

**AN ANALYSIS OF BARRIERS OF WOMEN ADMINISTRATORS IN THE
WISCONSIN TECHNICAL COLLEGE SYSTEM**

by

Carla D. Kimberling

A Research Paper

**Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in**

Vocational, Technical and Adult Education

Approved: 2 Semester Credits

Dr. Carol Mooney

**The Graduate College
University of Wisconsin-Stout
May, 2002**

**The Graduate College
University of Wisconsin-Stout
Menomonie, WI 54751**

ABSTRACT

Kimberling	Carla	D.
(Writer) (Last Name)	(First)	(Initial)
An Analysis of Barriers of Women Administrators in the Wisconsin Technical College System		
(Title)		
Vocational, Technical and Adult Education	Dr. Carol Mooney	May, 2002
(Graduate Major)	(Research Advisor)	(Month/Year) (No. Pgs.)
American Psychological Association		
(Name of Style Manual Used in this Study)		

This study investigates women administrators employed by the Wisconsin Technical College System to assess the perceptions, status and barriers of female administrators. The study was conducted during the spring semester 2000-2001. A randomly selected sample of female administrators throughout the Wisconsin Technical College System.

A survey was administered to full- and part-time female administrators within the Wisconsin Technical College System. The survey was intended to collect data about their experiences with promotion, salary comparison, mentors, barriers, and sexual harassment.

The data gathered was analyzed to determine the frequencies and percentages of responses, and compiling responses to open-ended questions.

The results of this research are an awareness that the number of women currently holding an administrative position is not an accurate representation of the population through workforce or educational experience. The research results provide a basis on which to build future professional growth and promotion opportunities for female administrators within the Wisconsin Technical College System.

Table of Contents

Abstract	i
Table of Contents	ii
List of Tables	iii
Chapter I: Introduction.....	1
Problem Statement	6
Purpose of the Study.....	7
Research Questions	7
Justification for the Study.....	8
Limitations of the Study	9
Assumptions of the Study.....	9
Definition of Terms	10
Chapter II: Review of Literature.....	12
Introduction	12
Background of Women in Higher Education	12
Gender Differences of Leaders.....	14
Background for Salaries of Females and Female Administrators	15
Summary	14
Chapter III: Methodology	19
Research Design	19
Sample Selection	20
Instrumentation.....	20
Procedures Followed	21
Data Analysis	21
Chapter IV: Results.....	22
Chapter V: Summary, Conclusions and Recommendations	46
Summary	46
Conclusions	47
Recommendations	50
References.....	52
Appendix A.....	54

Appendix B.....	56
Appendix C.....	58

List of Tables

Gender Differences in 1998-1999 Administrative Salaries	17
Contract Status	23
Age Category	24
Highest Level of Education Attained.....	24
Salary Range	25
Years of Experience in Administrative Leadership	26
Years Employed as an Administrator	26
Applied for a Promotion	27
Last Promotion.....	27
Worked in Position Until Filled.....	28
Receive Most Recent Promotion	29
Reason Not Given Promotion	30
Female Promotion Process Difference than Males.....	31
Salary of Female Administrator is equal to Male Administrator.....	33
Women Administrators hold back other women	35
Male Administrators create barriers unknowingly	37
Female Administrators are offered or given tasks	38
A “fear” of not knowing	40
Lack of Confidence.....	41
Lack of Models/Mentors.....	42
Sexual Harassment.....	44
Negative Expectations	45

Chapter I

Introduction

Women are more educationally successful than ever before (Women In Higher Education Journal, 2000). Today, women make up the majority of all undergraduates enrollment in American colleges and about half of all graduate students (Edson, 1988). Data collected by the Office of Women in Higher Education of the American Council on Education (ACE) indicates that 328 women were serving as chief executive officers of college and universities in December 1989, up from 296 in 1987 and 148 in 1975. Women now comprise 11 percent of all presidents of the approximately 3000 accredited institutions of higher learning in the United States (Davis, 1991). Thirteen women have taken their seats in the Senate this year including four newcomers to the Chamber and fifty-nine have been sworn in as members of the House, breaking records in both cases (U.S. News & World Report, 2001). These gains have yet to be reflected in women's level of representation in the most powerful positions in society. America chooses between two male presidential candidates, one might wonder why a woman has never been a serious contender for the highest office in the nation.

Women have been queens of nations, tribal chiefs and empresses throughout history. Indira Gandhi was prime minister of India from 1966 to 1977 and 1980 to 1984. She led the world's largest democracy. Golda Meir served as Prime Minister of Israel from 1969 to 1974. In 1959, Margaret Thatcher began her long career in Great Britain's Parliament. She was the first female prime minister and the longest serving from 1979 to 1990 Vigdis Finngogadottir defeated three men in her first run for Iceland's presidency in 1980. Mary Eugenia Charles was elected prime minister of the Dominica in 1978. Benazir Bhutto served as prime minister of Pakistan from 1988 to 1990 and 1993 to 1996. Gro Harlem Brundtland was elected prime

minister of Norway from 1986 to 1989. Brundtland helped lead a movement resulting in an increase of female participation in government. Violeta Barrios de Chamorro became the first woman to be elected president in Nicaragua in 1990. Mary Robinson was elected president of Ireland in 1990 and Mary McAleese took over the presidency in 1997. In 1999, Helen Clark became president of New Zealand. Tarja Kaarina Halonen served in Parliament since 1979 as Minister of Foreign Affairs until she was elected president of Finland in 2001 (Britten, 2001).

The Wisconsin Department of Public Instruction, Task Force on Administrative Leadership, Training, and Licensure states that, "Particular attention should be given to hiring women for administrative positions". Women have a greater tendency than men to take a holistic, contextual view of any issue at hand (U.S. News & World Report, 2001). Educational researchers Gross and Trask found that women offer "the type of leadership that can revitalize instructional programs...motivate teachers...and create an effective learning environment". Gross and Trask studies found that schools administered by women to be, on average, superior in performance to those managed by men (Gross, 1976).

Women are proportionately far less represented in higher administrative roles compared to their male colleagues and are more likely to be employed on fixed-term, part-time, or casual contracts (Whaley, 2000). The North American culture remains male-oriented and male administrators continue to be the norm. Female administrators are different from the traditional male administrator, for no other reason than being a female. Being different is a disadvantage to people who aspire to positions new to their kind (Porat, 1991).

Women in Higher Education

University Continuing Education played a very important awareness in the academic arena with women advancing in education. In the 1980's and 1990's, universities were offering programs such as New Opportunities for Women (NOW), which were instrumental in giving students the aspiration, confidence and competence to enter higher education (McGivney, 1999a). The reduction of funding of adult liberal education contributes to the changes in Continuing Education departments. In the pre-1992, lack of university funding led to significant reduction in women programs.

Despite their overall increased participation, women still face a number of difficulties to remain in and achieve goals in higher education (McGivney, 1999b). Completing the necessary training and obtaining PhD's are among the most important challenges for many of the women. Women perceive that they must be better qualified than men to even be considered as serious administrative candidates so they elect to go to school for higher education in administration degrees, particularly in the case of doctoral degrees (Edson, 1988). It would seem reasonable that this increase in women obtaining a degree in higher education would reflect in a large number of women administrators. In 1991, The Fact Book on Women in Higher Education stated that women held 11 percent of all presidents of the approximately 3000 accredited institutions of higher learning in the United States. Over the past two decades women presidents in universities and colleges have steadily increased, from 5% of presidents in 1975 to 16% in 1995 (Sturnick, 1991).

Gender Differences

Women and men have been raised differently, they have been treated differently in the workplace, and they have disparate ideas (Porat, 1991). These differences cannot be denied. One of the most interesting differences are in the way men and women estimate time, judge speed of things, carry out mental mathematical calculations, orient in space and visualize objects in three dimensions. In all these tasks, women and men are strikingly different, as they are in processing language. On the other hand, women are better than men in human relations, recognizing emotional overtones in others and in language, emotional and artistic expressiveness, esthetic appreciation, verbal language and carrying out detailed and pre-planned tasks (Sabbatini, 1997).

Differences between the sexes are cited from an article by Karin Porat called, *Women in Administration: The Difference is Positive*.

Male leaders tend to lead from the front, attempting to have all the answers for their subordinates. Women lean toward facilitative leadership, enabling others to make contributions through delegation, encouragement and nudging from behind. Men tend to view communication as a tool for acquisition and maintenance of power; women see it as a bridge to understanding. Most women favor contributive, consensual decision making; men tend to emphasize the product, the goal (Porat, 1991).

