A STUDY OF THE STATUS OF WOMEN COUNSELORS IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

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Chapter 1

Introduction and Methodology

Background to the Study

The status of women faculty in higher education is currently a subject of widespread investigation. Many institutions are studying the status of their women faculty to determine what action is needed to remedy sex discrimination. Likewise, professional associations (e.g., American Association of University Professors, American Association of University Women, American Political Science Association, American Historical Association) as well as federal and state government agencies are identifying areas of sex discrimination and recommending specific actions to end such discrimination.

It appears from the findings of many studies that women are underrepresented on faculties of institutions of higher education, that women faculty earn less than their male counterparts, and that they have lower academic rank than their male colleagues. In addition, it appears that women faculty receive less professional support than men; this conclusion, however, has received little attention in previous studies and is therefore less conclusively demonstrated (Harmon, 1972, p. ix; "The Report on the Status," 1973, pp. 8, 85; "The Status of Women," 1972, p. 59).

The impetus for the study of the position of women in higher education has come primarily from the federal government. The Equal Pay Act (amended in 1972 by the Higher Education Act), Title VII of

the Civil Rights Act of 1964, Title IX of the Higher Education Act of 1972, and Executive Order 11246 (amended by Executive Order 11375) as well as judicial decisions and state laws have all placed pressure on higher education to rectify existing sex discrimination (Catlin, Seeley, & Talburtt, 1974, pp. 1-4; Shulman, 1975, pp. 3-15). Affirmative action programs are an outgrowth of these pressures (Cohen, Lombardi, & Brawer, 1975, p. 37). Executive Order 11246 as amended by Executive Order 11375 requires institutions holding federal contracts to "demonstrate that no discrimination exists in any aspect of employment, and, further, that affirmative action is being taken to remedy the effects of past discrimination"; the alternative to affirmative action is the possible termination of federal funding (Cohen et al., 1975, p. 34). Affirmative action guidelines include a grievance process; between 1970 and 1972 "formal charges of sex discrimination were filed against 360" institutions (Cohen et al., 1975, p. 41).

With growing awareness of sex discrimination and the support of legislation, executive orders, and judicial decisions, the importance of equitable status for women is being recognized. Executive Order 11246 as amended by Executive Order 11375 makes it economically advantageous to demonstrate a lack of sex discrimination. Such economic pressure is perhaps the most likely motive for institutional examinations of the status of women faculty and for subsequent rectification of instances of sex discrimination revealed thereby.

Higher education in the United States began with the founding of Harvard College in 1636. Women, however, played no role until

1837 when Oberlin Collegiate Institute (later Oberlin College) admitted four women (Feldman, 1974, p. 21). Their role is interesting to note: They "were given a watered-down literary course and expected to serve the men students at table and remain silent in mixed classes" (Bird & Briller, 1972, p. 22). Following Oberlin's admission of women, several women's colleges were established (e.g., Georgia Female College, chartered by the State Legislature in 1836; Auburn Female University in 1852; Vassar College, 1860); state universities such as Iowa and Utah admitted women in the 1850s (Carnegie Commission, 1973, p. 15; Feldman, 1974, pp. 25-26). During the Civil War, colleges were encouraged to accept women in order to survive the small male enrollment available; but, it was not until after the war that the "number of colleges and universities admitting women began to grow appreciably, and even then progress was slow" (Carnegie Commission, 1973, p. 15). Teachers' seminaries and normal schools proliferated so that by 1872 there were 101 of them (Feldman, 1974, p. 25). Although not always equivalent to colleges, such institutions influenced the acceptance of women in higher education and eventually became equivalent. The post-war land grant institutions also provided women access to higher education through the home arts programs. By 1920 there were 100 institutions of higher education for women and 350 coeducational institutions (Koontz, 1972, p. 16). "The idea of higher education for women was firmly established" by the 1920s (Feldman, 1974, p. 30).

Women entered graduate education more easily than undergraduate education. Perhaps graduate faculties more readily

accepted women due to their need for students or the belief that a woman college graduate was "already lost" (Feldman, 1974, p. 32). The University of Pennsylvania (1885), Columbia, Yale, Harvard, and Brown opened their graduate schools to women from their beginnings on an equal basis with men (Feldman, 1974, p. 32). Johns Hopkins, however, resisted; although still not accepting women undergraduates, women were admitted as graduates in 1907 "'provided there was no objection on the part of the instructor concerned'" (Woody cited by Feldman, 1974, p. 32). Bryn Mawr "became one of the first women's colleges to offer postgraduate degrees (to women only)" in 1885 (Feldman, 1974, p. 32).

In 1900, 6% of the doctorates received went to women. The percentage increased to 15% in 1930; more recently the percentage has been 13.3% in 1970 and 14.4% in 1971 (Carnegie Commission, 1973, pp. 82-83).

The status of women has changed "from no representation to a current state of underrepresentation" (Feldman, 1974, p. 30). Institutions of higher education are now more accessible to both sexes. Legislation such as Title IX of the Education Amendments of 1972 is encouraging equal access by prohibiting sex discrimination "in the admission of students to institutions receiving federal financial assistance" (Carnegie Commission, 1973, p. 55).

The Problem

As has been indicated, the status of women faculty in higher education is the subject of widespread investigation. Specifically, in this study, the answer to the following question is sought: what is the status of women counselors in the Virginia Community College

System? Further, how does the status of male and female counselors compare with regard to the following factors: participation rate, initial and current salary, initial and current rank, speed of promotion, criteria used for promotion, and professional support (travel expenses for professional meetings, clerical aid, and tuition assistance). The factors of years of prior experience, educational level attained, and years of experience in the Virginia Community College System were controlled.

Hypotheses

The hypotheses evaluated in this study were:

1. Male counselors will have a higher participation rate than female counselors.

2. Male counselors will have a higher initial salary than female counselors when controlling for years of prior experience.

3. Male counselors will have a higher current salary than female counselors when controlling for years of experience within the Virginia Community College System.

4. Male counselors will have a higher current salary than female counselors when controlling for highest educational level obtained.

5. Male counselors will have been hired at a higher initial faculty rank than female counselors when controlling for years of prior experience.

6. Male counselors will have been promoted more rapidly than female counselors when controlling for years of experience in the Virginia Community College System.

7. Male counselors will have been promoted more rapidly than female counselors when controlling for highest educational level attained.

8. Male counselors will have been promoted in Columns Three and Five of the "Criteria Chart" (in specialized professional and technical as well as occupational fields) more frequently than female counselors.

9. Male counselors will have a higher current faculty rank than female counselors when controlling for educational level attained.

10. Male counselors will have a higher current faculty rank than female counselors when controlling for number of years experience in the Virginia Community College System.

11. Female counselors will have less clerical support than male counselors.

12. Male counselors will more frequently have expenses for professional meetings paid than will female counselors.

13. Female counselors will not receive tuition assistance as frequently as male counselors.

The Population

The population for this research included all counselors in the Virginia Community College System during August 1975; a list of counselors was obtained from the Educational Programs Division of the Department for Community Colleges and checked for accuracy through telephone calls to all campuses in the Virginia Community College System. This population consisted of 134 counselors; 109

(or 81.34%) participated in the research by completing and returning the instrument. Of these 109 participants, 63 were male and 46 were female.

The Instrument

The instrument used to collect the data for this research was a questionnaire entitled, "VCCS Counselor Questionnaire" (see Appendix A). The questionnaire was designed to obtain data on age, sex, race, marital status, the educational level and field of concentration for the master's degree, the counseling region of respondent's community college, the number of counselors at respondent's institution, the student enrollment at the respondent's campus, the work experience prior to becoming a counselor in the Virginia Community College System, and information on the professional status of counselors.

Operational Definitions

For the purpose of this study, the following definitions were used:

1. Counselor. A faculty member whose primary responsibility may be career counseling, course placement, personal counseling, recruiting, testing, orientation, financial aid, placement, student activities, veterans' affairs, transcript analysis, and follow-up studies.

2. VCCS. The abbreviation for Virginia Community College System, a unified system having 23 community colleges and 30 campuses serving designated regions of the state.

3. Normal Minimum Criteria Chart for Each Faculty Rank (or

Criteria Chart). The title of a chart indicating the requirements for promotion to each faculty rank in the Virginia Community College System according to whether a faculty member is in (a) Developmental Studies, Humanities, Social Sciences, Natural Sciences, and Math, (b) Specialized Professional or Technical Associate in Applied Science Degree Fields, or (c) Non-associate Degree Occupational Fields (see Appendix A). As can be seen by these categories, there is no specification as to which category is appropriate for counselors; yet, the category makes a striking difference in speed of promotion, salary, and education needed for promotion.

4. Rank. A term used to refer to four categories into which counselors in the Virginia Community College System may fall depending on education and experience; these categories are Instructor, Assistant Professor, Associate Professor, and Professor.

5. Participation rate. A term used frequently in the literature on the status of women faculty in higher education to describe the numbers of women in institutions and departments.

6. VCCS Counselor Questionnaire. The instrument used to gather the data serving as the basis of this study (see Appendix A).

Analysis of the Data

The population of this study consisted of the male and female counselors in the Virginia Community College System. There were 86 male and 48 female counselors in the System during the time period of the study. From the population of 134 male and female counselors, a total of 109 counselors or 81.34% of the population responded to the questionnaire. In some instances data were available on the

entire population, but in most instances, only data from the respondents were available for analysis. The data were presented in the form of percentages and in contingency tables. Where appropriate, Fisher's exact test was computed to test for significance, and Phi was utilized to determine the strength of the relationships.

Summary

In the literature concerning higher education, the status of women faculty was frequently examined. The usual conclusion found in the literature was that a pattern of discrimination against women existed. It was the purpose of this study to assess the status of women counselors in the Virginia Community College System in relation to participation rate, salary, rank, and professional support. It was hypothesized that a pattern of discrimination against women counselors exists in the Virginia Community College System.

Data for a statistical evaluation of the hypotheses were obtained from the "VCCS Counselor Questionnaire." This instrument was given to all counselors (134) in the Virginia Community College System during August 1975; 109 of the 134 (81.34%) counselors completed and returned the instrument.

Chapter 2 contains a review of the related literature, and the findings of this study are presented in Chapter 3. A summary of the study, the conclusions, and recommendations for further research follow in Chapter 4.

Chapter 2

Review of Related Research

The literature on the status of women faculty in higher education has grown astronomically since 1970. It tends to fall into four categories or a combination thereof:

1. Historical treatments,

2. Legal treatments,

3. Local campus studies (and occasionally studies having a wider sample), and

4. General treatments attempting to assess the overall status of women faculty in higher education.

To a great extent, the increasing volume of literature on the status of women faculty in higher education can be attributed to the legal necessity for institutions to develop affirmative action plans and to the necessity to deal with charges of sex discrimination in and out of court. Thus, a brief review of the federal legislation and executive orders having a significant impact on the status of women faculty in higher education will be helpful as background for a review of recent studies.

Federal legislation in 1963 and 1964 provided an impetus for a reexamination of the status of women in our society. The Equal Pay Act of 1963 required equal pay to the sexes for equal work but excluded "administrative, executive, and professional employees" (Harmon, 1972, p. iv). It was not until the Education Amendments of 1972 of the Higher Education Act that the Equal Pay Act covered

women faculty in institutions of higher education (Catlin, Seeley, & Talburtt, 1974, p. 3). This Act prohibits discrimination in pay in the form of salary and fringe benefits in all institutions. When discrimination is found, back pay and salary equalization are considered fair restitution. Goals and timetables are not required (Catlin et al., 1974).

Title VII of the Civil Rights Act of 1964 (amended by the Equal Employment Opportunity Act of 1972) "has the greatest potential for significantly influencing faculty employment practices because of its broad coverage and enforcement powers" (Shulman, 1975, p. 3). It prohibits discrimination at public and private institutions of higher education in all matters related to employment (e.g., hiring, salary, fringe benefits) and emphasizes rectifying discrimination that has already occurred rather than programming affirmative action; it is only when charges are brought against an institution that it must determine "equitable relief" and how it can act affirmatively (Catlin et al., 1974, p. 3). Employers must not simply declare they do not discriminate; "the law is concerned with whether or not discrimination does in fact occur as a result of the employer's personnel practices" (Shulman, 1975, p. 47). To implement the law, an independent commission, the Equal Employment Opportunity Commission, was established (p. 4).

Executive Order 11246 (September 24, 1965) as amended by Executive Order 11375 (October 13, 1968) stands out from other laws relating to faculty employment because it requires a concrete plan to correct inequities and change future "employment profiles" (Catlin

et al., 1974, p. 4). The Governor of Virginia, for example, ordered in Executive Order Number One that

> Every state agency with twenty or more full-time employees will have a written affirmative action plan for equal employment opportunity. State agencies with less than twenty full-time employees will certify in writing to the State Equal Employment Opportunity Coordinator that they are in compliance with the policies and practices outlined in Executive Order Number One ("Commonwealth of Virginia," 1974, n.p.).

