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Affirmative Action in Higher Education: The Impact of Gender

Elsa Nuñez

Abstract

While much has been written about the status of women within higher education in the faculty ranks and the presidency, there has been little research into the status of women in top administrative ranks. This paper examines gender-based hiring in academia by establishing the actual hiring trends for the top administrative positions in New England colleges and universities over a twelve-year period, 1989–2001. It attempts to understand the impact of Affirmative Action policy and the processes and procedures related to the policy on hiring trends during this period.

Data collected by the New England Association of Colleges and Universities were employed. The total number of institutions surveyed were 256 in 1989 and 240 in 2001. Detailed analyses are presented by kinds of institutions (public, independent; two-year, four-year), locations (six New England states), and across 25 categories of top administrative positions (president, provost, dean, etc.).

A total of 1,110 top administrative positions were reviewed for 1998 and 1,798 for 2001. During this period, the number of college presidencies held by women increased from 49 to 66, or 21% to 29%. The number of top administrative positions (excluding presidencies) held by women increased from 222 to 598, or 20% to 33%. These results are further analyzed by sectors, locations and positions, with attention to the institutions which showed the greatest presence of women in top administrative positions.

It is argued that the positive impact that has been felt in the hiring of women to top administrative positions in higher education has to a great extent been in response to the Affirmative Action process and procedures which have been institutionalized. Although one cannot conclude that the Affirmative Action policy alone is responsible for these gains, the impressive results point to the success of the systems which are in place to identify, support and recruit women for these positions.

Introduction

Affirmative Action and Women

Most Affirmative Action policies were adopted by institutions of higher education across the country in the early 1970's. Affirmative Action has been controversial from the very start. In response to the civil unrest of the 1960's, colleges and universities argued that in order to create a diverse workforce, some advantage in the hiring process should be given to women and people of color. Over the past few years, much criticism has been leveled against Affirmative Action policies in higher education. Claims have been made that women, for example, at the expense of white males, have attained positions for which they might not be the "best possible" candidate.

Central to the Affirmative Action debate is the belief that affirmative action identification and recruitment processes and procedures have enabled great numbers of women to secure jobs that they otherwise might not have been able to get. There is evidence that in many professions women have made important gains. In 1960, there were 97 million men in the workforce between the ages of 16 and 55 and over compared to 50 million women of the same age group. By 2000, the projection was that there would be 135 million women in the workforce and 150 million men between the ages of 16 and 55 and over.

Anderson (1997) and Watkins *et al* (1995) report that in 1990 57.5% of all women sixteen and older were in the workforce; they predicted that within a decade, that figure would grow to the mid-70's, and it has. Although men and women are enjoying similar educational privileges, their career paths are still widely divergent. The percentage of women in all professional occupations in 1983 was 42%, rising to only 44% by 1995. For women engineers, all types, the percentage grew from 6% in 1983 to 8% in 1995. The comparable figures for the growth in the percentage of college and university female professors is more favorable: 36% in 1983 growing to 44% by 1995 (Anderson, 1997).

Affirmative Action and Women in Higher Education

In higher education, the news has not been consistently positive. The number of women in higher education may be increasing, but a disproportionate number of women remain in lower-paying, lower-growth jobs. Affirmative Action has not achieved remarkable success: "Findings suggest that while some progress has been made, two decades of affirmative action have not substantially altered the percentage of minorities and women in higher education faculty and professional ranks." (Higgerson and Higgerson, 1991, (p. 82).

In the non-faculty Professional Staff, there were about 580,000 employees in the public sector in 1993. Of these less than half were women. Additionally, there were a little over 200,000 employees in the non-faculty Professional Staff in the independent sector and of these close to sixty percent were male.

Women in Faculty Positions

Bernice Sandler argues that “the challenge of truly integrating women into academic life has been surmounted by the passage of laws and the ending of many overtly discriminatory practices” (1997, p.3). However, when looking at the professoriate and assessing the impact affirmative action has had for women over the last two decades, we find that gains have been modest. Women are still far from achieving parity on the faculties of America’s colleges and universities (Simeone 1987). In the context of the ideologized framework of the women’s movement, in fact, change has been slow; in many institutions, the number of women in faculty positions has actually declined (from 32.5 percent in 1930 to 27.6 percent in 1990) (Sylvia 1991).

Several significant studies on the number of women in faculty positions (Sylvia , 1991; Simeone, 1987) have shown that although there have been increases in the number of doctorates awarded to women, their gains in faculty positions have been mostly in the humanities, education and social sciences. Sylvia argues that quotas will not address the problem of the low number of women in the professoriate: gains can only be made by ensuring the support of female scholars in more targeted areas such as engineering, philosophy, physics, and business. Encouragement should begin early in the education of young women.

In institutions of higher education across the country, the data are quite varied, both in the number of female faculty and the numbers of women at the full-professor rank. In 1992, for example, 20% of the faculty at the full-professor rank at Columbia University were women; for the same year, California Institute of Technology and Massachusetts Institute of Technology reported only 4.7% and 6.6% respectively at the full-professor rank. Of the university systems across the country, in 1993, the University of Oregon had the highest percentage of female full professors, 28.9%.

In 1995, 28% of the full-time instructional faculty at institutions of higher education were women, a drop from 33% in 1993. Seventy-one percent of men held faculty positions with tenure in 1994 compared to 50% of women. Additionally, the salaries for women in each of the academic ranks were lower (Anderson 1997). Women in faculty positions have made far greater strides in terms of numbers: women represent about 40% of all professorial positions.