Women know that there is almost nothing that they can do that can make them 'unfeminine', in demonstrating characteristics and performing tasks now termed 'masculine,' they are not taking on a masculine role, but are expanding the feminine role (Edson, 1988). Many studies document that, contrary to popular myths; female administrators are as effective as men. The good old

girls' network isn't nearly as strong as the good old boy's. Many of the women administrators feel the need to become part of a male network because that is where the power is (Featherman, 2001). Some troubled women administrators are veterans and some are in their first administrative position. Sturnick attributes gender differences to a backlash against affirmative action.

Gender is an issue. "Women are finding that their gender makes it harder for them to establish and maintain their credibility," said Sturnick.

Several presidents had serious concerns over differences between board interactions with female presidents and those with males (Sturnick, 1991).

Salary of Women in Administration

There is clear evidence that there is gender inequality in administrative employment in higher education. Statistics confirm that women in higher education experience severe pay discrimination. An average female at the University of Kentucky will earn between four and five years' less salary between starting and retiring than a man working the same number of years (Whaley, 2000).

Seventy cents on the dollar is better than fifty-nine cents, which was the figure in the 1960's when the modern women's movement started paying increasing attention to women's wages (Mills, 1995). During the 1960's, politically active women took their quest for pay equity in to the legislative and union arenas, where they fought first for equal pay for equal work. The Equal Pay Act of 1963 is a portion of the Fair Labor Standards Act and covers all those who must receive at least the minimum wage. The authority of the Equal Pay Act is limited to the requirement that the same wages and other benefits be paid to men and women doing identical,

or substantially the same, work (Wisconsin Women's Council, 1989). Congress passed the Equal Pay Act in 1963 and the Civil Rights Act in 1964, both of which affected discriminatory pay scales. As of April 1993, 20 states had made payroll adjustments to correct sex or race bias, up from five in 1984. Six of those states had completed a full implementation of a pay equity plan (Mills, 1995).

The Technical College System Board is the coordinating agency for the postsecondary Wisconsin Technical College System. The board establishes statewide policies and standards for the educational programs and services provided by the 16 technical college districts that cover the state. The district boards, in turn, are responsible for the direct operation of their respective schools and programs. They are empowered to levy property taxes, provide for facilities and equipment, employment of staff and contract for services. The districts set academic and grading standards, appoint the district directors, hire instructional and other staff, and manage the district budget.

The 13-member board in the Technical College System includes 9 members appointed by the governor to serve staggered 6-year terms and a technical college student appointed for a 2-year term. The 16 technical college districts encompass 46 campuses (Technical College System Board, 2001).

Statement of the Problem

The Wisconsin Technical College System has been in existence since 1911, employing both male and female administrators. There has been limited research conducted to determine the perceptions on barriers of female administrators within the Wisconsin Technical College System.

Purpose of the Study

This study investigates women administrators employed by the Wisconsin Technical College System to determine the barriers attributed by gender differences. The study was conducted during the spring semester 2000-2001. A randomly selected sample of female administrators throughout the Wisconsin Technical College System made up the population of the study. The study will concentrate on the barriers female administrators are challenged with such as gender differences in educational levels, equality, and salaries.

Research Questions

This research addressed the following research questions:

1. Is there a difference in the education attained for female administrators in the Wisconsin Technical College System?
2. What issues do female administrators identify regarding gender inequality at the Wisconsin Technical College System?

Specifically:

- A. Is there a difference in salary of female administrators within the WTCS?
- B. What is the perception on advancement of female administrators within the WTCS?
- C. Is there a difference in the promotion process among female administrators in the WTCS?

Justification for the Study

The study is important due to the increasing numbers of women administrators. It will determine the barriers attributed by gender differences.

1. The study will analyze the perception of barriers from female administrators in the Wisconsin Technical College System. The barriers identified will acknowledge the perceived limitations and restrictions that females feel men place on women, women place on other women and women place on themselves.
2. Data from the study may be used to develop coursework or workshops for the University of Wisconsin-Stout Women Studies Program. Through the coursework or workshops, the curriculum established will acknowledge the barriers placed on women administrators in higher education. This program will generate awareness of the barriers that challenge females so that possible solutions can be implemented in the future.
3. Data from the study may be used to develop a mentor program for women moving into administrative positions. This information could be incorporated into a mentor program for all females in the Wisconsin Technical College System and the University of Wisconsin System. The implementation of this mentoring program would strengthen the role of female administrators.
4. The study could be used as a foundation for researching and analyzing the perceptions and barriers of female administrators in the University of Wisconsin System. The new research results could be compared to the existing data to show similarities and differences between the two institutions.

Limitations of the Study

1. The research was designed for female administrators in the Wisconsin Technical College System. Emphasis was placed on gathering perceptions from the largest number of females possible.
2. The questionnaire is being distributed randomly to female administrators throughout the Wisconsin Technical College System that are currently in the position of Dean, Assistant Dean, Director, Assistant Director, Vice President and President. The data does not reflect the opinions of the entire population of female administrators throughout the Wisconsin Technical College System.
3. The questionnaire was designed by the research and subject to approval by the University of Wisconsin-Stout, Human Subjects Institutional Review Board. Upon completion of the questionnaire, it must be submitted to the investigation advisor, program director and the Human Subjects Institutional Review Board for acceptance and approval.

Assumptions of the Study

1. The Equal Pay Act in 1963 has established equal pay for equal work throughout the United States.
2. Male administrators create barriers for female administrators in higher education.
3. Female administrators create barriers for themselves and they create barriers for other women.
4. There are a limited number of women in administrative positions.

Definition of Terms

For clarity and understanding of this study, several terms need to be defined.

Wisconsin Technical College System: Wisconsin Technical College System (WTCS) is a post-secondary educational institution that provides an associate degree, technical diploma and technical certificate. Wisconsin is divided into 16 regional college districts with a total of 47 campuses and numerous outreach centers statewide.

Technical College System Board: The operations of the state board are carried out by a staff headed by the state director who is appointed by and serves at the pleasure of the board. The state director is the executive officer of the WTCS and is responsible for all administrative and supervisory matters, including the development, implementation, and evaluation of all program plans. The state board staff carries out the policies and assures conformity to state and federal laws and regulations (www.board.tec.wi.us).

Barriers:

1. Something that obstructs or separate, often by emphasizing differences.
2. A structure, for example, a fence, intended to prevent access or keep one place separate from another (Encarta World English Dictionary).

Gender: Sex (Webster's New Collegiate Dictionary).

Differences: A characteristic that distinguishes one from another or from the average (Webster's New Collegiate Dictionary).

Educational: High school or college education (Cambridge Dictionary).

Requirements: Something needed or necessary (Cambridge Dictionary).

Inequality: The quality of being unequal or uneven (Webster's New Collegiate Dictionary).

Promotion: Advancement in position, advancement to a more senior job or a higher rank, grade or position (Encarta World English Dictionary).

Human Subjects Institutional Review Board: In 1975, federal legislation established a requirement that protection of human subjects involved in research be assured. This applies to faculty research, student research, classroom research and any other research involving human subjects. This assurance of protection is required to precede the gathering of data, and if not secured may put the researcher at liability risk (Administrative Procedures).

Chapter II

Review of Literature

Introduction

As women enter the 21st century, breaking barriers of the glass ceiling remains popular with researchers, which has resulted in continuous studies in this area. Statistics confirm that females in administrative positions experience difficulty achieving higher education, gender bias and severe pay discrimination. For the purpose of this literature review, the focus is on three main areas: women in higher education, gender differences in leadership, and salaries of female administrators positions within the Wisconsin Technical College System.

Background of Women in Higher Education

If one compares statistical information on women in higher education from the beginning of the 20th century, one might conclude that the battle for gender equality has been won and that women no longer have problems accessing, progressing and succeeding in higher education. However, the situation for women, as students and staff, as learners and providers, is far more complicated than statistics imply. Although women may no longer be classified as an excluded group, gender analysis is still significant.