"All institutions having a federal contract of $10,000 or more must agree to abide by the Order," and those having "50 employees and $50,000 or more in federal contracts" must meet the Department of Labor's affirmative action requirements to comply with the Order (Shulman, 1975, p. 8). Affirmative action must be taken to ensure that women applicants are employed without regard to their sex (Catlin et al., 1974, p. 1). The Order further requires that employers should treat employees without regard to sex in the areas of "upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rate of pay or other forms of compensation" (p. 1).

Affirmative action requires institutions of higher education to take an assertive role in employing women. "Utilization" studies to determine where "underutilization" has occurred must be made (Catlin et al., 1974, p. 2). Then, "goals and timetables" must be set to extend employment opportunities to women (p. 2). Affirmative action is aimed at results, but it is goals, not quotas, that are important to work for "in good faith"; quotas could "dilute standards"

and cause discrimination "through the preferential hiring of unqualified individuals" (p. 17).

Sandler in 1970 suggested that women who were discriminated against could file complaints against universities through the provisions of Executive Order 11246 (amended by Executive Order 11375); this suggestion is considered to have been extremely influential (Roberts, 1974, p. 1). Between 1970 and 1973, approximately 350 universities were accused of discriminating against women using the Executive Order as a legal basis for charges (p. 1). Although some investigations bore out the charges, no federal funds were denied; not one university had its funds more than temporarily cut off in spite of the fact that the Executive Order suggests contract cancellation (p. 1). In any case, growing concern about and study of the status of women faculty has been the result of the Executive Order since many institutions have been faced with charges of sex discrimination and also have had to develop affirmative action plans.

The most recent of federal laws "available to aggrieved faculty" is Title IX of the Education Amendments of 1972 (Shulman, 1975, p. 13). Its aim is to ensure nondiscrimination on the basis of sex for students and faculty in institutions of higher education receiving federal aid (p. 13). Rather than cutting off federal aid to the institution as a whole as suggested in Executive Order 11246 as amended, aid may be suspended for the particular activity in which discrimination is found (p. 14). And, another distinction of Title IX from the Executive Order 11246 (as amended) is that institutions must provide a "grievance procedure to process complaints of Title IX

violations" (p. 14). The Office of Civil Rights receives complaints of violations, preferably after a local grievance procedure has been utilized (p. 14).

If it were not for the legislation just reviewed, it is likely that studies of the status of women faculty in higher education would be sparse as institutions would not have had as great a need to conduct them. This study will be concerned with the way women faculty compare to men faculty on the selected variables of participation rate (numbers of women), salary, rank, and professional support.

The studies of the status of women faculty vary in extent of investigation, but taken together they provide a "significant" assessment of the status of academic women; a pattern of discrimination against women is clear to Robinson (1971, p. 1) who has reviewed 42 studies on the status of academic women. She suggests that the validity of the findings of studies is supported by cases won against institutions of higher education by women on formal charges of sex discrimination (p. 1). Those who deny sex discrimination either do not know about the "well documented studies" or wish to perpetuate a system in which "only white males are regarded as fit for advancement in academic employment" (Roberts, 1974, p. 1).

Evidence of a "disproportionately low" number of women faculty has been used as the "basis of suits" charging discrimination on the basis of sex against over 200 universities ("Study of the Status," 1971, p. 23). The American Association of University Women (AAUW) in a study "Campus 1970: Where Do Women Stand?", contends that

women are underrepresented at all points in higher education--faculty, students, trustees, and administration ("Report on the Status of Women at Duquesne," 1973, p. 8). One contributing factor to a low participation rate is discrimination in hiring; the National Organization for Women has documented that women are the "last hired" in universities and have taken numerous institutions to court with the aid of the Women's Equity Action League charging sex discrimination in hiring (Cohen, Lombardi, & Brawer, 1975, p. 38).

In a study by Simpson (1968) on employing agents' attitudes toward academic women in higher education, it was discovered that female candidates for faculty positions with qualifications equal to those of male candidates were frequently discriminated against. There was a "higher degree of preference for the equal male candidates than for the equal female candidates"; employing agents displayed discriminatory attitudes toward the female candidates (Simpson, 1968, pp. 99-100). Related to this study was a study made at Indiana University, Bloomington, Indiana, in which attitudes of chairmen and deans were surveyed: 34 favored hiring women, 2 disapproved, and "six had reservations" ("Study of the Status," 1971, p. 24). A respondent in the study reported that "It is a definite policy of the chairman of the _____ Department not to hire any woman instructor, however qualified (whether single or married)" (p. 25). In a study of Woodrow Wilson Fellows of 1958 and 1959, Henderson found that males had received three times as many initial job offers and secured positions they preferred more often than did women (Robinson, 1971, p. 2).

The participation rate of women as faculty in institutions of higher education in the United States deteriorated between 1930 and 1970 ("Report on the Status of Women at the University of Washington," 1970, n.p.). The percentage of female faculty and administrators actually declined; in 1940, 28% of higher education faculty and administrators were women compared with 22% in 1960 (Harmon, 1972, p. 5). In prestigious universities in 1960, women constituted only 10% of the faculty and administrators (p. 5). The 1975 American Association of University Professors (AAUP) study found the participation rate of women on faculties to be 23%, a negligible improvement since 1960 and a significantly lower percentage compared to 28% in 1940 ("Two Steps," 1975, p. 122).

In a study of the status of women in higher education in New Jersey, it was found that the participation rate of 22.1% in New Jersey in 1970 to 1971 was not up to the nationwide rate of 1955 of 23% ("New Jersey," 1972, p. 3). Generally, the participation rates were found to be low though they were much higher in 2-year colleges than in 4-year colleges as is demonstrated in Table 1.

In another study, women were found to have a higher participation rate in 2-year colleges (34.5%) than in 4-year colleges (29.9%) ("The Status of Women," 1972, p. 44). And, finally, in an article asserting that the highest percentage of women faculty is located in 2-year institutions, another set of participation rates is given: Women represent 25.6% of the faculty at 2-year colleges, 22.7% at 4-year colleges, and 14.8% at universities

Table 1

New Jersey Participation Rate of Women and

1955 Nationwide Participation Rate

Institution	1970-1971		1971-1972		1955
	Full-time (%)	All faculty (%)	Full-time ($)	All faculty (%)	Nationwide (%)
All institutions	19.9	22.1	22.5	23.9	23.0
Teacher/state colleges	30.5	30.1	31.2	31.1	42.7
Liberal arts colleges	21.8	19.7	22.1	18.9	34.7
Junior colleges	37.9	36.9	37.2	34.2	32.0
Universities	14.1	14.6	18.8	18.8	17.4
Theological schools	8.3	9.8	8.3	9.8	18.5
Professional schools	6.8	7.3			15.8

Note. Data from "New Jersey," 1972, p. 3.

("Highest Percentage," 1970, p. 5). Though these rates do not indicate a very large gap in percentages between 2-year and 4-year colleges, they still indicate a difference. The data provided by the Virginia Community College System for the 1975 AAUP faculty study indicate that women constitute 27% of the faculty systemwide ("Two Steps," 1975, p. 181). This percentage corresponds more closely with the findings of the aforementioned study indicating that women are 25.6% of the faculty at 2-year colleges than with the City University of New York study findings that women are 34.5% of the faculty of the 2-year colleges.

The existence of a low participation rate is further underscored by findings in the University of Washington study; of 100 departments, schools, and faculties listed separately in a list provided by the Provost, over 50% have no women on the faculty and only three have more women than men--home economics, women's physical education, and nursing ("Report on the Status of Women at the University of Washington," 1970, n.p.). This study concluded that women are not hired proportionately to their availability.

The participation rate for women is higher in fields generally considered dominated by women, and employing agents for these fields show less discriminatory attitudes toward women candidates than agents for those fields typically hiring few women (Simpson, 1968, p. 103). The participation rate for women has been found to be higher in proportion to the number of female students an institution has; the greater the number of female students, the greater the number of female faculty (Harmon, 1972, p. viii). "Women's colleges have a

far greater proportion of women on their faculties" (Robinson, 1973, p. 203).

After studying 125 campus reports, Robinson (1973) concluded that women are employed at rates "lower than their proportion of earned degrees in respective fields" (p. 207). In addition, women are underrepresented in fields in which a significant number earn degrees and in those in which they are "relatively scarce" ("e.g., psychology and physics, respectively") (Robinson, 1973, p. 207). In summary, the literature indicates that the participation rate for women on faculties in institutions of higher education is rather low and that it has not been improving in recent decades.

Women faculty face serious problems with regard to salary; they do not receive equal pay for equal work ("The Status of Women," 1972, p. 59). Bayer and Astin found in a study of science doctorates in teaching that women had significantly lower salaries initially and in later positions in all field specialties, work settings, and academic ranks (Robinson, 1971, p. 8). The fact that women faculty earn less than men has been attributed to the practice of hiring women with equal qualifications to men at lower salaries ("The Status of Women," 1972, p. 4).

Robinson (1973) points out that national studies have indicated that women faculty generally earn less than men and that a review of institutional studies "supports this national trend" (p. 220). In a national study of Bayer and Astin (as reported in Catlin et al., 1974), 60,000 faculty from 300 representative institutions were sampled. Males and females were matched with regard to

degrees held, years of employment, publications, research interests, and fields of specialization; females were found to be more likely to have lower salaries (p. 8).

Peterson, in an address to a 1972 American Council on Education Conference, reported that women faculty were 2 1/2 times less likely to earn $10,000. or more than men faculty (Catlin et al., 1974, p. 8). Henderson (cited by Robinson, 1971) found that women with doctorates and equal experience and other qualifications teaching the same courses received lower salaries than their male counterparts. Simon and Rosenthal and Simon, Clark, and Galway concur with Henderson's results; they have found women averaging $700. less per year than their male counterparts (cited in Robinson, 1971, p. 8).

Institutional studies deal with salary frequently; it has become an important index of the status of women in higher education (Robinson, 1971, p. 9). The studies provide the most striking and comprehensive evidence of discrimination in salary available. In an institutional study at Columbia University, there was a difference in average compensation by sex (with males favored) of $5,648. for full professors, $2,721. for associate professors, and $1,765. for assistant professors (p. 8). At Kansas State Teachers' College, the largest gap in one department was $2,084. in favor of males (p. 9). Women faculty were found to receive smaller dollar amounts and percentage raises and were hired at a lower average salary for their rank than men (p. 9). Average salaries showed some rather wide gaps between the sexes (see Table 2) ("Report One," 1970, p. 3). These salaries are shown on a 9-month basis and include department heads

Table 2

Average Salary by Sex at Kansas State Teachers' College

Sex	Number	Salary ($)
	Instructors	
Male	32	7,847
Female	22	7,005
	Assistant professors	
Male	91	9,423
Female	36	8,341
	Associate professors	
Male	70	10,664
Female	19	10,029
	Professors	
Male	39	13,053
Female	4	11,282

Note. "Report One of the Committee on the Status of Women," 1970, p.3.

and all academic departments (p. 3).

Women's median pay at the University of Minnesota has been shown to be 32% less than men's median pay (with a range by divisions of 7% to 57% less) (Robinson, 1971, p. 9). At the University of Washington, women have been found to earn 73% of the average male salary (p. 9).

At the University of Oregon, women faculty are reported to have received less pay at every rank with a $2,081. differential at the professor rank being the largest discrepancy (Robinson, 1971, p. 9). University-wide, females earned $2,611. less than males; however, women could "expect to earn $4,460 less" in the College of Liberal Arts and "$1,667 less in the professional schools" (p. 9).

When controlling for type of appointment, rank, division, level of education, and experience, and subjecting these factors and sex to a "least squares" analysis using "both the straight monthly salary and the logarithm of salary as the dependent variable," a woman at the University of Indiana "equivalent to a man in terms of all other variables included in the regression equation could expect to earn $100. per month less than a man" (Robinson, 1971, p. 9). A University of Illinois study run similarly to the University of Indiana study found the male mean salary higher than the female mean salary(p. 9).

At the University of Colorado in Boulder, it was discovered that discrepancies exist between sexes at comparable ranks. The "size of the discrepancy in favor of the men increased with rank" (Robinson, 1971, p. 9).

Some unusually high discrepancies have been found at Duquesne University in addition to the overall discrepancy in favor of men. In one department, a woman with identical credentials to a man earned $3,000. less ("Report on the Status of Women at Duquesne," 1973, p. 83). The difference between the highest paid full professor in the university (a man) and the lowest paid full professor (a woman) was $10,400. (p. 83).

