.

This avenue of sponsorship is a typical road to the top for many men. The protege system, whether in academia, politics, or business, is an informal way of discouraging outsiders, and assuring that particular insiders stay on the fastest track. For this reason it has been almost impossible for a woman to succeed without sponsorship or membership in the company's ruling family.

In the realm of powerless leaders there are fewer organizational rewards to distribute. At the extreme, with fewer trade-offs available they may try to coerce employees into supporting them. Unable to move ahead themselves, they hold everyone back, and praise conformity to rules. Talent and innovation are conveniently ignored.

Kanter reported that there were dramatic differences in the actual opportunities for promotion available to the men and to the women in the same organizations.<sup>30</sup> The great majority of women held jobs that have short, discouraging career ladders. Kanter concluded that lack of opportunity to succeed, not a personality style that shuns success, is often what separates the un-ambitious from the climbers--and the men from the women.

One can consider social context implications of promotable opportunities such as working on challenging tasks. Graen's description of the role-making process implies that supervisors, very early in the life of the work group identify certain subordinates as superior to others.<sup>31</sup> These subordinates, tagged as informal assistants, are selected for more challenging and demanding duties. The assignment of women to significantly more routine than challenging tasks seemingly implies an unwillingness on the part of supervisors to select women as informal assistants. Failure to be considered as an informal assistant could affect the opportunity of the individual to develop higher level skills due to the less challenging experiences. Subsequently, this could also lead to lower performance evaluations as well as fewer benefits and promotions.

The assignment to challenging jobs early in an individual's encounter with an organization also has been found to influence the possibility for later success in the organization. Hall<sup>32</sup> suggests that an employee's career development is strongly influenced by psychological success. However, to experience psychological success, the employee's job must possess a certain degree of challenge so that the individual is encouraged to set difficult goals. To the extent that women are denied the opportunity to experience psychological success, women may be less likely than men to become committed to a demanding

career and less likely to set very difficult goals for themselves. The effects over time may lead to actual differences in performance among the men and the women in the same organization.

According to Kanter, people placed in dead-end jobs seem to set a self-fulfilling prophecy in motion. These workers cope with career limitations by giving up hope; "like the frustrated fox, they decide they don't want the grapes after all."<sup>33</sup> Hence, when workers lower their aspirations, employers conclude that they do not have suitable attitudes for promotion. The organization decides to invest fewer resources to develop people who seem uninterested, and this decision reinforces the workers' perceptions of blocked opportunity. The cycle of immobility prevails.

Kanter, however, also found that women in jobs well-paid and on the way to top management exhibited ambition, high self-esteem and intense career commitment.<sup>34</sup> The implication suggests that it is the job which makes the person--the man or the woman. Overlooked too frequently has been the tremendous impact of an organization's structure on what happens to people once they are present.

Working women may react ambivalently to job discrimination, not often recognizing that opportunities for promotions and opportunities for the big jobs had been curtailed by her sex. Given such circumstances one ingredient

for success is the courage to disengage from a situation where others want to keep women in their place.

Cohen offers other explanations for mobility. These too allude to the influence of factors outside of the person. To answer: "Why is there differential mobility?" he suggests

one must account for variables assumed between the origin and the outcome . . . (as) most social events are in reality either sequences of events or come after a sequence of events.<sup>35</sup>

Therefore, variables in the social environment might explain much social behavior, especially the formal and informal influences of people through interaction patterns. Rates of interaction provide the contacts among people through which information passes, which could be useful to improve skills.

Variables in the social environment could offer an explanation of the availability of positions. The availability of positions may not be merely spontaneous. "It is the consequence of decisions; decisions to hire or to not fire; decisions to increase output in response to some demand, decisions to stimulate demand, and so forth."<sup>36</sup>

It is easily observed that the administrative component often varies widely across organizations. Pondy asserts "that the number of administrative personnel employed in an organization is chosen so as to maximize the achievement of goals of the dominant management coalition."<sup>37</sup> A goal maximizing motive is imputed to the

management of the organization; managers are held responsible to operate the firm to maximize this utility function for the purposes of the organization or for those purposes which are of more immediate interest to some sub-unit of the organizational membership.

Barnard, it appears, was alert to the reverse sequence when claiming "that the selection of persons for top level executive functions is the concrete method of establishing the means of communication that must immediately be followed by the creation of positions. . . ." <sup>38</sup>

The variables discussed suggest the basis for a theory of mobility. The availability of positions is an essential before organizational mobility can take place. The next variable, openness, refers to the distinctions between levels in an organization. When individuals are unable to move from one related category to another without a substantial change in qualifications, openness would be restricted. In universities, for example, such a schism usually exists between clerical and professional workers. A third variable, sponsorship, is the favor of the superior whose judgment is most important in assisting one to advance in the organization. This may be an individual's immediate superior or another person.

Other variables are associated with characteristics of the individual. These include work-group status and ability. Status is accorded an individual by the peer

group often manifested by prestige or esteem granted. Higher-ranking group members are usually more centrally located in communication networks and have the advantage of interacting more frequently with others, both inside and outside the group.

Ability is the level of competence in the position one is occupying. While it is often acknowledged that any position may require a variety of behaviors, some perhaps performed more proficiently than others, measuring competence is not generally standardized and tends to be contingent upon the vantage point of the person doing the evaluating. Level of skill could distinguish higher and lower ranked members. Skill or ability is included as an attribute directly influencing an individual's opportunity for mobility. Skill also tends to influence one's social position, indirectly contributing to further opportunities for mobility.

It might also be assumed that an individual's rate of interaction with certain elements of the social environment would be contributory to mobility. Elements likely to be influential could be interaction with the sponsor, interaction with a role model, interaction with the occupational community, and, interaction with the work group.

The function of these variables is to suggest a plausible explanation of mobility. While it is possible that other variables will also be valuable to explain mobility, these appear to be highly efficient.

Section III.  
Women in Administrative Roles

In reviewing the related literature interpreting the position of women in American society it is most often role theory that has received the major emphasis. As explained by Theordore: " . . . the general area of female roles has received considerable attention of recent times by both sociologists and psychologists . . . (but) they have not generally been studied in relation to occupations. Studies concerning professional women tend to have been lumped with males in the same profession or to consider the female role with the family subsystem. A more recent trend in the research effort has been to study the socio-economic role of the female within its multi-role dimensions."<sup>39</sup> However, O'Leary claims: "This is not so much a comment on the inadequacy of research design employed as on the recent state of the art relevant to this topic."<sup>40</sup>

A few studies concerning women in administrative occupations have been reported and these are briefly discussed.

In the earliest periods in the United States leaders were necessarily the founders or builders. They generally headed the concerns which they established whether alone or with a small group of associates. By the 1950s there was evidence of a trend toward increasing management control. The chief executives were now the professional managers not the entrepreneurs. Concurrent



with these changes has been a renewed interest in executive functions and in the origins of the executives themselves.

Newcomer reported one such study.<sup>41</sup> At the outset she states: "Insofar as there is discrimination in employment or business dealings on account of sex, race, nationality, religion, and politics, it will probably be most apparent at the top levels. And it may be said without further comment that no woman and no Negro has been found among the top executives of this study."<sup>42</sup>

Cussler, five years later did locate women executives and reported a study of fifty-five women residing in five Metropolitan areas in the Eastern United States.<sup>43</sup> A wide range of occupations were included, yet the study under-represented women at the very top echelons, those with little education, those who had not reached the status of community recognition, and women executives residing in other regions of the United States. Using primarily the interview method and reporting in the narrative, the study focused on sociological factors in predicting advancement opportunities for women.

Historically, Cussler noted, many of these women had changed jobs throughout their years of employment. However, it was "a particular crises that led to her advance." It was not necessarily hard work, but periods of rapid social change particularly those involving an expansion in the economy which allowed these women to move ahead to executive positions. Cussler concluded, whereas

men are more likely to advance to higher level positions during stable economic periods women must wait for some "critical era." "Any cataclysmic social disaster will do" she states. " . . . war is good because it takes preferred members out of the labor force and out of the market and allows new patterns to appear."<sup>44</sup>

After allowing for the "critical era," these women achieved their positions with combinations of contributing conditions including perseverance, merit, default, the assistance of someone or something to give them a push, and something that made them women of distinction. Most did not energetically seek the promotion, perhaps Cussler speculates, due to a non-aggressive personality, being too modest, and being uncomfortable in a competitive situation, although all were equipped with a high education, exceptional technical skills and ambition. Some did not advance because of the very reasons attributed to their exceptional talents.

When interviewing associates of these women executives, Cussler found that those women who men most preferred working with had a childhood of growing up in a houseful of brothers or played with boys of the neighborhood. As one recalled: "I can go back as a child and see that I wanted to surpass even my brothers in sports, or anything of that nature. I was very athletically inclined . . . but I was never satisfied to be less than the captain, or if it was

field hockey where I started out much younger than the average . . . I started out at left-wing. Well, I noticed that the focus of attention was in center field so I just bucked for that position until I got it."<sup>45</sup>

During the 1950s and the 1960s skepticism was expressed about the advisability of training and utilizing women in employment roles. Career interests and aspirations of women were presumed to be limited when compared to those of men. In response, Astin stated:

. . . problems of identifying, developing, and utilizing human resources of concern to this nation is usually limited to only half of the country's population--the men. As a result, the educational and career aspirations of women are not so well understood as those of men.<sup>46</sup>

Astin's The Woman Doctorate in America<sup>47</sup> was undertaken to explore the career development of highly educated women. The subjects of the study were 1,547 women who received doctorate degrees in the United States in the years 1957 and 1958. These women, though only ten percent of the total number of doctorates awarded during these years, were viewed as a sizable group of highly skilled personnel available for advancement.

Specific goals of this study were: to determine how the talents of highly trained women are utilized, to investigate the patterns of career development among women doctorates, and to assess the women doctorates' career interests, commitment to work and professional contributions.

The study dispelled many myths. Joseph Katz writes in the foreward: "It shows conclusively that time and expenditures for the professional education of women are not wasted because, as the argument goes, women do not use their training."<sup>48</sup> Ninety-one percent of all women who received their doctorates in 1957 and 1958 were employed in 1965. These women were also very stable in their employment patterns: almost half remained with the same employer, an additional 30 percent changed jobs only once since they received their degrees, less than one-fifth of the fully employed had ever interrupted their postdoctoral careers, and these interruptions have been for an average of about fourteen months. These women doctorates were found in a great variety of important and productive jobs.

Examining how the talents of these highly educated women were utilized, Astin may have been somewhat dismayed. She reported:

1. Sixty-one percent of the subjects reported remaining in the same major work activity over the seven or eight years since receipt of the doctorate.
2. Thirty-nine percent reported making some change during this period, one-half of these shifted from teaching to administration.
3. Women, whose major in the doctorate program had been education or humanities (and not those with majors in the sciences, or psychology) tended more often to move into administrative work. Generally,

Astin concluded, the shift overtime is in the direction of greater administrative responsibilities. Yet she poses the speculation that this occurs

. . . especially where competition with men for promotion to administrative ranks is not so severe . . . (also) . . . a large proportion of the women in education devoted more time to administrative functions than others, partly because of their age and longer career experience.<sup>49</sup>

On the basis of this study Astin portrays the career pattern of women.

. . . the typical career pattern of women is characterized by two phases: (1) the initial entry into a career and (2) re-entry into the world of work following a period of withdrawal from the labor force . . . (and) . . . it is indeed true that the higher a woman's educational attainment, the more likely she is to be in the labor force.<sup>50</sup>

#### Related Studies with a Focus on Attitudes Toward Women in Administrative Positions

Early in the 1970s researchers searched for facilitative conditions presumed conducive to the progress of women in organizations. A frequently studied topic was "changing employer attitudes." Forgarty et al., is one such study.<sup>51</sup> Subjects were women in private and public sector business, professions, and civil service in Great Britain. The study was comparable to the earlier 1958 study reported by Cussler.

The major finding revealed that only under unusual conditions, and not under the normal state of affairs, did many of the women become appointed to their top level

administrative positions. Among the others, only when they were able to secure positions of significant responsibility were they able to realize the opportunity to improve upon their abilities. Fogarty viewed the apparent "non-traditional" practices of women arriving to top administrative positions as the result of an obvious system of non-career planning by management, thereby putting the onus of initiating and managing career advancement on the individual, or allowing it to develop in an "ad hoc" way.

Over and above differences arising from different occupational environments, the studies highlighted certain common factors in the women and in the employer's and colleagues' attitudes to them. Essentially, there were no basic differences between the level, style, or the range of levels and styles of work performance of the women who reached top jobs and that of men in similar positions. These findings support results of studies of highly qualified women in other fields: the abilities and interests of men and women overlap considerably.

In the analysis Forgarty recommends,

. . . given the characteristics which well-qualified women are perceived as having, many more of them should be holding posts at middle-management and corresponding professional levels than are in fact doing so . . . (however, as) women seem to be as capable as men of filling a top job if promoted into it, they may need more than men to be pulled up to it rather than be left to find their way to it themselves.<sup>52</sup>

It could be contemplated therefore, as O'Leary reports in a review of related research on women's achievement and motivation:

It appears that in order for a highly competent female to gain recognition for her accomplishment, these accomplishments must be regarded as demonstrably exceptional (out of role or within a context requiring unusual drive and dedication) and their worth supported by the positive evaluation of an authoritative source.<sup>53</sup>

In this regard she continues,

Research findings lend support to the contention that the aspirations and motivations of workers of each sex are more similar than societal stereotypes would lead us to believe. Yet women workers continue to be plagued by myths and half myths which to the extent they are accepted by those involved in making promotional decisions, may adversely affect their opportunities for advancement. Thus it is plausible to assume that such attitudes reflect societally held sex role stereotypes. Insofar then as promoters perceive the characteristics of women workers as discrepant from the predominate criteria inherent in the managerial model to which they adhere, it is reasonable that such attitudes may constitute barriers to higher occupational attainment for women.<sup>54</sup>

In 1972 Basil reported an "attitude study" whose premise was explicit: little doubt exists that there is discrimination against women in advancing them to managerial positions.<sup>55</sup> The focus of the study was on the attitudes expressed toward women in management by both men and women, as indicated in response to a questionnaire.

The majority of the respondents rejected the premise that women were less interested in their jobs than men. However, the responses from the women executives took a more optimistic view of women's advancement possibilities. Yet those men who had worked with women, either as

non-management subordinates, as management subordinates, as peers, or as supervisors tended to be more positive in their attitudes toward women. The basic difference between the masculine and feminine opinions appeared to be in degree of intensity rather than in kind. But the realities to be faced were expressed in the following statement:

While many women may indicate a dislike of serving under women, surveys show that most women do not care much one way or another. It's the men, though, who control (the many organizations) and any woman trying to break into management ranks has to contend with masculine attitudes.<sup>56</sup>

Basil interpreted that women have received more acceptance into those management fields where "the woman's point of view" is considered important. But in industries and organizations where male workers predominate there is prejudice against women which prevents full utilization of their talents. Negative attitudes toward women's place in the lower levels of management persist far less strongly than in the upper ranks.

Basil suggests that whether women reached the top depended to a large extent on opinions of women's inherent intellectual and psychological characteristics. If they do not possess the personality traits considered essential to top level management then the rationale for their exclusion appears sound. As was expected, the stereo-typed thinking about women's personality traits was confirmed by the majority of both male and female respondents. On the other hand, when asked to rank a series of personal



characteristics as requirements for upper management positions there was a high degree of similarity of response between men and women managers.

However, another group of women executives had more favorable environments avoiding two problems which frequently hold women back.<sup>57</sup> They did not start out in jobs with limited futures, and they did not have to work their way through a corporate hierarchy that discriminated against them.

Three were cofounders, while four are members of families owning big blocks of stock in the companies where they work. Claims the author, they likely " . . . would not have had careers without the family tie-in."<sup>58</sup> Two made it to the top by moving up in the existing corporate hierarchy without family sponsorship, but did receive some exceptional opportunities within their respective companies.

These women agreed that despite the women's movement, and an abundance of supportive rhetoric, some rather appalling forms of discrimination remain. Even as attitudes change, women will still be hampered by the kind of education they are getting and the more subtle forms of discrimination will not be easy to overcome.

In 1973, Stevenson studied the employment levels of women administrators in Big Ten Universities.<sup>59</sup> Concerned with the problem that women have never occupied significant numbers of important administrative positions in co-educational institutions, Stevenson determined that

employing officials in universities operated on the assumption that a significant number of qualified women were not visible, thus not present and therefore it was not possible to fill positions of responsibility with women.

Furthermore, she noted in the findings: (1) There was considerable ambiguity in titles and positions of the administrative roles held by women. (2) The evidence of employment of women in administrative positions was inconsistent with the reports of employing officials about the inclusion of women in these roles. (3) There was more occupational mobility by these women than had been anticipated on the basis of studies of women executives in other types of organizations. (4) Only ten women were identified as administrators in continuing education services.