Higher education changed considerably during the 20th century and with particular rapidity and significance in its last decade. During the 1990s, it became a unified system, funded by Higher Education Funding Councils. The growth of participation in higher education is a striking statistical change: from 5 percent to the current 30 percent. Until very recently, there has been a steady increase in the number of mature students part-time students (most of whom are adult women). Barriers of quotas and exclusion zones have been breached and have gone

beyond tokenism in a number of areas. Good practice in women's education has been recognized and defined. There are now a number of exemplars to encourage and inspire. It would be difficult to see the situation of women staff as a conspicuous success, but there have been some positive changes: the glass ceiling's transparency has been revealed and punctured in parts and women are now represented across the academy in a breadth of fields, including those once thought to be masculine. Whereas there were three women Vice Chancellors in 1995, within the academic systems, there are more than double today (Whaley, 2000).

Women who have made it to the top in any organization can provide others with lessons in leadership and gender. The lessons in leadership and gender can be established by providing mentors. While some institutions provide mentors for women entering the administration level, others do not. When mentors are assigned they are not necessarily other women, they may be men.

Women need to get the necessary tickets for admission to top-level positions, which may include the required academic credentials and the appropriate preparatory positions. Completing the necessary training and obtaining degrees in higher education are among the most important challenges for many of the women. (Featherman, 1999).

The Women's Bureau, United States Department of Labor stated that many studies have reported that women have been largely excluded from the good old boy networks. In response to these exclusions women have formed their own networks as well as participating in other activities (i.e., playing golf) to help penetrate the glass ceiling. One of the recommendations from the Glass Ceiling Commission (2001) report cites the need for educating the organizations ranks. Organizations should provide formal training at regular intervals to sensitize all

employees about the strengths and challenges of gender, racial, ethnic and cultural differences (Ibid).

Gender Differences of Leaders

When all of the investigations began, scientists were skeptical about the role of genes and of biological differences, because cultural learning is very powerful and influential among humans. Gender differences are already apparent from just a few months after birth, when social influence is still small.

“These discernible, measurable differences in behavior have been imprinted long before external influences have had a chance to get to work. They reflect a basic difference in the newborn brain which we already know about – the superior male efficiency in spatial ability, the greater female skill in speech” (Sabbatini, 2001).

The “father” of sociobiology, Edward O. Wilson, of Harvard University, said that human females tend to rank higher than males in empathy, verbal skills, social skills and security seeking, among other things, while men tend to be higher in independence, dominance, spatial and mathematical skills, rank-related aggression, and other characteristics. (Sabbatini, 2001).

Research evidence strongly suggests that good school administration is more attuned to feminine than masculine modes of leadership behavior. Yet it is highly probable that female administrators will continue to imitate the career patterns and leadership styles of men. They do so for two major reasons. First, this approach to leadership has repeatedly been established as acceptable to the public and successful in attracting promotion and recognition. Second, feminine role models are still few and far between (Porat, 1991).

Some troubled Presidents are veterans and some are in their first presidency, but their commonality is gender. Sturnick attributes it to a backlash against affirmative action. Dialog at a roundtable revealed consistent themes about gender.

- Mentoring systems for females and males differ. “Women who had lost a presidency were far less likely to get another presidency,” Sturnick explained. “They blamed themselves for the failure saying, ‘I listened to the wrong political advice’ or ‘I should have been more savvy.’” (Sturnick,1997).
- Differences in communication styles between women and men are real. Stories about boards not communicating well with women presidents were prominent, but the issue was touchy. “Women were concerned that this revelation would imply that we haven’t figured out how to learn the male language,” said Sturnick (Ibid).
- Gender is an issue. “Women are finding that their gender makes it harder for them to establish and maintain credibility,” said Sturnick. Several presidents had serious concerns over differences between board interactions with female presidents and those with males (Ibid).

As increasing numbers of women have entered managerial positions in recent years they have been confronted with a variety of issues and concerns (Russell 1988). One concern for women on management has been the issue of the perceived appropriateness of specific leader behaviors. In general, research suggests that while subordinates may not perceive males and females to differ in their use of specific behaviors, subordinates often respond differently to the behavior depending on whether it is exhibited by a male or female leader. By documenting the differences among women in the behaviors they expect of effective male and female leaders

could be important for understanding the reactions they may experience in their roles as leaders and as subordinates.

Background for Salaries of Females and Female Administrators

Historically, women have been paid less than men. This pay disparity between men and women exists even when women hold similar jobs and are comparable to men with regard to seniority and experience. The goal of the Equal Pay Act of 1963 was to change this situation. The Equal Pay Act states that men and women should receive the same pay for equal work. Three decades have passed but women's wages remain less than wages for men in equal positions. The purpose of the Equal Pay Act was to secure equal pay for women when they have jobs similar to men and to seek to eliminate discrimination and the depressing effects on living standards caused by reduced wages for female workers. While sources indicate that women's pay is still approximately 25 percent less than men's pay, the Equal Pay Act is still considered one of the best attempts to help close the gap (Crampton, 1997).

In the *Women in Higher Education Journal*, a survey has indicated the gender differences in the 1998-1999 administrative salaries. The results show that in few instances, on average, females were paid higher than males. The majority of the salary graph shows that men have been continually paid higher than females. A few examples have been selected to see the salary comparison (see table 1).

Table 1

Gender Differences in 1998-1999 Administrative Salaries

	Doctoral		Comprehensive		Baccalaureate		Two-Year	
	Female	Male	Female	Male	Female	Male	Female	Male
Asst Chief Academic Off	108,000	109,850	75,870	81,072	56,132	63,440	61,200	59,833
Chief Academic Officer	158,175	155,000	100,000	105,500	90,000	89,000	76,618	77,703
Dean of Arts & Sciences	126,170	132,750	88,623	90,358	71,906	59,075	64,383	62,350
Dean of Communication	135,337	116,089	60,364	89,782	43,251	48,502	53,000	58,232
Dean of Humanities	126,700	123,075	69,847	70,895	54,474	54,081	62,323	62,270
Dean of Students	81,000	80,830	55,000	59,180	45,025	48,000	59,873	64,142

Note: Women in Higher Education Journal (2000)

Women comprised 44 percent of the total number employed in executive, administrative and managerial occupations in 1996, up from 39 percent in 1988. The supply of women qualified from management and administrative jobs has continued to increase as more women accumulate work experience and complete management and professional education programs. Although women have made great progress in attaining management and administrative jobs, their median weekly earnings continue to be well below those of male management and administrators. In 1996, there were 7.7 million women employed in executive, administrative and managerial occupations. Women’s job growth in this field has surpassed that of men in recent years. The number of women employed in this field grew by 39 percent between 1988 and 1996, while the number of men grew by only 16 percent (U. S. Department of Labor, 1997).

Summary

It is evident in the review of literature that there are many factors which influence education, gender differences and salaries of female administrators. As has been in the past, women will continue to be influenced by the challenges in higher education, gender differences in leadership and salaries. As female administrators enter the 21st century the research indicated

that many females have begun to puncture the glass ceiling and they will continue to break the glass ceiling for years to come.

As women continue to strive in academics, they will continue to enter the workforce with the skills and knowledge needed to be successful. Women face many important challenges throughout their college experience. Whether they are raising a family, have financial burdens or attend college part-time while maintaining a full-time job; they continue to succeed dominating the classroom.

The literature also suggests that many women are powerful and influential between both genders. As a result, many females are more attuned to feminine roles than masculine modes of leadership behavior. The gender differences can be viewed by the right brain and the left-brain functions. Males use their left-brain while females have strong right brain functions. The right brain controls the visual, spatial, overall picture, emotional, abstract and shaper and patterns. The left-brain controls the verbal, linguistic, details, practical, concrete, orderly sequences.

According to the Equal Pay Act, men and women are to be paid equally for the same job. However, females still get paid less than males for doing similar jobs (see Table 1). It appears universities and business may look at past experience as a factor for issuing a salary.

Chapter III

Methodology

The purpose of the study was to investigate women in administration employed by the Wisconsin Technical College System to assess the perceptions, status and barriers of female administrators. The methods and procedures used in this study are explained in this chapter. The chapter is divided into sections under the headings of (1) Research Design, (2) Sample Selection, (3) Instrumentation, (4) Procedures Followed, and (5) Data Analysis.

Research Design

The participants in this study were full- and part-time females administrators within the Wisconsin Technical College System. Following the review of literature, a cross sectional survey was used to gather descriptive data about the current levels of education and experiences of females in administrative positions.

This research addressed the following research questions:

1. Is there a difference in the education attained for female administrators in the Wisconsin Technical College System?
2. What issues do female administrators identify regarding gender inequality at the Wisconsin Technical College System?