A factor causing an average of 17% less pay for women faculty is salary differentials between males and females within ranks (Catlin et al., 1974, p. 9). Differentials can be explained at least in part by discrimination (Bayer & Astin, 1975). They are illustrated by the data from the University of Washington (see Table 3).

Indiana University established in a local study that men with the same rank in the same department are paid more than women ("Study of the Status," 1971, p. 35). In the study conducted by the economics department in 1968, women were receiving $98.19 less per month than their male counterparts. The 1971 institutional study revealed that women made $130.53 less per month than men in the same field with equal qualifications; men were favored in 20 of 25 matches examined (p. 41). Women were paid less in many cases because a dean or department chairman perceived their "need" as less than men (p. 41). The size of discrepancy of salary by rank in the 25 matched sets is demonstrated in the Indiana University institutional data (see Table 4). Married women with nonfaculty spouses earned $114. less per month than single women faculty (p. 43).

In the institutional study at the City University of New

Table 3

Monthly Salary of Faculty at the University of Washington (UW)

Rank	Men		Women		
	Mean salary ($)	Average years UW	Mean salary ($)	Percent of male salary	Average years UW
Full professor	2,068.86	16	1,688.52	82	20
Associate professor	1,500.08	12	1,336.39	89	19
Assistant professor	1,237.68	5	1,164.88	94	8
Instructor	1,137.48	3	865.66	76	5
Lecturer	1,133.22	8	1,025.31	90	9
All academic personnel[a]	1,265.65		929.98	73	
Teaching faculty	1,607.50	11	1,181.36	73	11
Deans	2,534.21		2,167.00	86	
Deaprtment chairmen	2,272.40		1,821.66	80	

[a]Includes faculty, subfaculty, and administration.

Note. Data from "Report on the Status of Women at the University of Washington," 1970, n.p.

Table 4

Average Surplus of Male Salaries over Female Salaries of Matched Sets in 1969 at Indiana University

Rank	Number of matched sets	Average monthly discrepancy
Professor	7	101.50
Associate professor	4	154.00
Assistant professor	14	136.10
Total	25	130.53

Note. Data from "Study of the Status," 1971, p. 42.

York, it is reported that women are hired at lower salaries than men with comparable qualifications ("The Status of Women," 1972, p. 59). For example, new female associate professors at senior colleges for 1971-1972 were paid an average of $1,320. less per year than males in the same rank, and new women instructors received an average of $2,838. less per year than new male instructors (p. 59). Overall, the fall 1971 salary data showed women's salaries to be in each rank "weighted toward the bottom" while men's salaries were "skewed toward the higher salary steps" (p. 56). Women in the community colleges were paid lower salaries than men; 9.3% of the men and 3.2% of the women earned a maximum salary and 30% of the men compared to 49% of the women were in the lowest salary steps (p. 59).

The AAUP report on the status of the academic profession for 1974-1975 indicates that "women receive lower compensation at all ranks--17.5% lower on the average" ("Two Steps," 1975, p. 118). When within-rank differences are analyzed between the sexes, women are found to earn 4.5% less, on the average, than men (p. 118). The single rank having the greatest percent difference was professor (8.4% difference) (p. 118). "Women associate and assistant professors in public two-year colleges receive virtually the same compensation as men" (p. 123); in the Virginia Community College System, the comparisons between men and women indicate that women receive lower salaries than men in every rank but that of associate professor but that these lower salaries do not come near the national 17.5% lower female average (p. 181) (see Table 5).

An unusual situation that punctuates salary inequity is

Table 5

Virginia Community College System

Average Compensation

for 1975[a]

Sex	Professor	Associate professor	Assistant professor	Instructor
Male	17,200	14,700	12,800	10,800
Female	16,900	14,700	12,400	10,400

[a]In dollars rounded to nearest one hundred.

Note. Data from "Two Steps," 1975, p. 181.

found at Connecticut College. Though a women's college until 1969, having women faculty who were better qualified in terms of experience and number holding the doctoral degree than men, males were reported to receive higher pay in every rank (Robinson, 1971, p. 8).

The literature on salary of faculty substantiates discrimination against women. As Breckinridge (1933) puts it, women's wages and earnings "have been and are low" and

> Different scales of pay usually exist for so-called women's and men's jobs, and different scales of pay often exist for individual men and women when the occupational equipment is alike and the quality and volume of work substantially identical.(p. 215).

Flexner (1971) in "Women's Rights--Unfinished Business" points out that the majority of women earn less than men and thus are "bunched at the lower end of the wage scale" (p. 10).

In a study of problem areas of employment that women faculty considered to be critical, the top-rated one was unequal pay when equally qualified (64%); a close second, however, was promotion practices and inequity in advancement opportunities (61%) (Ingram, 1973, n.p.). This perception that rank for women is an area of discrimination is very accurate as shown by Bayer in a national study conducted in 1969. While nationally 16.3% of all men college and university faculty were found to be instructors, 28.2% assistant professors, 21.9% associate professors, and 24.5% full professors, 34.8% of women college and university faculty were found to be instructors, 28.7% assistant professors, 15.7% associate professors,

and 9.4% professors (Bayer, 1970, p. 13). It is readily seen that women are clustered in the lower ranks with 63.5% while men have only 34.5% in the lower ranks; on the other hand, nearly half, 46.4% of the men are found in two top ranks while only 25.1% of the women are. Harmon (1972) observes that studies show women to be concentrated in the lower ranks and cites Sandler as reporting that men and women having 20 years or more academic experience and doctorates differ greatly in rank obtained (p. ix). Bernard (1964) found the academic rank of women "inferior to that of men in all kinds of institutions" (p. 180). A University of Wisconsin study found women in greatest numbers in the lowest rank studied, that of assistant professor (Van Dyk & Freeman, 1973, p. 12). Only 26% of the women faculty had the rank of full professor, and this 26% tended to be found mostly in traditionally women's fields (p. 12). When the position of faculty women of 1959-1960 is compared with that of 1971-1972, one finds the percentage of women in upper ranks has decreased while the percentage in the lower ranks of instructor and lecturer has increased sharply (Roberts, 1974, p. 1). The National Education Association statistics cited in the 1973 Carnegie Commission study for this 1959-1972 period illustrate the position of women faculty to be on the increase in the lower ranks (see Table 6).

Robinson (1973) tabulated data from 50 institutional studies covering 68 coeducational schools on rank and found women consistently comprising "less than ten percent of the full professors (forty-two of fifty reports)" (pp. 208-209). In 46 of 50 reports, women held 20% or less of all associate professorships, 10% or less of assistant

Table 6

Percentage of Women in Ranks Nationally

Rank	1959-1960 (%)	1965-1966 (%)	1971-1972 (%)
All ranks	19.1	18.4	19.0
Professor	9.9	8.7	8.6
Associate professor	17.5	15.1	14.6
Assistant professor	21.7	19.4	20.7
Instructor	29.3	32.5	39.4

Note. Data from Carnegie Commission, 1973, p. 111.

professorships in 14 reports, and as much as 30% in only one case, while the instructor rank varied greatly with women comprising over 50% of the instructor rank in 3 of 50 cases and less than 10% in 6 cases. Her findings support her earlier proposition that there seems to be a "fixed ceiling on women's participation in the upper three ranks" (Robinson, 1971, p. 4).

Factors contributing to the low rank status of women are their initial levels of appointment and subsequent rates of promotion (Robinson, 1971, p. 6). Henderson, Simon and Rosenthal, and Freeman (as reported in Robinson, 1971) found women with doctorates to be hired at lower ranks (and salaries) than men with doctorates (p. 6). At the University of Washington, women on the average have been hired one rank lower than men; 84% of the males' initial appointments were at professorial ranks while only 34% of the females' initial appointments were at professorial ranks (p. 7). At Eastern Illinois University, it was found that 67% of the initial male appointments were at professorial ranks while only 32% of the initial female appointments were at a professorial rank (p. 7). In the fall of 1969, the median entry at the University of Pittsburgh for men was assistant professor while for women it was instructor; 68% of the males were hired at professorial ranks compared to 28% of the women (p. 7). Fidell found that women receive offers for lower level appointments than do men (as reported in Robinson, 1971, p. 7).

In a study of careers of women in the social sciences at the University of Chicago since 1892, Freeman found that "not a single woman manifested a normal university career" (as reported in Robinson,

1971, p. 7). Women's career patterns indicate that "few women are hired," that they are generally hired as instructor or lecturer, and that those who become full professors will have risen through "women's departments" or will have been brought from other universities into tenured positions (p. 7).

In the 1975 AAUP study ("Two Steps," 1975, p. 122), it was reported that women were clustered in the lower ranks within institutions. In Category I institutions (institutions granting 15 or more earned doctorates in at least three nonrelated fields during the last 3 years), 67% of the men professors held the rank of either associate professor or professor while only 33% of the women faculty held these ranks; "This pattern is pervasive throughout all" types of institutions (p. 122). A summary of the rank status of women faculty provided in the study is seen in Table 7.

Looking solely at the numbers of full-time faculty at each rank by sex in the Virginia Community College System, one finds a scarcity of women in the upper three ranks (see Table 8). There is a clear clustering of women in the lowest rank of instructor as well as an overall low participation rate of women as compared to men.

In a study of the status of women faculty at the University of Washington, it was concluded that women are usually hired one rank lower than men (as noted earlier), that women wait twice as long as men before being promoted, that women are not promoted proportionately to their availability, and that women are "concentrated in low-paying, low-ranking jobs with the least security" ("Report on the Status of Women at the University of Washington," 1970, n.p.).

Table 7

Rank Status of Women Faculty Nationally in 1975

Rank	Percentage		
	Who are women	Of women in rank	Of men in rank
Full professor	10.1	12.2	31.5
Associate professor	17.3	20.9	29.1
Assistant professor	27.9	41.4	31.2
Instructor	48.0	23.0	7.2
Lecturer	41.4	2.4	1.0
All ranks	22.5	100.0	100.0

Note. Data from "Two Steps," 1975, p. 118.

Table 8

Rank Status of Women Faculty in Virginia Community College System in 1975

Rank	Number of men	Number of women
Full professor	52	9
Associate professor	213	64
Assistant professor	416	35
Instructor	290	253

Note. Data from "Two Steps," 1975, p. 181.

Women are "disproportionately concentrated at the lower ranks" and "underutilized at all ranks in four-year colleges" in New Jersey, according to a study of the status of New Jersey women faculty ("New Jersey," 1972, p. 14). The unfavorable distribution of New Jersey faculty is demonstrated in Table 9.

Discrimination in promotion was documented in a study at Indiana University; women remained in rank on the average for 6.07 years before receiving recommendations for promotion while men averaged 4.84 years before recommendation ("Study of the Status," 1971, pp. 2, 29). Women were found to stay in rank 6.22 years prior to actually being promoted compared to 4.63 years for men (p. 29). Thus, women were in rank 1.23 years longer before recommendation for promotion and 1.59 years longer before actually being promoted (p. 29).

At the City University of New York, women have been found in the largest percentages in the lower ranks; in fact, the higher the rank, the lower the percentage of women (see Table 10). Men are more frequently hired in the upper ranks; 14% of the men versus 7.5% of the women were initially hired as associate professors and professors ("The Status of Women," 1972, p. 3). In 1971, there were 48 male full professors compared with no female full professors hired (p. 3).

Women at the City University of New York take longer, on the average, than men to be promoted; it has taken women an average of 2 years longer than men to be promoted through the ranks to full professor (pp. 4, 66). It should be noted that the differences in

Table 9

Percentage of Women in Ranks in New Jersey

Rank	1970-1971 (%)	1971-1972 (%)
Full professor	11.7	10.7
Associate professor	16.9	17.8
Upper ranks combined	14.4	14.1
Assistant professor	19.4	22.8
All professional ranks	16.7	17.8
Instructor	32.3	42.3
Lower ranks combined	23.8	29.6
All ranks combined	19.9	22.5

Note. Data from "New Jersey," 1972, p. 4.

Table 10

Rank Status of Faculty at Senior Colleges of the City University of New York: Fall 1971

Rank	Percentage	
	Male	Female
Professor	83.3	16.7
Associate professor	74.5	25.5
Assistant professor	71.4	28.6

Note. Data from "Study of the Status," 1972, p. 47.

time taken for promotion by sex are not as great in the community colleges as in the senior colleges (see Table 11).

