ABSTRACT

The emphasis of this annotated bibliography is the current status of women administrators in higher education. Some material is included on the history of women in academia, future trends affecting equal opportunities for women in the administration of higher education, and on the issue of women and power. The bibliography is arranged by type of material: (1) books, (2) journals, (3) ERIC documents, and (4) dissertations, proceedings, and government documents. (Author/KP)
WOMEN ADMINISTRATORS IN HIGHER EDUCATION

A SELECTED BIBLIOGRAPHY

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Introduction

This bibliography is the result of a literature search on women in higher education within the context of power. The emphasis of the bibliography is on the current status of women administrators in higher education, but some material is included on the history of women in academe and future trends in effecting equal opportunity for women in the administration of higher education. Literature from related fields has been included on the issue of women and power.

The bibliography is in four parts: Books (pp. 1-6); Journals (pp. 7-15); ERIC Documents (pp. 16-22); and Dissertations/Proceedings/Government Documents (pp. 23-24.)
BOOKS


Study does not include women in higher education.

There is a worthwhile examination of the apparent prejudices against women in management as well as some suggestions for minimizing or eliminating such prejudices.


Examines the contribution of women to the total academic enterprise in the United States from a sociological frame of reference. Relevant chapters: Differences Between Academic Men and Academic Women; "Her Infinite Variety": Some Differences Among Academic Women; Colleagues: Academic Competition; Colleagues: Conflict.


Analysis of personnel practices in higher education during the 1950's. The author states: "Women scholars are not taken seriously and cannot look forward to a normal professional career. This bias is part of the much larger pattern which determines the utilization of women in our economy. It is not peculiar to the academic world, but it does blight the prospects of female scholars." p. 191.


The report considers the impact of higher education on women as adults and then recommends policy changes at universities and colleges. Appendix includes selected, relevant documents.

Deals with women in a variety of professional careers. A contents listing gives an overview of the topics:


Executive Order 11246, as amended, discusses the legal basis for Affirmative Action/HEW Higher Education Guidelines.


Concludes from a survey of studies that inequality exists between men and women faculty members in duties, salary, and promotion. Relevant chapters: 3. Masculine and Feminine Academic Disciplines: Their Characteristics; 4. The Ascent to the Ivory Tower: Men's and Women's Plans for Academic Careers. Includes extensive bibliography.


Focuses on women in Great Britain and their role in society. Part 1 deals with promotion of women to administrative positions. Parts 3 and 4 discuss career aspirations of men and women. The author states that women's ambitions tend to be "horizontal rather than vertical."


Collection of papers presented at the 1972 annual Meeting of the American Council on Education. Articles focus
on the issue of discrimination against women in higher education. Relevant section: Part 3. The Woman Professional in Higher Education (Female Educators: A Noncompeting Group)


Gives a definition of power and discusses the forms of power relationships as applied to women who are trying to change the current educational system.


Offers recommendations for change in administrative policy making for increased leadership opportunities for women in public school systems. Applicable to women in higher education. (See also n. 22)


Serves as reference for administrators in universities and colleges. Gives access to materials on the current status of women in higher education, past perspectives, and future ramifications.


For those interested in women's participation in academic administration. Covers the current state of affairs in management and how women can enhance their chances for advancement in corporations still largely managed by men.


"Essays sponsored by the Carnegie Commission on Higher Education."

Emphasis is on management, but is useful for university administrators. Examines questions relating to women and their search for equality in careers. Relevant chapters: Chapter 4 deals with the managerial climate and women in management roles. Chapter 5 covers societal expectations of women and men in both their sex roles and work roles. Includes: 1. Sample of 'Aggressiveness in Women Opinion Survey'; and 2. 'Bibliographies/List of organizations which are viewed as possible sources for management and professional women.'


Conflict is discussed in relationship to labor-management relations; women and the world of work; and management and the world of work. Emphasis is on accepting the inevitability of conflict as a fact of life. Includes bibliography.


Written in a "popular" style, the content deals with women faculty members and the sex discrimination they face in getting a job and advancing in position.


Provides an historical (1940-1953) perspective on the personality of teachers. Chapter 19 deals with "general culture" occupations, including educational administrators and university and college faculties. "As a whole, this group shows some dominance of verbal over non-verbal abilities, a generally more feminine attitude, and some tendencies toward low dominance. In general, the more successful among teachers appear to be the more mature, those who are best adjusted to the prevailing cultural standards." (The Author)

The editors have compiled a number of studies pertaining to the status of women in academe. Throughout the collection of essays there is an underlying theme of political commitment to social change in higher education.


Essays on the role of professional women within a sociological framework. Brings together some of the current research related to this topic. Relevant essays: Academic Women; Factors Associated With the Participation of Women Doctorates in the Labor Force; Women as a Minority Group in Higher Academics; and Women in Academe.