Specifically:

- A. Is there a difference in salary of female administrators within the WTCS?
- B. What is the perception on advancement of female administrators within the WTCS?
- C. Is there a difference in the promotion process among female administrators within the WTCS?

Sample Selection

To accomplish the objectives of this study a survey was administered to 51 full- and part-time female administrators employed throughout the Wisconsin Technical College System, covering the 16 Technical Colleges within the system. A complete listing of the sample can be found in the Appendix.

Instrumentation

The survey was administered using a self-designed questionnaire (see Appendix A). It was a one page, two-sided document with fourteen questions designed to gather data about the perceptions, status and barriers of female administrators employed in the Wisconsin Technical College System and to meet the objectives of the research. The survey instrument was designed based on existing research on female administrators in higher education. Side one of the survey requested general information on the subject's demographics, leadership and promotions. Side two contained 10 statements to verify their feelings on the barriers of female administrators at the Wisconsin Technical College System. The participants were asked to rate their response on a five point Likert scale from strongly disagree (1) to strongly agree (5).

The instrument was tested for validity. Three experts in research at the University of Wisconsin-Stout concurred that it was valid. The instrument was not tested for reliability because the initial sample covered all of the female administrators within the Wisconsin Technical College System. The administrators were mailed the survey and asked to respond within 5 days. The completed surveys were returned to the researchers addressed via stamped, self-addressed envelopes. Every female administrator within the title search employed throughout the Wisconsin Technical College System is included in this study.

Procedures Followed

Prior to the date of administering the instrument, permission was requested and granted by the Institutional Review Board members of the University of Wisconsin-Stout, Spring, 2001. Written affirmation of voluntary participation and confidentiality was attached to the front of the survey. The surveys were administered on April 1, 2001 via mail.

Surveys were mailed to female administrators throughout the Wisconsin Technical College System. The administrators were informed that the participation in the study was voluntary, and there were no consequences for choosing not to participate. To ensure confidentiality, the participants were instructed not to identify themselves on the survey. Upon completing the survey, the participants were instructed to return the survey in the pre-addressed stamped envelope.

Data Analysis

Data analysis for this study consisted of determining the frequencies and percentages of responses, and compiling responses to open-ended questions. Surveys were distributed to 51 female administrators and thirty-one responded resulting in a 61 percent overall return rate. Chapter IV provides a complete review of the data gathered. All percentages were rounded to the nearest tenth. All data is reported on tables showing percents, with frequencies in parenthesis.

Chapter IV

Results

This chapter presents a review of the survey responses by female administrators within the Wisconsin Technical College System. This population was asked to provide information regarding their professional experiences in their administrative role. The administrative respondents also provided demographic data in regards to their status with the WTCS.

A total of 31 of a potential 51 female administrators from all divisions of the Wisconsin Technical College System responded to the survey, resulting in a 61 percent response rate. Data gathered from their responses was used to meet the objectives of this study:

1. Is there a difference in the education attained for female administrators in the Wisconsin Technical College System?
2. What issues do female administrators identify regarding gender inequality at the Wisconsin Technical College System?

Specifically:

- A. Is there a difference in salary of female administrators within the WTCS?
- B. What is the perception on advancement of female administrators within the WTCS.
- C. Is there a difference in the promotion process among female administrators in the WTCS?

Respondents provided demographic data about contract title, level of education, salary, and experience. The responses to the questions one through ten report this data.

Questions 11 through 14 report information about their experiences with promotion, salary comparison, support, mentors, barriers, and sexual harassment. At several points in the

survey, respondents were given the opportunity to offer additional comments regarding their experiences.

Question 1

Respondents were asked to indicate their status by title within WTCS. Five respondents or 16.1 percent were Deans, Ten or 32.3 percent of the respondents were Directors, two respondents or 6.5 percent of the respondents were Vice Presidents and four or 12.9 percent of the respondents held an other administrative title. Table 2 shows the status by title of respondents, as well as breakdown by division. Percentages in Table 2 are based on the total number of responses to the survey.

Table 2

Contract Status

	Respondents	Percentage
Dean	5	16.1
Director	10	32.3
Assistant Director	2	6.5
Vice President	10	32.2
Other	4	12.9

Question 2

Respondents were asked to indicate their age category. Four respondents or 12.9 percent of the respondents were in the 31 – 40 age category, eleven respondents or 35.5 percent of the respondents were in the 41 – 50 age category and fifteen respondents or 48.4 percent of the respondents were in the age category of 51 years of age or older. Table 3 shows the overall age category of the respondents, as well as breakdown by division. Percentages in Table 3 are based on the total number of responses to the survey.

Table 3

<u>Age Category</u>	<u>Respondents</u>	<u>Percentage</u>
31-40 years old	4	12.9
41-50 years old	11	35.5
51 years +	15	48.4

Question 3

Respondents were asked to indicate the highest level of education. One of the respondents or 3.2 percent attained an Associate’s degree, four respondents or 12.9 percent of the respondents attained a Bachelor’s degree, fourteen respondents or 45.2 percent of the respondents attained a Master’s degree and nine of the respondents or 29 percent of the respondents attained a Doctorate degree. Table 4 shows the overall level of education for the respondents, as well as breakdown by division. Percentages in Table 4 are based on the total number of responses to the survey.

Table 4

<u>Highest Level of Education Attained</u>	<u>Respondents</u>	<u>Percentage</u>
Associate's	1	3.2
Bachelor's	4	12.9
Master's	14	45.2
Doctorate	9	29

Question 4

Respondents were asked to indicate their salary range. Two respondents or 6.5 percent of the respondents had a salary of less than \$40, 000.00, one respondent or 3.2 percent of the respondents were in the \$41,000 - \$45,000 salary range, two respondents or 6.5 of the respondents were in the \$50,000 - \$51,000 salary range, five of the respondents or 16.1 percent

of the respondents were in the \$52,000 - \$60,000 salary range, five of the respondents or 16.1 percent of the respondents were in the \$61,000 - \$70,000 salary range, five respondents or 16.1 percent of the respondents were in the \$71,000 - \$80,000 salary range, two of the respondents or 6.5 of the respondents were in the \$81,000 - \$90,000 salary range, nine of the respondents or 29 percent of the respondents were in the \$91,000 or more salary range. Table 5 shows the overall salary range for the respondents, as well as breakdown by division. Percentages in Table 5 are based on the total number of responses to the survey.

Table 5

Salary Range

	Respondents	Percentage
less than \$40,000	2	6.5
\$41,000 - \$45,000	1	3.2
\$50,000 - \$51,000	2	6.5
\$52,000 - \$60,000	5	16.1
\$61,000 - \$70,000	5	16.1
\$71,000 - \$80,000	5	16.1
\$81,000 - \$90,000	2	6.5
\$91,000 or more	9	29

Question 5

Respondents were asked to indicate how many years of experience in administrative leadership they obtain. Table 6 shows the overall experience in administrative leadership for the respondents, as well as breakdown by division. Percentages in Table 6 are based on the total number of responses to the survey. Three of the respondents or 9.7 percent of the respondents have obtained one to three years of experience in administrative leadership. Two or 6.5 percent of the respondents have obtained four to six years of experience in administrative leadership. Eight or 25.8 percent of the respondents have obtained seven to ten years of experience in

administrative leadership. Eighteen or 58.1 of the respondents have obtained eleven or more years of experience in administrative leadership.

Table 6

Years of Experience in Administrative Leadership

	Respondents	Percentage
1 - 3 years	3	9.7
4 - 6 years	2	6.5
7 - 10 years	8	25.8
11 or more years	18	58.1

Question 6

Respondents were asked to indicate how many years employed as an administrator within the WTCS. Table 7 shows the overall experience as an administrator for the respondents, as well as breakdown by division. Percentages in Table 7 are based on the total number of responses to the survey. Close to ten percent of the respondents or 3 respondents have been employed as an administrator within WTCS for less than one year. Close to 10 percent of the respondents or 3 respondents have been employed as an administrator with WTCS for one to three years. Five respondents or 16.1 percent have been employed as an administrator with WTCS for 4 to 6 years. Twelve respondents or 38.7 of the respondents have been employed as an administrator within WTCS for 11 or more years.