Further evidence of discrimination against women in the speed of promotion is found in the institutional studies at Eastern Illinois University, Connecticut College, and the University of Washington. At Eastern Illinois University, 5% of the full-time men had been promoted compared to .5% of the full-time women (Robinson, 1971, p. 7). Though women were more likely than men to have the doctoral degree when appointed to each rank at Connecticut College, they spent more time in each rank than men (p. 7). On the average, it took women 4 1/2 years longer between the doctoral degree and promotion to the rank of full professor than men (p. 7). At the University of Washington, women with doctorates and women without doctorates were found to have waited twice as long as men to obtain the assistant professor rank and to have averaged twice as long in the assistant professor rank than men (p. 7). When equitable criteria for the two sexes are used, females are not promoted as rapidly as males (p. 8).

In the community colleges, "representation patterns of women and men are less distinct. Nevertheless, the lower the rank the greater the presence of women" ("The Status of Women," 1972, p. 50). A comparison between the senior colleges and community colleges of the City University of New York is provided in Table 12.

At Duquesne University, women were found to outnumber men 18 to 16 at the instructor rank ("Report on the Status of Women at Duquesne," 1973, p. 10). On the other end of the ladder, men

Table 11

Average Number of Years Taken for Promotion by Women and Men at Three Senior and Three Community Colleges of the City University of New York

Rank	Senior colleges		Community colleges	
	Men	Women	Men	Women
To professor (from associate)	5.77	5.85	3.20	3.61
To associate (from assistant)	5.73[a]	6.74[a]	3.62	3.47
To assistant	5.43[a]	5.98[a]	3.45	3.38

[a]These differences are significant at the .05 probability level.

Note. Data from "The Status of Women," 1972, p. 68.

Table 12

Percent of New Faculty for 1971-1972 Who Were Women by Rank Compared to Percent of 1970 Faculty Who Were Women at the City University of New York

Rank	Percent in senior colleges		Percent in community colleges	
	New faculty 1971-1972	1970 faculty	New faculty 1971-1972	1970 faculty
Full professor	5.6	14.9	17.6	12.7
Associate professor	23.7	24.8	16.7	27.2
Assistant professor	25.4	29.6	38.0	36.9
Instructor	40.0	46.4	59.6	42.9

Note. Data from "The Status of Women," 1972, p. 58.

outnumbered women 68 to 4 at the full professor rank (p. 10).

Women holding doctorates in the humanities, education, social sciences, and physical and natural sciences were found "at a lower academic rank than their male colleagues" by Simon and Rosenthal and Simon, Clark, and Galway (as reported in Robinson, 1971, p. 4). Schuck found women in political science in all institutions studied clustered in the lower ranks (as reported in Robinson, 1971, p. 4). English faculties were found by Wilcox (as reported in Robinson, 1971, p. 4) to have 70% of the women concentrated in the lower ranks with fewer women having been promoted to the upper ranks. In sociology, Rossi (Robinson, 1971, p. 4) found 42% of the male doctorates to be full professors while only 16% of the women doctorates were full professors. And, with 20 years of experience, 90% of the males with doctorates, 53% of the single females with doctorates, and 41% of the married females with doctorates had attained the full professor rank (p. 4).

In the University of Arizona and Columbia University reports, an effort was made to determine maximum utilization of women by ranks (Robinson, 1971, p. 4). When estimating on the basis of the percentage of doctorates received by women in the 1940s, 1950s, and 1960s, the percentage of women with doctorates working, and modal hiring and promotion rates, women in actuality were found to be underemployed at all ranks compared to estimates of what should have been (p. 4).

Many titles, a good number of which are often used for those still completing graduate training, have been used for women; examples

are fellow, laboratory assistant, tutor, post-doctoral assistant, preceptor, and assistant instructor (Robinson, 1971, p. 4). At Stanford University, 67% of the women faculty were revealed to be research associates, instructors, or lecturers compared to 28% of the men faculty (p. 4). In addition, at Stanford University, as has been seen to be commonly the case, women were found concentrated in the lower ranks; 50% of the men were professors or associate professors while less than 10% of the women were at these ranks (p. 4).

At the University of Oregon, "32% of the men and 5% of the women" were professors while 45% of the men and 76% of the women were in the lowest ranks, assistant professor and instructor (Robinson, 1971, p. 4). Similarly, at the University of Washington 35% of the males were full professors while 10% of the women were full professors; and, 36% of the females compared to 8% of the males were found to be in the instructor and lecturer ranks, the lowest two ranks in the university (p. 4). The University of Washington falls into the national pattern of the higher the rank, the fewer the women (see Table 13). Women make up 13.7% of the University of Washington teaching staff ("Report on the Status of Women at the University of Washington," 1970, n.p.).

In a study of affirmative action, Catlin et al. (1974, p. 9) provided a table covering the participation rate of women nationally in all ranks in all types of institutions; these data were gathered by the National Center for Educational Statistics and published in the March 12, 1973 issue of The Chronicle of Higher Education (see Table 14). Overall, the literature on the status of women with regard

Table 13

Percentage of Men and Women Composing Each Rank at the University of Washington

Rank	Percentage men	Percentage women
Full professor	95.53	4.47
Associate professor	88.73	11.27
Assistant professor	85.80	14.20
Instructor	58.86	41.14
Lecturers	54.03	45.97

Note. Data from "Report on the Status of Women at the University of Washington," 1970, n.p.

Table 14

Percentage of Women in Full-time Faculty Positions Nationally

Institution	All ranks (%)	Professor (%)	Associate professor (%)	Assistant professor (%)	Instructor (%)
All institutions	22.3	9.8	16.3	23.8	39.9
Public institutions	22.7	10.0	15.8	23.7	39.2
Universities	17.1	6.7	12.3	20.0	44.4
Other four year	23.2	12.7	17.4	24.7	44.0
Two year	32.3	21.2	24.3	31.3	35.1
Private institutions	21.2	9.5	17.2	24.1	42.5
Universities	14.5	5.4	12.9	19.0	41.0
Other four year	23.6	12.3	19.1	25.7	41.5
Two year	45.4	31.3	34.3	41.3	53.8

Note. Data from Catlin et al., 1974, p. 9.

to rank reveals a pattern of discrimination against women faculty. In study after study, women were found to be disproportionately clustered in the lower ranks, hired at lower ranks, and promoted more slowly than their male colleagues with equal qualifications.

It appears that the differences by sex in professional support (i.e., tuition assistance, travel expenses, and clerical assistance) available to faculty have gone almost untouched in research concerning the status of women faculty in higher education. In the Duquesne University institutional study, it was found that women in administrative and supervisory positions received less generous staff support than men in comparable administrative positions ("Report on the Status of Women at Duquesne," 1973, p. 85).

Summary

In this review of the literature on the status of women faculty in higher education, it has been established that women have the legal tools needed to press institutions into nondiscriminatory practices. The primary legal tools women can use and are using are Executive Order 11246 (amended by Executive Order 11375), Title VII of the Civil Rights Act of 1964 (amended by the Equal Employment Opportunity Act of 1972), the Equal Pay Act of 1963 (amended by Education Amendments of 1972--Higher Education Act), and Title IX of the Education Amendments of 1972--Higher Education Act.

These legal tools have required institutions of higher education to assess the status of their women faculty in (a) developing affirmative action plans and (b) meeting accusations of discrimination against women from individuals and groups. This assessment has taken

the form of institutional studies as well as statewide and national studies.

In this review of the literature, institutional, statewide, and national studies have been examined with regard to their findings concerning how women fare on the selected variables of participation rate (numbers of women), salary, rank, and professional support. The findings indicate that the participation rate of women is very low, generally being a little less than one fourth in 4-year colleges, one fourth or better in 2-year colleges, and much less than one fourth in universities.

In the area of salary, women with equal qualifications in many cases do not receive equal pay for equal work. Women tend to receive smaller dollar amounts and percentage raises than men and to experience the negative effects of salary differentials within ranks. Less differentiation in salary by sex was found in community colleges though it still was present to a considerable degree.

Women are clustered in the lower academic ranks. Factors contributing to the low rank status of women are:

1. Women are hired at lower ranks than their male counterparts.

2. Women are promoted more slowly than their male counterparts with equal qualifications.

In community colleges, the pattern of differences by sex is less clear, but, nevertheless, even in community colleges, the greater proportion of women are found in the lower ranks.

Professional support in the areas of tuition for further

study, travel expense coverage to professional meetings, and clerical assistance has not generally been included in the research on the status of women. Women in administrative and supervisory positions were found to have received less generous clerical assistance than men in comparable administrative positions in the one study that treats this issue.

Chapter 3

Analysis of the Findings

Procedures for Analysis and Introduction

The population of this study consisted of the male and female counselors in the Virginia Community College System. There were 86 male and 48 female counselors in the System during the time period of the study. From the population of 134 male and female counselors, a total of 109 counselors or 81.34% of the population responded to the questionnaire. In some instances data were available on the entire population, but in most instances, only data from the respondents were available for analysis. The data were presented in the form of percentages and in contingency tables. Where appropriate, Fisher's exact test was computed to test for significance, and Phi was utilized to determine the strength of the relationships.

In this chapter, the results of the investigation were organized and presented by hypotheses. Each hypothesis was stated, the data pertaining to each hypothesis were presented, and conclusions were drawn from the data.

Hypothesis 1

In the first hypothesis, it was stated that male counselors would have a higher participation rate than female counselors. In August 1975, there were 86 male counselors and 48 female counselors on the payroll in the Virginia Community College System. Therefore,

the first hypothesis was accepted; male counselors did have a higher participation rate than female counselors.

Hypothesis 2

It was hypothesized that male counselors would have a higher initial salary than female counselors when controlling for years of prior experience. To determine whether the hypothesis should be accepted, the results were examined first by each year of experience for those having up to 7 years of prior experience and then in a composite form for the years 7 to 45. The composite form for the years 7 to 45 was chosen because there were so few cases in the individual year categories; the composite form provided a better opportunity to determine whether any pattern of discrimination existed.

For the 14 counselors presenting 1 year of prior experience, Fisher's exact test yielded a value of 0.65734 and Phi a value of 0.04303. These values demonstrated the lack of a statistical relationship between sex and initial salary when controlling for prior experience of 1 year (see Table 15).

Of the 19 counselors having 2 years of prior experience 42.1% were females and 57.9% were males. The salaries of both males and females clustered in the $10,000. to $11,999. and $12,000. to $13,999. salary categories with 75% of the females in these categories and 81.8% of the males in these categories. The discrepancies between males and females arose in the lowest and highest salary categories; 25% of the females had the lowest initial salary of $8,000. to $9,999. compared to 9.1% of the males while 0% of the females had the highest

Table 15

Initial Salary of Counselors with 1

Year of Prior Experience

Fisher's exact test = 0.65734

Phi = 0.04303

	$8,000. to $9,999.	$10,000. to $11,999.	Row total
Female			
Number	3	5	8
Row percent	37.5%	62.5%	57.1%
Column percent	60.0%	55.6%	
Total percent	21.4%	35.7%	
Male			
Number	2	4	6
Row percent	33.3%	66.7%	42.9%
Column percent	40.0%	44.4%	
Total percent	14.3%	28.6%	
Column total			
Number	5	9	14
Percent	35.7%	64.3%	100.0%

initial salary of $14,000. to $16,999. compared to 9.1% of the males (see Table 16). These discrepancies, however, were not sufficient evidence of inequity to establish a pattern of discrimination with regard to sex when controlling for 2 years of prior experience.

All males with 3 years of prior experience had an initial salary of $10,000. to $11,999. while 25% of the females with 3 years of prior experience fared more poorly with an initial salary of $8,000. to $9,999. However, 8.3% of the females fared better than males with the same experience as one female received an initial salary of $14,000. to $16,999. (see Table 17). Again no clear pattern of salary inequity with regard to sex could be established.

Female counselors with 4 years of prior experience fared more poorly than male counselors with the same experience. In terms of percentages, 50% of the female counselors had the lowest initial salary of $8,000. to $9,999. compared to 0% of the males, and 0% of the female counselors fell into the highest initial salary of $12,000. to $13,999. compared to 20% of the males with the same experience (see Table 18). However, the number of counselors having 4 years of prior experience was too small to provide adequate evidence that discrimination existed.

For counselors with 5 years of experience, Fisher's exact test yielded a value of 0.57143 indicating independence between sex and initial salary; Phi was 0.35355 indicating a very weak relationship (see Table 19). Thus, it was concluded that there was no signnificant difference in initial salary for males and females with 5 years of prior experience.