Women in Academic Presidencies

Over the past twenty years, the higher-education presidency has been studied extensively. The data, which have been systematically collected and reported over this time period, show that women have made important gains in the presidency in all sectors of higher education.

From 1986 to 1998 the percentage of college presidencies held by who women doubled from 9.5% to 19.3% (Green and Ross, 2000). These figures are impressive since in 1975 only 5 % of all college presidencies were held by women. The breakdown over a twelve-year period:

1986	-	9.5%
1990	-	11.8%
1995	-	16.5%
1998	-	19.3%

If we examine this issue by type of institution, we see that opportunities for women to become

presidents exist to a greater degree within the community college sector as opposed to research universities. Even though 25% of all new hires for the presidency since 1995 were women, the community colleges figure was 35% during the same period of time. In the table below, the distinction among the sectors is quite clear, with women presidents holding a lower percentage of these positions in doctoral-granting institutions.

Women Presidents by Institutions with Highest Degrees Awarded

	1986	1998
Doctoral	3.8%	13.2%
Masters	10.0%	18.7%
Baccalaureate	16.1%	20.4%
Two-year	7.9%	22.4%
Specialized	6.6%	14.8%

Source: *Women College President* (2000)

In *The American College President*, Ross and Green (2000) review some of the most important characteristics of college presidents and discuss how little they have changed over a twenty-two year period. They point out that consistently about 85% of the women presidents are married and 80% hold the doctorate as a terminal degree. The average term in the presidency is about seven years.

Presidents’ Characteristics in 1998 and 1986		
Category	1998	1986
Women	19.3%	9.5%
Minority	11.3%	8.1%
Married	83.8%	85%
Has Ph.D.	80.7%	76.6%
Average age	57.6	52.3
Average years in present job	6.9	6.3
Average years in prior job	6.2	5.6
Average years full-time faculty	7.8	6.4

Source: *The American College President: 2000 Edition*, American Council on Education

It is clear that these characteristics have remained stable over a period of time. In general, however, women presidents have spent less time in their previous administrative positions than male presidents.

Overview of the Study

The purpose of this study is to establish the actual hiring trends for women in “top administrative positions” in New England over a twelve-year period, 1989–2001. This study attempts to understand the impact of Affirmative Action policy and the processes and procedures related to the policy on hiring trends during this period. Data collected by the New England Association of

Colleges and Universities were employed throughout. Analyses are made which allow for comparisons by college/university, by sector: community college/four-year college, and by sector: public and private over the twelve-year period.

Numbers of Colleges and Universities

The total number of colleges and universities decreased from 256 to 240 over the period. The table below summarizes the data set used to calculate aggregate (total, state, sector) growth figures over the period 1989–2001. The number of institutions surveyed in both 1989 and 2001 is 219. The third column reports the number of institutions surveyed in both years.

	1989	2001	Both
Total number of institutions surveyed:	256	240	219
Number of public institutions:	91	83	75
Number of independent institutions:	166	158	144
Number of four-year institutions:	175	176	
Number of two-year institutions:	72	64	
By state and sector:			
Connecticut Independent:	26	21	18
Connecticut Public:	25	20	18
Maine Independent:	17	16	14
Maine Public:	14	15	14
Massachusetts Independent:	86	83	78
Massachusetts Public:	31	30	29
New Hampshire Independent:	14	15	13
New Hampshire Public:	12	9	5
Rhode Island Independent:	8	8	8
Rhode Island Public:	3	3	3
Vermont Independent:	15	15	13
Vermont Public:	6	6	6

Numbers of top administrative positions

A total of 1,110 “top administrative positions” were reviewed for 1989 and 1,798 for 2001 (an increase of 62%). For the 219 institutions surveyed in both years, a total of 1,003 “top administrative positions” were reported in 1989, jumping to 1,699 in 2001 (an increase of 69%).

Categories of top administrative positions

A systematic review of all the titles used by colleges and universities revealed some very important differences. Many institutions used the title “Dean” and its related ranks (e.g., Associate) exclusively throughout the administration while others used titles which included, for example, “Provost” and its related ranks (Associate and Vice President). Differences also exist in the use of titles between the public and private sectors. For example, it is more likely that the title of “Chancellor” (Associate, Vice, Assistant) be used in the public sector. In small colleges, the title of “Dean” was more prevalent. For the purposes of this study, 25 titles were selected that represent the “top administrative positions”:

Titles included in the study of “top administrative positions”

Assistant Provost	Deputy Chancellor
Assistant Vice Chancellor	Deputy Provost
Assistant Vice President	Executive Dean
Assistant Vice Provost	Executive Vice President
Associate Chancellor	President
Associate Dean	Provost
Associate Provost	Senior Associate Dean
Associate Vice Chancellor	Senior Vice President
Associate Vice President	Vice Chancellor
Chancellor	Vice Dean
Chief	Vice President
Chief Officer	Vice Provost
Dean	

Findings

A. New England Profile: The Presidency

In reviewing the progress made in all six New England states, we can see that women have made important gains in attaining college presidencies over the last twelve years. The percentage of women presidents increased in all states but Rhode Island between 1989 and 2001. In 1989, women represented 21% of all college presidencies in New England, compared to 2001, when they represented 29%. These gains have been primarily in the sector of private, four-year colleges and universities. The total number of women college presidents reached 69 in 2000, compared to 49 in 1989. A slight decline was documented for 2001, when the number dropped to 66.