This study summarized and generalized the data reported and did not attempt to relate specific variables, as for example, education level, age, or mobility to any specific respondent, or to any specific institution included in the study.

Implications from Sociological and Psychological  
Studies Relating to Women in  
Administrative Positions

It is worthwhile to consider, as some researchers have surmised, that factors other than attitudes may determine the degree and the direction of organizational

involvement. The impression is often created that certain other elements are causally related to hierarchial involvement. Discussions have been reported suggesting correlations between organizational advancement and variables as socioeconomic status of the participants, the nature of their early socialization, their basic personality structures, and some of their religious and political beliefs.<sup>60</sup> It is important to recognize that many of these variables temporally precede organizational participation, and hence precede both peer cohesion and involvement in the organization.

#### Socioeconomic Factors

Solomon identified socioeconomic characteristics in analyzing self-reported life histories of a selected group of twelve professional women.<sup>61</sup> Some, she observed, had advantages of membership in established affluent families: they were born into European professional families in which there were expectations for women as well as men. A lesser number were daughters of immigrants who lacked economic and social advantages but who believed that if they and their children worked hard they would get ahead in America. All had middle-class and upper-class backgrounds irrespective of their diverse ethnic and racial origins.

Hennig,<sup>62</sup> in a study of twenty-five top level women executives, analyzed their early experiential

activities and family environments. All were first-born in all-girl families, or the only child. Thus, Hennig states, these cases encompass a "first-born" syndrome. The women were members of upward-aspiring middle-class families living in the eastern parts of the United States. Their fathers were primarily in middle-management or professional educators; most mothers were home (non-working). All were American-born Caucasians and reported no distinctive religious patterns.

#### Early Patterns of Socialization

Several researchers interested in alternative interpretations of correlates in the career progress of women professionals have focused on the distinction of early patterns of socialization. "Non-biological explanations for sex differences of participants in various activities often center on early socialization," states Booth.<sup>63</sup> Some researchers contend that patterns of interaction learned during early youth affect later interaction.

One such theme proposes that girls are generally rewarded for conformist behavior, for sitting quietly and patiently at tasks until they are completed. During childhood girls receive, what Cynthia Epstein refers to as, "docility training." This pleases their fathers who want them to be 'feminine' and it also helps them do well in school because they learn to follow instructions and carry out assignments. Good grades and good behavior win

approval from teachers as well as from parents.<sup>64</sup> But they are discouraged from being competitive, self-assertive, independent and dominant in their interaction with other children (traits shown to be crucial in raising IQ's). These later traits it is claimed play a crucial role in fostering creativity in intellectual tasks.<sup>65</sup>

Risk-taking is another important component of original creative thinking. Young boys far more than young girls are apt to be encouraged to take risks in both physical and mental endeavors. According to the Fels Longitudinal Study, " . . . a young child's interest in games and activities characteristic of the opposite sex is positively correlated to IQ," which determined that brighter girls are more likely to enjoy baseball and other boy's games. When asked what kind of a developmental history would be necessary to make a girl into an intellectual person . . . the reply: " . . . the simplest way to put it is that she must be a tomboy at some point in her childhood."<sup>66</sup>

Maccoby, an early proponent of this theme, suggests a further explanation for women's lack of intellectual creativity:

. . . since those girls who show qualities of dominance and active striving are engaging in sex-role inappropriate behavior, they pay in high psychic costs for their intellectual success by suffering high anxiety levels.<sup>67</sup>

Maccoby links a high anxiety level to lower levels of productivity among academic and professional women.

Some psychological research does suggest that anxiety " . . . is especially damaging to creative thinking for it narrows the range of solution efforts, interferes with breaking set and prevents scanning of the whole range of elements open to perception."<sup>68</sup>

Indeed, some writers have been inclined to stress that the very traits women are encouraged to develop--risk avoidance, dependency and low assertiveness or non-competitiveness--contribute to an observed tendency to perform poorly in the classroom. Thus, under these conditions women may be less likely to be perceived as outstanding young scholars. Concurrently then as Bettelheim observed,

In these early years, it is rare indeed for girls to hear the slightest suggestion that they might one day do the interesting work of this world quite as well as many men, or even better.<sup>69</sup>

McDonald proposes an explanation that has a more extensive impact:

If women have been conditioned from birth to adjust their human potential and aspirations to a socially approved 'feminine' life-style which is narrower than, and considerably beneath their potential, it is not surprising that many of them will settle for that and call it satisfaction. For many, the adjusting continues into college years and beyond. . . . Women who are excited in the freshman year by the possibility of entering professional and research fields, by the time they are juniors lower their aspirations to more 'practical' fields (teaching, nursing, social work, secretarial-administrative work) which may be far below their abilities.<sup>70</sup>

According to Jane Torrey, a psychologist at Connecticut College, reluctance to perceive oneself as victim is a real psychological barrier for women. She states:

People like to think they have done as well as possible in life; nobody enjoys being told that she might have been happier, richer or more successful if it weren't for some injustice. . . .<sup>71</sup>

As interpreted by Booth, early independence training and team activities develop social imitation, coordinate the normative structures, foster and provide social conditions favorable to friendship formation and the learning of group procedures and practices applicable to later leadership role performance.<sup>72</sup>

Hennig utilized an extensive interpretation of this theme in her study of twenty-five women executives prominently positioned in nationally recognized eastern-based business firms.<sup>73</sup> She concluded that the early experiential activities of these respondents was convincing evidence that the presence of a certain type of family dynamics was conducive to their ability to exhibit a positive achievement motivation.

Hennig explains, that in developing their integrated personalities these women in their early youth did not appear to reject either of the classic sex-stereotypes. They explored both with the presence of two-parent-role-models who actively supported the daughter's explorations and expansiveness of role-testing activity choices. The

mothers tended to represent the traditional feminine role model but also supported their child's freedom to explore what were considered male roles. The fathers, who were actively participating with their daughters in activities, encouraged them to engage in competition with boys and girls.

In Hennig's view such a family constellation provided for these individuals the climate to develop feelings of mastery and success in a variety of settings. They had learned early to connect achievement and self-esteem. When there was awareness of gender-role taboos, their anger was placed on the perceived constraints of the choice-limitations. Furthermore, she contends, " . . . their early experience with competitive achievement with males, beginning with the father helped them to overcome and feel comfortable in such settings in the future."<sup>74</sup>

Related to this issue of the significance of certain patterns of early socialization is the interest of participation in associations and in competitive team activities. As reported by Booth, boys, particularly from the middle-class, compete in teams far more than girls. In team activities a member learns group procedures and practices which can later be applied to role performance in organizational settings. Thus early independence training and team activities are seen as assisting to develop social initiative in males. "Such early socialization is probably



reinforced by later experience," claims Booth, "(as) many white-collar occupations use committees, task forces, and buzz groups extensively, activities which sharpen the skills necessary to cultivate friendships."<sup>75</sup> In observing the effect of the differential levels of opportunities available for participation in such early-youth activities, Booth surmises that the discriminatory attitudes toward women contributed to differences in their later participation in social and work groups.

But critics demur. Loring argues that components of background factors do not guarantee the development of achievement motivation nor is it the only background in which such motivation for aspiration to higher administration can develop. She states that

. . . many women who have been concerned with filling traditional feminine roles begin at about age forty to move rapidly to the Maslovian idea of self-actualization, motivated by previous frustration in feminine roles . . . displaying latent natural capabilities that come into use in the challenge of increases in responsibilities . . . perhaps with life-styles that are different but not necessarily less valuable.<sup>76</sup>

### Traits

It is also often argued that a woman's repertoire of behavior does not include those traits considered essential for administrative success. But a considerable body of research exists which indicates that women do possess qualifications required of top-level administrative positions. Women have been reported as being similar to men in vocational interest, sources of job satisfaction and

motivation, leadership ability, problem solving, cooperation and competition, and potential managerial capability.

Tyler,<sup>77</sup> after a comprehensive review of individual differences, concluded that when examining research supporting the existence of sex differences, one must keep in mind that there is a large amount of overlap among the distributions by sex on any given variable. Individual differences outweigh sex differences. On the basis of these extensive findings, she suggests that if personnel access or personnel advancement decisions are made on group basis rather than on individual attributes, discrimination may exist.

And again, as recently as 1974, Maccoby and Jacklin apparently found it advisable to reaffirm, after reviewing much of the research related to sex-role stereotypes, we

. . . conclude from our survey of all the data that many popular beliefs about the psychological characteristics of the two sexes have little or no basis in fact. . . . Yet people continue to believe, for example, that girls are more 'social' than boys, or are more suggestible than boys, ignoring the fact that careful observation and measurement show no sex differences. As a result, myths live on that would otherwise rightfully die out under the impact of negative influence.<sup>78</sup>

### Summary

The literature review of Section I indicates that women have been denied equal opportunities of participation in many of the socio-economic sectors of this country.

Despite the progress of industrialization with technological innovations, voting privileges and expanded entry in the work force there remains a conspicuous absence of women in top level administrative and professional positions.

Neither the institutions of higher education nor general university continuing education divisions have taken leadership to recognize the rights of women as individuals nor have they generally assisted to change the political order. The result has been to effect the legislative process to advance equal opportunities for women and to seek government action to force compliance with the statutes. The adherence by educational institutions to the legal requirements contained in these statutes promoting equal opportunities for women in employment has been inattentive.

Implications from the concepts of organization theory in Section II suggest that existing social structures located within organizations severely influence the opportunities of upward mobility available to most women employees. Among such structures is the apparent need of organization officials to maintain and preserve consistency whose effect is to generally preclude women from normally participating in the career development process.

The theory of mobility advanced is grounded on the premise that positions must first be available before mobility can begin. Characteristics of openness and sponsorship are identified as variables of organization

structure facilitating upward mobility of personnel. Individual characteristics of high visibility in the work group and a valuable level of competence are variables likely to influence opportunities for advancement. An individual's rate of interaction with significant elements in the social environment seem to be additional contributory factors leading to favorable selection.

The review of extant research relating to women administrators discussed in Section III report a variety of factors which have been examined for clues indicative of (associated with, if not causally related to) hierarchial involvement. Variables residing in the social environment, specifically, rapid social change and economic crises have been important in certain circumstances. Examination of other presumably essential factors included characteristics residing in the individual such as socioeconomic status, early socialization, structures of personality, age, education and belief systems. But the validity of these variables has generated controversy and debate among critics.

Even with the evidence of studies repeatedly verifying that no general differences exist between men's and women's performance, style, and traits of leadership considered essential for administrative success, myths seem to die hard and employer's attitudes based on sex stereotypes appear to prevent qualified women from reaching top level

positions. The evidence of discrimination against women becomes more profound at the higher levels in an organization's hierarchy.

The conclusion which emanates confirms that most of the rhetoric to promote equal opportunity for women is only that. The data indicates minimal change despite a decade or more of legal advances.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

This study was designed to investigate the career progress of women employed in professional administrative positions in selected general university continuing education divisions in the State of Michigan during the years 1960-1976, and to analyze certain variables as likely determinants of the levels of position attained.

This chapter presents the design of the research study. It reports the population of institutions and the population of individual women, the instrumentation, and procedures adopted for the investigation, and the method of analysis and interpretation of the data.

For the purposes of this research the position under study is the highest level administrative position which a woman occupied while employed in a division of continuing education during the years 1960-1976.

The methodological framework was designed to investigate variables from three sets of factors: (1) those existing within the individual, (2) those existing within the organization, and (3) those existing outside both the

individual and the organization, therefore residing in the social environment. Information was collected on selected characteristics of the women, on selected characteristics of the employing institutions and divisions of general university continuing education, and on selected legal statutes identified as the significant equal opportunity statutes in effect during the years 1960 to 1976.

The study was designed to focus on the following questions:

- I. What changes have occurred during the years 1960-1976 with respect to the employment of women in administrative positions in the division of continuing education?
  - A. How many women were employed?
  - B. In which years did they enter their position?
  - C. In which divisions were they employed?
  - D. What positions did they occupy?
  - E. What is their employment record with the divisions: how many are still employed? how many retired? how many changed employment?
- II. What are certain characteristics of the institutions and of the divisions?
  - A. What is the age and size of the institutions?
  - B. What year did the general university continuing education division begin?
  - C. What institutional types do these institutions resemble?

- D. What is each division's record of appointment of women in professional administrative positions during the years 1960-1976?
- III. What are certain characteristics of the women?
- A. What has been their previous employment experience?
  - B. What has been their post-secondary education experience and level of formal higher education?
  - C. What are their ages?
  - D. What has been their employment experience with the division of continuing education?
  - E. What types of career patterns are depicted by the employment sequences of the women?
  - F. What are the aspirations of the women for further education, higher level positions, and future career activities?
- IV. What relationships can be identified as factors likely to be influencing the level of position attained by these women?
- A. Is there a relationship associated with the Equal Opportunity mandates of the 1960s and 1970s and level of position?
  - B. Is there a relationship associated with selected institutional characteristics and level of position?
    - 1. Type of institution.
    - 2. Mobility within the institution.



3. Years of employment in the position.

C. Is there a relationship associated with selected personal characteristics of the women and level of position?

1. Age at entry.

2. Level of education at entry.

3. Years of previous occupational experience.

4. Type of previous occupational experience.

#### Time Frame for the Study

During the decades of the 1960s and the 1970s the United States has experienced the passage of several Federal statutes designed to facilitate equal opportunities for women, including equal opportunity in employment. All institutions of higher education have been apprised to generate action plans in response to these statutes which is generally denoted as affirmative action. Theoretically, divisions of continuing education, as units of institutions of higher education, would be expected to be responsive to their institution's affirmative action program.

To observe the compliance with, or neglect of, discharging the requirements of these statutes and thus inferring any influence upon the career development of women employed in professional administrative positions in

these continuing education divisions, an extended period of time would be imperative to merit a valid evaluation.

Based on the assumption that the following guidelines are directly significant to the careers of women employed in organizations covered by these laws, and thereby equally salient to women employed in divisions of continuing education, a period of years to encompass these guidelines was established as the time-frame for the study. A beginning date of the year 1960 precedes the statutes. An ending date of the year 1976 would allow a reasonable length of time to record the transaction of interest.

#### Equal Opportunity Statutes

1963	The Equal Pay Act.
1964	Title VII of the Civil Rights Act.
1965	Executive Order 11246.
1967	Executive Order 11246 amended by Executive Order No. 11375.
1971	Revised Order No. 4.
1972	Amended Equal Pay Act.
1972	Title IX of the Education Amendments of 1972.
1972	Amended Title VII of the Civil Rights Act by the Equal Employment Opportunity Act.
1975	Title IX of the Education Amendments of 1972 enforced under new regulations.

Equal Pay Act of 1963, as amended.

Generally, for non-professional employees as of June 1964, and for executive, administrative, professional and outside sales employees as of July 1972.

Prohibits discrimination in wages (including overtime, sick and vacation pay) and fringe benefits (including health and life insurance, pension and other retirement benefits, profit sharing and bonus plans, credit union benefits) which are based on sex.

Title VII of the Civil Rights Act of 1964, as amended.

Effective July 1965 for nonprofessional and professional workers in the private sector, and March 1972 for employees of state and local governments and educational institutions.

Prohibits any discrimination based on sex in hiring, firing, promotion, wages, classification, employment referrals, or assignment, extending or assigning the use of facilities, training, apprenticeships, fringe benefits, including medical, maternity benefits, life insurance, pension and retirement programs, and any other conditions or privileges of employment.

The enactment of the Equal Employment Opportunity Act of 1972 extended coverage to teachers and administrators in educational institutions. The act does not require

affirmative action unless discrimination is found and affirmative action is ordered.

The Guidelines on Discrimination Because of Sex emphasizes "the principle of non-discrimination requires that individuals be considered on the basis of individual capacities and not on the basis of any characteristics generally attributed to the group."

Executive Order 11246 of 1965 as amended in 1967 by Executive Order 11375. Effective October 1968.

These Orders impose equal employment opportunity requirements on Federal contractors. They prohibit discrimination in employment including wages, hiring, promotion, and benefits, by employers and institutions which have contracts with the Federal government in excess of \$10,000, and their subcontractors. All divisions or branches of the contractor are covered.

The Order contains two basic conditions that must be accepted by a Federal contractor. The first is a policy of non-discrimination which covers all employees of the contractor. The second condition requires that the contractor undertake a policy of affirmative action to ensure that equal employment practices are followed.

Revised Order No. 4 issued in 1971 is applicable to all nonconstruction contractors and was the first set of

regulations requiring an affirmative action program for women.

Title IX of the Education Amendments of 1972, as amended.

Effective July 1973 for admissions provisions, and July 1972 for all other provisions.

Title IX and the implementing regulations prohibit discrimination based on sex including admissions, financial aid, rules governing behavior, access to courses and training programs, extracurricular activities, other educational programs and employment discrimination including wages, recruitment, hiring, job classification, and most fringe benefits.

Covered are all educational institutions which receive Federal money including preschools, elementary, secondary and vocational schools, colleges and universities which receive Federal money for educational programs.