Table 16

Initial Salary of Counselors with 2 Years of Prior Experience

	$8,000. to $9,999.	$10,000. to $11,999.	$12,000. to $13,999.	$14,000. to $16,999.	Row total
Female					
Number	2	4	2	0	8
Row percent	25.0%	50.0%	25.0%	0.0%	42.1%
Column percent	66.7%	40.0%	40.0%	0.0%	
Total percent	10.5%	21.1%	10.5%	0.0%	
Male					
Number	1	6	3	1	11
Row percent	9.1%	54.5%	27.3%	9.1%	57.9%
Column percent	33.3%	60.0%	60.0%	100.0%	
Total percent	5.3%	31.6%	15.8%	5.3%	
Column total					
Number	3	10	5	1	19
Percent	15.8%	52.6%	26.3%	5.3%	100.0%

Table 17

Initial Salary of Counselors with 3

Years of Prior Experience

	$8,000. to $9,999.	$10,000. to $11,999.	$14,000. to $16,999.	Row total
Female				
Number	3	8	1	12
Row percent	25.0%	66.7%	8.3%	60.0%
Column percent	100.0%	50.0%	100.0%	
Total percent	15.0%	40.0%	5.0%	
Male				
Number	0	8	0	8
Row percent	0.0%	100.0%	0.0%	40.0%
Column percent	0.0%	50.0%	0.0%	
Total percent	0.0%	40.0%	0.0%	
Column total				
Number	3	16	1	20
Percent	15.0%	80.0%	5.0%	100.0%

Table 18

Initial Salary of Counselors with 4

Years of Prior Experience

	$8,000. to $9,999.	$10,000. to $11,999.	$12,000. to $13,999.	Row total
Female				
Number	1	1	0	2
Row percent	50.0%	50.0%	0.0%	28.6%
Column percent	100.0%	20.0%	0.0%	
Total percent	14.3%	14.3%	0.0%	
Male				
Number	0	4	1	5
Row percent	0.0%	80.0%	20.0%	71.4%
Column percent	0.0%	80.0%	100.0%	
Total percent	0.0%	57.1%	14.3%	
Column total				
Number	1	5	1	7
Percent	14.3%	71.4%	14.3%	100.0%

Table 19

Initial Salary of Counselors with 5

Years of Prior Experience

Fisher's exact test = 0.57143

Phi = 0.35355

	$10,000. to $11,999.	$12,000. to $13,999.	Row total
Female			
Number	3	0	3
Row percent	100.0%	0.0%	42.9%
Column percent	50.0%	0.0%	
Total percent	42.9%	0.0%	
Male			
Number	3	1	4
Row percent	75.0%	25.0%	57.1%
Column percent	50.0%	100.0%	
Total percent	42.9%	14.3%	
Column total			
Number	6	1	7
Percent	85.7%	14.3%	100.0%

No counselors in the VCCS had 6 years of prior experience, and, thus, those having 7 years to 45 years of experience were examined next. A total of 40 counselors had from 7 to 45 years of prior experience; no clear, continuous pattern of difference existed between sex and initial salary (see Table 20). However, it should be noted that although females constituted one third of the group and males two thirds, over twice as many females had the lowest initial salaries ($8,000. to $9,999.). There were three possible calculations of Fisher's exact test. These Fisher's tests were for counselors with 10-, 15-, and 17-years of prior experience (see Table 21). All three yielded a 0.5000 value with a Phi of 1.000 indicating a perfect relationship favoring males in the first two cases and females in the third.

The hypothesis that male counselors would have higher initial salaries than female counselors when controlling for years of prior experience must be rejected. Although there were instances in which males had higher initial salaries when controlling for prior experience, no pattern of discrimination was found. The data did not indicate a strong relationship between sex and initial salaries.

Hypothesis 3

It was hypothesized that male counselors would have a higher current salary than female counselors when controlling for years of experience within the VCCS. The responses by sex and current salary were examined for 1-, 2-, 3-, 4-, and 5-years or more of experience in the VCCS.

The data for counselors with 1 year of experience in the VCCS

Table 20

Initial Salary of Counselors with 7 to 45 Years of Prior Experience

	$8,000. to $9,999.	$10,000. to $11,999.	$12,000. to $13,999.	$14,000. to $15,999.	Row total
Female					
Number	3	3	6	1	13
Row percent	23.9%	23.1%	46.1%	7.7%	32.5%
Column percent	50.0%	18.8%	42.9%	25.0%	
Total percent	7.5%	7.5%	15.0%	2.5%	
Male					
Number	3	13	8	3	27
Row percent	11.1%	48.2%	29.6%	11.1%	67.5%
Column percent	50.0%	81.2%	57.1%	75.0%	
Total percent	7.5%	32.5%	20.0%	7.5%	
Column total					
Number	6	16	14	4	40
Percent	15.0%	40.0%	35.0%	10.0%	100.0%

Table 21

Initial Salary of Counselors with 10 Years or More of Prior Experience

Fisher's exact test = 0.50000

Phi = 1.00000

	10 years		
	$8,000. to $9,999.	$14,000. to $16,999.	Row total
Female			
Number	1	0	1
Row percent	100.0%	0.0%	50.0%
Column percent	100.0%	0.0%	
Total percent	50.0%	0.0%	
Male			
Number	0	1	1
Row percent	0.0%	100.0%	50.0%
Column percent	0.0%	100.0%	
Total percent	0.0%	50.0%	
Column total			
Number	1	1	2
Percent	50.0%	50.0%	100.0%

Table 21 (continued)

	15 years		
	$8,999. to $9,999.	$14,000. to $16,999.	Row total
Female			
Number	1	0	1
Row percent	100.0%	0.0%	50.0%
Column percent	100.0%	0.0%	
Total percent	50.0%	0.0%	
Male			
Number	0	1	1
Row percent	0.0%	100.0%	50.0%
Column percent	0.0%	100.0%	
Total percent	0.0%	50.0%	
Column total			
Number	1	1	2
Percent	50.0%	50.0%	100.0%

Table 21 (continued)

	17 years		
	$10,000. to $11,999.	$12,000. to $13,999.	Row total
Female			
Number	0	1	1
Row percent	0.0%	100.0%	50.0%
Column percent	0.0%	100.0%	
Total percent	0.0%	50.0%	
Male			
Number	1	0	1
Row percent	100.0%	0.0%	50.0%
Column percent	100.0%	0.0%	
Total percent	50.0%	0.0%	
Column total			
Number	1	1	2
Percent	50.0%	50.0%	100.0%

did not provide a clear pattern of inequity in salary between the sexes (see Table 22). There was a majority of females in the lowest salary category, but this majority was the result of only two more female cases than male cases. The fact that fewer female counselors than male counselors had attained an educational level beyond the master's degree could have caused more females to be found in the lowest salary category.

Although male counselors with 2 years of experience in the VCCS appeared to fare better than female counselors at face value, two factors negated this face value conclusion (see Table 23). First, looking at percentages was misleading because of the few cases involved. Secondly, there were three more male cases than female cases which could have caused males to appear favored. Thus, it was concluded that no pattern of inequity in current salary could be claimed for counselors with 2 years of experience in the VCCS.

For counselors with 3 years of experience in the VCCS, there was insufficient evidence to support a pattern of discrimination (see Table 24). The fact that 18.8% of the males (or three) were in the highest salary category of $16,000. to $18,700. compared to 0% of the females was not considered significant because of the larger number of male to female cases and because more males had attained a higher educational level.

When the salaries of counselors with 4 years of experience in the VCCS were examined, no pattern of advantage was found for either sex (see Table 25). The one counselor in the lowest salary category was female, but no pattern of inequity could be claimed on the basis

Table 22

Current Salary of Counselors with 1 Year of Experience in the Virginia Community College System

	$10,000. to $11,999.	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female					
Number	6	6	3	1	16
Row percent	37.5%	37.5%	18.8%	6.3%	45.7%
Column percent	60.0%	35.3%	42.9%	100.0%	
Total percent	17.1%	17.1%	8.6%	2.9%	
Male					
Number	4	11	4	0	19
Row percent	21.1%	57.9%	21.1%	0.0%	54.3%
Column percent	40.0%	64.7%	57.1%	0.0%	
Total percent	11.4%	31.4%	11.4%	0.0%	
Column total					
Number	10	17	7	1	35
Percent	28.6%	48.6%	20.0%	2.9%	100.0%

Table 23

Current Salary of Counselors with 2 Years of Experience in the Virginia Community College System

	$10,000. to $11,999.	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female					
Number	1	5	1	1	8
Row percent	12.5%	62.5%	12.5%	12.5%	42.1%
Column percent	100.0%	50.0%	16.7%	50.0%	
Total percent	5.3%	26.3%	5.3%	5.3%	
Male					
Number	0	5	5	1	11
Row percent	0.0%	45.5%	45.5%	9.1%	57.9%
Column percent	0.0%	50.0%	83.3%	50.0%	
Total percent	0.0%	26.3%	26.3%	5.3%	
Column total					
Number	1	10	6	2	19
Percent	5.3%	52.6%	31.6%	10.5%	100.0%

Table 24

Current Salary of Counselors with 3 Years of Experience in the Virginia Community College System

	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female				
Number	3	4	0	7
Row percent	42.9%	57.1%	0.0%	30.4%
Column percent	37.5%	33.3%	0.0%	
Total percent	13.0%	17.4%	0.0%	
Male				
Number	5	8	3	16
Row percent	31.3%	50.0%	18.8%	69.6%
Column percent	62.5%	66.7%	100.0%	
Total percent	21.7%	34.8%	13.0%	
Column total				
Number	8	12	3	23
Percent	34.8%	52.2%	13.0%	100.0%

Table 25

Current Salary of Counselors with 4 Years of Experience in the Virginia Community College System

	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female				
Number	1	3	2	6
Row percent	16.7%	50.0%	33.3%	60.0%
Column percent	100.0%	60.0%	50.0%	
Total percent	10.0%	30.0%	20.0%	
Male				
Number	0	2	2	4
Row percent	0.0%	50.0%	50.0%	40.0%
Column percent	0.0%	40.0%	50.0%	
Total percent	0.0%	20.0%	20.0%	
Column total				
Number	1	5	4	10
Percent	10.0%	50.0%	40.0%	100.0%

of that finding.

The salaries of males and females with 5 or more years of experience in the VCCS were equitable. Both males' and females' salaries clustered in the upper categories ranging from $14,000. to $18,700. (see Table 26).

The hypothesis that male counselors would have higher current salaries than female counselors when controlling for years of experience in the VCCS was rejected.

Hypothesis 4

It was hypothesized that male counselors would have a higher current salary than female counselors when controlling for highest educational level. To determine whether this hypothesis was supported by the data, the data were examined with regard to each educational level category.

The first educational level category included all counselors whose highest earned degrees were master's degrees. Almost 50% (48.6% to be exact) of the counselors were found to be in this category. The data provided no evidence of a pattern of discrimination. Males and females were rather evenly distributed across the salary categories.

In the two lowest salary categories, there were 15 females compared to 19 males while in the two highest salary categories, there were 9 females compared to 10 males; the discrepancies which appeared to favor males could have been accounted for at least in part by the fact that there were 5 fewer females than males in the group holding the master's degree (see Table 27).

Table 26

Current Salary of Counselors with 5 Years or More Experience in the Virginia Community College System

	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female				
Number	0	1	5	6
Row percent	0.0%	16.7%	83.3%	35.3%
Column percent	0.0%	25.0%	41.7%	
Total percent	0.0%	5.9%	29.4%	
Male				
Number	1	3	7	11
Row percent	9.1%	27.3%	63.6%	64.7%
Column percent	100.0%	75.0%	58.3%	
Total percent	5.9%	17.6%	41.2%	
Column total				
Number	1	4	12	17
Percent	5.9%	23.5%	70.6%	100.0%

Table 27

Current Salary of Counselors Holding a Master's Degree

	$10,000. to $11,999.	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female					
Number	6	9	6	3	24
Row percent	25.0%	37.5%	25.0%	12.5%	45.3%
Column percent	60.0%	37.5%	40.0%	75.0%	
Total percent	11.3%	17.0%	11.3%	5.7%	
Male					
Number	4	15	9	1	29
Row percent	13.8%	51.7%	31.0%	3.4%	54.7%
Column percent	40.0%	62.5%	60.0%	25.0%	
Total percent	7.5%	28.3%	17.0%	1.9%	
Column total					
Number	10	24	15	4	53
Percent	18.9%	45.3%	28.3%	7.5%	100.0%

There were 33 counselors holding master's degrees plus 15 additional hours of graduate level study. Only females were represented in the lowest category of $10,000. to $11,999.; however, since only one case was found in this category there was little significance to this finding (see Table 28). In the $12,000. to $13,999. category, there was an equal distribution of males and females and thus no indication of inequity. Although there were twice as many males as females in the upper two categories, no pattern of discrimination could be concluded as there were 7 more males than females holding a master's degree plus 15 hours and 8 more males in the upper two categories than females.

Males and females with the Advanced Certificate or Educational Specialist degree were found to have been treated equitably with regard to salary (see Table 29). Only six counselors were in this educational level category.