**Women Presidents of New England Colleges and Universities, 1989–2001:
Public versus Independent Institutions**

Year	Public	Independent	Total
1989	11	38	49
1990	13	37	50
1991	16	38	54
1992	17	38	55
1993	16	36	52
1994	17	38	55
1995	16	45	61
1996	21	44	65
1997	23	43	66
1998	25	42	67
1999	26	42	68
2000	27	42	69
2001	27	39	66

In Connecticut, which experienced the highest growth during this twelve-year period, the number of women presidents rose from eight to twelve. In 1995, the number was actually 15 (compared to 8 in 1989 and 12 in 2001). Massachusetts, on the other hand, has been very consistent in the number of women who have held presidencies, increasing by three to 30 total. In 1989, 25% of presidencies were held by women while in 2001 when that figure was 29%.

During the first part of the 1990s, Maine experienced a relatively small fluctuation in the number of women in the office of the president. In 1996, however, a notable gain was made when the number rose from 3 to 6 and continued to rise in 2001 to 7. New Hampshire had 7 women presidents in 1989 and 8 in 2001. These positions continue to be in the public sector. Rhode Island continues to be where they were in 1989, with 2 women presidents.

Vermont made enormous strides over this twelve-year period, experiencing a steady increase in the number of women college presidents, from 2 in 1989 to 9 in 2000 but then back down again to 7 in 2001.

**Women Presidents of New England Colleges and Universities,
by State, 1989-2001**

	CT	MA	ME	NH	RI	VT	Total
1989	8	27	3	7	2	2	49
1990	9	26	2	8	2	3	50
1991	11	27	3	8	1	4	54
1992	12	28	2	8	1	4	55
1993	10	27	2	9	1	3	52
1994	10	31	3	7	1	3	55
1995	15	30	3	7	1	5	61

1996	13	31	6	8	1	6	65
1997	15	29	6	8	1	7	66
1998	14	29	6	9	1	8	67
1999	14	31	6	8	1	8	68
2000	13	31	7	8	1	9	69
2001	12	30	7	8	2	7	66

**Women Presidents of New England Colleges and Universities, 1989–2001:
Two-Year versus Four-Year Institutions**

	Two-year	Four-year
1989	16	33
1990	17	33
1991	18	36
1992	18	37
1993	18	34
1994	19	36
1995	20	41
1996	26	39
1997	27	39
1998	28	39
1999	27	41
2000	25	44
2001	23	43

In 1989, there were 72 two-year institutions of which 22% were led by a woman president. In 2001, 35 % of the 64 institutions were led by a woman president. For four year institutions (175 in 1989 and 176 in 2000), the percentage increased from 19% to 24% led by a woman president.

B. New England Profile: Senior Administrative Positions

While much has been written about the status of women within higher education in the faculty ranks and the presidency, very little has been written about the status of women in top administrative ranks other than the presidency, *i.e.* positions such as Associate Dean, Dean, Chief Operating Officer, Associate Vice President, Associate Provost, Vice President and Provost. There are many assumptions that have been made about the gains women have achieved in these positions, including that affirmative action policies have opened the doors for women to attain these positions.

The table on the next page provides a summary of the numbers of positions held by women in 1989 and 2001.

Growth in numbers of women in top administrative positions, by title:

Title	# Positions, 1989		% Female, 1989	# Positions, 2001		% Female, 2001	Change in # F, 89-01
	Female	All		Female	All		
Dean	134	451	29.7%	253	618	40.9%	+119
Vice President	48	287	16.7%	145	444	32.7%	+97
Associate Dean	10	37	27.0%	58	109	53.2%	+48
Assistant Dean	9	15	60.0%	29	47	61.7%	+20
Chief/Chief Officer	2	6	33.3%	22	70	31.4%	+20
President	49	232	21.1%	66	228	28.9%	+17
Assistant Vice President	1	3	33.3%	17	42	40.5%	+16
Provost	5	26	19.2%	19	60	31.7%	+14
Associate/Deputy/ Vice Provost	3	3	100.0%	16	37	43.2%	+13
Associate Vice President	3	10	30.0%	15	37	40.5%	+12
Senior Vice President	1	9	11.1%	8	24	33.3%	+7
Deputy/Vice Chancellor	1	7	14.3%	5	21	23.8%	+4
Executive Vice President	0	10	0.0%	3	27	11.1%	+3
Assistant Provost	0	1	0.0%	2	8	25.0%	+2
Executive Dean	1	5	20.0%	2	3	66.7%	+1
Chancellor	1	3	33.3%	2	9	22.2%	+1
Assistant Vice Chancellor	1	1	100.0%	1	4	25.0%	0
Associate Vice Chancellor	2	3	66.7%	1	6	16.7%	-1
Totals	222	1110		598	1798		

The number of women holding senior administrative positions (excluding presidencies) in New England jumped from 222 to 598 from 1989 to 2001. This increase was steady over the twelve-year period. Interestingly enough, these gains have manifested themselves primarily in the independent college sector. In 1989, there were 86 women senior administrators in the public sector and 177 in independent institutions. By 1995, these numbers had increased to 149 and 306 respectively and by 2001, the numbers were significantly higher: 219 in the public sector and 418 in the independent sector. The greatest increase, in absolute numbers of women, was found in the job categories of Dean (+119), Vice President (+97), and Associate Dean (+48).