Title IX of the Education Amendment of 1972 effective July 21, 1975, with new regulations, prohibits with certain exceptions sex discrimination in education programs or activities including employment, which receive Federal financial assistance.

#### Determining the Study Population

##### The Organizational Sector

The public four-year institutions of higher education within the boundary of the State of Michigan were

selected as the universe of organizations for the study; and the divisions of general university continuing education of these institutions were designated as the sub-unit within which to investigate the career progress of women employed in professional administrative roles.

A review of The National Center for Educational Statistics Educational Directory Colleges and Universities 1975-76 indicated thirteen public four-year institutions of higher education existed in the State of Michigan.

The following institutions comprise the organizational population of this study:

- Michigan State University
- The University of Michigan
- Wayne State University
- Eastern Michigan University
- Central Michigan University
- Northern Michigan University
- Western Michigan University
- Michigan Technological University
- Oakland University
- Grand Valley State Colleges
- Saginaw Valley State College
- Lake Superior State College
- Ferris State College

### Identifying Women in Professional Administrative Roles

To assess the roles of women within the organizational unit under study requires knowledge of the types of positions and an identification of the incumbents occupying these positions.

For the purposes of this study, data could be collected from the Deans or Directors of each of the thirteen public four-year institutions of higher education. It was assumed that individuals in this position would have access to current and historical records of personnel employed within their respective divisions.

From the data of personnel supplied by each of the divisions women employed could be identified by name. The organizational role held by women could be determined by title and by the rank assigned to the position by the employing institution.

The professional administrative position in this study is defined to be a category higher in rank than clerical-technical, or clerical-secretarial. Additionally, to be eligible for the study, the professional administrative position is assigned in the administrative-professional (A-P) or professional-administrative (P-A) category of the employing institution.

### Instrumentation

The instruments used in this study were both a written and interview questionnaire. The rationale for

the techniques employed were similar to suggestions offered by noted research authorities such as Babbie, Dexter, and Oppenheim, who state that the research design demands balancing the possible strategies and tactics in light of the overall purposes. It requires reflection as to what is the most promising and the least costly techniques for obtaining the desired information. "Interviews should be undertaken . . . when it is clear that . . . alternative techniques have been seriously considered, (and) the research issues have tended to determine the selection of the techniques. . . ." <sup>79</sup> Oppenheim adds that through the interview

. . . there remains the undisputed advantage that the richness and the spontaneity of information collected by interviews is higher than that which a mailed questionnaire can hope to obtain. . . . Many researchers will take a chance on the possibilities of bias for the sake of the richness of the information that only the interview can give. . . . <sup>80</sup>

With regard to data collection Oppenheim notes that

the greatest advantage of the interview in the hands of a skilled interviewer is its flexibility . . . ensuring that the respondent has understood the question and purpose of the research, and probing <sup>81</sup> further when particular responses are encountered.

It was anticipated that Deans or Directors could best respond to the research inquiry seeking information of the division's professional positions and occupants via a mailed questionnaire. Such a form was developed and utilized.



Data pertaining to and about each woman in the study, it was estimated, would better be obtained through the use of both a mailed questionnaire and an interview following receipt of the written responses.

The questionnaire and interview format were devised on the basis of the review of literature outlined in Chapter II and a review of questionnaires developed for similar previous studies. Two major sections comprised these instruments: (1) personal characteristics of the women, and (2) individual's organizational experience in the employing institution of higher education and in the division of continuing education.

In the first category respondents were invited to provide information of education accomplishments since high school graduation, major occupational experiences, dates and location of employment, age, current address, community activities, and aspirations for further education, higher level positions, and future career plans.

The second category consisted of inquiries of the title and description of the position occupied in continuing education division, length of time in the position, previous positions held in the institution, previous positions held in the division, individual's explanation of the circumstances resulting in attaining the position, individual's perception of the influence of the institution's affirmative action plans upon her career.

The research questions on the written form included the items about formal education, employment history and general information.

The other elements of data desired from the women potentially requiring elaboration and expansion, spontaneous and qualified answers were deemed more suitable for inclusion in the interview to attain the high level of information desired. Therefore, in the interview were inquiries of positions held in the division and in the university or college, length of time employed in this location, circumstances of attaining the position, perception of the affirmative action efforts, aspirations for career development, age, and involvement in community activities.

A format of research questions was constructed to serve as the model for the interview. Both "opened" and "closed" questions were incorporated. The order of the series of items were considered to avoid putting ideas into a respondent's mind early in the questioning period as spontaneous responses were desired on some later items. Respondents were advised that accuracy was desired; that negative responses, if appropriate should be supplied, as well as appropriate positive responses. Respondents were assured of confidentiality of their replies in that their names would not appear in the research nor were the interviews recorded on tape. Filter questions were

utilized to (a) exclude a respondent from a particular sequence if it was irrelevant, and (b) allow the response of a low prestige answer to be equally as possible as a higher prestige answer. All interviews were conducted using the same form, and all interviews were conducted in English.

### Pre-Testing and Pilot Study of Instruments

Following suggestions of Oppenheim, subsections of the data instruments were piloted in small operations to see whether the responses "tell us what we need to know."<sup>82</sup>

Initial forms designed to obtain the data of position titles and names of personnel from the divisions of continuing education were submitted to review by continuing education professionals currently on the staff of one higher education institution. With minor adjustments the final version was prepared.

Similarly, preliminary forms developed to obtain the information of the individual women were pretested in sections. Several women currently employed in professional positions completed initial drafts of the planned written questionnaire, and commented on ambiguities and difficult items. The sections intended for inclusion in the interview were then submitted to alternative "in-person" and "telephone" procedures. On the basis of revisions the instrument was subjected to a "pilot test."

Respondents in the "pilot study" were chosen on the basis of similarity to those in the main study as it was anticipated that the total "population would be very small and highly specific so that," as Oppenheim advises, "we cannot afford to 'use up' any part of it for pilot samples, (thus) we must seek some alternative samples that should be above all comparable in their knowledges and ways of thinking."<sup>83</sup>

Professional women in the Lansing Metropolitan area, currently employed in administrative positions in organizations that were not to be in the research study comprised the "pilot group." The written questionnaire was first completed followed by the telephone interview. This phase was concluded in August 1976.

The most significant change in procedure after the "pilot test" was incorporating the option of using a VITA or RESUME, as the source of some data about the research subjects. This technique proved valuable in, generally, abbreviating the time of the interviews and in supplementing the responses of the subjects.

#### The Telephone Interview

To avoid travel costs and subsistence expenses at interview sites the telephone interview was employed in this study. The earlier "pilot testing" phase had confirmed that this method would provide the desired

information. A WIDE AREA TELEPHONE SYSTEM (WATS) line or a private telephone line was used.

The same researcher conducted all of the interviews and recorded on individual data sheets the responses of the women. Where respondents rendered generous comment, the interviewer-researcher selected and condensed what seemed the most important of what the respondent wished to convey. Some bias and loss of information perhaps occurred. Responses were coded by the researcher after the interviews were completed.

#### Research Procedures

The operations employed to gain the required data were executed in several phases.

Deans of Directors of each of the divisions of general university continuing education in the thirteen institutions of higher education were contacted explaining the study in September 1976, first in a "Dean's" meeting, followed by a letter. Each was asked to aid the research by providing the names of professional positions and the names of individuals occupying these positions in their respective divisions during the years 1960-1976. Data forms were supplied. (Appendix A)

Twelve divisions responded to the research inquiry. The one non-response was a division known to have no women employed in professional administrative positions during these years. Ten of the twelve responding divisions

supplied the data desired. Officials of the other two divisions indicated that it was not possible to forward such information. After further communication with these officials about the research project, one division provided the current year's roster plus the names of the women previously employed in professional administrative positions in their division. Similar data was later obtained from the other division when the researcher traveled to the institution and discussed the research project with the designated representative.

On the basis of the data supplied by each of the continuing education divisions, ten divisions were identified as having one or more women employed in professional administrative positions during the years 1960 to 1976; three divisions did not have women employed in such positions during these years.

The data provided by the ten divisions indicated that sixty-eight women would be in accord with the definition of occupying the type of position under study and thus eligible for the research. Several ambiguous cases required investigation for clarification and were subsequently excluded. For example, several women who were listed on one division's roster as adjunct or teaching personnel were found to have their major assignment with an academic unit as faculty. These were excluded from the research population. Likewise, women occupying positions as executive-secretary were excluded.

Inaugurating the next phase were attempts to locate the sixty-eight women. Eight were unable to be located because they no longer had forwarding addresses, and one was deceased. The potential number of cases then for the study was fifty-nine women. Ultimately, two women indicated that they did not wish to participate in the study; six could not be included because of difficulties in completing the necessary contacts. The final number of respondents in the study was fifty-one. These fifty-one women were (a) currently employed in a professional administrative position in a continuing education division, or (b) had been employed in such a position at one time during the years 1960-1976.

Women occupying professional administrative positions during the years 1960-1976	=	68
Women unable to locate	=	8
Women deceased	=	1
Women eligible for the study	=	59
Women not wishing to participate	=	2
Women unable to be contacted	=	6
Respondents included in the study	=	51
Response rate for the study	=	86.4%

In October 1976 women currently employed in divisions of continuing education were contacted at their institution by letter explaining the research. (Appendix B) Each was asked to assist by completing and returning the brief written forms. Upon receipt of these forms

interviews were completed, if possible on the date and at the time of the respondent's first or second choice.

Subjects who had not responded within eight weeks were sent a second copy of the introductory letter and data forms. Those unable to return either the first or second copies were later contacted by telephone.

Reaching the women no longer employed in the divisions of continuing education and those associated with one division required modification of tactics. Their present location had first to be available. Inquiries were made of several sources including personnel directors, executive secretaries, professors, and other administrators. In some cases a series of clues were pieced together to obtain a point of contact.

The location of the subjects in this group did not become available until after January 1, 1977. At this point the urgency of expediting the data collecting phase made it advisable to reduce the time expended in this process. Therefore, individuals whose location became known after January 1, 1977 were immediately contacted by telephone and provided explanatory details of the research. Each subject was informed of the general categories about which further data was desired, and asked to review her recollection of the events, or her VITA. An appointment was made for the interview to follow. As the mode of inquiry relied heavily upon subjects ability to recall



details about past events it was believed that some prior knowledge of certain of the topics to be queried would improve the accuracy of the data. These topics were those contained on the forms mailed to others. All data collection of and about the women included in the study was completed by April 30, 1977.

#### Other Data Sources

To supplement the data provided by division officials, other sources were utilized to describe the institutions and the divisions of general university continuing education. These included catalogs of the institutions, particularly the pages of historical details, a booklet titled A Story of Adult Education in Michigan 1876-1976 by Robert E. Sharer, and personal communication with university administrators and faculty.

The details of the Federal statutes of Equal Opportunity mandates were obtained from the Federal Registrar, supplemented by the elaboration in the Congressional Quarterly, and from the publication To Form A More Perfect Union compiled by the International Womens Year Conference, printed by the U.S. Government Printing Office, Washington, D.C.

#### Position Hierarchy Schema

One outcome of essential concern in the study was the highest level position attained by each of the women

while they were employed in the continuing education division. As position-titles of employees within organizations are often not indicative of a similar hierarchial rank, a schema was developed to classify in a uniform manner the continuing education positions occupied by the women. Only the highest-level administrative position which a respondent occupied in a continuing education division is included in this schema, even though some individuals may have occupied more than one position in the division.

The schema developed is described as follows:

LEVEL ONE: a position encompassing the responsibilities to execute the functions of the office of the Dean or Director of the Division.

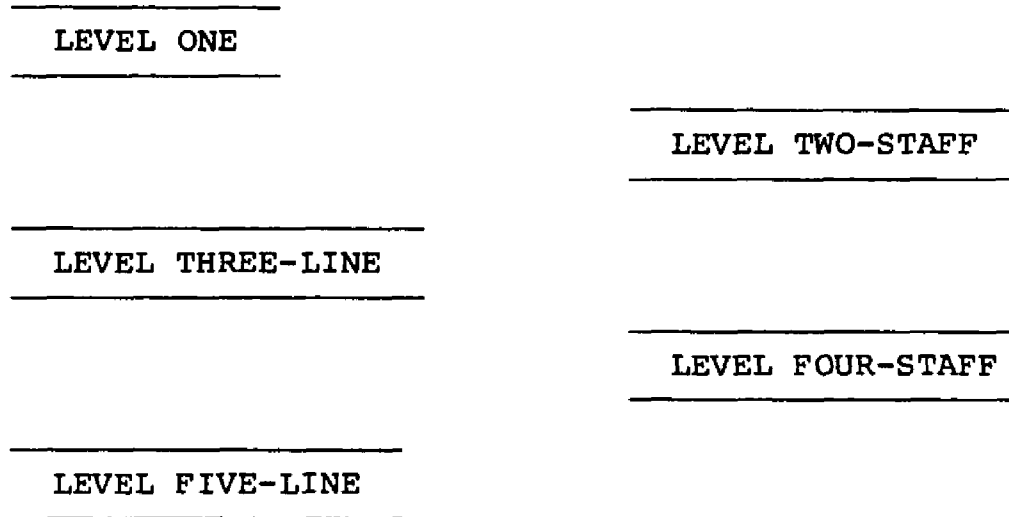
LEVEL TWO-STAFF: a staff position attached to the office of the Dean or Director of the Division; responsibilities include the administration and execution of program services to this office and to the entire department.

LEVEL THREE-LINE: a line position responsible to, and reporting to, the Dean or Director of the Division; responsibilities include executing the program operations of a unit or department within the division, usually with additional line or staff personnel.

LEVEL FOUR-STAFF: a staff position, attached to a Level Two-Staff position, or to a Level Three-Line position; responsibilities include assisting in the administration and execution of program services.

LEVEL FIVE-LINE: a line position responsible to a Level Three-Line position; responsibilities include executing program operations by direct contact with client groups and client-group programs.

A diagram of the schema of positions follows:



#### Typology of Women's Occupational Experience

The occupational experiences of the women in the study were systematized in relation to their involvement in continuing education employment. Utilizing the concepts (a) continuous-discontinuous employment sequence, and (b) involvement in continuing education employment--and, involvement in other areas of employment, four elements of a typology emerge.

These are described as outlined below:

A. Continuous Employment--all in Continuing Education:

individual has been continuously employed since completing high school graduation except for the time engaged in further formal education, and all

of the employment has been in the area of continuing education.

B. Discontinuous Employment--all in Continuing Education:

individual with one or more durations of non-work of any length, but all of the employment has been in the area of continuing education.

C. Continuous Employment--in Continuing Education and Other Areas.

individual has been continuously employed since completing high school except for time engaged in further formal education, who had at least one period of employment in continuing education and has also been employed in other areas.

D. Discontinuous Employment--in Continuing Education and Other Areas.

individual with one or more durations of non-work of any length, who had at least one period of employment in continuing education and has also been employed in other areas.

### Analysis of Data

Responses to the questionnaires were hand-coded and key-punched on computer cards. Research consultation was provided by the Office of Research Consultation, College of Education, Michigan State University. The Statistical Package for the Social Sciences (SPSS) system of computer programs was used in the interpretation of the data. All processing was completed at the Computer Center, Michigan State University. The computer output for this research consisted of frequency charts and contingency tables with the associated statistical tests.

Additionally, a few answers are reported verbatim to convey some of the flavor of the replies.

### Frequency distribution and accompanying statistics.

After examining the distribution of variables, sets of relationships were examined among two or more of the variables. A contingency table analysis (cross-tabulation) was employed. This program " . . . computes and displays two-way to n-way crosstabulation tables. . . . A crosstabulation is a joint frequency distribution of cases according to two or more classificatory variables. These joint frequency distributions can be statistically analyzed, as with the chi square statistic, to determine whether or not the variables are statistically independent; and these distributions can be summarized by a number of measures of association . . . which describe the degree to which the values of one variable predict or vary with those of another."<sup>84</sup>

### Analysis

As extensive use of statistical procedures such as the chi-square has severe limitations in an analysis of a non-probability sample, and in an analysis of a study with a small number of cases, as in the present study, the chi-square is not included in this report and the sets of relationships among the selected variables are analyzed more fully by means of discussion.

### Summary

This chapter has reported the procedures implemented for the investigation, including the selection of the population of organizations and of individual women, the instrumentation and the design.

The rationale for the time frame chosen was discussed. The schema developed to differentiate Levels of positions occupied was outlined, as well as a description of a typology of career employment experience.

The methods employed in the analysis are frequency charts, contingency tables, and examination of the sets of relationships among the selected variables.

## CHAPTER IV

### FINDINGS

#### Introduction

This chapter presents the detailed findings of the empirical data obtained from the Continuing Education Division reports and from the questionnaires and interviews conducted for the study. Principal data of the employing divisions and of the respondents is introduced. The data are further examined and certain relationships are analyzed.