Among those having the Ph.D. or Ed.D. degrees were two females and five males. All were treated equitably falling in the highest salary category of $16,000. to $18,700. (see Table 30).

The final educational level category, "Other," was responded to by six counselors, three females and three males. They were found to be equitably distributed among two salary categories, $12,000. to $13,999. and $16,000. to $18,700. (see Table 31).

The hypothesis that male counselors would have a higher current salary than female counselors when controlling for highest educational level was rejected for those at all educational levels.

Table 28

Current Salary of Counselors Holding the Master's Degree plus 15 Hours

	$10,000. to $11,999.	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female					
Number	1	5	5	2	13
Row percent	7.7%	38.5%	38.5%	15.4%	39.4%
Column percent	100.0%	50.0%	31.3%	33.3%	
Total percent	3.0%	15.2%	15.2%	6.1%	
Male					
Number	0	5	11	4	20
Row percent	0.0%	25.0%	55.0%	20.0%	60.6%
Column percent	0.0%	50.0%	68.8%	66.7%	
Total percent	0.0%	15.2%	33.3%	12.1%	
Column total					
Number	1	10	16	6	33
Percent	3.0%	30.3%	48.5%	18.2%	100.0%

Table 29

Current Salary of Counselors Holding the Advanced Certificate or Educational Specialist Degree

	$12,000. to $13,999.	$14,000. to $15,999.	$16,000. to $18,700.	Row total
Female				
Number	0	2	0	2
Row percent	0.0%	100.0%	0.0%	33.3%
Column percent	0.0%	50.0%	0.0%	
Total percent	0.0%	33.3%	0.0%	
Male				
Number	1	2	1	4
Row percent	25.0%	50.0%	25.0%	66.7%
Column percent	100.0%	50.0%	100.0%	
Total percent	16.7%	33.3%	16.7%	
Column total				
Number	1	4	1	6
Percent	16.7%	66.7%	16.7%	100.0%

Table 30

Current Salary of Counselors Holding a Doctor of Philosophy or Doctor of Education Degree

	$16,000. to $18,700.	Row total
Female		
Number	2	2
Row percent	100.0%	28.6%
Column percent	28.6%	
Total percent	28.6%	
Male		
Number	5	5
Row percent	100.0%	71.4%
Column percent	71.4%	
Total percent	71.4%	
Column total		
Number	7	7
Percent	100.0%	100.0%

Table 31

Current Salary of Counselors Responding "Other" in Educational Level Obtained

Fisher's exact test = 0.80000

Phi = 0.0

	$12,000. to $13,999.	$16,000. to $18,700.	Row total
Female			
Number	1	2	3
Row percent	33.3%	66.7%	50.0%
Column percent	50.0%	50.0%	
Total percent	16.7%	33.3%	
Male			
Number	1	2	3
Row percent	33.3%	66.7%	50.0%
Column percent	50.0%	50.0%	
Total percent	16.7%	33.3%	
Column total			
Number	2	4	6
Percent	33.3%	66.7%	100.0%

Hypothesis 5

It was hypothesized that male counselors would have been hired at a higher initial rank than female counselors when controlling for years of prior experience. To determine whether the data supported the hypothesis, the responses were examined by sex and faculty rank when hired with 1-, 2-, 3-, 4-, 5-years, and 7 to 45 years of prior experience. No counselors responded that they had had 6 years of prior experience.

Of the 14 counselors having 1 year of prior experience (8 females and 6 males), all were hired at the instructor level (see Table 32). Therefore, males and females received equal treatment with respect to initial rank when controlling for 1 year of prior experience.

Counselors with 2 years of prior experience numbered 19, 8 being female and 11 being male; they were all in the instructor and assistant professor ranks. The Fisher's exact test yielded a value of 0.42570 and Phi a value of 0.17891 indicating the lack of statistical significance and strength of relationship between sex and faculty rank when hired for counselors with 2 years of experience (see Table 33).

A total of 20 counselors had 3 years of prior experience (12 females and 8 males). The majority, 18, were hired as instructors, and 2, females, were hired as Assistant Professors. Fisher's exact test yielded a value of 0.34737 indicating a lack of statistical significance between sex and rank for those with 3 years of prior experience (see Table 34).

Table 32

Initial Faculty Rank of Counselors with 1 Year of Prior Experience

	Instructor	Row total
Female		
Number	8	8
Row percent	100.0%	57.1%
Column percent	57.1%	
Total percent	57.1%	
Male		
Number	6	6
Row percent	100.0%	42.9%
Column percent	42.9%	
Total percent	42.9%	
Column total		
Number	14	14
Percent	100.0%	100.0%

Table 33

Initial Faculty Rank of Counselors with 2 Years of Prior Experience

Fisher's exact test = 0.42570

Phi = 0.17891

	Instructor	Assistant professor	Row total
Female			
Number	7	1	8
Row percent	87.5%	12.5%	42.1%
Column percent	46.7%	25.0%	
Total percent	36.8%	5.3%	
Male			
Number	8	3	11
Row percent	72.7%	27.3%	57.9%
Column percent	53.3%	75.0%	
Total percent	42.1%	15.8%	
Column total			
Number	15	4	19
Percent	78.9%	21.1%	100.0%

Table 34

Initial Faculty Rank of Counselors with 3 Years of Prior Experience

Fisher's exact test = 0.34737

Phi = 0.27217

	Instructor	Assistant professor	Row total
Female			
Number	10	2	12
Row percent	83.3%	16.7%	60.0%
Column percent	55.6%	100.0%	
Total percent	50.0%	10.0%	
Male			
Number	8	0	8
Row percent	100.0%	0.0%	40.0%
Column percent	44.4%	0.0%	
Total percent	40.0%	0.0%	
Column total			
Number	18	2	20
Percent	90.0%	10.0%	100.0%

All seven counselors having 4 years of prior experience were hired as instructors. Thus, the two females and five males received equal treatment (see Table 35).

Likewise, all eight counselors having 5 years of prior experience were hired as instructors. Thus, there was equal rank status for the three females and five males (see Table 36).

No pattern of discrimination regarding initial rank was found for counselors having 7 to 45 years of prior experience. Equal proportions of males and females were found in the ranks of instructor and assistant professor; only one male was found in each of the upper two ranks compared to zero females, a finding that is of no significance (see Table 37). Thus, it was concluded that males and females with 7 to 45 years of prior experience were treated equally.

It was necessary to conclude that the hypothesis that male counselors would be hired at a higher initial faculty rank than female counselors when controlling for years of prior experience must be rejected. Males and females seemed to be hired equitably with regard to initial faculty rank when controlling for years of prior experience.

Hypothesis 6

The sixth hypothesis stated that male counselors would have been promoted more rapidly than female counselors when controlling for years of experience in the VCCS. To determine whether the hypothesis was supported, the data were examined for those with 1-, 2-, 3-, 4-, and 5-years or more experience in the VCCS.

There were 38 counselors with 1 year of experience in the VCCS; of those, 18 were female and 20 were male (see Table 38). The

Table 35

Initial Faculty Rank of Counselors with 4 Years of Prior Experience

	Instructor	Row total
Female		
Number	2	2
Row percent	100.0%	28.6%
Column percent	28.6%	
Total percent	28.6%	
Male		
Number	5	5
Row percent	100.0%	71.4%
Column percent	71.4%	
Total percent	71.4%	
Column total		
Number	7	7
Percent	100.0%	100.0%

Table 36

Initial Faculty Rank of Counselors with 5 Years of Prior Experience

	Instructor	Row total
Female		
Number	3	3
Row percent	100.0%	37.5%
Column percent	37.5%	
Total percent	37.5%	
Male		
Number	5	5
Row percent	100.0%	62.5%
Column percent	62.5%	
Total percent	62.5%	
Column total		
Number	8	8
Percent	100.0%	100.0%

Table 37

Initial Faculty Rank of Counselors with 7 to 45 Years of Prior Experience

	Instructor	Assistant professor	Associate professor	Professor	Row total
Female					
Number	9	4	0	0	13
Row percent	69.2%	30.8%	0.0%	0.0%	31.7%
Column percent	32.1%	36.4%	0.0%	0.0%	
Total percent	22.0%	9.8%	0.0%	0.0%	
Male					
Number	19	7	1	1	28
Row percent	67.8%	25.0%	3.6%	3.6%	68.3%
Column percent	67.9%	63.6%	100.0%	100.0%	
Total percent	46.3%	17.1%	2.4%	2.4%	
Column total					
Number	28	11	1	1	41
Percent	68.3%	26.9%	2.4%	2.4%	100.0%

Table 38

Promotions in Rank of Counselors with 1 Year of Experience in the Virginia Community College System

	Yes	No	Row total
Female			
Number	2	16	18
Row percent	11.1%	88.9%	47.4%
Column percent	100.0%	44.4%	
Total percent	5.3%	42.1%	
Male			
Number	0	20	20
Row percent	0.0%	100.0%	52.6%
Column percent	0.0%	55.6%	
Total percent	0.0%	52.6%	
Column total			
Number	2	36	38
Percent	5.3%	94.7%	100.0%

majority, 36, had not been promoted; the 2 who had been promoted were females. It was clear that male counselors with 1 year of experience in the VCCS had not been promoted more rapidly than females.

Of the 19 counselors having 2 years of experience, 18 had not been promoted; the 1 who had been promoted was a male (see Table 39). There was no pattern of discrimination in regard to promotion in rank for counselors having 2 years of experience in the VCCS.

In the 3 years of experience in the VCCS category, there were 23 counselors, 7 being female and 16 male. Males and females appeared to fare almost equally well. Nearly 50% of the females had been promoted while just over 50% of the males had been promoted (see Table 40).

Of the 10 counselors having 4 years of experience in the VCCS, 6 were female and 4 male. Again, there was no pattern of discrimination. Males were favored only slightly since 66.7% of the females had been promoted compared to 75% of the males (see Table 41). A Fisher's exact test value of 0.66667 and a Phi value of 0.08909 indicated a lack of significance and strength of relationship between sex and promotion when controlling for 4 years of experience in the VCCS.

There were 18 counselors having 5 years or more of experience in the VCCS, 6 being female and 12 male. Again, males and females appeared to have been treated equally with regard to promotion. All but one male had been promoted, and all females had been promoted (see Table 42). A Fisher's exact test value of 0.66667 and a Phi

Table 39

Promotions in Rank of Counselors with 2 Years of Experience in the Virginia Community College System

Fisher's exact test = 0.57895

Phi = 0.20101

	Yes	No	Row total
Female			
Number	0	8	8
Row percent	0.0%	100.0%	42.1%
Column percent	0.0%	44.4%	
Total percent	0.0%	42.1%	
Male			
Number	1	10	11
Row percent	9.1%	90.9%	57.9%
Column percent	100.0%	55.6%	
Total percent	5.3%	52.6%	
Column total			
Number	1	18	19
Percent	5.3%	94.7%	100.0%

Table 40

Promotions in Rank of Counselors with 3 Years of Experience in the Virginia Community College System

	Yes	No	Row total
Female			
Number	2	5	7
Row percent	28.6%	71.4%	30.4%
Column percent	25.0%	33.3%	
Total percent	8.7%	21.7%	
Male			
Number	6	10	16
Row percent	37.5%	62.5%	69.6%
Column percent	75.0%	66.7%	
Total percent	26.1%	43.5%	
Column total			
Number	8	15	23
Percent	34.8%	65.2%	100.0%

Table 41

Promotions in Rank of Counselors with 4 Years of Experience in the Virginia Community College System

Fisher's exact test = 0.66667

Phi = 0.08909

	Yes	No	Row total
Female			
Number	4	2	6
Row percent	66.7%	33.3%	60.0%
Column percent	57.1%	66.7%	
Total percent	40.0%	20.0%	
Male			
Number	3	1	4
Row percent	75.0%	25.0%	40.0%
Column percent	42.9%	33.3%	
Total percent	30.0%	10.0%	
Column total			
Number	7	3	10
Percent	70.0%	30.0%	100.0%

Table 42

Promotions in Rank of Counselors with 5 Years of Experience in the Virginia Community College System

Fisher's exact test = 0.66667

Phi = 0.17150

	Yes	No	Row total
Female			
Number	6	0	6
Row percent	100.0%	0.0%	33.3%
Column percent	35.3%	0.0%	
Total percent	33.3%	0.0%	
Male			
Number	11	1	12
Row percent	91.7%	8.3%	66.7%
Column percent	64.7%	100.0%	
Total percent	61.1%	5.6%	
Column total			
Number	17	1	18
Percent	94.4%	5.6%	100.0%

value of 0.17150 indicated a lack of statistical significance and strength of relationship between sex and promotion in rank for counselors with 5 years or more of experience in the VCCS.