Top New England schools in 2001 percentages, 2001 numbers, and 1989-2001 increases in percentages of women in top administrative positions, with breakdowns by sector, two-year/four-year, and state:

All New England Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
Andover College	100.0%
Bangor Theological Seminary	100.0%
College of Our Lady of the Elms	100.0%
Katharine Gibbs School	100.0%
Marian Court College	100.0%
Pine Manor College	100.0%
Bay Path College	87.5%
Mount Ida College	85.7%
Mount Holyoke College	84.6%
Massachusetts College of Art	83.3%
New England School of Acupuncture	83.3%
Wheelock College	83.3%

School Name	# of Women in Top Administrative Positions, 2001
Middlesex Community College	12
Mount Holyoke College	11
Brown University	10
Endicott College	10
Northern Essex Community College	10
Wellesley College	8
Lesley University	8
Sacred Heart University	8
Bay Path College	7
Dean College	7
Massachusetts Bay Community College	7
Quinsigamond Community College	7
Wesleyan University	7
Bentley College	7
University of Massachusetts Amherst	7

Institutions that experienced the greatest growths in their percentages of women in top administrative positions between 1989 and 2001:

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
Bangor Theological Seminary	0.0%	100.0%	100.0%
Charter Oak State College	0.0%	75.0%	75.0%
Quincy College	0.0%	66.7%	66.7%
MGH Institute of Health Professions, Inc.	0.0%	66.7%	66.7%
Quinsigamond Community College	0.0%	63.6%	63.6%
Brown University	0.0%	62.5%	62.5%
Kennebec Valley Technical College	0.0%	60.0%	60.0%
Wesleyan University	0.0%	58.3%	58.3%
Newbury College	0.0%	57.1%	57.1%
Bentley College	0.0%	53.8%	53.8%

New England Public Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
Massachusetts College of Art	83.3%
Charter Oak State College	75.0%
Quincy College	66.7%
Quinebaug Valley Community College	66.7%
Roxbury Community College	66.7%
Quinsigamond Community College	63.6%
Massachusetts Bay Community College	63.6%
Bunker Hill Community College	62.5%
Kennebec Valley Technical College	60.0%
Community College of Vermont	60.0%

School Name	# of Women in Top Administrative Positions, 2001
Middlesex Community College	12
Northern Essex Community College	10
Massachusetts Bay Community College	7
Quinsigamond Community College	7
University of Massachusetts Amherst	7
Community College of Rhode Island	6
Bridgewater State College	6
University of New Hampshire	6
Massasoit Community College	6
University of Southern Maine	6
Springfield Technical Community College	6

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
Charter Oak State College	0.0%	75.0%	75.0%
Quincy College	0.0%	66.7%	66.7%
Quinsigamond Community College	0.0%	63.6%	63.6%
Kennebec Valley Technical College	0.0%	60.0%	60.0%
University of Vermont	0.0%	50.0%	50.0%
Eastern Maine Technical College	0.0%	50.0%	50.0%
Housatonic Community College	0.0%	50.0%	50.0%
University of Maine at Machias	0.0%	50.0%	50.0%
Northern Essex Community College	0.0%	47.6%	47.6%
Fitchburg State College	0.0%	41.7%	41.7%

New England Independent Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
Andover College	100.0%
Bangor Theological Seminary	100.0%
College of Our Lady of the Elms	100.0%
Katharine Gibbs School	100.0%
Marian Court College	100.0%
Pine Manor College	100.0%
Bay Path College	87.5%
Mount Ida College	85.7%
Mount Holyoke College	84.6%
New England School of Acupuncture	83.3%
Wheelock College	83.3%

School Name	# of Women in Top Administrative Positions, 2001
Mount Holyoke College	11
Brown University	10
Endicott College	10
Wellesley College	8
Lesley University	8
Sacred Heart University	8
Bay Path College	7
Dean College	7
Wesleyan University	7
Bentley College	7

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
Bangor Theological Seminary	0.0%	100.0%	100.0%
MGH Institute of Health Professions, Inc.	0.0%	66.7%	66.7%
Brown University	0.0%	62.5%	62.5%
Wesleyan University	0.0%	58.3%	58.3%
Newbury College	0.0%	57.1%	57.1%
Bentley College	0.0%	53.8%	53.8%
Green Mountain College	0.0%	50.0%	50.0%
Boston Architectural Center	0.0%	50.0%	50.0%
Arthur D. Little School of Management	0.0%	50.0%	50.0%
Beal College	0.0%	50.0%	50.0%
Burlington College	0.0%	50.0%	50.0%
Hartford Seminary	0.0%	50.0%	50.0%
Woods Hole Oceanographic Institution	0.0%	50.0%	50.0%

Unlike national trends, the participation of women in senior administrative positions in New England is primarily at the four-year institutions. These numbers have been rising in both public and private sectors since 1989; however, the gains in the independent sector have been significantly higher. The percentage of women holding senior administrative positions in New England community colleges rose from 26% in 1989 to 35% in 1995 and to 42% in 2001.

New England Four-Year Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
Bangor Theological Seminary	100.0%
College of Our Lady of the Elms	100.0%
Pine Manor College	100.0%
Mount Ida College	85.7%
Mount Holyoke College	84.6%
Massachusetts College of Art	83.3%
New England School of Acupuncture	83.3%
Wheelock College	83.3%
Daniel Webster College	80.0%
Regis College	80.0%

School Name	# of Women in Top Administrative Positions, 2001
Mount Holyoke College	11
Brown University	10
Endicott College	10
Wellesley College	8
Lesley University	8
Sacred Heart University	8
Wesleyan University	7
Bentley College	7
University of Massachusetts Amherst	7

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
Bangor Theological Seminary	0.0%	100.0%	100.0%
Charter Oak State College	0.0%	75.0%	75.0%
MGH Institute of Health Professions, Inc.	0.0%	66.7%	66.7%
Brown University	0.0%	62.5%	62.5%
Bentley College	0.0%	53.8%	53.8%
University of Vermont	0.0%	50.0%	50.0%
Green Mountain College	0.0%	50.0%	50.0%
Boston Architectural Center	0.0%	50.0%	50.0%
University of Maine at Machias	0.0%	50.0%	50.0%
Arthur D. Little School of Management	0.0%	50.0%	50.0%
Burlington College	0.0%	50.0%	50.0%
Hartford Seminary	0.0%	50.0%	50.0%
Woods Hole Oceanographic Institution	0.0%	50.0%	50.0%