Section I includes the data of selected characteristics of the institutions followed by data of selected characteristics of the respondents. Section II presents an analysis of the relationships examined.

The thirteen public four-year institutions of higher education in the State of Michigan were the population of organizations surveyed in this study. Ten of these institutions had employed women in professional administrative positions during 1960-1976. These ten institutions comprise the organization-group in this study.

Sixty-eight women occupied professional administrative positions during the years 1960-1976 in the ten

divisions of continuing education. The names of nine women were removed from the study population because they could not be reached. Of the remaining fifty-nine subjects, fifty-one women were respondents and comprise the subject-group in this study.

The specific position under investigation for this research was the highest level administrative position occupied by each of the fifty-one women while employed in a division of continuing education during the years 1960-1976. The position was to be designated "administrative-professional" (or "professional-administrative") by the employing institution and is the current position occupied, or the highest-level position occupied, in a division of continuing education.

### Section I The Institutions

The population of organizations in this study were the public four-year institutions of higher education in the State of Michigan. The National Center for Educational Statistics Educational Directory Colleges and Universities 1975-76 reports that thirteen such institutions exist in the state. All thirteen schools, thus the entire population, were surveyed for the study.

The ten divisions which reported having employed women in professional administrative positions during the years 1960-1976 and the institutions in which these



divisions are located comprise the organizational-group in this study. These are briefly described.

Table 1 acquaints the reader with several indices. The institutions are not uniformly similar, but rather characteristic of several institution types, each type unique by some distinctive features.

In one class are three large comprehensive universities: Michigan State University, The University of Michigan, and Wayne State University. While the early history of these institutions is different, each was founded with the mission of providing educational programs to all of the citizens of the entire state, and they have continued this plan.

The University of Michigan, now in its one-hundred-sixtieth year was created in the territorial days by a legislative act as "catholepistemiad of University of Michigana" August 26, 1817 and included provisions for instruction in medicine as well as in the arts and sciences. After admission of this new state to the union on January 26, 1837 one of the first acts of the legislature established The University of Michigan. In 1841 the legislature defined its status as a public university. In 1850 Michigan's newly adopted constitution provided for the election of a Board of Regents of the University of Michigan as the governing agent.

This second state constitution called for the establishment of a state agricultural school chartered as

Table 1.--The Public Four-year Institutions of Higher Education.

Name	Founding Date	Student Enrollment 1976	Beginning Date of Continuing Education <sup>4</sup>
The University of Michigan	1817	35,346	1911
Michigan State University	1855	46,794	1951 <sup>1</sup>
Wayne State University	1868	34,706	1965 <sup>2</sup>
Eastern Michigan University	1849	20,033	1921
Central Michigan University	1892	16,744	1919
Northern Michigan University	1899	8,188	1945 <sup>3</sup>
Western Michigan University	1903	22,848	1907
Michigan Technological University	1885	5,366	1945 <sup>3</sup>
Oakland University	1958	10,216	1958
Grand Valley State Colleges	1963	6,677	1973
Institutions which did not employ women in professional administrative positions in Divisions of Continuing Education during 1960-1976:			
Ferris State College	1884	9,264	1958
Lake Superior State College	1946	2,064	

Table 1.--Continued.

Name	Founding Date	Student Enrollment 1976	Beginning Date of Continuing Education <sup>4</sup>
Saginaw State College	1963	2,638	1972

<sup>1</sup>Beginning of Kellogg Center as the general university continuing education program.

<sup>2</sup>Beginning of the Division of Urban Extension.

<sup>3</sup>Division of Field Services.

<sup>4</sup>Titles often changed with reorganization.

Michigan Agriculture College which eventually received appropriations to operate in 1855. The school opened in 1857. When President Lincoln signed the Morrill Act of 1862 this school became the prototype of land-grant institutions in this country. This act promoted a revolutionary educational theory, a uniquely American educational philosophy. Institutions of higher education now, for the first time, turned their attention not only to scholarly needs but additionally to the practical educational needs of the common man. This idea was transformed into practice most intensely by the land-grant colleges. The legal governance awarded this school was a Board of Trustees, similar in scope to the Board of Regents of the University of Michigan.

The early history of Wayne State University involved a conglomerate of essentially unrelated colleges and schools which were united in 1933 under the auspices of the Detroit Board of Education. The Detroit Medical College of 1868 was the forerunner of the School of Medicine; the Detroit Normal Training School of 1881 became the four-year degree granting Detroit Teachers College in 1923, the forerunner of the College of Education; the Detroit Junior College of 1817 offering a two-year program in general education became the College of the City of Detroit in 1923 with four-year degree programs.

Subsequently, the College of Pharmacy (1924), Liberal Arts (1930), Education (1930), Engineering (1933),

and the Graduate School (1933) were formed by action of the Detroit Board of Education into a university temporarily called Colleges of the City of Detroit, and later Wayne University. Still more schools were established and authorized. In 1956 Wayne University became Wayne State University by Act 183 of Michigan Public Acts. In 1959 Wayne State University became constitutionally established by popularly adopted amendment to the Michigan Constitution. The legal governance is vested in a Board of Governors of eight popularly elected members each serving eight-year terms.

Presently each of these large comprehensive universities support many academic units, enroll a large cosmopolitan student body and employ staff and faculty from state, national and international locations. The educational programs are services to the entire state's citizenry plus a variety of international interests.

The continuing education programs, while not structurally similar among the schools, offer credit and non-credit programs throughout the state.

A second class of institutions are four medium-sized comprehensive schools: Eastern Michigan University, Central Michigan University, Northern Michigan University, and Western Michigan University. This group is distinguished by the original initial mission to educationally

prepare and certify teachers in specifically defined geographical regions of the state.

The primary mission of the operation at Central Michigan was to provide course work through the School of Education to the certified and non-certified teachers in the northern 38 counties of lower Michigan.

Western Michigan established in 1903 initially to prepare teachers in 16 southwestern Michigan counties.

The emphasis on teacher education was also conveyed by early titles of "Normal School."

At the time of the founding of Eastern in 1849 only five Normal Schools existed in the United States. Eastern was the first 'normal' school west of Albany, N.Y. Teacher preparation was the primary purpose for the first 100 years but other academic areas were available.

Northern Michigan Normal School was established in 1899 as a two-year state-supported teacher training institution.

In recent years teacher education emphasis has remained a central focus of these institutions even through continued expansion and a succession of newly acquired academic programs.

The legal governance of these schools differs from the three larger universities. By constitutional mandate each is governed by an eight-member board appointed by the governor, each member serving an eight-year term.

The continuing education component which generally began as "field services" to serve the region's teachers, later became more structured as Division of Field Services. In recent years these departments have re-organized in

structure and mission, assumed new titles, and now administratively house a broad spectrum of services.

The third class of institutions are the remaining schools: Michigan Technological University, Oakland University, and Grand Valley State Colleges. Schools in this class are uniquely differentiated in mission as each was established by the legislature to provide a particular educational program for a citizenry in a localized geographical area.

Michigan Technological University began in 1885 as Michigan Mining School to educate mining and metallurgical engineers operating the copper and iron mines in the Upper Peninsula. Only recently were business and liberal arts academic programs added. Early continuing education efforts were extension and in-service programs for the engineers and technologists. Recent continuing education simulates the Michigan State model. As a result a more comprehensive program is offered to serve new clientele in the region surrounding the locale of the university.

Oakland University originated in the more recent year of 1958 within the state's largest Metropolitan complex amidst the suburbs of Detroit and Pontiac. The central mission was to provide the citizens in this urban community an educational curriculum in liberal arts and humanities. A graduate program was soon available. By design, the continuing education component began

simultaneously with the academic units. As the school expanded so did the continuing education department. However, the continuing education program at Oakland provides only non-credit courses held on the campus and in surrounding off-campus sites.

Grand Valley State Colleges, based on the cluster-college concept, set out to offer the city and the suburban area of Grand Rapids with a liberal arts undergraduate degree curriculum. Almost immediately were affixed business, education and graduate degree programs. In the next few years, as older students were enrolling to complete unfinished degrees, the continuing education component appeared, first as a part-time counseling service, and later with full-time staff providing a variety of services.

#### Institutions of Employ

The ten institutions were classified into three types. Three institutions in Class "S" are identified as S1, S2, S3. Four Class "M" institutions are identified as M4, M5, M6, M7. Three institutions in Class "L" are identified as L8, L9, L10.

Table 2 reports the location of employment of the fifty-one women respondents in the ten divisions of continuing education.

Divisions in institutions L9, and L10 employed the greatest number, thirteen and fourteen respectively. This total of twenty-seven is more than one-half the total group.



Table 2.--Institutions of Employ of Fifty-one Women  
1960-1976.

INSTITUTION	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10
Number of women employed:	4	1	9	1	3	1	3	2	13	14
Present Location of Women										
A. Number currently employed in continuing education: N = 26	1	1	5	1	1	1	2	2	6	6
B. Number Formerly Employed: N = 25										
1. Working Other Employment: N = 13	3		3						3	4
2. Retired From Continuing Education: N = 5					1				3	1
3. Not Presently Working: N = 7			1		1		1		1	3

S3 was the next largest employer of nine. Each of the other divisions employed four or less.

#### Present Location of Women

At the time the interviews were conducted about an equal number of women were currently employed in divisions of continuing education, twenty-six, as were in other employment situations, twenty-five. When viewed by employment situation, the two largest employers have the greater number of women currently on the staff, as well as a greater turnover of personnel.

Among the twenty-five women no longer employed with the divisions of continuing education seven presently were not working, five women had retired from continuing education employment, and thirteen women were employed elsewhere.

Among the thirteen women employed elsewhere, ten were in new organization-types departing from their previous university setting, Table 3. Only four were currently employed in higher education. Seven of the thirteen were located in administrative positions.

The present location of this group of thirteen women was not in all cases the next immediate employment after leaving continuing education. Table 4 indicates that eight women engaged in two or more organizational changes since leaving continuing education employment.

Individuals presently not working and those retired were located at their residences. Ten were residing in Michigan, two were in out-of-state cities.

Table 3.--Current Location of Women Employed Elsewhere.

Organization Type:	Position Type		
	Administrative	Staff	Self Employed
State Government	2	1	
University	2	1	
Community College	1		
High School	2	1	
Private Firm		2	1

Table 4.--Organization Mobility By Thirteen Women Following Continuing Education Employment.

Number of Organizations:	1	2	3	4	5	6
Number of Respondents:	5	3	1	2	1	1

#### The Women

Information is reported on the present age of the women, the Level of position occupied and the year of entry into continuing education. This is followed by their age, educational level, employment experience, and residence at entry to the continuing education position. The section

concludes with the employment experience of the women within the institution and their aspirations.

#### Present Age of the Respondents

At the time the interview was conducted, thirty-four, or more than one-half of the group were 40 years of age or over. Only 17 were under 40 years of age. The oldest women to be interviewed were in their seventies, one was age 70, the other age 73. The youngest woman was age 26. Table 5.

Table 5.--Present Age of Respondents.

Age-Group:	20-29	30-39	40-49	50-59	60-over
Number:	7	10	14	13	7

#### Level of Position Occupied

The distribution of Level of Position occupied is presented in Table 6. Twenty five women occupied Level V-Line positions, which represents nearly one-half of the total group. Fourteen women occupied positions at Level III-Line, while one woman occupied the top Level I position. Eight women occupied a Level IV-Staff position and three a Level II-Staff position.

#### Level of Position in Continuing Education Division

The Level of position occupied with the respective divisions is reported in Table 7.

Table 6.--Level of Position Attained by Women.

LEVEL:	I	II-S	III-L	IV-S	V-L
Number:	1	3	14	8	25
Percent:	2.0	5.9	27.5	15.7	49.1

Table 7.--Level of Position Occupied by Institution of Employ.

LEVEL:	INSTITUTION									
	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10
I						1				
II								1	1	1
III			6	1	2			1	3	1
IV			1		1		1		1	4
V	4	1	2				2		8	8

L9 and L10, employers of the greater number of women placed most in Level V positions. In these divisions the highest position attained was Level II by two women.

S3, third in number of women employed, placed six of nine women in Level III positions. This group of six was also a large percentage of all Level III occupants in the study.

S1 and S2 employed women only in Level V positions. The remaining divisions employed women at one or two levels.

The one woman to occupy a Level I position, in M6, assumed a continuing education position titled Acting Director of (continuing education) that was held jointly with her other position, Director of (another program) at the same university.

Year of Entry Into Continuing  
Education Positions

The fifty-one women were employed by ten divisions of continuing education from the year 1943 through the year 1976. Table 8 displays the year of entry into these positions.

Forty-six women entered their position during the years 1960-1976, only five in the preceding seventeen years. Years not included in the sequence of years from 1943 to 1962 indicate that no one of the respondents entered into any administrative position in any of the divisions. The largest number to enter in a single year was nine in 1973.

The first woman to enter, in 1943, was employed by L9 at Level III. With the exception of M5 who employed one woman at Level III in 1948, L9 and L10 were the only divisions to employ women in professional positions during the twenty-years 1944-1964. Three divisions, S3, S1, and L8 began in 1965 and 1966 to place several women with their divisions.

With few exceptions most divisions generally employed only one woman during any one year. In 1973, however, L9 did employ four.

Table 8.--Location of Fifty-one Women By Institution, Entry Year, and Level of Position.

ENTRY YEAR:	INSTITUTION										Total = 51
	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10	
1943									III		1
1948					III				II		2
1957										V	1
1959										V	1
1960									III		1
1962										V V	2
1963										IV V	2
1964										V	1
1965			III III IV							III	4
1966	V							II			2
1967	V								V		2
1968									V		1
1969									V	IV	2
1970									V		1
1971			III III								2
1972	V		V				V V			II	5
1973	V			III	III		IV		III IV V V	V	9

Table 8.--Continued.

ENTRY YEAR:	INSTITUTION										Total = 51
	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10	
1974			III		IV					IV V IV	5
1975		V	V						V		3
1976			III			I		III	V		4

But not until 1976 did one woman attain the top Level I Dean of Division position, in M6.

As summarized in Table 9, a greater number of women entered each five-year period after 1960. Six women entered during the first five years, eleven during the second five years, twenty-two in the first five years of 1970, and seven in the last two years included in the study.

Table 9.--Number of Women Entering 1960-1976.

<u>Year</u>	<u>Number</u>
1960-1964	6
1965-1969	11
1970-1974	22
1975-1976 (two-years)	7

Age at Entry into Continuing  
Education Position

Table 10 reports the age women entered their continuing education position. The numbers are fairly evenly



distributed among each five-year age-group. The youngest woman was age twenty-one at entry, while the oldest was fifty-nine. The twenty-eight women entering under the age of forty is a slightly larger number than the twenty-three who entered at age forty or over.

Table 10.--Age at Entry into Continuing Education Position.

Age- Group:	20- 24	25- 29	30- 34	35- 39	40- 41	45- 49	50- 54	55- over
Number:	5	9	7	7	8	8	5	2

Age of Women at Entry by Level  
of Position

Table 11 indicates that while the numbers per age-group are reasonably uniform, clusters of Levels are evident at certain ages within the divisions. L9 and S1, for example, employed women in their twenties for Level V positions. L10, on the other hand, employed most Level V occupants from older age groups. S3 selected more women who were in their forties than any other division.

Among these divisions, women from each age group occupied Level III, IV, and V positions. Women in the 30-39, and 40-49 age-groups occupied Level II positions. The Level I occupant is in the 40-49 category.

Educational Attainment of Women

The educational levels of the women is presented in Table 12. As a group, these women are well-educated.

Table 11.--Age of Fifty-one Women at Entry into Administrative Position by Level of Position.

AGE GROUP:	INSTITUTION										
	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10	
20 - 29	V V V V		V		IV				V V V V V	III V	N=14 I=0 II=1 III=1 IV=1 V=12
30 - 39		V			III				II III III III V V	II IV IV V V V	N=14 I=0 II=2 III=4 IV=2 V=6
40 - 49			III III III III III IV V	III	III	II		II	IV	IV	N=16 I=1 II=1 III=7 IV=3 V=4
50 - over			III				IV V V	III		IV V	N=7 I=0 II=0 III=2 IV=2 V=3

Forty-three have attained the Bachelors Degree, and thirty-eight have completed one or more graduate degrees.

When viewed by highest degree attained, six have received the high-school diploma, seven the Bachelors Degree, thirty-two the Masters Degree and six the Doctorate Degree.

Table 12.--Education of the Women

Degrees Attained:	Bachelors	Masters	Doctorate
Number:	43	38	6

Highest Degree Attained:	High School Diploma	Bachelors Degree	Masters Degree	Doctorate Degree
Number:	6	7	32	6

Women completing the higher education degrees reported many areas of academic study. In Table 13 is the composite of the majors of these degrees. Most major fields pursued by these women would seem to be those generally considered quite traditional of women's education. Less frequently reported were majors in Economics, Political Science, Science, Business, and Administration.