Relevant chapters: Universities and Colleges Charged with Sex Discrimination; WEAL Fact Sheet on Sex Discrimination in Universities and Colleges; and Discrimination and Demography Restrict Opportunities for Academic Women.


Report shows discrimination on the basis of race and/or sex in academe. Documented.


The concept of "Power" in a chapter entitled "The Academic Pecking Order" directed at students "who will have to decide whether to play the game for what it is worth or to use their creativity to change the rules." No mention of women.

Explores ways and means to achieve equal opportunities for women in universities. Relevant topics: Present status of women in academia; Sex discrimination; educational institutions, and the law; Race, sex, jobs: The drive toward equality; Action strategies for academic women; Developing criteria and measures of equal opportunities for women. Includes bibliography.


Three of the six papers presented concern women in academics. The papers provide detailed statistical analysis.
American Behavioral Scientist; v. 15 (November/December 1971)

Entire issue devoted to: Women in the Professions: What's All the Hysteresis About?

Relevant articles: "Why can't women be more like men?" describes sociopsychological factors hindering women's advancement in the professions. Interesting discussion of career and sex role conceptions of women. "Women in the professional caucuses." The growth of women's caucuses and committees among professional groups has been phenomenal, and advancements are being made in dispelling myths about women in higher education and in recruitment and encouragement of women in the various fields.


Findings show that the majority of women who are college presidents were either heads of Roman Catholic or women's colleges.


"If the educational leader is a woman who has overcome her usual acculturation, yet preserved her ancient heritage of empathy and nurturance, she would be an educator in the finest sense of that term: disciplined yet creative, logical yet empathetic, directive yet supportive." (The Author)

BERRY, Margaret C., and Fitzgerald, Laurine E. "The profile and status of NAWDAC members." Journal of the National Association of Women Deans and Counselors; v. 34, no. 2; (Winter 1971), pp. 50-59. CIJE/ACCESSION NO: EJ 033 937

Gives a profile of the current membership of the National Association of Women Deans and Counselors and ascertains opinions of the members about present status and future directions of the organization. The typical member feels very free to express opinions but less free to initiate action; as a woman, she perceives discrimination against her professionally. (Condensed from author's abstract)

Three authors discuss the current and future role of women in management in higher education.


Deals with social discrimination against women faculty and students. No new issues or approaches to the subject. Included here because of currency.


Documents four kinds of discrimination against women in education, examines the evidence pointing up the discrimination, and offers a program for women in education to correct discriminatory practices." (Author's abstract)


States that Black women will not have further career opportunity as women until there is first further opportunity for Blacks. Little discussion on women in administration.

*Edcentric;* v. 3, (December 1971). Special issue: "Women in Education:"

Relevant article: "The second sex in academe" by Ann Sutherland Harris discusses attitudes of both men and women on women as scholars. One section deals specifically with women in the administration of colleges and universities. Documentation is sketchy here, but the author freely voices her suspicions. Women are financially exploited, and their potential is often ignored by their male employers. Includes bibliographies.

Discusses research instrument (WAMS: Women As Manager Scale) which measures the bias against women in management.


"Explains and defends the position of Dean of Women as necessary to support non-traditional and new academic programs, and also to provide expanded services for women returning for schooling and for those of traditional college age." (CIJE abstract)


Suggests that women administrators must provide opportunities for other women, in order to equip them with the necessary skills for moving into the administrative mainstream.

Graduate Comment; v. 12, (January 1969).

Entire issue on women.


Discusses reasons for poor representation of women in the higher echelons of the professional world; Examines the "motive to avoid success," aspirations and expectations, and publication problems.

Traces the history of women deans, the national conferences they held, the major issues they struggled for and the major problems they face at present. (Condensed from OJJS abstract).


CIJE/ACCESSION NO: EJ 134 720

Discusses the value of a management development program involving a process of self-assessment and self-determination of leadership styles and effectiveness. (Condensed from CIJE abstract)

HOLLON; Charles J., and Gemmill, Gary K. "A comparison of female and male professors on participation in decision-making, job related tension, job involvement, and job satisfaction." Educational Administration Quarterly; v. 12, (Winter 1976), pp. 80-93.

CIJE/ACCESSION NO: EJ 132 478

"Female teaching professionals report experiencing less perceived participation in decision-making, less job involvement, less overall job satisfaction, and more job-related tension than do their male counterparts." (Author's abstract)


CIJE/ACCESSION NO: EJ 145 720

States women have less access to power than men in reality and expectations, which leaves them with "indirect, personal, and helpless modes of influence." (The Author)


Briefly mentions women: "Another major area of concern is the salary and rank differential of women versus men. Probably the most important factor accounting for this is the policy of hiring a professor's wife to convince him to accept a job at the university." (The Author)

"Women are scarce and getting scarcer in educational administration, but affirmative action and women's groups could eventually change that. Describes why there are so few women in educational administration, what is being done about the situation, and how to hire women administrators." (Author's abstract)

MCCLURE, Gail T., and McClure, John W. "Women and educational administration." Humanist Educator; v. 14, no. 6, (June 1976), pp. 188-93. CIJE/ACCESSION NO: EJ 142 614

Presents reasons for the decline in the number of women administrators and summarizes strategies to improve career opportunities for women in this field.