New England Two-Year Colleges

School Name	% Women in Top Administrative Positions, 2001
Andover College	100.0%
Katharine Gibbs School	100.0%
Marian Court College	100.0%
Bay Path College	87.5%
Saint Vincent's College	75.0%
Dean College	70.0%
Quinebaug Valley Community College	66.7%
Quincy College	66.7%
Laboure College	66.7%
Roxbury Community College	66.7%

School Name	# of Women in Top Administrative Positions, 2001
Middlesex Community College	12
Northern Essex Community College	10
Bay Path College	7
Dean College	7
Massachusetts Bay Community College	7
Quinsigamond Community College	7
Quincy College	6
Community College of Rhode Island	6
Massasoit Community College	6
Springfield Technical Community College	6

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
Quincy College	0.0%	66.7%	66.7%
Quinsigamond Community College	0.0%	63.6%	63.6%
Kennebec Valley Technical College	0.0%	60.0%	60.0%
Eastern Maine Technical College	0.0%	50.0%	50.0%
Housatonic Community College	0.0%	50.0%	50.0%
Northern Essex Community College	0.0%	47.6%	47.6%
Dean College	25.0%	70.0%	45.0%
Quinebaug Valley Community College	25.0%	66.7%	41.7%
Mitchell College	0.0%	40.0%	40.0%

By State
Growth in percentages of women in top administrative positions, by state.

State	% Women in Top Administrative Positions		Change in % Women in Top Administrative Positions, 1989-2001
	1989	2001	
Connecticut	20.2	34.8	+14.6
Maine	17.9	30.8	+12.9
Massachusetts	29.2	40.7	+11.5
New Hampshire	25.0	35.6	+10.6
Rhode Island	21.0	29.5	+8.5
Vermont	14.9	33.6	+18.7

Connecticut public colleges and universities experienced an increase in the number of women in senior level administrative positions, rising from 18 in 1989 to 35 and 36 in 2000 and 2001 respectively. In the private sector, the gains have been particularly impressive. While in 1989 the number of women in these top administrative positions in the public sector was 18, there were 27 in the private sector for that same year. In 2001, there were 67 women in senior administrative positions in the private sector, compared to 36 in the public sector. Overall, the number of female senior administrators more than doubled during this twelve-year period.

In community colleges, growth from 1989 to 2001 has been very modest, with an overall increase of only 4. The number has actually declined from its 1997 peak at 27. The situation for the four-year institutions is quite different demonstrating a strong period of growth in the last decade. The four-year colleges showed an increase from 18% of women in senior administrative positions in 1989 to 34% in 2001. This is a 216% increase in the total number of women, which has not shown a leveling-off, but a continuous increase in numbers. Institutions like Gateway Community College (two-year) and Sacred Heart University (four-year) have larger numbers of women than any other institution in the state of Connecticut.

Connecticut Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Charter Oak State College	75.0%
Quinebaug Valley Community College	66.7%
<i>Top private institutions</i>	
Saint Vincent's College	75.0%
Albertus Magnus College	75.0%
<i>Top four-year institutions</i>	
Charter Oak State College	75.0%
Albertus Magnus College	75.0%
<i>Top two-year institutions</i>	

Saint Vincent's College	75.0%
Quinebaug Valley Community College	66.7%

School Name	# of Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Eastern Connecticut State University	4
University of Connecticut	4
<i>Top private institutions</i>	
Sacred Heart University	8
Wesleyan University	7
<i>Top four-year institutions</i>	
Sacred Heart University	8
Wesleyan University	7
<i>Top two-year institutions</i>	
Saint Vincent's College	3
Gateway Community College	3

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
<i>Top public institutions</i>			
Charter Oak State College	0.0%	75.0%	75.0%
Housatonic Community College	0.0%	50.0%	50.0%
<i>Top private institutions</i>			
Wesleyan University	0.0%	58.3%	58.3%
Hartford Seminary	0.0%	50.0%	50.0%
<i>Top four-year institutions</i>			
Charter Oak State College	0.0%	75.0%	75.0%
Wesleyan University	0.0%	58.3%	58.3%
<i>Top two-year institutions</i>			
Housatonic Community College	0.0%	50.0%	50.0%
Quinebaug Valley Community College	25.0%	66.7%	41.7%

In the public sector in Maine, the situation was quite different, since the number of women in top administrative positions has simply revealed a different and unique pattern. The public section experienced an increase up until 1996, when the number was 21 from 6 in 1989. Then in subsequent years the number began to decline from 20 in 1997 to 16 in 1999. By the year 2000, there was an increase again in the number of women in senior administrative positions in the public sector to 24, for the first time surpassing the number of women in these positions in the private sector. The number continued to increase in 2001 by a large increase of 12% (public) and 9% (private). The institutions with the largest increase in each sector from 1999 to 2001 were Maine College of Art in the private and University of Southern Maine in the public sector.

When comparing two- and four-year institutions, we find a similar pattern among four-year institutions in Maine. These schools showed a steady increase in the number of women in senior positions, beginning with 15 in 1989, reaching 35 in 1996, dropping back down to 27 in 1999, and finally increasing again to 37 in 2001. Turning to two-year institutions, we find that the overall gains at the community colleges have also been steady. The period ended with 14 women in top administrative positions in 2001, a figure which represents a 250% increase since 1989.