The majors of the Masters Degrees are equally diverse. At this level, however, the larger number, nine, studied in Guidance and Counseling. The next most frequently reported areas were Adult Education and English, four each.

Table 13.--Major Areas of Degree Programs.

<u>Bachelor Degrees</u>		<u>Masters Degrees</u>		<u>Doctorate Degrees</u>	
Business & Commerce	1	Business & Commerce	1	Communication Arts & Education	1
Communication Arts		Communication Arts		Education	
Journalism	1	Broadcasting	1	Comparative	1
Speech	1	Communication	2	Guidance & Counseling	1
Education		Radio-TV	1	Research	1
Business	1	Education		Humanities	
Elementary	4	Administration	1	Art History	1
Physical Education	1	Adult Education	4	English	1
Recreation	2	Comparative	1		
Humanities		Elementary	1		
English	8	Guidance & Counseling	9		
English Literature	1	Recreation	1		
French	1	Secondary	1		
Music	1	Social-Philosophical	1		
Human Medicine		Special	2		
Medical Technology	1	Humanities			
Nursing	1	English	4		
Natural Science		English Literature	1		
Science	2	Natural Sciences			
Social Sciences		Micro Biology	1		
City Planning	1	Social Science			
Economics	2	Political Science	1		
General	2	Social Work	1		
History	1	Sociology	2		
Political Science	2				
Sociology	1				

### Education Level at Entry

The women entered continuing education positions with unequal levels of education as well as with the diversity of academic majors. Forty-two women had completed the Bachelors Degree or additional education upon entering their highest level position. Nine women did have a lesser amount of formal higher education, while the Doctorate was the highest degree of four. Table 14.

Table 14.--Education Level at Entry to Continuing Education Position.

---

<u>Education Level:</u>	<u>Number</u>
High School Diploma	2
Some College or Post Secondary	7
Bachelors Degree	18
Bachelors Degree plus additional courses	1
Masters Degree	16
Masters Degree plus additional courses	3
Doctorate Degree	4

---

### Education Level of Women at Entry by Level of Position

While most of the divisions employed women with higher education degrees, several did employ some women with less than the Bachelors degree as is reported in Table 15. Two women with no further formal education

Table 15.--Education Level of Fifty-one Women at Entry  
in Administrative Position by Level of Position.

EDUCATION LEVEL:	INSTITUTION									
	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10
High School Diploma:							V			V
Some College or Post Secondary:			III III III III IV				IV		IV	
Bachelors Degree:	V V V		III V V		III				II III V V	III IV IV V V V V
Bachelors Degree plus Courses:									V	
Masters Degree:	V	V		III	III IV			II	III III V V V V	IV IV V V
Masters Degree plus Courses:							V		V	V
Doctorate Degree:			III			I		III		II

beyond a high school diploma were employed in Level V positions in M7 and L10. S3 however, employed more women with less than the Bachelors Degree than any other division, many at Level III.

One can observe that the level of education of the women was not a consistent factor related to the Level of position attained. For example, most divisions employed women of several education levels in Level V positions. In L10 Level V occupants ranged from the High School Diploma to beyond the Masters Degree. The education level of Level III occupants ranged from less than the Bachelors Degree to the Doctorate Degree. Women with the Doctorate Degree are among the occupants of the Level I, II, and III positions.

Twenty women reported initiating or completing a graduate degree program during the time they were employed in the continuing education position. Table 16. Generally, they enrolled in one or two courses per term and often received support from the university in the form of financial reimbursement for course fees or benefitted with "time-off" to attend classes. No one reported that pursuing the graduate degree in any way affected her continuing education position. Several mentioned receiving unequivocal encouragement from superiors to continue the completion of the degree program.

Table 16.--Education Pursued While Employed in Continuing Education.

<u>Education Program</u>	<u>Number</u>
Masters Degree completed	11
Doctorate Degree completed	1
Enrolled in Degree Program and taking courses	8

Six women completed an educational degree after leaving continuing education employment, four completed the Masters Degree and two the Doctorate Degree. Table 17. Four other women indicated that they were currently enrolled in degree programs at the Doctorate level.

Table 17.--Education After Leaving Continuing Education Employment.

<u>Degree Attained</u>	<u>Number</u>
Masters	4
Doctorate	2
<u>Degree in Progress</u>	
Doctorate	4

### Employment Experience

The women of this study generally arrived to continuing education positions with substantial number of years previous employment experience. As Table 18 indicates, only six women reported one-year-or-less employment



experience. Eleven reported two-to-five years prior experience. Thirty-five reported more than five years prior employment.

Additionally, among this group several women fashioned employment changes late in their careers. One woman entered a continuing education position after twenty years of employment experience, two entered after twenty-five years, and another after thirty years experience. A larger number, however, entered continuing education at an earlier point in their careers.

Table 18.--Years Employment Experience Prior to Entry into Continuing Education.

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	<u>Years Employment Experience</u>							
	1 or less	2- 5	6- 10	11- 15	16- 20	21- 25	26- 30	31- over
Number:	6	10	13	10	8	1	2	1

---

Employment experience generally is attained through association with an organization, except when an individual chooses a self-employed status. As Table 19 reports most of the women had prior work experience with one or more organizations. Only nine reported no previous organizational employment. Sixteen women reported working for one previous organization and fourteen reported two. It is perhaps noteworthy to observe that a sizable number, twelve women, reported working for three or more organizations.

Table 19.--Organizational Mobility Prior to Entry into Continuing Education.

---

Number of Organizations:	0	1	2	3	4	5	6	7
Number of Women:	9	16	14	1	4	5	1	1

---

Years Employment Experience At  
Entry By Level of Position

As with age and the education level of the women, the amount in years of prior employment experience seemingly is unrelated to the position level attained. Table 20.

Level V positions were occupied by women with one-year-or-less experience, by others with 26-30 years experience, and by some with an intermediate amount of experience. This situation seems more prevalent in L10. In S1 and L9 however, 6-10 years is the maximum of experience associated with a Level V position.

The extensive range of prior years experience is also associated with Level IV positions. It is most obvious in L10 where four women were employed at this level, but somewhat less in S3, M7, and L9 where fewer were employed.

Level III positions were associated with 2 to 20 years experience, as in S3, but associated with a smaller range of experience in the other divisions.

Table 20.--Years Employment Experience Prior To Entry Into Position  
By Institution of Employ and Level of Position.

[illegible]

The variance in prior years experience associated with Level II is 6 to 10 years in L9 and L10, 21 to 25 years in M7.

The Level I occupant in M6 entered with 20 years experience.

### Typology of Work Experience

The number of women whose employment career resembled each category of the "employment typology" is presented in Table 21. The evidence indicates that most of the women, forty-six, have been employed in other areas in addition to their employment in continuing education. Also, twenty-five women reported having been "continuously" employed, while twenty-six reported "discontinuous" employment.

Table 21.--Typology of Work Experience of Women.

<u>Category of Typology</u>	<u>Number of Respondents</u>
A. Continuous Employment-- all in Continuing Education:	3
B. Discontinuous Employment-- all in Continuing Education:	2
C. Continuous Employment-- in Continuing Education and other areas:	22
D. Discontinuous Employment-- in Continuing Education and in other areas:	24

When entry age is matched with the employment typology as shown in Table 22, one observes that a slightly larger number, twenty-three, entered their highest level continuing education position during their middle career stage, Ages 36-50. Twenty-one women entered during their early career years, and only a few, seven, entered after the age of fifty.

Table 22.--Employment Typology By Entry Age Into Continuing Education Position.

EMPLOYMENT TYPOLOGY:	ENTRY AGE		
	Early Career Age 20-34	Middle Career Age 35-49	Late Career Age 50-over
A. Continuous Employment All in Continuing Education	3		
B. Discontinuous Employment All in Continuing Education		1	1
C. Continuous Employment Other areas and Continuing Education	12	7	3
D. Discontinuous Employment Other Areas and Continuing Education	6	15	3
TOTAL	21	23	7

Sub-types of the employment typology are described by several examples typical of employment patterns taken from the work history of the respondents.

TYPE I (continuing education in early career)

Case #5

Seminar director with an international organization,  
Teacher of English as a second language for U.S.  
government.

Level V position in continuing education.  
(Entered 1973, Age 26)

Case #8

Level V position in continuing education,  
Member of staff development with a county branch  
of a state government unit,  
Director continuing education with an academic department  
of same university.

Administrator of state-wide staff development of same  
state government unit.  
(Entered 1970, Age 21)

In these examples women entered continuing education early in their employment career in the recent years.

TYPE II (continuing education mid-career)

Case #4

Non-work years,  
Program director, part-time university continuing education,  
Assistant director continuing education department same  
university,

Level III continuing education position same university,  
Staff position continuing education same university,  
Teaching and consultant, part-time continuing education,  
self-employed.

(Entered 1965, Age 43)

This is one example of an individual who entered employment during her mid-career years and has remained in the field of continuing education.

TYPE III (continuing education in early career)

## Case #23

Level V continuing education position,  
 Faculty member at another university,  
 Faculty member at another university,  
 Faculty member at another university,  
 Faculty member at a high school,  
 Assistant principal at the same high school.  
 (Entered 1957, Age 22)

## Case #17

Faculty member at a high school,  
 Level V continuing education position,  
 Administrator of department with teaching responsibilities  
 at another university.  
 (Entered 1973, Age 22)

## Case #19

Teaching at a university,  
 Teaching another department of same university,  
 Level V continuing education position,  
 Director of staff development of a community hospital,  
 Faculty member at a community college,  
 Dean of department of same community college.  
 (Entered 1967, Age 28)

In these examples the women had been continuously employed,  
 and the continuing education employment was only one inter-  
 lude in the employment career.

## TYPE III (continuing education in mid-career)

## Case #11

Supervisor of personnel at a university,  
 Supervisor of secretaries at same university,  
 Assistant Director of Branch continuing education  
 same university,  
 Level III continuing education position same university,  
 Retired from continuing education.  
 (Entered 1943, Age 36)

## Case #15

Writer for a U.S. government agency,  
 Instructor at a university,  
 Writer for local broadcast company,  
 Writer-producer another broadcast company,  
 Assistant to executive secretary local television company,  
 Writer-producer university broadcast media,  
 Level II continuing education position same university.  
 (Entered 1966, Age 46)

These examples are typical of women who have remained continuously employed and, who, after a variety of other employment entered a continuing education position. At the time of the interview the continuing education position was the current of the last employment position, to date, in the career.

TYPE III (continuing education in late-career)

Case #22

Owner of news enterprise,  
 Writer with U.S. government agency,  
 Editor with a state government agency,  
 Editor with a city newspaper,  
 Editor with a different state government agency,  
 Level IV continuing education position.  
 (Entered 1963, Age 51)

Case #25

Teacher in a high school,  
 Faculty and teacher in a university,  
 Faculty and counselor in same university,  
 Assistant director continuing education program same university,  
 Interim director continuing education program same university,  
 Level III continuing education position.  
 (Entered 1976, Age 50)

These examples are typical of women who have been continuously employed and after some considerable number of years of other type of employment are presently in a continuing education position.

TYPE IV (continuing education in early career)

Case #26

Director of a branch of a business firm,  
 Secretary in department in a university,  
 Special assignment with continuing education same university,  
 Level V continuing education position,  
 Non-work years.  
 (Entered 1966, Age 27)

Case #27

Teacher elementary education public school,  
 Non-work years,  
 Counselor--part-time continuing education,  
 Level V continuing education position same university.  
 (Entered 1975, Age 32)



In these examples all types of employment and interludes of non-work have occurred in the early career.

TYPE IV (continuing education in mid-career)

Case #31

Teacher in high school,  
Non-work years,  
Substitute teacher another school system,  
Teacher in high school same school system,  
Level III continuing education position,  
Retired from continuing education.  
(Entered 1948, Age 39)

Case #32

Teacher in high school,  
Non-work years,  
Clerical-technical position in a university,  
Level V continuing education position.  
(Entered 1959, Age 40)

Case #33

Secretary with a religious organization,  
Non-work years,  
Graduate assistant,  
Instructor at same university,  
Level III continuing education position same university.  
(Entered 1973, Age 41)

Case #34

Non-work years,  
Private business in home,  
Program coordinator continuing education in a university,  
Non-work and self employed,  
Coordinator education program of a state government agency,  
Level III continuing education position at same university.  
(Entered 1976, Age 49)

In these examples continuing education employment occurred in the mid-career years, and at the time of the interview this was the current or the last employment.

## TYPE IV (continuing education in late-career)

## Case #41

Non-work years,  
 Volunteer in a university continuing education program,  
 Staff member same program,  
 Assistant director same program,  
 Associate director same program,  
 Level III continuing education position same university,  
 Intern and graduate student at another university,  
 Counselor and staff member with a private firm.  
 (Entered 1971, Age 53)

## Case #42

Substitute teaching,  
 Secretary at a university,  
 Personnel department U.S. government department,  
 Teaching in a university,  
 Non-work years,  
 Research projects and administration at another university,  
 Non-work years and temporary secretary,  
 Administrative assistant to a Dean at another university,  
 Level V continuing education position same university,  
 Non-work years.  
 (Entered 1972, Age 59)

These examples are typical of women with varied types of employment and with interludes of non-work years. They entered continuing education in the late-career stage and have discontinued that employment for other alternatives.

Residence of Women

The residence of most of the women immediately before entering their continuing education position was in the same locality as the institution of employ. As Table 23 indicates, only two women moved from another state to the state of Michigan for the express purpose of employment with a continuing education division.

In addition to (1) being residents of the local community, these forty-nine women had one or both of two other characteristics related to their presence in the

community: (2) they had acquired significant contact with the institution of employ due to certain of their earlier choices, and (3) they had acquired significant personal visibility in their community and were highlighted rather frequently in the local media.

Table 23.--Residence of Women Prior To Employ With Continuing Education.

---

Local Community	49
Out-of-state	2

---

Illustrative of significant prior organization contact include former or current employee in another department of the university, undergraduate or graduate student of the university often with part-time employment, an enrollee in a university sponsored continuing education program.

In fourteen instances women were employed by the institution they had attended as undergraduate or graduate students. Some were also employed in the university as graduate assistants, secretaries, administrative assistants, or part-time professionals.

Other women had previous employment experience as clerk-technicians, administrators, or faculty members in other departments.

Individual's visibility tended to arise from one of two sources: from former employment, and, from membership in professional and volunteer groups.

Among the women who achieved prominence in former employment roles were: an outstanding high school teacher-counselor, a director of a very successful adult education program, a programmer and host with a local broadcast company, an editor and writer for local publications, and a director of a university's international programs.

A number of women reported maintaining memberships in one or several professional or volunteer groups. Some were eminently visible. As members of boards of directors they became officers, chairpersons, and presidents in a succession of organizations. Their high visibility in one group was enhanced with an equally high status in another group. Such impressive exposure in community roles can be placed in perspective through several profiles where memberships included: Case #\_\_, Hospital Auxillary, AAUW, Federated Garden Club, Center for the Arts, Church trustee, advisory to youth groups. Case #\_\_, Fine Arts Association, Advisory Committee United Foundation, Public Relations Society of America, American Women in Radio and Television, Press Club, Athletic Club, Alumni Association, Who's Who. Case #\_\_, Business and Professional Women, City Council on Aging, AAUW, NOW, Women's Equity Action League, Michigan Municipal League, State Planning Committee International

Women's Year, City Commission and Mayor of the City.  
Case #\_\_, League of Women Voters, AAUW, Cultural Arts Association, Political Party of County, Sorority, and Service Clubs.

### Organization Mobility

When the women described the sequence of organizational employment, thirty-seven indicated their last position of employment prior to occupying the continuing education position was with the same institution. Thus a large number of women moved from one position in the university to a continuing education position within the same university. As set forth in Table 24, only fourteen women reported that the preceding position was with another organization.

Table 24.--Last Previous Institution Prior To Continuing Education.

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From another position within the university to a continuing education position in the same university:	37
From a position with another organization to a continuing education position:	14

---

### Available Positions

A major impetus for mobility requires the availability of positions. Twenty-two women reported entering positions which became available when the previous

incumbent departed, thus they were entering previously existing positions. A slightly larger number, twenty-nine, accepted new positions, thus were serving as the first incumbent. Table 25.

Table 25.--Available Positions Occupied by Women.

---

New Positions	29
Continuing Positions	22

---

Most new positions were created to initiate new programs or to expand an existing one. A few emerged with enlargement and re-definition of duties and responsibilities. (Secretarial to administrative assistant, part-time to full-time.)

Six of the new positions became available through the auspices of "grant funds." Three of these positions were terminated when the grant expired compelling the women to choose other employment. Two positions were absorbed into the operating budget of the sponsoring university at the end of the grant allowing the occupants to continue. The other program continues to operate on a cycle of submitting proposals for financial support to national foundations and conducting programs on the basis of the awards received.

In addition to the three terminated positions mentioned above five other positions were withdrawn upon the

departure of the last occupant. There were no known plans to resume them.