Table 7

Years Employed as an Administrator in the WTCS

	Respondents	Percentage
less than 1	3	9.7
1 - 3 years	3	9.7
4 - 6 years	5	16.1
7 - 10 years	7	22.6
11 or more years	12	38.7

Question 7

Respondents were asked to indicate if they have applied for a promotion. Table 8 shows the overall experience as an administrator for the respondents, as well as breakdown by division. Percentages in Table 8 are based on the total number of responses to the survey. Seven respondents or 22.6 of the respondents applied for a promotion. Twenty-four respondents or 77.4 percent of the respondents did not apply for a promotion.

Table 8

Applied for a Promotion

	Respondents	Percentage
Yes	7	22.6
No	24	77.4

Question 8

Respondents were asked to indicate when was their most recent promotion. Table 9 shows the overall promotions given to the respondents, as well as breakdown by division. Percentages in Table 9 are based on the total number of responses to the survey. One respondent or 3.2 of the respondents have never been promoted. Close to 13 percent of the respondents or 4 respondents were promoted within the past 2 to 4 years. Two respondents or 6.5 percent of the respondents were promoted within the past 4 to 5 years or more. Twenty-four respondents did not answer the question.

Table 9

When Was Your Last Promotion

	Respondents	Percentage
Never	1	3.2
Within 2 - 4 years	4	12.9
4 - 5 years or longer	2	6.5

Question 9

Respondents were asked to indicate how long they were in a position until they were promoted. Table 10 shows the overall length of time until a promotion occurred for the respondents, as well as breakdown by division. Percentages in Table 10 are based on the total number of responses to the survey. One respondent or 3.2 percent of the respondents worked in that position until promoted for 2 to 3 years. One respondent or 3.2 percent of the respondents worked in that position until promoted for 3 to 4 years. One respondent or 3.2 percent of the respondents worked in that position until promoted for 4 to 5 years. Close to 10 percent of the respondents or 3 respondents worked in that position until promoted for 6 years or more. There was no response from 21 of the respondents.

Table 10

How Long Worked in that Position Until Promotion

	Respondents	Percentage
2 - 3 years	1	3.2
3 - 4 years	1	3.2
4 - 5 years	1	3.2
6 years or longer	3	9.7

Question 10

Respondents were asked to indicate how they obtained their most recent promotion. Table 11 shows the overall promotion methods of the respondents, as well as breakdown by division. Percentages in Table 11 are based on the total number of responses to the survey. Five of the respondents or 16.1 percent of the respondents received their most recent promotion by applying for the promotion. Two respondents or 6.5 percent of the respondents received their most recent promotion by being named in the position. None of the respondents were encouraged to apply for the promotion. Twenty-four respondents declined to answer.

Table 11

How Did You Receive Most Recent Promotion

	Respondents	Percentage
Applied for the position	5	16.1
"Named" into position	2	6.5
Encouraged to apply	0	0

Note. Other responses included:

1. I was told about the job in Wisconsin by a colleague while I was in California.
2. I was voted from a non-administrative position to an administrative one and I was promised the promotion for 2-3 years before it occurred.
3. I moved into a position as part of a professional growth experience
4. I took on both of my Superior's positions (due to their retirements) in a temporary capacity for four years, implemented a re-organization, then was placed permanently in the position. This included reallocating my original position.
5. I applied for a position at another college, was offered the position and therefore said to my boss (the President) "If you want me to stay then make me Department Director". I was team leader before so he made me director.

Question 11

Respondents were asked to indicate the main reason for not receiving a promotion. Table 12 shows the overall reasons for not being promoted from the respondents, as well as breakdown by division. Percentages in Table 12 are based on the total number of responses to the survey. One respondent or 3.2 percent of the respondents felt that they were not given a promotion due to lack of experience. One respondent or 3.2 percent of the respondents felt they were not given a promotion due to lack of higher education. Close to 40 percent of the respondents or 12

respondents replied that there was another reason that they were not given a promotion. There were 17 respondents that did not reply to the question.

Table 12

Reason Not Given Promotion

	Respondents	Percentage
Lack of experience	1	3.2
Lack of higher education	1	3.2
Other	12	38.7

Note. Other responses included:

1. When I first applied for the Vice President job, I did not get it. The second time, I got the job.
2. Internal candidate – lacked multi-college experience.
3. Another person was already picked. The job was written for them.
4. Diversity needs.
5. Internal politics.
6. The budget.
7. Lack of teaching experience is a barrier. Had I been male, a way around the teaching certification would have been found as it has been done for many males – especially in positions where the teaching certification is optional or could have been waived; lack of seeing me as the right person to fit the mold.

Question 12

Respondents were asked to indicate if the promotion process of female administrators differs from male administrators. Table 13 shows the overall opinions of female administrators

as to the differences in promotion by gender, as well as breakdown by division. Percentages in Table 13 are based on the total number of responses to the survey. Sixteen respondents or 51.6 percent of the respondents replied that the promotion process for females differs from males. Close to 30 percent of the respondents or 9 respondents replied that the promotion process for females does not differ from males.

Table 13

Female Promotion Process Difference than Males

	Respondents	Percentage
Yes	16	51.6
No	9	29

Question 13

Respondents were asked to comment on question number 12. Their comments were:

1. In my current position, no. Good president
2. In my opinion, women have to be three times more qualified to work at least three times harder than men (in general) to be worthy of a promotion.
3. Women still have to know more and achieve more in order to be considered. Look at the national percentage age of female, 2-year college Presidents.
4. If you are blonde, tall and belong to the right country club then you are important. If your husband is important too, you'll go far. I am single parent and of another decent...where does this leave me?
5. It just is different for females. Nothing is written or formal. They just have different standards.

6. Men successfully negotiate salary and are expected to. Men are given jobs on a part-time basis after retirement. Grooming for higher-level jobs and opportunity is a mystery.
7. Men are more often “named” to a position. Women must apply – sometimes even for the same job they are already doing or for an unequal position. If women push the issue of getting a promotion, they are viewed as whining while men are considered “aggressive”.
8. I believe there truly are equal opportunities, that this is not a gender issue. Our college has tried to provide more opportunities for women since we have more men in higher-level positions. Not all women, however, want to advance to highest levels since we want time to balance family and work more than many men do!
9. In our organization females advance to a certain level – but there seems to be a ceiling and the top levels are more dominant (males).
10. I think men are picked ahead of time and “groomed” through the right steps/positions. Women are left to figure it out on their own.
11. Not in my experience.
12. This is very much a ‘good’ ol’ boy network and culture.
13. Females need to prove, prove, prove and apply for a position. Males get appointed.
14. Women are expected to comply with job descriptions and qualifications; males are often fit into positions that do not appear to match their backgrounds. Often males are promoted without following the HR process; females always have to follow that process.
15. It’s getting in good with those in power and working hard. Perhaps women have to put in more time before being promoted.
16. I always believe females have to work a bit harder and prove themselves a bit more to have a true advantage over males.

Question 14

Respondents were asked to indicate their opinion on the following statement: salary of a female administrator is equal to a male administrator with the same title, work and experience. Table 14 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 14 are based on the total number of responses to the survey. Seven respondents or 22.6 percent of the respondents strongly agree. Close to 30 percent or 9 of the respondents agree. Almost 10 percent of the respondents or 3 of the respondents were undecided and nearly 30 percent or 6 of the respondents disagree. Six of the respondents or almost 30 percent of the respondents strongly disagree.

Table 14

Salary of a female administrator is equal to a male administrator with the same title, work and experience.

	Respondents	Percentage
Strongly Agree	7	22.6
Agree	9	29
Undecided	3	9.7
Disagree	6	19.4
Strongly Disagree	6	19.4

Note: Respondents were asked to comment on their response to question 14, table 13. Their comments were:

1. I am paid comparably to my male peers.
2. My example was in California, not Wisconsin.
3. Our college salary charts support equality.
4. Generally, female administrators are “work horses”; the pay doesn’t fall.

5. It would depend on the case.
6. Our female VP's are paid less than our male VP's.
7. I replaced a man for lower pay and I had more experience than that man.
8. At my current college this is well controlled by Human Resource.
9. Each time I have moved to a job previously held by a male, the, the job duties increase but the words used in the job description are "downgraded" so the new job, even though the same or greater, was at a lower title and pay rate.
10. Yes, one man and I are at the top of the salary scale!
11. At the time of the retirement of two men (Registrar and Admissions Administrator), I was the assistant to both. I took over both positions temporarily at \$25.00 per to handle both offices. The Admissions Administrator was hired back for 3 months to handle a couple of outstanding projects at \$43.00 per hour.
12. I am VP of Instruction with 250 employees. The VP of Student Services has 30 employees and we are paid the same salary.
13. Males and females are treated equally at our institution.
14. I think women are still offered lower salaries based on the assumption that they are not the "bread winner".