Maine Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Kennebec Valley Technical College	60.0%
Eastern Maine Technical College	50.0%
University of Maine at Machias	50.0%
University of Maine at Fort Kent	50.0%
<i>Top private institutions</i>	
Andover College	100.0%
Bangor Theological Seminary	100.0%
<i>Top four-year institutions</i>	
Bangor Theological Seminary	100.0%
Maine College of Art	66.7%
<i>Top two-year institutions</i>	
Andover College	100.0%
Kennebec Valley Technical College	60.0%

School Name	# of Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
University of Southern Maine	6
Kennebec Valley Technical College	3
University of Maine at Augusta	3
<i>Top private institutions</i>	
Bates College	5
Maine College of Art	4
<i>Top four-year institutions</i>	
University of Southern Maine	6
Bates College	5
<i>Top two-year institutions</i>	
Andover College	3
Kennebec Valley Technical College	3

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
<i>Top public institutions</i>			
Kennebec Valley Technical College	0.0%	60.0%	60.0%
Eastern Maine Technical College	0.0%	50.0%	50.0%
University of Maine at Machias	0.0%	50.0%	50.0%
<i>Top private institutions</i>			
Bangor Theological Seminary	0.0%	100.0%	100.0%
Beal College	0.0%	50.0%	50.0%
<i>Top four-year institutions</i>			
Bangor Theological Seminary	0.0%	100.0%	100.0%
University of Maine at Machias	0.0%	50.0%	50.0%
<i>Top two-year institutions</i>			
Kennebec Valley Technical College	0.0%	60.0%	60.0%
Beal College	0.0%	50.0%	50.0%
Eastern Maine Technical College	0.0%	50.0%	50.0%

In the early 1990s, the independent sector of Massachusetts reflected small but steady increases in the number of women in top administrative positions. The number grew to 189 in 1996 and then decreased slightly in 1997 to 178. Growth began again, however, in 1998 and has been steadily increasing, with 244 women holding top positions in 2001. The public sector experienced its highest growth between 1997 and 1998, more or less leveling off since then.

There were 113 women senior administrators in these institutions 2001. Institutions like Assumption College, Dean College, Endicott College, Mt. Holyoke College, Massasoit Community College and Middlesex Community College show steady increases over this twelve-year period.

The community colleges in Massachusetts unlike the states of Connecticut and Maine, showed only a 45% increase of the number of women in senior positions from 1989, when they held 33% of top positions to 2001, at 48%. The four-year colleges and universities, in contrast, experienced phenomenal growth over this period of time. In 1989 there were 114 women in top administrative positions in Massachusetts four-year colleges in 1996. This figure grew to 201 in 1996, and by 2001 there were 268 holding one of the top jobs in administration.

Assumption College, Endicott College, Lesley University and Mt. Holyoke College account for a good part of the growth in Massachusetts within the four-year colleges and universities.

Massachusetts Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Massachusetts College of Art	83.3%
Quincy College	66.7%
Roxbury Community College	66.7%
<i>Top private institutions</i>	
College of Our Lady of the Elms	100.0%
Katharine Gibbs School	100.0%
Marian Court College	100.0%
Pine Manor College	100.0%
<i>Top four-year institutions</i>	
College of Our Lady of the Elms	100.0%
Pine Manor College	100.0%
<i>Top two-year institutions</i>	
Katharine Gibbs School	100.0%
Marian Court College	100.0%

School Name	# of Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Middlesex Community College	12
Northern Essex Community College	10
<i>Top private institutions</i>	
Mount Holyoke College	11
Endicott College	10
<i>Top four-year institutions</i>	
Mount Holyoke College	11
Endicott College	10
<i>Top two-year institutions</i>	
Middlesex Community College	12
Northern Essex Community College	10

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
<i>Top public institutions</i>			
Quincy College	0.0%	66.7%	66.7%
Quinsigamond Community College	0.0%	63.6%	63.6%
<i>Top private institutions</i>			
MGH Institute of Health Professions, Inc.	0.0%	66.7%	66.7%
Newbury College	0.0%	57.1%	57.1%
<i>Top four-year institutions</i>			

MGH Institute of Health Professions, Inc.	0.0%	66.7%	66.7%
Bentley College	0.0%	53.8%	53.8%
<i>Top two-year institutions</i>			
Quincy College	0.0%	66.7%	66.7%
Quinsigamond Community College	0.0%	63.6%	63.6%

Like other states, New Hampshire’s independent sector has shown steady increase since 1989, up until the last two years, during which there was a decline. Between 1999 and 2001, the number of women in top administrative positions dropped from 40 to 31. Interestingly, there has also been a decline in the overall number of women in the public sector holding these top administrative jobs in the same time period, from 23 in 1999 when the number was at its highest, to 2001 when it dropped slightly to 22. The percentage of overall growth over this twelve-year period for the public sector is 144%.