#### Location of Personnel for Appointments

As indicated in Table 8 the divisions made five appointments prior to 1960, and forty-six appointments during the years 1960-1976. Table 26 reports on the forty-six appointments identifying the source of personnel from within the institution: "internal promotions," or from outside the institution: "new personnel."

During this period divisions made thirty appointments via "internal promotions" and sixteen via "new personnel." Sixteen of the women receiving "internal promotions" occupied new positions, fourteen occupied continuing positions. Those who were "new personnel" filled in equal numbers continuing and new positions.

Most divisions made internal promotions rather than selecting new personnel. S3 chose eight of nine women from present staff. S2, M4, M6, M7, and L8 each appointed one or two women from current staff. L9 selected seven women from present staff and only four new personnel. L10, however, chose to appoint six women who were new personnel and six from among present staff.

Some divisions created new positions which women occupied. All appointments in S1 were for new positions. At the other extreme were eight of eleven appointments in

Table 26.--Source of Appointments By Institutions.

SOURCE OF APPOINTEE:	INSTITUTIONS										TOTAL
	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10	
Internal Promotions:											
New Position:	1	1	5	1			2	1	2	3	16
Continuing Position:			3			1	1	1	5	3	14
New Personnel:											
New Position:	3				1				1	3	8
Continuing Positions:			1		1				3	3	8
TOTAL:											46

L9 to fill continuing positions. Five women, in fact, were, in succession, occupants of the same position in L9.

#### Year of Appointment by Institution

Five divisions made appointments in the first ten-year period--1960-1969, four by L9, seven by L10; S3 appointed three in 1965 and a year later, in 1966, S1 and L8 each made one appointment. Table 27.

One can also observe which appointments were "internal promotions" (I) and which were "new personnel" (E). After a modest record of one or two appointments per year,



a slight, but moderate momentum produced an increase among these divisions after 1970. During the seven year period 1970-1976 twenty-nine women were appointed, twenty-three were "internal promotions, six were "new personnel."

<u>Year</u>	<u>Source of Personnel</u>	
	<u>I</u>	<u>E</u>
1960-64 (6)	2	4
1965-69 (11)	6	5
1970-74 (22)	17	5
1975-76 (7)	6	1

Positions Occupied Within  
the Institution

As previously noted, many women reported transferring from one position in the university to the continuing education position, indicating that institutions made "internal" appointments. The positions occupied by the women within the institutions is next examined.

Table 28 reports the entry positions.

L9 and L10 selected more former students, while S3 selected more from the clerical and part-time categories. S1, S3, M5, L9, and L10 were employers of women from other organizations.

The range of position Levels attained from most entry locations has considerable variance. Former students attained Level II, III, IV, and V positions. Women beginning as clerks or secretaries were later in Levels III,

Table 27.--Source and Year of Appointment by Institutions.

YEAR:	S1		S2		S3		M4		M5		M6		M7		L8		L9		L10		TOTAL
	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	
1960																	1				1
1961																					0
1962																				2	2
1963																				2	2
1964																			1		1
1965					3														1		4
1966		1													1						2
1967		1															1				2
1968																		1			1
1969																		1		1	2
1970																	1				1

Table 27.--Continued.

YEAR:	S1		S2		S3		M4		M5		M6		M7		L8		L9		L10		TOTAL
	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	I	E	
1971					2																2
1972	1				1								2						1		5
1973		1					1			1			1				3	1	1		9
1974					1					1									2	1	5
1975			1		1												1				3
1976						1					1				1		1				4

I = "Internal promotions"

E = "New Personnel"

Table 28.--Entry Position into Institution of Employ.

ENTRY POSITION:	INSTITUTION									
	S1	S2	S3	M4	M5	M6	M7	L8	L9	L10
Graduate Student:				III	III			III	II III III V V	II IV V V V
Clerical- Secretarial:			IV III III				IV V		IV V	IV V
Administra- tive Assistant:							V			V
Part-time:		V	III V						V	
Faculty:						I		III		
Assistant Director:										III
Other Department:	V							II	III V	
Other:			III III V							
From Other Organiza- tions	V V V		III		III IV				V V V	IV V V V

IV, and V. The other entry positions, of only a few cases, do not seem to present any pattern of position Level attained.

Similarly, one observes that most divisions employed women in Level V positions, who previously were in a variety entry categories. The next largest group, Level III occupants, entered from seven different entry positions.

The sequence of positions occupied within the institutions is presented in Table 29. The numbers assigned to each category in this table are not exclusive as some women occupied several of the positions.

Fourteen women reported their first position was as undergraduate or graduate student; nine women reported a clerical-secretarial position as the first, while five indicated this to be the second. The administrative assistant, part-time and positions in other departments were other common locations.

Five women had prior positions as 'administrative assistant' which in some contexts is considered a springboard to higher level administration.

Two women, one in M6, and L8 proceeded in the 'faculty-to-administrator' direction often endorsed as the acceptable route to top level administration in higher education. Another woman, after completing a graduate degree, began with the dual status as 'faculty' and as 'director' of a continuing education program.

Table 29.--Position Mobility Within Institution Prior To  
Occupying Continuing Education Position.

POSITION:	SEQUENCE OF POSITIONS			
	1st Position	2nd Position	3rd Position	4th Position
Undergraduate or Graduate Student:	14			
Clerical- Secretarial:	9	5		
Administrative Assistant:	2	3		
Part-time:	4	2		
Faculty:	1	2		
Assistant:	1	6	3	1
Associate Director:			1	
Interim Director:			1	
Other Department:	4	4	3	
Other:	3	1	1	1

Mobility within the institutions tended to follow three patterns: (1) from graduating student to the professional position in continuing education; (2) from a clerical-secretarial position to a low-level "administrative-professional" (A.P.) position to the position in continuing education; (3) from another department of the university to the continuing education position.

Even as Table 29 indicates position mobility within the employing institution, with one exception, there was no mobility within the division of continuing education by any of the women in this study. No one, for example, reported moving from one professional position in a continuing education division to any other professional position within the division. Thus, absent from the table are continuing education positions as Conference Consultant, Conference Director, Editor, department assistant, or department director. In essence, for these women, while they may have negotiated some position changes prior to entry into continuing education, there were no changes or advancements within the division. The position at which they entered is the same position which they continued to occupy in that division. Neither were any of the women employed in any other division of continuing education.

The one exception involves the progress of women associated with one division. Each entered the university

within the division of continuing education. Each, in succession, held positions of increasing responsibilities.

Four succeeded through such definitive posts as staff member to assistant director to Director of a program. Two entered as clerical-technical, advanced to administrative assistant then to Director. Two began in part-time professional positions, through expansion of duties and responsibilities made a transition to full-time program director.

The focal point at this division may well have emanated from one, perhaps unique, department designed to focus on the concerns of women. This department provided at least two entry opportunities: (1) through enrollment and program participation, and (2) through staff member involvement.

Seven women employed with this division reported having been associated with this program. Some were at first enrolled in the program and at a later time moved into staff roles. Others initially entered as members of the professional staff and proceeded each year to advance in administrative rank and office.

#### Position Attainment

How the women acquired their jobs is also revealing. Only twelve initiated employment inquiries through established institutionalized hiring channels. Even these



procedures were not always routine as indicated from several brief sketches.

I mailed an application to the personnel office which was forwarded to the director who had an opening. The Director called me to schedule an interview upon arrival to the city. I had the job within three days.

I was selected from 130 applicants probably because two professors from whom I had taken courses for the Masters degree were on the selection committee to fill the vacancy.

The others, it appears, acquired the job because they were known to the employing official. When the position became available this individual was sought out and asked to take the position. There were some variations. Clearly, some women received direct invitations.

The Dean called to inquire if I might transfer from another department of the same university to head up a new program of services planned for the continuing education division.

The President of the university called me upon my return from (another state) to interview for the opening. Two days later I had the position.

'Just out of the blue' I received a phone call from the Provost about the vacancy as my name had been recommended to him. I went for the interview and accepted the position on the basis of a limited appointment.

With the retirement of the Director I was asked by the President of the university to take on a dual role. Of course I did not refuse.

The Director read of my resignation in the minutes of the last Board meeting of another organization. He called to inform me of an opening at the university and I took the position.

More than a few reported circumstances which suggested, if but with the slightest hint, the presence of an obscure intermediary.

Another person suggested that I schedule an interview which I did, but there were no openings at the time. Several weeks later I was called when an opening occurred and I took the job.

I received a transfer from assistant to supervisor of another branch. I guess they thought I was good enough.

I just walked in the door. They needed a clerk-typist. Shortly after that I was a staff member and then the Director of a program. There was no competition, no other applicants. But living three miles from the Dean didn't hurt.

I was next door when the present incumbent left. Others would probably come in with higher education now.

The advancement of my successor was orchestrated by those of us involved to assure her obtaining the position when I left.

For at least two, a former position may have been nearly indistinguishable from the later in an easy transition:

I grew into this position; more responsibilities were added and I was working more hours. Finally, the job and position were redefined and the part-time position advanced to full-time status.

I created this job. It expanded out of former activities performed as a secretary.

Advancement by default was mentioned by several as illustrated in the following comments:

A few years after I had been in the department the Director was fired and I was offered his position 'overnight' which I accepted.

My title changed to Branch Supervisor when the boss left to take a campus position. I expected that they would send a man director but they never did. Some added responsibilities were shoved my way from time-to-time so I guess they thought I could do it.

I become the Director when, for one reason or another, the man in charge leaves. This has happened three times so far since I have been here.

Re-organization within the university placed some of the women in circumstances to search for a future.

Our program was being phased out in the former department, thus we went looking for another sponsor within the university and eventually were absorbed into the division of continuing education.

Our college was to be discontinued and being on tenure I sought another job as did all of the faculty of this (discontinued) college. There was a preference for someone "inside the university academic community" to fill this position, but I assume recruitment was also conducted outside of the university.

#### Year in Continuing Education Positions

Table 30 displays the distribution of respondents on the basis of the length of time they reported occupying their position in continuing education.

The time ranged from a brief one-year-or-less to over twenty-five years. Thirty-eight women occupied their position five years or less, only thirteen occupied positions more than five years, and a very small number, four, remained more than fifteen years.

Twenty-six of the thirty-eight women occupying their positions five-years-or-less are the most recent occupants, entering in years 1972-1976. The other twelve

of this group, while entering in earlier years also remained for only a few years. Thus, the majority have not been in their continuing education positions for a very long period of time, or did not remain for any great number of years.

Table 30.--Years Women Occupied Continuing Education Positions.

Years in Position:	1 or less	2- 5	6- 10	11- 15	16- 20	21- 25	26- 30
N =	8	30	4	5	1	2	1

#### Years In Position By Level

In Table 31 one observes that the thirty-eight women who occupied their positions for five years or less are distributed over all of the divisions, the greater number having been employed by S3, L9, and L10. The four women with sixteen or more years of occupancy were employed in M5, L9, and L10.

Also evident is the Level of position occupied. Twenty-two of those occupying positions five years or less, were in Level V positions. But other Levels were also occupied for short periods of time (five years or less): five in Level IV, nine in Level III, one in Level II, one in Level I.

Those women no longer with continuing education but who are presently employed are working in a variety of

Table 31.--Years in Position by Institution of Employ and Level of Position.

[illegible]

organizations rather evenly distributed among familiar and traditional organization-types. Table 32. From these few examples it would not seem that one organization was more attractive than another for employment subsequent to continuing education. However, no one returned to university continuing education. Those in universities chose subject discipline areas with faculty status and administrative responsibilities. This choice was viewed more favorably, as expressed in the comment of one who said:

This seems much better than the \$3.00 per hour position with \_\_\_\_\_ where I also had to recruit students to fill my classes. I have very good administrative skills and here I can use them.

A variety of explanations accounted for individual's decisions to leave continuing education. Many dealt with conditions of limited opportunity. Such circumstances leading to discontent were evident in several comments.

I felt that it was time to protest via leaving when it became impossible to get approval to expand programs.

The position had only minimal opportunity for program development for which I have expertise. It was mostly setting up coffee, tables, and chairs.

There was an unwritten assumption, discussed at the time of the interview, that one must continue in this position for three years before any merit increases are considered or awarded.

The responsibilities were at first challenging; but I had worked out the challenge by the time that I left. There was no career ladder at the division and no other position for me to consider.

Table 32.--Location of Women No Longer Employed in Continuing Education and Presently Employed.

Level in Continuing Education:	Type of Present Position					
	Administrative		Staff		Self-employed	
	Cont. Ed.	Other	Cont. Ed.	Other	Cont. Ed.	Other
Level III (N = 3)	1	0	0	1	1	0
Level V (N = 10)	2	5	0	3	0	0

Level in Continuing Education:	Type Present Organization					
	State Govt.	University	Commun. Coll.	High School	Business Firm	Self-Employed
Level III (N = 3)	1	0	0	0	1	1
Level V (N = 10)	2	3	1	3	1	0

Once a \_\_\_\_\_, always a \_\_\_\_\_. The women either stay on as \_\_\_\_\_ forever, or leave.

There is no career ladder for women in continuing education.

#### Aspirations of the Women

It is possible that experiences within the university environment of higher learning plus living in the conditions of the 1970s would be conducive toward the

encouragement of personal aspirations of higher attainment. The women were asked about such plans in their future.

#### Aspirations for Higher Education

The interests of the women in further education is reported in Table 33. Eleven did not see further education as a choice they would take. Twenty-one, however, were more certain and named specific degree programs they planned to pursue, twelve with aspirations to complete the PhD degree.

The three in the 'other' category were interested in professional degrees in law and medicine. The 'undecided' group represented women who did not have definite plans about their further education.

A sizable number of women currently employed stated aspirations for further education. One might contemplate that the employment situation is conducive toward encouraging educational pursuits whether for the purpose of accelerating a career or for the purpose of preparing for a career change.

#### Aspirations for Higher Level Positions

Table 34 reports the interests of the women for higher level positions. Fourteen of the twenty-six women currently employed in continuing education divisions indicated interest in higher level positions in a university setting. These women felt well-qualified to assume the



Table 33.--Educational Aspirations of Fifty-one Women.

Interest in Further Education:	PRESENT EMPLOYMENT SITUATION			
	Working Other Organi- zation	Presently Not Working	Retired From Continuing Education	Presently Employed Continuing Education
No Further Education:	3	2	1	5
B.A. Degree				3
M.A. Degree		1		2
PhD Degree	4	1	1	6
Other	2			1
Undecided	3	1		3
No Information Offered	1	2	3	5

duties and responsibilities for positions at a level higher than they were occupying. Nine felt qualified and interested in the position of Dean or Director of a Division of Continuing Education. Two others, perhaps more realistic, were willing to consider "any higher level position" in higher education. Admittedly, these women with interests in higher education employment were dismayed with the

Table 34.--Higher Level Position Aspirations of Fifty-one Women.

Interest in Higher Level Position:	PRESENT EMPLOYMENT SITUATION			
	Working Other Organi- zation	Presently Not Working	Retired From Continuing Education	Presently Employed Continuing Education
Do Not Know:	2			5
Never Thought About A Higher Level Position:			1	
Maybe A Higher Level Position Considered:			1	
Program Director				3
Division Director		1		6
Dean		1		3
Any Position In Higher Education	2	1		2
Other	7	1	2	5
No Information	2	3	1	2

opportunity structure for women and felt that only 'an unusual circumstance' would open a position for them.

As one exclaimed:

I would be interested and am qualified to be a Dean, but that would only happen if they restructure this university.

The situation at another university was apparently similar:

This is a very sexist university. There is little or no opportunity for a woman like myself to move into central administration.

But this is not just a current phenomenon. Women in each of the other categories likewise indicated that at the time of their employment in continuing education they could easily have assumed the responsibilities of higher level positions within the university.

The five women responding "Do Not Know" generally did not see any possibilities for themselves, as women, to advance to higher level positions in their university. They, however, were not yet planning to change their present employment.

Another five women responding "Other" also did not see any further opportunities in higher education. But unlike the group planning to remain, they had formulated some strategies for the next employment sequence:

- (a) positions in other organizations as government, community agency, community college, business, any other than university administration.

- (b) higher level position in the same professional area but not administration.

#### Aspirations In Five Years

When queried about plans as far into the future as five years, twenty-eight women responded with definite preferences: twelve would remain in the same kind of work, sixteen would change to another type of work situation.

Table 35.

Added to the group contemplating change, might also be included those responding "Do Not Know." These ten women implied to be considering several options. It was unclear whether they were searching for options, or deciding upon those coming to them.

#### Section II Analysis of Selected Relationships

Although in this study there is no direct evidence to confirm that divisions either do or do not select applicants on the basis of certain requirements, one can examine the outcomes to identify patterns that may be present.

#### Age

Each of the position Levels is comprised of women of several age categories. Among the divisions women of each age-group occupied Level III, IV, and V positions. Women in the 30-39 and 40-49 age groups were in Level II

Table 35.--Women's Aspirations in Five Years.