"The present study compared the participation of men and women in the administration of schools of education, with reference to proportion, professional preparation, background experiences, current responsibilities, and orientation toward social interaction." (Author's abstract)


Discusses the construction of separate male and female scales of achievement.

NEWELL, Barbara W. "Social pressures on management — equal opportunity for employment." Journal of the College and University Personnel Association; v. 24, (December 1972), pp. 87-91. CIJE/ACCESSION NO: EJ 068 185
Focuses on how those in management are being pressured to change their employment practices.

NIEBOER, Nancy A.  "There is a Certain Kind of Woman..."  Journal of the National Association of Women Deans and Counselors; v. 38, (Spring 1975), pp. 99-103.

Suggests that in the absence of role models, personality profiles of women administrators in higher education would be useful in attracting more women to top-level administrative positions.


Reports the results of research on women in leadership and discusses the characteristics of women in leadership positions.

OSTER, Rose-Marie G.  "The Claremont women administrators program; the grooming of an administratrix."  Bulletin of the Association of Departments of Foreign Languages; v. 7, (September 1975), pp. 39-42.

"While underlining the need for more women in administrative positions in higher education, the paper describes the Claremont women administrators program, a three-year pilot program offering practical experience in academic administration to women qualified for administrative careers, one internship is described in detail and the program is evaluated."  (ERIC abstract)


Summarizes personal interviews to present a profile of a top-level woman administrator.

Assessment of job satisfaction among women in administrative positions shows that the working climate for most women has not appreciably changed when compared with earlier studies.


Reveals that certain managerial personality characteristics are not synonymous with the masculine sex role stereotypes and that there may be areas in which women are more readily acceptable in and accepting of managerial positions.


Discusses the need for equity in hiring practices to insure that both competent men and women become administrators.

School Review; v. 80, (February 1972).

Issue deals mostly with sex-role stereotypes and sex-role development in school. One article (Husbands, Sandra Acker, p. 265) discusses women's aspirations in higher education, but does not go into any depth concerning management or administrative goals.


Assesses the professional characteristics and contributions of the woman Ph.D. Traces differences in income and sex, productivity, and marital status, but not much discussion of psychological factors.


Reports findings of one study where procedures for arousing the Power motive in men produced the same motive arousal in women subjects.

Provides background information and reviews the success of the Administrative Intern Program for Women in Higher Education.


Cites research that shows women to make good administrators and explores the role of educational institutions in maintaining the sexist status quo.


Discusses achievement of the goals that had been set for NAWDAC. Concludes by describing developments leading to the proposed change in name of the organization to the National Association for Women Deans, Administrators, and Counselors. (Condensed from CIJE abstract)


"The parallel between the rise and fall of feminism is seen to have some relation to the development of NAWDAC and to its position on the student personnel continuum. The author concludes that deans need to redefine their roles to working with women in all areas and supporting their efforts." (Author's abstract)


Analyzes the decline of women in top-level administrative positions in education over the past four decades.
WINKLER, K. J. "Women administrators seek way out of isolation."

Reports on meeting of the concerns of women in New England colleges and universities at Wellesley College and discusses the need for role models and more mutual support.

Brookline, Massachusetts: Betsy Hogan Associates.
v. 1, no. 1, October 1971--

Periodical on women's issues.

A survey of power positions indicates women are less likely than men to have major administrative responsibility and that they are underrepresented on some promotion and tenure committees, despite their willingness to assume tasks.


Study shows that the status of women in higher education and the professions is predetermined by a function of early childhood socialization. The findings relevant to the status of women in the Metropolitan Junior College District provide documentary evidence of imbalanced sex distribution in higher education. (Condensed from CLI abstract)


Investigates the role of women in the administration of state universities and land-grant colleges. (Condensed from author's abstract)


Cites two main categories of discrimination: the attitudes that have become ingrained in our culture, and the commitment to amateurism in the selection and recruitment process for administrative positions. Recommends programs to prepare people for academic leadership positions and that large universities internalize administrative training programs and recruit more women for internships. (Condensed from author's abstract)

Findings indicate that although the percentage of female teachers with administrative aspirations is much lower than for male teachers, a much greater percentage of women aspire to those roles than is indicated by their representation in the profession. (Condensed from author's abstract)


Addresses some considerations about self theory and the Twenty Statements Test (TST) as they might be used to study women. (Condensed from author's abstract)