New Hampshire Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
New Hampshire Community/Technical College at Nashua/Claremont	50.0%
College for Lifelong Learning	50.0%
Plymouth State College	50.0%
University of New Hampshire at Manchester	50.0%
<i>Top private institutions</i>	
Daniel Webster College	80.0%
McIntosh College	66.7%
The Thomas More College of Liberal Arts	66.7%
<i>Top four-year institutions</i>	
Daniel Webster College	80.0%
McIntosh College	66.7%
<i>Top two-year institutions</i>	
New Hampshire Community/Technical College at Nashua/Claremont	50.0%
New Hampshire Community/Technical College at Manchester/Stratham	42.9%

School Name	# of Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
University of New Hampshire	6
New Hampshire Community/Technical College at Nashua/Claremont	3
New Hampshire Community/Technical College at Manchester/Stratham	3
New Hampshire Community/Technical College at Berlin/Laconia	3

<i>Top private institutions</i>	
Colby-Sawyer College	5
Notre Dame College	4
<i>Top four-year institutions</i>	
University of New Hampshire	6
Colby-Sawyer College	5
<i>Top two-year institutions</i>	
New Hampshire Community/Technical College at Nashua/Claremont	3
New Hampshire Community/Technical College at Manchester/Stratham	3
New Hampshire Community/Technical College at Berlin/Laconia	3

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
<i>Top public institutions</i>			
University of New Hampshire at Manchester	25.0%	50.0%	25.0%
University of New Hampshire	12.5%	37.5%	25.0%
<i>Top private institutions</i>			
Notre Dame College	25.0%	57.1%	32.1%
The Thomas More College of Liberal Arts	37.5%	66.7%	29.2%
<i>Top four-year institutions</i>			
Notre Dame College	25.0%	57.1%	32.1%
The Thomas More College of Liberal Arts	37.5%	66.7%	29.2%
<i>Top two-year institutions</i>			
<i>Data not available due to reorganization of NH community college system during twelve- year period under study.</i>			

In 1997, New Hampshire’s two-year colleges reported 18 women in top administrative positions, up from 7 in 1989. By 2001, however, this figure had dropped again to 12. Similarly, the number of women in top administrative positions in the four-year colleges and universities was highest in 1999 at 46, decreasing in 2000 and remaining stable in 2001 at 41.

The overall percentage of growth for this period was 71% for the community colleges and 128% for four-year institutions.

Even though the number of institutions of higher education is small in Rhode Island, increases in both the public and private sector have been steady and impressive. In 1989 there were only four women in top administrative positions in the public sector, but that number rose to 9 in 2001. The independent sector grew in female leadership from 8 to 29 between 1989 and 2001, an outstanding increase of 262% for this twelve-year period.

Rhode Island Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Community College of Rhode Island	40.0%
University of Rhode Island	25.0%
<i>Top private institutions</i>	
Brown University	62.5%
Bryant College	36.4%
<i>Top four-year institutions</i>	
Brown University	62.5%
Bryant College	36.4%
<i>Top two-year institutions</i>	
Community College of Rhode Island	40.0%
New England Institute of Technology	25.0%

School Name	# of Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Community College of Rhode Island	6
University of Rhode Island	3
<i>Top private institutions</i>	
Brown University	10
Roger Williams University	5
<i>Top four-year institutions</i>	
Brown University	10
Roger Williams University	5
<i>Top two-year institutions</i>	
Community College of Rhode Island	6
New England Institute of Technology	2

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
<i>Top public institutions</i>			
Community College of Rhode Island	20.0%	40.0%	20.0%
University of Rhode Island	14.3%	25.0%	10.7%
<i>Top private institutions</i>			
Brown University	0.0%	62.5%	62.5%
Bryant College	14.3%	36.4%	22.1%
<i>Top four-year institutions</i>			
Brown University	0.0%	62.5%	62.5%
Bryant College	14.3%	36.4%	22.1%
<i>Top two-year institutions</i>			
Community College of Rhode Island	20.0%	40.0%	20.0%

New England Institute of Technology	33.3%	25.0%	-8.3%
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The community colleges in Rhode Island also reported an increase from 2 in 1989 to 7 in 2001. Community College of Rhode Island saw the greatest increase in the number of women in senior administrative positions. Among the four-year colleges and universities in Rhode Island, Brown University reported the highest growth with 10 women in these positions in 2001. The overall number from Rhode Island four-year institutions grew from 10 in 1989 to 31 in 2001, fluctuating somewhat between 1996 and 2001. This three-fold increase over the twelve-year period is quite impressive.

Finally, Vermont’s public sector ended the period in 2001 with about the same number of women in top administrative positions that it had in the middle of the 1990s, although this too represents an increase from 1989. Twelve women held such positions in both 1995 and 2001, although the overall percentage increased from women being in only 14% of top administrative jobs in 1989 to 37% in 2001. The high point for the independent sector was 2000 with 26 women senior administrators. In the independent sector Marlboro College and Green Mountain College had the largest number of women in administrative positions in 2000 and 2001.

Vermont Colleges and Universities

School Name	% Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
Community College of Vermont	60.0%
University of Vermont	50.0%
Lyndon State College	50.0%
<i>Top private institutions</i>	
Burlington College	50.0%
Green Mountain College	50.0%
School for International Training	50.0%
Woodbury College	50.0%
<i>Top four-year institutions</i>	
Burlington College	50.0%
University of Vermont	50.0%
Green Mountain College	50.0%
Lyndon State College	50.0%
School for International Training	50.0%
<i>Top two-year institutions</i>	
Community College of Vermont	60.0%
Woodbury College	50.0%

School Name	# of Women in Top Administrative Positions, 2001
<i>Top public institutions</i>	
University of Vermont	5
Community College of Vermont	3
Lyndon State College	3
<i>Top private institutions</i>	
Green Mountain College	3
Marlboro College	3
<i>Top four-year institutions</i>	
University of Vermont	5
Green Mountain College	3
Lyndon State College	3
<i>Top two-year institutions</i>	
Community College of Vermont	3
Landmark College	2

School Name	% Women in Top Administrative Positions		Absolute Change in % Women
	1989	2001	
<i>Top public institutions</i>			
University of Vermont	0.0%	50.0%	50.0%
Lyndon State College	20.0%	50.0%	30.0%
<i>Top private institutions</i>			
Green Mountain College	0.0%	50.0%	50.0%
Burlington College	0.0%	50.0%	50.0%
<i>Top four-year institutions</i>			
University of Vermont	0.0%	50.0%	50.0%
Green Mountain College	0.0%	50.0%	50.0%
<i>Top two-year institutions</i>			
New England Culinary Institute	0.0%	33.3%	33.3%
Landmark College	0.0%	28.6%	28.6%

The community colleges of Vermont also showed growth between in 1995 and 2001, with 7 in top positions in both years. The number of women in top administrative positions has risen from 10% in 1989 to 30% in 2001. Additionally, the four-year colleges reported the same number (27) in 1997, 2000 and 2001. In 1998 and in 1999 the number dipped temporarily to the overall percentage increase for the four-year institutions rose from 16% in 1989 to 34% in 2001.