Plans Five Years From Now:	Present Employment Situation			
	Working in other organi- zation	Not Presently Working	Retired	Presently Employed in Continuing Education
Same kind of work as now.	4			8
Other work than now.	5	2		9
Do Not Know.	2	3		5
Plan to be retired.				3
No Informa- tion	2	2	5	1

positions, and the one occupant of Level I is in the 40-49 category. However, more women entered Level V positions at younger ages. Eighteen of twenty-five Level V occupants were ages 20-29. On the other hand, more women entered Level III at age 40 or over. Nine of fifteen Level III occupants were age 40 or above. One could conclude, therefore, that among this group there is little data to support the hypothesis that older age per se is

related to a higher level position. One might conjecture, with reservation, that it could occur at Level I.

Nevertheless, divisions may have certain age preferences as indicated by the clusters of women of similar age groups employed by individual divisions.

S1 and L9 appointed most Level V occupants from the 20-29 age group.

L10, on the other hand, chose the majority of the women on its staff from those at least 30 years of age.

M7 appointed three women who were each 50 years of age or above at entry.

S3 is principally visible with the appointment of more women who were in their forties or older. Furthermore, most of the women in S3 attained Level III positions.

### Education

The range of position Levels occupied appears greatest among the Bachelors and Masters Degree holders who were located in Levels II, III, IV, and V. Doctorate Degree holders were located at Levels I, II, and III, but did not occupy Level IV or V positions. Only at the Doctorate level of education therefore, is there an indication of a relationship with a higher level position. Yet this statement is qualified as other positions at Level II and III were occupied by women with Bachelors and Masters degrees.

Divisions may have discernable preferences for level of education of employees. S3 primarily employed women with the Bachelors Degree or less, whereas L9 and L10 appointed, with few exceptions, women with at least the Bachelors Degree and many with a Masters or Doctorate Degree. Similarly, except for M7, the other divisions also appointed women who attained academic degrees.

The presence or absence of certain academic degrees appeared to be a characteristic of the individual divisions regardless of Level of position. It is possible to suggest that the division or the institution generally required a specific level of formal education of employees in professional positions.

Women with less than the Bachelors Degree expressed themselves as being truly astonished to have been selected on the basis of their limited higher education. However, many women with the Masters Degree indicated that they did not think their degree was a very significant factor among the qualifications for the position.

It should be noted, that, contrary to some assumptions, women with less than the Masters Degree do, and did, occupy professional level positions in some higher education institutions.

#### Employment Experience

The amount, in years, of previous employment experience seemingly is unrelated to the position level attained.

Women attained Level V positions with different amounts of prior work experience. Likewise, Level III and IV positions were occupied by women with similar years of experience. The few occupants of Level I and II reported numbers of years of experience resembling that of women occupying positions at other Levels.

Most women entered the continuing education position during their early or middle career stage. Twenty-one entered during their early career stage, twenty-three during their middle career stage, but only seven during their late career stage. Under a variety of circumstances most of the women also engaged in employment episodes in other organizations in addition to that of continuing education.

The evidence is less precise in suggesting whether a particular type of career pattern is related to attaining a continuing education position, or if the sequence of employment episodes was a factor in selection. Nearly an equal number of women were "continuously" employed, twenty-five, as were "discontinuously" employed, twenty-six.

#### Locale

Forty-nine women were residents of the local community prior to their continuing education employment. This factor of proximity placed them within the environment of the employing institution. In such a setting many of the women had knowledge of the institution or division,



generally through employment or enrollment. Thirty-seven women reported having been employed in another position at the same institution. Twelve women had been associated with other organizations in the same community. Only two women moved from another state to accept an appointment with a continuing education division. In these circumstances the women were provided the opportunity to become known to, or acquainted with, a top-level university official who in one of his role activities was charged with the responsibility of securing personnel.

It appears, that at the occasion of filling a position, a particular woman who had been identified to the employing official as superbly qualified was contacted and offered the position. The women in this study were these candidates.

The characteristic of proximity becomes significant in another perspective by observing that thirty of the forty-six women attaining positions during the years 1960-1976 were already employed by the institution, thus they were negotiating "internal" moves.

There were some minor variations to this theme. Yet the presence of this phenomenon was so frequently encountered that it would probably qualify to be placed among the normally accepted practices of each institution.

### Entry Position

A variety of entry positions eventually led to occupancy of Level II, III, IV, and V positions in continuing education divisions. The most frequent was via clerical-secretarial work or having been a student of the university. The only woman at Level I entered as a faculty member of the same university.

### Year of Entry

A greater number of women attained their position in the 1970s than in the 1960s or in previous decades. An important factor related to these years of the seventies is the series of Federal Equal Opportunity laws impinging upon institutions of higher education. It seems feasible to suggest that the divisions in this study were responding to these pressures by increasing the number of appointments of women to positions at professional administrative levels. During the five-year period 1972-1976 inclusive, twenty-six women attained new positions which represents a sizable increase over former years. Moreover, twenty of these women were selected from among the present employees of the universities and might be presumed to have advanced to higher level positions.

It seems possible therefore, to put forth the proposition that these divisions of continuing education were indeed responding to the exigencies of Federal legislation by both increasing the numbers of women appointed, and by

advancing to higher level positions some of the women members of the present staff.

Responses of the women however, offer weak support on the same issue. When the women were queried about the likely impact of Equal Opportunity legislation upon their career with continuing education, most replied to be unable to identify any relationship. In reviewing comments of only those entering in the last decade, the larger number too did not believe their advancement to be due to the employing institution's affirmative action efforts.

Table 36.

Table 36.--Responses of Women to: "Do (Did) you consider your advancement with the continuing education division to be due to affirmative action efforts of your employing institution?"

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All Respondents:

<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>Could Not Respond</u>
8	34	2	7

Respondents entering 1967-1976 decade:

<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>Could Not Respond</u>
7	23	1	2

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Representative of the comments of the women were these regarding the effect of institutional affirmative action efforts:

I assumed the President of this university was under pressure to appoint women to administrative positions. Entered 1975.

I am the only woman among thirteen members of this professional staff department . . . but it was probably the interview which accounted for my getting this position. I have been here three years and I am still the only woman on this staff. Entered 1974.

I was the first woman in this position with this department, part-time at first and later full-time, and I continue in the same position. Entered 1959.

Do we have one? I do not feel that whatever institutional affirmative action plans exist reach to the continuing education department. Entered 1973.

There are only two other women in administrative positions in this university, one is Vice-President of students, the other is the Dean of Nursing. Entered 1976.

When this university chooses to recognize and acknowledge affirmative action they "roll out the Women's Center again" and then we are in the limelight for a while. But they have not appointed any women to high level administrative positions for a long time. The highest level woman here is in a position of Administrative Assistant and just happens to be the secretary to the President. Entered 1973.

#### Tenure In Position

The pattern of tenure in position in all divisions, over the years of the study, indicates the majority of women occupied their positions five years or less. This is most common among Level V occupants but also characteristic of occupants of the other levels.

It is of course possible that the factor of short tenure in position would be offered as an explanation to account for a woman's lack of further upward mobility within the division. Notwithstanding this possibility one can observe that women who did remain for a longer

period of time, six years or more, also did not advance to higher level positions. One might assume that such a length of time would indeed be adequate to develop valuable skills for advancement.

However, to the date of the interviews, the organizational careers of these women within divisions of continuing education seemed to have reached a ceiling and plateaued at the one professional administrative position occupied.

### Summary

Chapter IV has presented data compiled on the study population of the divisions of general university continuing education located in the public four-year institutions of higher education in the State of Michigan. This is followed by data of the women respondents employed in professional administrative positions in these divisions during the years 1960-1976.

In Section II as a discussion of selected relationships associated with the level of position attained by the women while in the employ of these divisions.

Responses to questions in the form of comments made by the women are included to amplify and elaborate significant issues.

A summary of the findings and conclusions are discussed in Chapter V.

## CHAPTER V

### CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

#### Introduction

Chapter V is an overview and summary of the study. The findings and conclusions of the study are discussed followed by recommendations and implications for future research.

#### Purpose of the Study

The study attempted to investigate the career progress of women who attained professional administrative positions during the years 1960-1976 within divisions of general university continuing education in public four-year institutions of higher education in the State of Michigan. More specifically the study set out to gain information of

1. division appointments of women into professional administrative positions during the years 1960-1976.
2. certain personal and social context characteristics of the women employed in the professional administrative positions.

3. certain characteristics of the employing institutions and the divisions of general university continuing education.
4. levels of positions attained in terms of a position hierarchy schema.
5. relationships between characteristics of the women, characteristics of the institutions and the Equal Opportunity mandates and the levels of position attained by the women.

#### Research Design and Methodology

For the purpose of this research the position under study was the highest level administrative position which a woman occupied while employed in a division of continuing education during the years 1960-1976.

The methodological framework was designed to investigate variables from three sets of factors: (1) those residing with the individual, (2) those existing within the organization, and (3) those existing outside both the individual and the organization, therefore, residing in the social environment. Information was collected on selected characteristics of the women, on selected characteristics of the employing institutions and divisions of general university continuing education, and on significant Equal Opportunity mandates in effect during the years 1960-1976.

Questionnaires and interviews were utilized to secure data from the thirteen divisions and from fifty-one

women who occupied professional administrative positions. The data was analyzed in terms of Levels of position attained by the women in the divisions.

### Findings and Conclusions

In the summary, an attempt is made to provide responses to the research questions of the study.

1. Division appointments of women into professional administrative positions during the years 1960-1976.

Thirteen divisions of general university continuing education in the thirteen public four-year institutions of higher education in the state of Michigan were surveyed for their record of employment of women in professional administrative positions during the years 1960-1976. Ten divisions had employed sixty-eight women in professional administrative positions during these years, three divisions had not employed women in such positions during this time.

Fifty-one women were respondents in the study. These respondents supplied some of the data base for the study. The first appointment of a woman into a professional administrative position was made in 1943. Three women were appointed during the 1940s, two in the 1950s. Forty-six of the fifty-one women were appointed during the years 1960-1976, seventeen during the 1960s, and twenty-nine in the years 1970-1976.

With few exceptions most divisions generally appointed only one woman during any year. The largest



number to enter in a single year was nine, in 1973. Four of these nine appointments were made by a single division. In 1976 the first woman was appointed to the position of Dean, the top level position in a division.

At the time of the study twenty-five of the fifty-one women were no longer employed in these divisions. The remaining twenty-six were currently on one of the continuing education staffs. Among the women who left continuing education employment, five had retired, thirteen were in other type employment, and seven were not working.

## 2. Information on Selected Personal and Social Context Characteristics of the women.

### Age

The ages of the women at entry to continuing education positions ranged from twenty-one to fifty-nine. Fourteen were 20-29 years of age, fourteen 30-39 years, sixteen 40-49, seven 50 years and over. More than one-half of this group, twenty-eight, entered when they were under the age of forty. The remainder of twenty-three entered at age forty or over.

### Education

The education level of the women ranged from the High School Diploma to the Doctorate Degree. At entry to the continuing education position nine women had less than

the Bachelors Degree, nineteen had the Bachelors Degree, nineteen had a Masters Degree, and four had the Doctorate Degree.

The majors of the higher education degrees were generally in areas viewed as traditional of women's education. At the Masters level the most frequently reported major was Guidance and Counseling.

In this respect the women in this study are similar to the majority of women graduates, such as reported by Astin, who pursue degrees primarily in a limited range of fields.

Twenty women reported initiating or completing a graduate degree program while employed in the continuing education position, six others reported completing either a Masters or Doctorate Degree after leaving this employment.

The few women in this study with doctorate degrees lend further support to the accumulated evidence reported in the writings of Burstyn and Astin that only a small percentage of women complete this advanced professional degree. But importantly, as indicated by the women's aspiration for higher education, the pool of women with more highly specialized training will likely increase.

#### Employment Experience

The employment experience of the women was substantial. Forty-five women entered continuing education positions with two years or more previous employment

experience. Twenty-two women had more than ten years experience, and four, more than twenty years previous employment. Only six reported one year or less prior employment.

The occupational experiences of the women was analyzed in relation to their employment with continuing education and with other areas, and in relation to their continuity of employment. Forty-six women had been employed in other areas in addition to their employment with continuing education. Only five women indicated employment solely in continuing education. Twenty-five women reported their work careers to encompass "continuous" employment, whereas nearly an equal number, twenty-six, reported "discontinuous" employment sequences.

#### Residence of the Women

Most of the women, prior to assuming the continuing education position were residents of the same community as the institution of employ. In this context the women had prior knowledge of the institution most often arising through previous employment in the institution or because they had been students and graduates of the institution. Their employment career, or their volunteer activities in the community, or both, contributed to their visibility and subsequent identification for the continuing education position.

### Experience in Institution of Employ

In describing the sequence of organizational mobility thirty-seven women reported moving from one position within the institution to the continuing education position at the same institution. Fourteen women reported changing from a position with another organization to accept the continuing education position.

The women often had their first experience with the institution as students, as clerical and secretarial workers, and as part-time employees. Mobility within the institution tended to follow three patterns. Graduating students tended to move directly into the continuing education positions. Former clerical and secretarial workers most often moved to a low-level "administrative-professional" position and at a later time into the continuing education position. Part-time employees, and employees with other departments of the same institution usually transferred directly into the continuing education division.

The women occupied their positions from a brief one-year-or-less, as reported by eight, to over twenty-five years, as reported by one woman. Thirty-eight women occupied their positions five years or less, four remained six-to-ten years, and nine continued more than ten years.

### Aspirations of the Women

Women who were currently employed, whether in continuing education or in other areas were more likely to indicate aspirations for further higher education.

Twenty-one women reported plans to complete an academic or professional degree. Twelve had goals to complete the Doctorate Degree.

Women currently employed in the continuing education divisions were generally interested, and probably qualified, in advancing to higher level positions. But most viewed the possibilities of such an opportunity in their institution to be nonexistent. Therefore future plans were often indefinite and the women contemplated changing to other type of employment.

3. Information on selected characteristics of the employing institutions and the divisions of general university continuing education.

The ten divisions of general university continuing education and the institutions in which they are located were categorized into three institutional types. Michigan State University, The University of Michigan, and Wayne State University comprised the category of large comprehensive institutions. Eastern Michigan University, Central Michigan University, Northern Michigan University, and Western Michigan University were in the category of medium-sized institutions. The third class of small-sized

institutions are Michigan Technological University, Oakland University, and Grand Valley State Colleges.

Aspects of continuing education programs generally began shortly after the institutions were founded. Through the years most programs periodically undergo reorganization and in this process new titles, structure, and missions appear. The beginning dates of continuing education within these institutions is often associated with a particular formal structure such as "Division."

Divisions in two Class "L" institutions, L9 and L10, were employers of the greater number of women of this study, thirteen and fourteen respectively. One Class "S" institution, S3, employed nine women, and another S1, employed four. The remaining divisions each employed only one, two, or three women during the years 1960-1976.

#### 4. Levels of Positions Attained by the Women.

The positions attained were analyzed by a "position hierarchy schema": Level One is the top level position of Dean or Director of the Division; Level Two is a staff position attached to the Dean's office; Level Three is a line position reporting to the Dean; Level Four is a staff position reporting either to a Level Three line position or to a Level Two staff position; Level Five is a line position responsible to a Level Three position.

The largest number of women occupied Level V positions. Twenty-five were located at this level. Eight women were in Level IV staff positions, fourteen in Level III line positions, three in Level II staff positions, and only one woman occupied a Level I position as Dean of the Division. The case of the one woman occupying the Level I position seemed more unique than conventional. The position was titled "Acting Director" and was occupied jointly with her other position as Director of another program at the same university.

5. Relationships between characteristics of the women, characteristics of the institutions, the Equal Opportunity mandates and levels of position attained by the women.

The ages of the women, their education level, and their years of previous employment experience seemingly were unrelated to the level of position attained.

Among the divisions, each of the position levels is comprised of women of several age categories. Even though more women entered Level V positions at younger ages and more entered Level III at age 40 or over, there was little data to support the hypothesis that older age per se is related to a higher level position. The possibility that divisions preferred certain age-groups of employees is suggested by the clusters of women of similar ages employed by individual divisions.

Women with the Bachelors and Masters Degrees were in position levels II, III, IV, and V. Doctorate Degree holders were located at Levels I, II, and III. There was a slight indication that the Doctorate level of education was associated with a higher level position. Some divisions also, however, appeared to have discernable preferences for level of education of employees regardless of level of position. S3 employed more women with the Bachelors Degree or less whereas L9 and L10 most often appointed women with graduate degrees.

The amount in years of previous employment experience appeared unrelated to position level attained. Most women though entered the continuing education position during their early or middle career years, few during their late career stage. The type of career pattern was not indicative of attaining a position. Nearly an equal number of women were "continuously" employed as were "discontinuously" employed.

The women attained their position because of decisions arising from the institution's desire to fill a vacancy. The appointment of the women in this study is related to their prominent visibility and to their possessing the desired characteristics and attributes, primarily a certain level of education and outstanding expertise.