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 15 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 15 are based on the total number of responses to the survey. Five of the respondents or 16.1 percent of the respondents strongly agree. Six of the respondents or 19.4 percent of the respondents agree

with the statement. Five of the respondents or 16.1 percent of the respondents were undecided. Nearly 42 percent of the respondents or 13 percent of the respondents disagreed. Two of the respondents or 6.5 percent of the respondents strongly disagree.

Table 15

Women Administrators hold back other women by not supporting them.

	Respondents	Percentage
Strongly Agree	5	16.1
Agree	6	19.4
Undecided	5	16.1
Disagree	13	41.9
Strongly Disagree	2	6.5

Note. Respondents were asked to comment on their other response to question 14, table 14.

Their comments were:

1. Many female administrators encouraged me to apply for my job.
2. Never in my experience, Great support.
3. Strongly agree because of personal experience from my previous position.
4. All of my female bosses do now and have held me back in the pass. I obtained my Master's before my boss and it was sheer hell - had to leave the position.
5. Some do, some don't. Insecure women are a barrier to others trying to advance.
6. Overall, this is not true.
7. Disagree generally, but I have seen cases of it. Certainly, gender does not "guarantee" support of a candidate just because of her gender.
8. At NTC, women support each other.
9. Sometimes yes, sometimes no.

10. In order to be accepted by their upper level male counterparts, females often are unwilling to "fight" for other females. We are sometimes our own worst enemies.
11. I have hired more women than men.
12. Many times women administrators who have attained their positions have done so through a very competitive atmosphere this combined with the fact that they are over worked leads to a lack of support for other women.
13. I have seen this happen but I try to mentor and support other women administrators because the system needs more strong women.
14. Some do, others don't.

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 16 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 16 are based on the total number of responses to the survey. One of the respondents or 3.2 percent of the respondents strongly agree with the statement. Seventeen of the respondents or 55.8 percent of the respondents agree with the statement. Four of the respondents or 12.9 percent of the respondents were undecided. Five of the respondents or 16.1 percent of the respondents disagree. Nearly 13 percent of the respondents or 4 of the respondents strongly disagree.

Table 16

Male administrators create barriers unknowingly.

	Respondents	Percent
Strongly Agree	1	3.2
Agree	17	54.8
Undecided	4	12.9
Disagree	5	16.1
Strongly Disagree	4	12.9

Note: Respondents were asked to comment on their response to question 14, table 15.

1. Situational
2. The good ol' boys network still exists.
3. Communicate not to make waves – don't speak out or be too assertive.
4. Top administration (male) in our college are very supportive of women and me alike.
5. I don't know about "unknowingly".
6. Have seen this at the Presidential level.
7. Do not move a qualified woman to upper level even when experience warrants advancement.
8. Men assume women wouldn't be interested; lack of understanding. Men assume women are all about children and spouse responsibilities.
9. Lack of understanding of "whole" person issues.
10. Knowingly and Unknowingly. They are exclusionary – they cut deals away from the table and then expect everyone know and honor them.
11. We are not like them.
12. Male administrators for many years did not share information with female staff – unknowingly they create barriers for this staff to progress in other positions.

13. The OLD BOY network is alive and well. Males support and defend one another while trying to keep women down.

14. Perhaps women have to put in more time before being promoted.

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 17 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 17 are based on the total number of responses to the survey. One of the respondents or 3.2 percent of the respondents strongly agree with the statement. Sixteen of the respondents or 51.6 percent of the respondents agree with the statement. Two of the respondents or 6.5 percent of the respondents were undecided. Nine of the respondents or 29 percent of the respondents disagree. Nearly 10 percent of the respondents or 3 of the respondents strongly disagree.

Table 17

Female administrators are offered or given tasks that male administrators do not want.

	Frequency	Percent
Strongly Agree	1	3.2
Agree	16	51.6
Undecided	2	6.5
Disagree	9	29
Strongly Disagree	3	9.7

Note: Respondents were asked to comment on their response to question 14, table 16.

1. Not in my experience.
2. Still seen as help mates – sometimes men just want to do the “big stuff”.
3. Most of our male administrators make and pour coffee, pitch in on a variety of tasks.

4. Males delegate to the point of irresponsibility.
5. Both genders get some tasks that others don't want.
6. More so men to women. Women here divide up tasks more equitably.
7. I see women willing to take on tasks males are not.
8. Many male administrators have clerical support; female administrators are expected to be able to perform their own clerical tasks.
9. Many times females are given more to do when replacing a male - one because they have strength in "multitasking" and two because they are so willing to move forward they take what is assigned and find a way to make it work even when it means working many hours.
10. I think women are all given additional tasks because it is known that we will do them well without complaint and men won't.
11. I think females are given tasks that their bosses don't want regardless of gender.

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 18 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 18 are based on the total number of responses to the survey. Four of the respondents or 12.9 percent of the respondents strongly agree with the statement. Eight of the respondents or 25.8 percent of the respondents agree with the statement. Five of the respondents or 16.1 percent of the respondents were undecided. Eleven of the respondents or 35.5 percent of the respondents disagree. Two of the respondents or 6.5 percent of the respondents strongly disagree. There was one respondent that did not answer the statement.

Table 18

A “fear” of not knowing is a barrier to accepting a position as a female administrator.

	Frequency	Percent
Strongly Agree	4	12.9
Agree	8	25.8
Undecided	5	16.1
Disagree	11	35.5
Strongly Disagree	2	6.5

Note: Respondents were asked to comment on their response to question 14, table 17.

1. Not fore me, but for many.
2. Can be for men and women - not a gender issue, but a personality profile issue.
3. Females also seek challenges.
4. Women seem to be less risk tolerant overall.
5. Not for me but for many women.
6. Women are good at figuring it out but are not often given mentors.

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 19 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 19 are based on the total number of responses to the survey. Four of the respondents or 12.9 percent of the respondents strongly agree with the statement. Ten of the respondents or 32.3 percent of the respondents agree with the statement. Close to 13 percent of the respondents or 4 of the respondents were undecided. Nine of the respondents or 29 percent of the respondents disagree. Nearly 13 percent of the respondents or 4 of the respondents strongly disagree.

Table 19

Lack of confidence is a barrier to accepting a position as a female administrator.

	Frequency	Percent
Strongly Agree	4	12.9
Agree	10	32.3
Undecided	4	12.9
Disagree	9	29
Strongly Disagree	4	12.9

Note: Respondents were asked to comment on their response to question 14, table 18.

1. For some, not for others.
2. Fear of success is common.
3. Bureau Directors for Instruction and Student Services are women.
4. Powerless women are promoted so the men can run them. It seems like they only want to kiss up to the men so they are viewed favorably; then the male administrators are actually making the decisions.
5. It can be. Confident women do just fine! This applies to men also.
6. I suffered from this myself for years.
7. Most females I know are very confident - but this is often interpreted as aggression!
8. Many women believe they must have done the job before to be qualified.
9. I believe that females are more open about their strengths and weaknesses as well as much quicker to admit mistakes rather than point fingers - this may work against them in promotion situations.

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 20 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 20 are based on the total number of responses to the survey. One of the respondents or 3.2 percent of the respondents strongly agree with the statement. Six of the respondents or 19.4 percent of the respondents agree with the statement. Close to 23 percent of the respondents or 7 of the respondents were undecided. 15 of the respondents or 48.4 percent of the respondents disagree. Two of the respondents or 6.5 percent of the respondents strongly disagree.

Table 20

There is a lack of female role models/mentors in the WTCS for women moving into administrative positions.

	Frequency	Percent
Strongly Agree	1	3.2
Agree	6	19.4
Undecided	7	22.6
Disagree	15	48.4
Strongly Disagree	2	6.5

Note: Respondents were asked to comment on their response to question 14, table 19.

1. Lots of administrators are females in the WTCS and most are willing to help other females.
2. More at issue is lack of diversity models.
3. We have some very good female role models. Sometimes a supportive male mentor can be an excellent way for women to advance, to understand male administrative tendencies

to learn from each other so we can work together better - and vice versa! I am fortunate to have a wonderful male high-level mentor!