Discussion

Over the past twelve years, women have made important advances in attaining “top administrative positions” at New England colleges and universities. In each of the New England states, growth in the numbers has been reported until 2000; however, in all but the State of Vermont, a decrease has been reported for 2001. It is clear that between 1999 and 2000 gains were made which represent a steady and consistent trend until 2000. Although a drop in the overall numbers of women in these positions has been recorded for 2001, a positive trend is clearly established for eleven consecutive years. While we cannot entirely credit Affirmative Action policies for these gains, we can track and connect the adoption of Affirmative Action policies and the implementation and monitoring of processes and procedures connected to the policies to the same period when the increase in women in top administrative positions occurred.

During the past decade, universities placed an emphasis on hiring women. Whether this trend arose from the institutions themselves or was in response to pressures created by political, social and education organizations, momentum was certainly created. As the data show, increases were overwhelmingly positive from year to year. Around the country, efforts to prepare, recruit and retain women for the “top administrative positions” have been reported. Organizations such as the American Council on Education’s Office for Women, Bryn Mawr’s HERS Programs, and Harvard University’s Executive Program have supported the advancement of women through their programs. The HERS, Bryn Mawr Summer Institute four-week residential program focuses on improving the status of women in the middle and executive levels of higher education administration. The program focuses on four major areas, including Academic Environment, External Environment media, Institutional Environment, and Professional Development. One objective of the HERS, Bryn Mawr Summer Institute is to foster a network of peers and mentors who provide information, resources, contacts and support. Additionally, many other programs emphasize the preparation of women for administrative positions. For example, Higher Education Resource Services, Mid-America, located at the University of Denver, sponsors professional development activities designed to improve the state of women in higher education. Currently, that office oversees four programs to facilitate the professional development of women in higher education and their advancement into positions of ever-greater responsibility and authority. New England Management Institute for Women in Higher Education, now in its twenty-fourth year, offers women administrators and faculty professional management training. The Management Institute is an integrated series of five weekend seminars conducted October through April at Wellesley College. Some 1,200 women, primarily from the six New England states, have participated.

Affirmative action policies have been consistent over most of this past decade in New England, and institutions of higher education had great latitude in implementing procedures in the recruitment and hiring cycles which addressed and supported affirmative action policies. These institutions have received positive feedback. As an example, the advertisements of these positions have been placed in journals, academic magazines, and newspapers that have a special emphasis on women. The feminist journals have been used widely. Recruitment resources are usually listed as a way in which to help colleges and universities diversify their applicant pool. Some of these are: American Association of University Women, National Council of Administrative Women in Education, Women in Higher Education. In addition to relying on advertising through traditional methods, these organizations focus on women by providing them with information and guidance that will

help them with the search process. Additionally, women's networks have proved to be an effective source since they pass along information and create data banks which are used for referral and identification of women. Many of these networks have been utilized systematically by colleges and universities.

The American Council on Education Women's Network is an excellent example of an organized effort to create links with the recruitment of women at New England colleges and universities. Since 1973, the Office of Women in Higher Education at the American Council on Education has been committed to the advancement of women leaders. The mission of the Office of Women in Higher Education is to:

1. Identify women leaders nationally in higher education.
2. Develop women's leadership abilities.
3. Advance more women into leadership positions.
4. Support the tenure of mid- and senior-level women administrators and educators.

The role of the search firms has been quite important in identifying women for positions at the highest levels. Search firms depend on networks to which they have access, which generally include women who are already holding top administrative positions. Although the individuals can readily identify other women who are in their respective networks who hold these positions, they are also able to provide a critical perspective for search firms. They are able to identify those women who they feel are ready and who have the potential to advance in their careers. This information becomes very critical in the recruitment stage since many individuals who are in lower-level positions may not see themselves as ready to advance. Yet, when search firms call them and begin to discuss the potential of their moving forward, they are often counseled as to how the move might be made strategically. This assistance is of enormous help in developing a talent pool which otherwise might not be visible. One such national search firm which identifies itself as one that specializes in placing women in administrative positions is Diversified Search, Inc. It provides an excellent example of the way in which search firms have positioned themselves to work with networks of women who can assist them in the advancement of careers for women.

Patricia Hyer (1985) carefully reviewed the affirmative action records of three doctoral-granting institutions, finding that, in most cases, the progress had been made by each institution in faculty hiring was dependent upon an institutional leader, and that the policies themselves were not well institutionalized. If that leader left the institution, progress would be halted. Consistent and targeted hiring practices must be institutionalized to ensure that qualified women continue to attain positions in the top ranks of higher education.

The positive impact that has been felt in the hiring of women to top administrative positions in higher education has to a great extent been in response to the Affirmative Action process and procedures which have been institutionalized. Although one cannot conclude that the Affirmative Action policy itself is the main contributor to these gains, the impressive results point to the success of the systems which are in place to identify, support and recruit women for these positions.

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