Twenty-nine of the women attained their positions in the 1970s. Moreover, twenty-three of these positions



were filled by women who transferred from another position in the institution, implying that institutions made more "internal promotions" rather than select "new personnel." The record of appointments suggests that divisions were responding to the pressures of the Federal Equal Opportunity laws impinging upon institutions of higher education. The responses of the women who were appointed however, offered weak support to this contention.

### Implications

It appears that the majority of women were assigned to, or offered, professional administrative jobs that are not in a direct promotional line within either the division or the institution. The evidence from this study is inconclusive to state a single explanation to account for this situation. Nevertheless, several possibilities could be considered.

1. Perhaps most positions in continuing education are primarily "developmental" as occupants at each of the Levels seem to arrive from locations outside of the division.
2. The women may have accumulated satisfactory levels of rewards from continued employment in the position, perhaps in combination with other role activities performed within the institution or in their community environment.

3. The women were living within constraints which prevented consideration of alternative positions.
4. Sex discrimination is present as manifested by the institutional habits of appointments. Sex discrimination is perpetuated by hiring women into dead-end positions from which advancement is highly improbable.

For all of the talk of egalitarianism however, what seems more in evidence is the consistent impact which custom has on women's roles. It is just beginning to be understood the degree to which seemingly "emancipated" industrial societies engage in sex-differentiated practices. One can not have an egalitarian society which supports organizations that say women can get to Level III, or II, but not to Level I. But to keep up appearances and to demonstrate good faith a few women are promoted. Thereafter the system continues doing what it always has done. The placement of several women in more dominant positions, or the appointment of another woman as Dean must presumably be seen as uncomfortable for the provost or president.

The effect of differentiated practices upon women is also notable. If left to themselves, it appears, many will self-select into only a few occupations thus leaving unchallenged traditionally masculine fields. By this process women do not see other women in higher level positions, so they may not think the door is open to them.

Most women are thus less likely to try for top level positions and the complex circle continues.

It also appears likely that the socialization of women has influenced many into accepting lesser jobs not justified by their high level of education, talents and skill. This suggests a major reason for the inclusion of particular forms of preferential treatment programs. Positive support from others, equitable salary and benefits, and occasional adaptation of rules are a few examples of procedures that could be implemented to attract and keep talented women. Officials, too, could structure challenging work experiences for women employees whereby they acquire those specific skills required and valued for the next one or two positions up the ladder.

At least some women in the study appeared to be making contributions to the job and institution far beyond normal requirements of the position. Especially notable were extra hours of work and performing duties more appropriate for a higher level position. The idea that women have to do more work, and work longer hours "just because you are a woman and ought to be grateful" might better be discarded. Women might consider asking for what they deserve. This may be a redefinition of the job, additional staff, an increase in salary, or all three. Doing the job of the next level entails that all accoutrements of the office, such as title, rank, and salary, be present.

Great effort will still be required to change existing inequities. The vast majority of women still face a system of status quo, dead-end jobs and discrimination that in some ways is more pernicious than a decade ago. A potential impact exists through greater numbers of women engaging in the political process both within the employing organization and in the larger social arena. Professional women also need networks of communication with others in similar positions. They will need to understand the values of the sponsorship system, and women presently in top-level positions could begin to undertake the sponsorship of women at lower levels.

Few women in the study expressed concern with intentional efforts to plan their career. Women, and all employees, will recognize that others generally will not have their career advancement as a main priority. More women will probably find it necessary to do their own planning for career advancement. A few principles seem to appear which could enhance the process.

Unless one sees otherwise, consider any position as developmental. Do not plan that it will lead to a higher level position in the same organization. Some do, but many others do not. To negotiate an advancement acknowledgment must usually be given to changing organizations. "Move out to move up."

There tends to be an inverse relationship with tenure in the same position and ability to manage a role change. There is the possibility that too long at the same job at the same rank may hinder a change. Often one or two years in a position is enough, but it depends upon the situation.

It is necessary to become recognized and let one's accomplishments be known. Newspapers are good media, but so are conferences, television, and professional articles. Give away ideas. Engage others. Contacts made with other people appear to be best sources of information.

Consider the need for further education. The early education of most women appears not to provide the type of skills important to higher level positions. There are presently many more options in academic programs available to women. Enrollment in and completing a formal academic degree-granting program seems to be the most efficient means to acquire new skills and knowledges. Furthermore, some employers, seemingly, are very supportive of such efforts.

#### Recommendations for Future Research

The present study attempted to gather information about the career progress of a group of women in selected divisions of continuing education during the years 1960-1976. It is but a microcosm of a total picture of personal and personnel development. To understand and appreciate

the comprehensive impact emanating from just these divisions of continuing education further study of the career development of other groups within these divisions is advised. Comparisons, for instance, could be made with the progress of a like group of men professional administrators who were employed in these divisions in identical years as the women in this study. The effects of employment in continuing education upon other categories of personnel, as clerical-technical, executive secretaries, or students, could illustrate the developmental potential of this occupational experience.

To gain the larger view of cultural and societal constraints which impose upon women engaging in careers in continuing education in higher education similar research could extend to the private colleges and universities in the same state, or to like categories of public institutions in other regions of the United States.

The present study focused primarily upon one episode of employment of fifty-one women, in a division of continuing education. The basis for a longitudinal study of this select group is already formed. Follow-up studies of these women would provide valuable information.

## FOOTNOTES

## FOOTNOTES

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<sup>7</sup>Joan N. Burstyn, "Striving for Equality, Higher Education for Women in the U.S. Since 1900," University College Quarterly, Michigan State University (January 1973), p. 22.

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<sup>10</sup>Cynthia Epstein, Woman's Place: Options and Limits On Professional Careers (Berkley: University of California Press, 1971).

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<sup>34</sup>Ibid.

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<sup>83</sup>Ibid., pp. 29-32.

<sup>84</sup>Nie et al., Statistical Package for Social Sciences, Second Edition (New York: McGraw Hill, 1975).

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## APPENDICES

## APPENDIX A

### LETTER AND FORMS TO DIVISION DIRECTORS

## APPENDIX A

### LETTER AND FORMS TO DIVISION DIRECTORS

To: Deans or Director of Division of Continuing Education.

June 6, 1976

Dear Dean (Director):

A current dissertation research in progress in the Department of Adult and Continuing Education at Michigan State University has as one of its prime objectives: to gain a perspective of certain developments in general university continuing education divisions in public institutions of higher education during the years 1960-1976. You may have been present when Dr. Buschman introduced this topic at one of your recent meetings.

More specifically, the objective is to gain a perspective about program-position development and staffing patterns during these years. It is at point that you as a director could be helpful to the research. Responses are desired concerning the professional positions and staffing patterns which occurred in the division at your institution. A set of forms is enclosed for your use for this purpose.

This inquiry may be completed by you or another individual knowledgeable with the events and records of the professional personnel of the division.

In the manner of standard procedures in dissertation research the institution identification would be coded in the analysis and final report and would not be identified by name.

A report of the results could be provided to you if you indicate interest in receiving such a copy.

To meet the dissertation time-schedule the information concerning your division can be most useful if returned within one-week to ten-days. Please accept a deadline date of June 17 and return your data on or before June 17 in the stamped addressed envelope provided.

Sincerely,

Lois Bauer  
Dissertation Researcher

Dr. Buschman, Dissertation Advisor

List the Professional Positions and the Professional Personnel Occupying Each Position in Your Division for the Year 1960.

YEAR 1960

Professional Position

Name of Individual  
Occupying This Position

Dean or Director

\_\_\_\_\_

Other Positions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

(Identical pages for each year 1960 through 1976.)

Please complete these items about your division and university.

1. What is the beginning date of this division of continuing education at your university? \_\_\_\_\_
2. What is the official date of the founding of your university? \_\_\_\_\_
3. What is the official name of your university?  
\_\_\_\_\_
4. What is the name of the present chief administrator of this division of continuing education?  
\_\_\_\_\_
5. What is the office address of the present chief administrator of this division of continuing education?  
\_\_\_\_\_
6. Would you be interested in receiving a copy of the findings of this research in abstract form? \_\_\_\_\_

Please sign: Individual completing form \_\_\_\_\_

Official approval: \_\_\_\_\_



APPENDIX B

LETTER AND FORMS TO WOMEN

AND

INTERVIEW QUESTIONNAIRE

## APPENDIX B

### LETTER AND FORMS TO WOMEN

#### AND

### INTERVIEW QUESTIONNAIRE

Dear \_\_\_\_\_

As a professional woman associated with a division of continuing education you have enclosed a unique opportunity to participate in a research study which has as its main focus the careers of professional women.

The professional literature tells us little about women who have had careers in organizations. This research assisted by your participation will provide valuable information to help understand circumstances surrounding the careers of professional women. The study is conducted as a dissertation to complete requirements for the PhD degree with the Department of Adult and Continuing Education at Michigan State University.

The purpose of this research is to obtain information about you as a professional women presently associated with a division of continuing education. The enclosures were designed to obtain your responses with a minimum of effort. They were tested this summer with women who had various career histories. All reported interest and enthusiasm in participating and indicated no difficulties with the items in reporting and discussing their careers.

One enclosure seeks information of interest to the research about your employment experiences, another about your education. A VITA or Resume may be provided for these facts. The goal is to obtain factual information of your specific and unique circumstances with as many details as you can offer. Your responses should then be accurate of your situation.

A third enclosure will ask you to provide a preferred choice of time when I can reach you to complete the research with a brief telephone interview. You may indicate either a home phone or office phone number, perhaps at a location and a time when you are free of distractions and interferences and would be at ease in responding. While there will be no monetary cost to you for the telephone interview, we can observe that rates are less after five o'clock and in the later evening, and I could arrange to call you during these times.

The time which other respondents have been able to share for the interview has varied, but generally 30 minutes seems to be an average.

As with standard procedures of this type research your responses will not be identified by name in the dissertation. If you would like a copy of the findings in abstract form please indicate on the enclosure.

A return in tomorrow's mail would be ideal, and a return within one-week would be the preferred deadline.

It is with much eagerness and interest that I look forward to receiving your reply and hearing about your career and concerns.

Sincerely,

Lois M. Bauer

## P. 1. QUESTIONNAIRE SCHEDULE

The purpose of this questionnaire is to obtain information about YOU as a professional woman associated with a division of continuing education. The items are intended to obtain factual information of your specific and unique circumstances and with as many details as you can offer.

This portion seeks information in two areas of interest: (1) prior experiences, (2) education activities. A prepared VITA or resume may be provided in lieu of the items on page 1 and 2.

In the following section please indicate your work experiences, including (a) any other positions which you may have held with the institution with which you are now associated, and (b) work experiences which you may have held with other institutions and organizations. Please begin with your current or most recent position.

YOUR NAME: \_\_\_\_\_

NAME OF INSTITUTIONS OR ORGANIZATIONS OF EMPLOYMENT	DATES OF POSITIONS	TITLES, DUTIES, RESPONSIBILITIES

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(If further space is required to provide the history of your work experiences, please include such information on additional pages and return with this questionnaire.)

Please complete the next section

## P. 2. QUESTIONNAIRE

In this section are research items of interest about your education since high school graduation.

Please list below information about your education, beginning with the most recent.

NAME(S) OF INSTITUTION(S) ATTENDED	DATES ATTENDED	MAJOR EMPHASIS	DEGREE, AND DATE RECEIVED
---------------------------------------	-------------------	-------------------	------------------------------

[illegible]

(Please attach additional pages with details of your education if more space is needed.)

## INTERVIEW SCHEDULE

To fully complete this research--concerned with the careers of professional women--you are asked to indicate several time-periods when you are very likely to be able to participate in a telephone interview. You may indicate either a home phone or an office phone number. It is suggested that you choose a location and a time when you will be at ease in responding.

To assist with the research, please consider your time-periods for the interview between today's date and

NAME: \_\_\_\_\_

1st  
Choice: Date \_\_\_\_\_ Time: \_\_\_\_\_ Phone: \_\_\_\_\_

2nd  
Choice: Date \_\_\_\_\_ Time: \_\_\_\_\_ Phone: \_\_\_\_\_

3rd  
Choice: Date \_\_\_\_\_ Time: \_\_\_\_\_ Phone: \_\_\_\_\_

Other  
Alternative: (please specify) \_\_\_\_\_

Would you be interested in receiving an abstract of this research?

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

If YES, please indicate name and address to which such a copy could be sent:

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

## Interview Format: Guideline for Inquiry.

Remarks enclosed in parenthesis ( ) would be directed to women no longer employed in the divisions of continuing education.

Regarding your present position as \_\_\_\_\_  
(Regarding your former position as \_\_\_\_\_ with \_\_\_\_\_)

1. What is (was) the title of the position? \_\_\_\_\_
2. How many years have you occupied this position? \_\_\_\_\_  
(did you occupy this position? \_\_\_\_\_)
3. Is (was) your appointment:  
Full-time \_\_\_\_\_ or Part-time \_\_\_\_\_  
Tenured \_\_\_\_\_ or Non tenured \_\_\_\_\_  
Permanent \_\_\_\_\_ or Temporary \_\_\_\_\_
4. Does (Did) the position have an "AP" rank? Yes \_\_\_ No \_\_\_  
If Yes, which "AP" rank? \_\_\_\_\_  
If No, explain. \_\_\_\_\_
5. Do you have any other rank in the institution?  
Yes \_\_\_ No \_\_\_  
If Yes, which rank \_\_\_\_\_
6. Is (Was) your position considered an "administrative" position? Yes \_\_\_ No \_\_\_
7. What responsibilities do (did) you have in this position?  
What are (were) your main duties?  
What do (did) you spend most of your work hours doing?
8. How many levels are (were) there between your position and that of the top administrator of your division?
9. When you first occupied this position, was it a new position \_\_\_, or a continuing position \_\_\_?

If a New position, was it created to  
serve new clients \_\_\_\_\_ initiate a new program \_\_\_\_\_  
assist the director \_\_\_\_\_ implement new technology \_\_\_\_\_  
conduct a joint program with \_\_\_\_\_  
another group \_\_\_\_\_  
other, specify reason \_\_\_\_\_

10. Is (Was) this position primarily an experimental program?  
Yes\_\_\_ No\_\_\_. Explain circumstances \_\_\_\_\_
11. How is (was) the position financed?  
Institution budget \_\_\_\_\_ Grant funds \_\_\_\_\_  
Other, explain \_\_\_\_\_
12. If the position no longer exists:  
What were the circumstances which resulted in discontinuing the position? \_\_\_\_\_
13. Are (Were) you a member of any boards or policy-making groups at your university or college? Yes\_\_\_ No\_\_\_  
If Yes, which group \_\_\_\_\_
14. Are you, or have you been, a member of any boards of policy-making groups in your community? Yes\_\_\_ No\_\_\_  
If yes, which groups \_\_\_\_\_  
Any of the following? NOW \_\_\_\_\_ AAUW \_\_\_\_\_  
League of Women Voters \_\_\_\_\_ Women's Commission \_\_\_\_\_  
National Women's Political Caucus \_\_\_\_\_  
Any others? \_\_\_\_\_
15. Have you ever run for elective governmental office?  
Yes\_\_\_ No\_\_\_ If Yes, which office \_\_\_\_\_  
What were the circumstances? \_\_\_\_\_
16. One of the interests of this research is your interpretation of the circumstances and events that made it possible for you to attain the position which you presently occupy (formerly occupied).  
  
How did you find out about this job?  
How were you selected for this job?  
What do you believe were the factors that made it possible for you to get this position rather than another candidate?

A copy of respondent's VITA or RESUME could substitute for the following two inquiries.

17. Secure educational experiences as P. 2 of questionnaire.
18. Secure employment record as P. 1 of questionnaire.
19. What additional education would you like to pursue?  
none\_\_\_ Degree\_\_\_\_\_, which degree\_\_\_\_\_  
other, explain \_\_\_\_\_ undecided \_\_\_\_\_



20. Which higher level positions are you presently qualified to occupy? \_\_\_\_\_  
(were you qualified to occupy) \_\_\_\_\_
21. What do you expect to be doing five years from now?  
same work \_\_\_\_\_ other work \_\_\_\_\_ what type \_\_\_\_\_
22. What do you see as the likely routes to your career advancement?  
with your present organization \_\_\_\_\_  
with your present profession \_\_\_\_\_  
with your present position \_\_\_\_\_  
other, explain \_\_\_\_\_
23. Has your career been positively advanced due to the affirmative action plan at your institution?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Other, explain \_\_\_\_\_
24. Has your career been influenced by any of these media?  
Newspaper articles of your activities? Yes \_\_\_\_\_ No \_\_\_\_\_  
Appearances on television? Yes \_\_\_\_\_ No \_\_\_\_\_  
Public relation releases about you? Yes \_\_\_\_\_ No \_\_\_\_\_  
Articles in professional journals? Yes \_\_\_\_\_ No \_\_\_\_\_
25. What is your present age? \_\_\_\_\_