4. The 'Old boys' remain today.
5. Many VP's are now women. Need more women presidents.
6. How many women are Presidents, Vice Presidents and Deans?
7. Less so in WTCS than in the University system.
8. Many women have moved into top administrative positions in the last 10 years.
9. The females in administration today were raised on a Male Model - I believe there are not enough collaborative/supportive models available.

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 21 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 21 are based on the total number of responses to the survey. Four of the respondents or 12.9 percent of the respondents strongly agree with the statement. Five of the respondents or 16.1 percent of the respondents agree with the statement. Close to 39 percent of the respondents or 12 of the respondents were undecided. Nearly 26 percent of the respondents or 8 of the respondents disagree. Two of the respondents or 6.2 percent of the respondents strongly disagree.

Table 21

Sexual harassment is an issue that needs to be acknowledged as a female administrator in the WTCS.

	Frequency	Percent
Strongly Agree	4	12.9
Agree	5	16.1
Undecided	12	38.7
Disagree	8	25.8
Strongly Disagree	2	6.5

Note: Respondents were asked to comment on their response to question 14, table 20.

1. Needs to be acknowledged by everyone.
2. Gender neutral NOT the norm in Wisconsin.
3. Does not exist at this level - need to be aware of implications, laws and responsibility.
4. I am not aware of any incidents. However, there should be an awareness of this issue.
5. It is subtle.
6. Needs to be acknowledged by everyone.
7. I have not experienced it. Do not know.
8. Very true.

Respondents were asked to indicate their opinion on the following statement: women administrators hold back other women by not supporting them. Table 22 shows the overall opinions from the respondents as well as a breakdown by division. Percentages in Table 22 are based on the total number of responses to the survey. Three of the respondents or 9.7 percent of the respondents strongly agree with the statement. Two of the respondents or 6.5 percent of the respondents agree with the statement. Eleven of the respondents or 35.5 percent of the

respondents were undecided. Close to 39 percent of the respondents or 12 of the respondents disagree. One of the respondents or 3.2 percent of the respondents strongly disagree. Two respondents did not give an opinion on the statement.

Table 22

Females do not proceed into administrative roles due to “negative” expectations from others.

	Frequency	Percent
Strongly Agree	3	9.7
Agree	2	6.5
Undecided	11	35.5
Disagree	12	38.7
Strongly Disagree	1	3.2

Note: Respondents were asked to comment on their response to question 14, table 21.

1. Not a gender issue.
2. Some people have no imagination. They are unable to visualize a woman president, for example.
3. Some of these items I haven't experienced directly. In general, the female network here is strong and healthy.
4. More often I think it is lack of confidence, lack of role models.
5. Expectations for females are higher - if a female does not perform, there are immediate repercussions. Males are mentored and guided for years before actions are initiated. Males who are not performing get moved to other jobs – females get fired.
6. Women often have to continually prove ourselves worthy while lazy unproductive men are allowed to be lazy.

Chapter V

Summary, Conclusions and Recommendations

This chapter provides an overview of the study, as well as conclusion and recommendations determined following a review of the survey responses.

Summary

The purpose of the study was to gather data to from the women administrators employed by the Wisconsin Technical College System to determine the barriers attributed by gender differences. The goal was to research the following questions:

1. Is there a difference in the education attained for female administrators in the Wisconsin Technical College System?
2. What issues do female administrators identify regarding gender inequality at the Wisconsin Technical College System?

Specifically:

- A. Is there a difference in salary of female administrators within the WTCS?
- B. What is the perception on advancement of female administrators within the WTCS?
- C. Is there a difference in the promotion process among female administrators in the WTCS?

Following a review of literature, a cross-sectional survey was designed to gather descriptive data about contract title, experience, level of education, salary and experience. The overall number of women currently holding an administration position is gradually increasing but there is concern that the number is not an accurate representation of the population through workforce or educational experience. The data was gathered by administering a survey

to 51 women administrators within the Wisconsin Technical College System. A total of 31 females responded to the survey.

Conclusions

Based on the study it was determined that close to half of the respondents held a contract title position of either Director or Vice President. Nearly half of the respondents were 51 years of age or older. Forty five percent of the respondents held at least a Master's degree. Close to 30 percent of the respondents were in the salary range of \$91,000 or more. Close to 50 percent of the respondents have 11 or more years of administrative leadership and 40 percent of the respondents have been employed as an administrator within the Wisconsin Technical College System 11 years or more. Although these figures sound high, when compared to the other figures, there appears to be no consistency.

Slightly over half of the respondents felt that the promotion process for females differs than the promotion process for males. Many of the respondents expressed that the standards for women were different and higher than the standards for promoting males within the Wisconsin Technical College System.

Approximately 50 percent of the respondents agree that the salary of a female administrator is equal to a male administrator with the same title, work and experience; whereas close to 40 percent of the respondents disagree that the salary was equal between genders. Many of the respondents felt that gender was not an issue and the salary charts support equality throughout the system. Meanwhile, other respondents expressed an opinion that the Wisconsin Technical College System does not show consistency within their pay scale after gathering information on the employees past experience and education.

Close to 50 percent of the respondents disagree that women administrators hold back other women by not supporting them and approximately 35 percent of the respondents agree with the statement. After reviewing the opinions of the respondents half of the women stated that they support other females in upper management positions and feel supported by their female peers within the college. The other half of the respondents stated that have experienced lack of support from their female peers that may be due to the competitive job market and job placement.

Eighteen of the respondents or 58 percent of the respondents agree that the male administrators create barriers unknowingly and 29 percent of the respondents disagree. Throughout the results of the survey, one topic that was repeated was the “Good Old Boy’s Network”. Many of the respondents stated that this network still exists throughout the Wisconsin Technical College System. The respondents felt that men still support each other and continue to close doors for women administrators to advance. The respondents also stated that the glass ceiling concept does exist within the Wisconsin Technical College System and that the number of women that represent the college is inadequate compared to the national figures.

Close to 55 percent of the respondents agree that female administrators are offered or given tasks that male administrators do not want, meanwhile, close to 40 percent of the respondents disagree. Many of the respondents stated they are viewed as helpers or assistants and that women are willing to take the challenges of various tasks males are not willing to take. Other respondents did not experience this and feel that both genders may be assigned tasks that they don’t want.

Twelve of the respondents or 38.7 or the respondents agree that a fear of not knowing is a barrier to accepting a position as a female administrator and 13 of the respondents or 42 percent

of the respondents disagree. The respondents stated that many women do not take risks and that it might be a personality issue rather than a gender issue. Being that the numbers were divided on this statement, this leads one to believe that a fear of not knowing is a barrier for women when accepting a position in administration.

Fourteen respondents or 45.2 percent of the respondents agree that lack of confidence is a barrier to accepting a position as a female administrator and 13 respondents or 32.9 percent of the respondents disagree. Fear of success and fear of failure seems to be a common link with the respondents. Many women do not understand that their current job skills and experience can transfer easily into a position within the administration field.

Close to 23 percent of the respondents agree that there is a lack of role models/mentors in the Wisconsin Technical College System for women moving into administrative positions and close to 23 percent were undecided. Nearly 55 percent of the respondents disagree with the statement. Male and female mentors have been provided in the past to women administrators but the current females in administration today have been assigned on a Male Model.

Nearly 40 percent of the respondents agree that sexual harassment is an issue that needs to be acknowledged as a female administrator in the Wisconsin Technical College System. Thirty-one percent were undecided and close to 32 percent disagree with the statement. Although sexual harassment may be subtle within the Wisconsin Technical College System, the respondents state that sexual harassment needs to be acknowledged by everyone.

Five respondents or 16.2 percent of the respondents agree that females do not proceed into administrative roles due to negative expectations from others. Eleven respondents or 35.3 percent of the respondents were undecided and nearly 42 percent of the respondents disagree with the statement. There appears to be a female network growing among the women

administrators within the Wisconsin Technical College System. However, there appears to be a lack of role models at the presidential level.

Recommendations

Following a review of faculty responses, several recommendations for the Wisconsin Technical College System were identified.