Women unhappy about the status quo must learn about power, both theoretically and practically, in order to change their position in the world of education and find the tools for institutional change within the schools. (Condensed from author's abstract)


Minnesota and national employment statistics show that there is a significant imbalance between men and women in administrative positions. Suggestions to help move women into educational administration are presented and some highlights of women attaining entrance into traditionally male-dominated fields are excerpted from the media. (Condensed from author's abstract)

Recommends resolutions for adoption by AERA and discusses current policies regarding the role and status of women. (Condensed from author's abstract)


Findings suggest that neither administrators nor female faculty view female faculty as being equal to male faculty. Over half the administrators and just under half of the female faculty surveyed agreed that, in their institutions, women are not as likely to achieve positions of leadership as are men. More than half the administrators feel, however, that women successfully compete with men at their institutions, while more than half the female faculty disagreed. (Condensed from author's abstract)


A study of students' attitudes after taking a course on sex-role stereotypes showed that male competency items were far more valued by both sexes. Concludes the ideal adult of tomorrow, sex unspecified, will be more "masculine" in many ways than the college men of today. (Condensed from author's abstract)


Management characteristics of successful women do not appear to be much different from those of men. The most evident feature of women included in the study is that perseverance is necessary, and that fitting talents to management jobs comes far faster to younger women than to their older colleagues. (Condensed from CIIK abstract)

Proposes a 5-point program designed to increase the number of women in administration.


Statistics include rate of promotion and women in administrative positions.


Reviews the literature on male-female differences in the leadership and management roles of the elementary principalship. (Condensed from author's abstract)


Focuses on women in educational administration as compared with men in the same field. (Condensed from author's abstract)


Examines relationship between self-concept and two measures of academic performance, achievement and attrition. (Condensed from author's abstract)

States that women can and should be represented as administrators in greater proportion to their numbers in public education, and that concrete steps must be taken to remedy the present imbalance. (Condensed from author's abstract)


Reviews the present participation of women in teaching and administration at Yale, explores ways of increasing the participation of women under existing policies, and suggests revisions in existing policies and procedures in order to increase such participation. (Condensed from CJE abstract)


Gives comprehensive description of academic women on the basis of 4 major research studies.


Reports results of a questionnaire dealing with five areas of role conflict: (1) time management; (2) relations with spouse or boyfriend; (3) expectations for self; (4) expectations of others; and (5) guilt. (Condensed from author's abstract)


Examines factors to determine why women have always been underrepresented in educational administration and why their numbers in administrative roles have declined in recent years. (Condensed from author's abstract)

Examines sex discrimination as it exists at the State University of New York at Buffalo. (Condensed from CIJE abstract)


Although many studies have shown women administrators to be as able in positions of leadership, women are found less and less in public school administration. Reasons are given to account for this situation. (Condensed from author's abstract)


Conclusions of study coupled with lack of free-and-open communication by administrators and perceived attitudes toward women by both chairmen and deans seem to indicate a lack of affirmative action. (Condensed from author's abstract)


Findings indicate: (1) faculty salaries do differ by discipline and sex; (2) women earn less than men with like characteristics; (3) teaching and public service yield low compensation; (4) publishing and administration carry much larger returns. (Condensed from author's abstract)


Attitudes of others toward women in management and the attitudes of women managers themselves are discussed. (Condensed from CIJE abstract)

This annotated bibliography is a revised, updated version of one which was published in 1966. Books, pamphlets, reports, theses, articles, and microfilm, all of which are in the reference collection of the Foundation library, are included. A total of 94 items are included in the bibliography. (Condensed from CIJE abstract)

**Women in Educational Leadership: An Open Letter to State Legislators.**


Suggests significant changes in the educational structure that state legislators can effect so that women will not be excluded from decision-making posts. (Condensed from author's abstract) (See also p. 3)

Scholars and other educational authorities involved in affirmative action in employment in higher education participated in this consultation.


The Edwards Personal Preference Schedule was used, and women in the educator groups revealed a decided tendency to reverse the response pattern typical of their sex in Edwards's general normative sample. The variables most noticeable were those indicative of strong leadership. Results showed repeatedly traits such as being unsympathetic, impatient with timidity and feeling of inferiority and being unconcerned with neatness and orderly planning. (From Dissertation Abstracts).


This study was based on the hypothesis that all other merit and qualifications being equal, gender is often a decisive factor in the appointment of administrative positions in higher education. Findings were that there are discrepancies between theory and practice regarding sex factor in making appointments. (From Dissertation Abstracts).

Comments on the high proportion of women in administrative positions in small women's colleges as compared to a nationwide review of universities and colleges.


Reviews the status of women in higher education. Includes an annotated bibliography.


Papers and speeches on topics such as women in the university, women and the law, and women and their life phases.