It was concluded that the hypothesis that male counselors would have been promoted more rapidly than female counselors when controlling for years of experience in the VCCS must be rejected. In every case, whether counselors had 1-, 2-, 3-, 4-, or 5- or more years of experience in the VCCS, there was no relationship between sex and promotion in rank when controlling for experience in the VCCS.

Hypothesis 7

The seventh hypothesis stated that male counselors would have been promoted more rapidly than female counselors when controlling for highest educational level attained. The data were examined by each educational level category to determine whether the hypothesis was supported.

There were 56 counselors at the master's degree level. The distribution of males to females promoted was very equitable with 7.7% of the females promoted compared to 6.7% of the males (see Table 43).

Of the 34 counselors having master's degrees plus 15 additional hours of graduate level study, 13 were females and 21 males. The distribution of promoted males to females indicated that males had not been promoted more quickly than females (see Table 44). In fact, the very small favoring of one sex over the other was to the benefit of females; there was, however, no significant difference between sex and promotion for counselors with master's degrees plus 15 hours.

Table 43

Counselors Promoted in Rank with

Master's Degrees

	Yes	No	Row total
Female			
Number	2	24	26
Row percent	7.7%	92.3%	46.4%
Column percent	50.0%	46.2%	
Total percent	3.6%	42.9%	
Male			
Number	2	28	30
Row percent	6.7%	93.3%	53.6%
Column percent	50.0%	53.8%	
Total percent	3.6%	50.0%	
Column total			
Number	4	52	56
Percent	7.1%	92.9%	100.0%

Table 44

Counselors Promoted in Rank with Master's Degrees plus 15 Hours

	Yes	No	Row total
Female			
Number	7	6	13
Row percent	53.8	46.2	38.2%
Column percent	41.2%	35.3%	
Total percent	20.6%	17.6%	
Male			
Number	10	11	21
Row percent	47.6%	52.4%	61.8%
Column percent	58.8%	64.7%	
Total percent	29.4%	32.4%	
Column total			
Number	17	17	34
Percent	50.0%	50.0%	100.0%

No relationship between sex and promotion was found for the six counselors having the Advanced Certificate or Educational Specialist degree. Complete equity was found with 50% of the males and 50% of the females having been promoted (see Table 45). Fisher's exact test yielded a value of 0.80000, and a Phi value of 0.0, indicating no statistical significance and a lack of relationship between sex and promotion for counselors at this educational level.

All seven counselors having the Ph.D. or Ed.D. degree had been promoted. Of the seven, there were two females and five males (see Table 46). Thus, it was concluded that males and females with the doctorate were treated equitably with regard to promotion.

The final educational level attained category was "Other." Again, males and females were promoted evenly; 66.7% of the males and females had been promoted (see Table 47). The Fisher's exact test value was 0.80000, and the Phi value was 0.0 indicating, first, a lack of significance between sex and promotion and, secondly, a lack of relationship between sex and promotion.

In conclusion, the hypothesis that male counselors would have been promoted more rapidly than female counselors when controlling for highest educational level attained must be rejected. Males and females appeared to have been promoted equitably, whatever the highest educational level attained.

Hypothesis 8

It was hypothesized that male counselors would have been promoted in Columns 3 and 5 of the "Criteria Chart" (in specialized professional and technical as well as occupational fields) more frequently

Table 45

Counselors Promoted in Rank with the Advanced Certificate or Educational Specialist Degree

Fisher's exact test = 0.80000

Phi = 0.0

	Yes	No	Row total
Female			
Number	1	1	2
Row percent	50.0%	50.0%	33.3%
Column percent	33.3%	33.3%	
Total percent	16.7%	16.7%	
Male			
Number	2	2	4
Row percent	50.0%	50.0%	66.7%
Column percent	66.7%	66.7%	
Total percent	33.3%	33.3%	
Column total			
Number	3	3	6
Percent	50.0%	50.0%	100.0%

Table 46

Counselors Promoted in Rank with the Doctor of Philosophy or Doctor of Education Degree

	Instructor	Row total
Female		
Number	2	2
Row percent	100.0%	28.6%
Column percent	28.6%	
Total percent	28.6%	
Male		
Number	5	5
Row percent	100.0%	71.4%
Column percent	71.4%	
Total percent	71.4%	
Column total		
Number	7	7
Percent	100.0%	100.0%

Table 47

Counselors Promoted in Rank with "Other"

Educational Level

Fisher's exact test = 0.80000

Phi = 0.0

	Yes	No	Row total
Female			
Number	2	1	3
Row percent	66.7%	33.3%	50.0%
Column percent	50.0%	50.0%	
Total percent	33.3%	16.7%	
Male			
Number	2	1	3
Row percent	66.7%	33.3%	50.0%
Column percent	50.0%	50.0%	
Total percent	33.3%	16.7%	
Column total			
Number	4	2	6
Percent	66.7%	33.3%	100.0%

than female counselors. The data for males and females indicated that an equal proportion of each sex had been promoted in Column 3, a column allowing for quicker promotion and higher salary than Column 1 (see Table 48). No females were promoted in Column 5, an even more desirable column from the standpoint of ease of promotion and higher salary than Column 3. Only one male was promoted in Column 5, a negligible difference from females. Thus, it was concluded that the hypothesis that male counselors would have been promoted in Columns 3 and 5 of the "Criteria Chart" more frequently than female counselors should be rejected. There was no definitive pattern that males fared better; the one case in which a male was promoted in Column 5 provided insufficient evidence to support the hypothesis that males fared better.

Hypothesis 9

The ninth hypothesis stated that male counselors would have a higher current faculty rank than female counselors when controlling for educational level attained. The current rank status of males and females in each educational level category was examined to determine whether the hypothesis should be accepted or rejected.

For the 56 counselors with the master's degree as the highest educational level attained, there was clearly no pattern of discrimination against females (see Table 49). In fact, females were favored slightly when the percentages of males (93.3%) and females (80.8%) at the instructor rank were compared.

Counselors with master's degrees plus 15 additional hours of graduate level study appeared to hold faculty rank without regard to

Table 48

Promotion of Counselors in Columns 1, 3, and 5 of the "Criteria Chart"

	Female	Male
Column 1	10	14
Column 3	3	4
Column 5	0	1

Table 49

Current Faculty Rank for Counselors with Masters' Degrees

	Instructor	Assistant professor	Professor	Row total
Female				
Number	21	5	0	26
Row percent	80.8%	19.2%	0.0%	46.4%
Column percent	42.9%	83.3%	0.0%	
Total percent	37.5%	8.9%	0.0%	
Male				
Number	28	1	1	30
Row percent	93.3%	3.3%	3.3%	53.6%
Column percent	57.1%	16.7%	100.0%	
Total percent	50.0%	1.8%	1.8%	
Column total				
Number	49	6	1	56
Percent	87.5%	10.7%	1.8%	100.0%

sex (see Table 50). The proportions in the instructor and assistant professor ranks were equitable. No females were in the associate professor rank compared to 14.3% of the males; this difference may be explained by the fact that more male counselors had attained higher educational levels.

In the Advanced Certificate and Educational Specialist degree category, again, there was no pattern of discrimination against females (see Table 51). There were two females in this category, and both were in the assistant professor rank; two males were in the assistant professor rank with one in the instructor rank and one in the associate professor rank (see Table 51).

Of the seven counselors having the doctorate, two were females and five males. The females were evenly distributed between the assistant professor and associate professor ranks, the males were almost evenly distributed between the assistant professor and associate professor ranks with three in the first rank and two in the second (see Table 52). Fisher's exact test yielded a value of 0.71429 and a Phi value of 0.09129 indicating a lack of significance and strength of relationship.

The final educational level was designated by "Other." Only six counselors responded in this category. There was no pattern of discrimination against females; in fact, males and females were distributed evenly across the ranks of instructor, assistant professor, and associate professor with the exception of one case difference in the male instructor and associate professor categories favoring males (see Table 53).

Table 50

Current Faculty Rank for Counselors with Master's Degrees plus 15 Hours

	Instructor	Assistant professor	Associate professor	Row total
Female				
Number	7	6	0	13
Row percent	53.8%	46.2%	0.0%	38.2%
Column percent	41.2%	42.9%	0.0%	
Total percent	20.6%	17.6%	0.0%	
Male				
Number	10	8	3	21
Row percent	47.6%	38.1%	14.3%	61.8%
Column percent	58.8%	57.1%	100.0%	
Total percent	29.4%	23.5%	8.8%	
Column total				
Number	17	14	3	34
Percent	50.0%	41.2%	8.8%	100.0%

Table 51

Current Faculty Rank for Counselors with Advanced Certificates or Educational Specialist Degrees

	Instructor	Assistant professor	Associate professor	Row total
Female				
Number	0	2	0	2
Row percent	0.0%	100.0	0.0%	33.3%
Column percent	0.0%	50.0%	0.0%	
Total percent	0.0%	33.3%	0.0%	
Male				
Number	1	2	1	4
Row percent	25.0%	50.0%	25.0%	66.7%
Column percent	100.0%	50.0%	100.0%	
Total percent	16.7%	33.3%	16.7%	
Column total				
Number	1	4	1	6
Percent	16.7%	66.7%	16.7%	100.0%

Table 52

Current Faculty Rank for Counselors with a Doctor of Philosophy or Doctor of Education Degree

Fisher's exact test = 0.71429

Phi = 0.09129

	Associate professor	Professor	Row total
Female			
Number	1	1	2
Row percent	50.0%	50.0%	28.6%
Column percent	25.0%	33.3%	
Total percent	14.3%	14.3%	
Male			
Number	3	2	5
Row percent	60.0%	40.0%	71.4%
Column percent	75.0%	66.7%	
Total percent	42.9%	28.6%	
Column total			
Number	4	3	7
Percent	57.1%	42.9%	100.0%

Table 53

Current Faculty Rank for Counselors in the "Other" Educational Level Attained Category

	Instructor	Assistant professor	Associate professor	Row total
Female				
Number	1	1	1	3
Row percent	33.3%	33.3%	33.3%	50.0%
Column percent	100.0%	50.0%	33.3%	
Total percent	16.7%	16.7%	16.7%	
Male				
Number	0	1	2	3
Row percent	0.0%	33.3%	66.7%	50.0%
Column percent	0.0%	50.0%	66.7%	
Total percent	0.0%	16.7%	33.3%	
Column total				
Number	1	2	3	6
Percent	16.7%	33.3%	50.0%	100.0%

It was concluded from the data that males and females were treated equitably with regard to rank when controlling for highest educational level attained. Thus, it was necessary to reject the hypothesis that male counselors would have a higher current faculty rank than female counselors when controlling for educational level attained.

Hypothesis 10

The tenth hypothesis stated that male counselors would have a higher current faculty rank than female counselors when controlling for number of years experience in the VCCS. The data with regard to sex and current faculty rank were examined for each category of years of experience in the VCCS, i.e., 1-, 2-, 3-, 4-, and 5- or more years.

In examining the current faculty rank of counselors with 1 year of experience in the VCCS, it was evident that females fared well (see Table 54). In fact, they fared better than males when percentages in the instructor and assistant professor ranks were examined; 22.0% of the females were in the upper rank compared to 15.0% of the males, and 77.8% of the females were instructors compared to 85.0% of the males.

For counselors with 2 years of experience, a Fisher's exact test value of 0.62435 and a Phi value of 0.07693 were obtained. These values indicated a lack of statistical significance and strength of relationship between sex and current faculty rank when controlling for 2 years of experience in the VCCS (see Table 55). By examining Table 55, it was clear that the majority of males and females were in the lower rank of instructor.

Table 54

Current Faculty Rank for Counselors with 1 Year of Experience in the Virginia Community College System

	Instructor	Assistant professor	Row total
Female			
Number	14	4	18
Row percent	77.8%	22.2%	47.4%
Column percent	45.2%	57.1%	
Total percent	36.8%	10.5%	
Male			
Number	17	3	20
Row percent	85.0%	15.0%	52.6%
Column percent	54.8%	42.9%	
Total percent	44.7%	7.9%	
Column total			
Number	31	7	38
Percent	81.6%	18.4%	100.0%

Table 55

Current Faculty Rank for Counselors with 2 Years of Experience in the Virginia Community College System

Fisher's exact test = 0.62435

Phi = 0.07693

	Instructor	Assistant professor	Row total
Female			
Number	7	1	8
Row percent	87.5%	12.5%	42.1%
Column percent	43.8%	33.3%	
Total percent	36.8%	5.3%	
Male			
Number	9	2	11
Row percent	81.8%	18.2%	57.9%
Column percent	56.3%	66.7%	
Total percent	47.4%	10.5%	
Column total			
Number	16	3	19
Percent	84.2%	15.8%	100.0%

The distribution of counselors with 3 years of experience in the VCCS over the four faculty ranks indicated that the majority of males and females were clustered in the lowest rank of instructor (see Table 56). Yet, 31.3% of the males were above the instructor rank compared to 14.3% of the females; however, since so few cases were above the instructor rank, the discrepancy was considered insignificant.