Recommendations Related to This Study

1. Wisconsin Technical College System needs to acquire more women administrators at the Vice President and President level.
2. Human resource departments throughout the Wisconsin Technical College System should acknowledge the various methods of promotion and hiring of women within the college.
3. Male Administrators within the Wisconsin Technical College System need to acknowledge that the “Good Old Boys” network still exists and attempt to eliminate that network.
4. Women administrators are up against the glass ceiling and the Wisconsin Technical College System needs to eliminate the glass ceiling and attempt to advance more females within the system.
5. Human Resource departments throughout the Wisconsin Technical College System need to review the Equal Pay for Equal Work Act established in 1963 to continue to be an example for gender equity.

Recommendations for Further Study

1. This study should be replicated in 5 years within the Wisconsin Technical College System.
2. Investigate the discrepancies of salary between women and men within the Technical College Systems.
3. Research on the different leadership styles by gender within the Technical College System.
4. Identify various Mentorship programs that exist throughout different academic institutions.
5. Review the policies and procedures for hiring and methods of promotion within the Wisconsin Technical College System.
6. Research the methods used by other institutions to break down the 'good old boys' network.
7. Investigate methods used by other academic institutions to shatter the glass ceiling.
8. Establish various techniques women can use to eliminate barriers for advancement and promotions.

References

- Are Women Better Leaders? As more rise to positions of power, the evidence is intriguing. U.S. News and World Report, Vol. 130, Issue 4 p. 10. (2001).
- Britten, J. (2001). Women World Leaders: Meet Women Who Have Ruled The World. New York: StartSpot Mediaworks, Inc.
- Crampton, S. (1997). The Equal Pay Act: The First 30 Years. Public Personnel Management, Vol. 26, Issue 3.
- Davis, L. (1991). Fact book on Women in Higher Education. New York: Macmillan Publishing Co.
- Edson, S. (1988). Pushing The Limits: The Female Administrative Aspirant. New York: State University.
- Featherman, S. (2001). Highly Successful Women Administrators: Inside Stories of How They Got There. [www.wihe.com/\\$spindb.query.listall2.wihezview](http://www.wihe.com/$spindb.query.listall2.wihezview)
- Gross, N. (1976). The Sex Factor and Management of Schools. New York: John Wiley and Sons.
- McGivney, V. (1999a) Resourceful Women: the Margaret James Award. Vol.2 , No.18, Autumn 1999, London: WEA.
- McGivney, V. (1999b). Excluded Men: Men Who Are Missing from Education and Training. NIACE, Leicester.
- Mills, K (1995). From Pocahontas to Powersuits: Everything You Need to Know About Women's History in America. NY: Penguin Printing.
- Porat, K. (1991). Women in Administration: The Difference is Positive. Clearinghouse, Vol. 64, Issue 6, p.412.

Russell, J. (1988). Sex Roles: An Exploration of Women's Expectations of Effective Male and Female Leadership. The University of Tennessee, Knoxville. Vol. 18, Nos. 5/6, 1988.

Sabbatini, R. (1997). Are There Differences Between Brains of Males and Females.
Brazil: State University of Campinas.

Shakeshaft, C. (1987). Women in Educational Administration. CA: Sage Publications.

Sturnick, J. (1997). Modern Day Witch Hunt Target Female College Presidents.

[www.wihe.com/\\$spindb.query.listall2.wihezview](http://www.wihe.com/$spindb.query.listall2.wihezview)

Whaley, P. (2000). The Good News and the Bad News. Women and Higher Education Journal, 11, Issue 7, p. 13.

Wisconsin Department of Public Instruction (1989). Summary of the Report of the State Superintendent's Task Force on Administrative Leadership, Training, and Licensure. Madison, WI: Author.

Women's Bureau, U.S. Department of Labor. (2001). Facts on Working Women: Women in Management. www.dol.gov/dol/wb

Appendix A

Wisconsin Technical College System

1. Blackhawk Technical College
2. Chippewa Valley Technical College
3. Fox Valley Technical College
4. Gateway Technical College
5. Lakeshore Technical College
6. Madison Area Technical College
7. Mid-State Technical College
8. Milwaukee Area Technical College
9. Moraine Park Technical College
10. Nicolet Area Technical College
11. Northcentral Technical College
12. Northeast Wisconsin Technical College
13. Southwest Wisconsin Technical College
14. Waukesha County Technical College
15. Western Wisconsin Technical College
16. Wisconsin Indianhead Technical College

Appendix B

Carla Kimberling

408 Congress, Eau Claire, WI 54703 ♦ (715) 832-2135 ♦ kimberlingc@uwstout.edu

April 6, 2001

Dear Female Administrator:

As a graduate student enrolled in the M.S. Vocational Education program at the University of Wisconsin-Stout, I am conducting research on the perceptions, status and barriers of women in administration in the Wisconsin Technical College System.

Please complete the enclosed questionnaire. Rest assured that your responses will be kept in strict confidence; your anonymity is assured. The information you provide will be used to analyze barriers, real or perceived, that female administrators are challenged with while working in the Wisconsin Technical College System.

Complete the attached survey by marking your responses in the space provided. Please return the questionnaire in the self-addressed stamped envelope provided by April 13, 2001.

Questions or concerns about participation can be addressed to myself or to Chair, University of Wisconsin-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11HH, University of Wisconsin-Stout, Menomonie, WI 54751. Thank you for your participation.

Sincerely,

Carla Kimberling, Advisor
University of Wisconsin-Stout
Multicultural Student Services

Appendix C

**Survey to Assess the Perceptions, Status and Barriers of Female Administrators
in the Wisconsin Technical College System (WTCS)**

The following survey was designed to identify your perceptions and barriers for women in administrative positions in the Wisconsin Technical College System. Your participation is voluntary and your responses are considered in anonymity. Please **do not** write your name on the questionnaire. As you read through the questionnaire, please answer the questions **truthfully** and **thoughtfully**.

Directions: Please check one answer that best applies to you. Enter comments in spaces provided.

1. **Please indicate which of the following represents your status:**
 Dean Assistant Dean Director Assistant Director
 President Vice President
2. **Age:** 25-30 31-40 41-50 Over 50
3. **What is your highest level of education attained?**
 Associate Bachelors Masters Doctorate
4. **What is your salary range?**
 Less than 40,000 41,000-45,000 46,000-50,000
 50,000-51,000 52,000-60,000 61,000-70,000
 71,000-80,000 81,000-90,000 91,000+
5. **How many years of experience do you have overall in administrative leadership?**
 Less than 1 year 1-3years 4-6 years 7-10 years 11+ years
6. **How many years have you been employed as an administrator in the WTCS?**
 Less than 1 year 1-3years 4-6 years 7-10 years 11+ years
7. **As an administrator, have you applied for a promotion and not receive it?**
 Yes No
If you answered no, go directly to question #11.
8. **As an administrator, when was your last promotion?**
 Never within 1 year within 2-4 years 5+ years
9. **How long did you work in that position until you were promoted?**
 1-2 years 2-3 years 3-4 years 4-5 years 6+ years
10. **How did you receive your most recent promotion?**
 Applied for the position Encouraged to apply "Named" into position
_____ other (please specify)
11. **In your professional opinion, what is the main reason you were not given a promotion?**
 lack of experience lack of higher education
_____ other (please specify)
12. **In your professional opinion, do you feel that the promotion process of female administrators differs from male administrators?**
 Yes No
13. **Please comment on your answer to question number 12:**

(Turn over and complete)

14. Using the scale below, please indicate your responses to the following statement by placing a checkmark in the column that best describes your opinion.

	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
Salary of a female administrator is equal to a male administrator with the same title, work, and experience.					
Please give an example:					
Women administrators hold back other women by not supporting them.					
Please give an example:					
Male administrators create barriers unknowingly.					
Please give an example:					
Female administrators are offered or given tasks that male administrators do not want.					
Please give an example:					
A "fear of not knowing" is a barrier to accepting a position as a female administrator.					
Please give an example:					
Lack of confidence is a barrier for females moving into an administrative position.					
Please give an example:					
There is a lack of female role models/mentors in the WTCS for women moving into administrative positions.					
Please give an example:					
Sexual harassment is an issue that needs to be acknowledged as a female administrator in the WTCS.					
Please give an example:					
Females do not proceed into administrative roles due to "negative" expectations from others.					
Please give an example:					

Thank you for completing and returning the questionnaire by **April 6, 2001**. If you have any questions or would like additional information, please feel free to contact me at the following address and phone number: **Carla Kimberling, 408 Congress, Eau Claire, WI 54703, (715) 232-2484.**

If you are unable to complete this questionnaire, please return it to the above address.

Thank you again for your time and information.