Counselors with 4 years of experience in the VCCS appeared to have been distributed equitably among the ranks of instructor, assistant professor, and associate professor with regard to sex (see Table 57). There was no pattern favoring males; one male was in the highest rank, associate professor, compared to no females, but this difference was viewed as insignificant and possibly explained by the fact that more males had attained a higher educational level.

For counselors with 5 or more years experience in the VCCS, again there was no clearly discernible pattern of discrimination (see Table 58). However, there was a higher proportion of males in the associate professor rank than would be expected (3 times as many males rather than an even proportion or double proportion as would be expected with a population of two males to one female). This discrepancy may have resulted from the higher percentage of males who had attained higher educational levels.

In summary, it was necessary to reject the hypothesis that male counselors would have a higher current faculty rank than female counselors when controlling for number of years experience in the VCCS. No pattern of discrimination was detected.

Table 56

Current Faculty Rank for Counselors with 3 Years of Experience in the Virginia Community College System

	Instructor	Assistant professor	Associate professor	Professor	Row total
Female					
Number	6	1	0	0	7
Row percent	85.7%	14.3%	0.0%	0.0%	30.4%
Column percent	35.3%	33.3%	0.0%	0.0%	
Total percent	26.1%	4.3%	0.0%	0.0%	
Male					
Number	11	2	2	1	16
Row percent	68.8%	12.5%	12.5%	6.3%	69.6%
Column percent	64.7%	66.7%	100.0%	100.0%	
Total percent	47.8%	8.7%	8.7%	4.3%	
Column total					
Number	17	3	2	1	23
Percent	73.9%	13.0%	8.7%	4.3%	100.0%

Table 57

Current Faculty Rank for Counselors with 4 Years of Experience in the Virginia Community College System

	Instructor	Assistant professor	Associate professor	Row total
Female				
Number	2	4	0	6
Row percent	33.3%	66.7%	0.0%	60.0%
Column percent	66.7%	66.7%	0.0%	
Total percent	20.0%	40.0%	0.0%	
Male				
Number	1	2	1	4
Row percent	25.0%	50.0%	25.0%	40.0%
Column percent	33.3%	33.3%	100.0%	
Total percent	10.0%	20.0%	10.0%	
Column total				
Number	3	6	1	10
Percent	30.0%	60.0%	10.0%	100.0%

Table 58

Current Faculty Rank for Counselors with 5 or More Years of Experience in the Virginia Community College System

	Instructor	Assistant professor	Associate professor	Professor	Row total
Female					
Number	0	3	2	1	6
Row percent	0.0%	50.0%	33.3%	16.7%	33.3%
Column percent	0.0%	50.0%	25.0%	33.3%	
Total percent	0.0%	16.7%	11.1%	5.6%	
Male					
Number	1	3	6	2	12
Row percent	8.3%	25.0%	50.0%	16.7%	66.7%
Column percent	100.0%	50.0%	75.0%	66.7%	
Total percent	5.6%	16.7%	33.3%	11.1%	
Column total					
Number	1	6	8	3	18
Percent	5.6%	33.3%	44.4%	16.7%	100.0%

Hypothesis 11

It was hypothesized that female counselors would have less clerical support than male counselors. The data appeared to support this hypothesis since 78.3% of the females indicated that clerical tasks limited their ability to function well as counselors compared to 66.7% of the males (see Table 59). Thus, this hypothesis was accepted. However, it should be noted that the data were the subjective perceptions of male and female counselors rather than concrete and readily quantifiable answers to specific questions regarding clerical resources.

Hypothesis 12

It was hypothesized that male counselors would receive funds for expenses more frequently than females to attend professional meetings. The data supported this hypothesis as indicated in Table 60; 30.4% of the females answered clearly in the affirmative that expenses were paid for attendance at professional meetings compared to 42.9% of the males. The percentages of those responding "Sometimes" indicated that females were in a more indefinite position as to whether their expenses were paid; 54.3% of the females responded "Sometimes" compared to 39.7% of the males.

The hypothesis that male counselors would receive funds for expenses to attend professional meetings more frequently than female counselors was accepted.

Hypothesis 13

It was hypothesized that female counselors would not receive tuition assistance to enroll in graduate courses as frequently as male

Table 59

Counselors Reporting that Clerical Tasks Limit Ability to Function Well as Counselors

	Female		Male	
	Number	Percent	Number	Percent
Yes	36	(78.3)	42	(66.7)
No	10	(21.7)	19	(30.2)

Table 60

Counselors for Whom Expenses of Attending Professional Meetings Were Paid

	Female		Male	
	Number	Percent	Number	Percent
Yes	14	(30.4)	27	(42.9)
No	6	(13.0)	9	(14.3)
Sometimes	25	(54.3)	25	(39.7)
Only if institutional membership is held in an organization	1	(2.2)	2	(3.2)

counselors. The data supported the hypothesis (see Table 61); 27.0% of the male counselors responded that tuition assistance was always available compared to 19.6% of the females. Of the males, 7.9% responded that tuition assistance was not available compared to 15.2% of the females.

The hypothesis that female counselors would not receive tuition assistance as frequently as male counselors was accepted.

Summary

In this chapter, the results of the investigation were organized and presented by hypotheses. Each hypothesis was stated, the data pertaining to each hypothesis were presented, and conclusions were drawn from the data.

Data were presented regarding the relationship of sex to participation rate, initial and current rank, speed of promotion, and professional support (travel expenses for professional meetings, clerical aid, and tuition assistance). These data were examined in relation to years of work experience prior to employment with the VCCS, educational level attained, and years of experience in the VCCS. And, finally, interpretations of the data were given to determine the status of women counselors in the VCCS.

Table 61

Counselors Having Tuition

Assistance Available

	Female		Male	
	Number	Percent	Number	Percent
Always	9	(19.6)	17	(27.0)
No	7	(15.2)	5	(7.9)
Sometimes	30	(65.2)	38	(60.3)

Chapter 4

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to investigate the status of women counselors in the Virginia Community College System. To determine the status of women counselors, the status of male and female counselors was compared with regard to participation rate, initial and current salary, initial and current rank, speed of promotion, and various kinds of professional support such as travel expenses for professional meetings, clerical aid, and tuition assistance. The factors controlled in the study that could have caused misinterpretations of the data were years of prior experience, educational level attained, and years of experience in the Virginia Community College System.

The population for this research included all counselors in the Virginia Community College System during August 1975; a list of counselors was obtained from the Educational Programs Division of the Department for Community Colleges and checked for accuracy through telephone calls to all campuses in the Virginia Community College System. This population consisted of 134 counselors; 109 (or 81.34%) participated in the research by completing and returning the instrument. Of the 109 respondents, 64 were males and 45 females. The instrument used to collect the data for this research was a questionnaire entitled the "VCCS Counselor Questionnaire" (see Appendix A).

The first hypothesis of the study that male counselors would have a higher participation rate than female counselors was accepted. In August 1975 when the study was conducted, there were 86 male counselors and 48 female counselors in the VCCS.

It was hypothesized (Hypothesis 2) that male counselors would have a higher initial salary than female counselors when controlling for years of prior experience; this hypothesis was rejected. There was no evidence to indicate a strong relationship between sex and initial salaries; thus, no pattern of discrimination was found.

The third hypothesis that male counselors would have higher current salaries than female counselors when controlling for years of experience within the VCCS was rejected. No pattern of discrimination was detected regardless of the years of experience in the VCCS.

Hypothesis 4 stated that male counselors would have higher current salaries than female counselors when controlling for highest educational level attained. It was rejected as the data indicated no inequities.

The fifth hypothesis that male counselors were hired at higher initial ranks than female counselors when controlling for years of prior experience was rejected. Males and females were hired equitably with regard to initial faculty rank.

The sixth hypothesis stated that male counselors would have been promoted more rapidly than female counselors when controlling for years of experience in the VCCS. This hypothesis was rejected; in every case, whether counselors had 1-, 2-, 3-, 4-, or 5- or more years of experience in the VCCS, there was no relationship between

sex and promotion in rank when controlling for experience in the VCCS.

Hypothesis 7 stated that male counselors would have been promoted more rapidly than female counselors when controlling for highest educational level attained; it was rejected. Males and females were promoted equitably, whatever the highest educational level attained.

The eighth hypothesis that male counselors would have been promoted in Columns 3 and 5 of the "Criteria Chart" (in specialized professional and technical as well as occupational fields) more frequently than female counselors was rejected. Males and females were treated equitably with regard to promotion in Columns 3 and 5 of the "Criteria Chart."

The ninth hypothesis stated that male counselors would have higher current faculty ranks than female counselors when controlling for educational level attained. Because males and females were treated equitably with regard to these factors, hypothesis 9 was rejected.

The tenth hypothesis stated that male counselors would have a higher current faculty rank than female counselors when controlling for the number of years of experience in the VCCS. It was rejected since no pattern of discrimination was found.

The eleventh hypothesis stated that female counselors would have less clerical support than male counselors. This hypothesis was accepted since it was revealed by the data that 78.3% of the females compared to 66.7% of the males indicated that clerical tasks limited their ability to function well as counselors.

Hypothesis 12 stated that male counselors would have received

expenses for professional meetings more frequently than female counselors. This hypothesis was accepted as a significant difference was found in treatment of the sexes.

The thirteenth hypothesis stated that female counselors would not receive tuition assistance as frequently as male counselors. This hypothesis was accepted since the data indicated that males received tuition assistance more frequently than females.

Conclusions

The conclusions of this study were as follows:

1. The status of women counselors in the VCCS was found to be better than the status of women faculty in the United States as reported in the review of related research with regard to rank and salary. Women and men counselors in the VCCS received equal treatment with regard to rank. In contrast, it was found in the review of related research that women faculty in the United States were hired at lower ranks than their male counterparts.

With respect to salary, women and men counselors in the VCCS received equal treatment. In contrast, it was found in the review of related research that the salaries of women faculty in the United States tended to be lower consistently than those of their male counterparts.

2. The status of women counselors in the VCCS was found to be similar to the status of women faculty in the United States in the following undesirable ways.

Male counselors had a higher participation rate than female counselors (86 males, 48 females). This finding paralleled the

conclusion in the review of related research that the participation rate of women faculty was low; further, it paralleled the conclusion that the participation rate of women in 2-year colleges was one fourth or better since females constituted 35.8% of the total number of counselors in the VCCS.

Male counselors encountered less difficulty than female counselors in obtaining the clerical assistance they needed. In the review of related research, it was found that women in administrative and supervisory positions received less generous clerical assistance than men in comparable positions. Only one study treated this issue, however. Nevertheless, the parallel in the finding of this study and of the one in the review of related research should be noted.

3. The status of women counselors in the VCCS was found to be lower than the status of men counselors in the VCCS with regard to the receipt of funds for attendance at professional meetings and the receipt of tuition assistance. Male counselors in the VCCS received funds for professional meeting expenses more frequently than female counselors in the VCCS, and female counselors in the VCCS received tuition assistance less frequently than male counselors in the VCCS.

Although a trend was discussed in the review of related research on the failure of women faculty to receive equitable fringe benefits, no study dealt with the specific benefits of funds for professional meeting expenses and tuition assistance.

Recommendations

The following recommendations are offered regarding further

research:

1. Follow-up research should be conducted periodically in the VCCS to determine if any changes are occurring in the status of women counselors in the VCCS with the passage of time.

2. Further research should be conducted to investigate the availability of clerical assistance for female counselors in comparison to male counselors. This study simply dealt with the perceptions of available clerical assistance; it is recommended that data be gathered on the number of clerical persons available for assistance.

3. Research of a similar nature should be conducted regarding counselors in community colleges in other states. The research on the status of women faculty in the United States has most frequently been done on an institutional basis and more frequently in 4-year colleges and universities than community colleges.

4. The VCCS should consider the results of this research regarding participation rate, clerical assistance, the availability of funds for professional meeting expenses, and tuition assistance. Efforts should be made to equalize treatment of male and female counselors with regard to these factors.

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Appendix

Appendix A

Virginia Community College System
NORMAL MINIMUM CRITERIA FOR EACH FACULTY RANK[1]

	Faculty in Developmental Studies, Humanities, Social Sciences, Natural Sciences & Math		Faculty in Specialized Professional or Technical Associate in Applied Science Degree Fields		Faculty in Non-Associate Degree Occupational Fields	
	Initial Appointment	Promotions	Initial Appointment	Promotions	Initial Appointment	Promotions
Column 1	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
ASSISTANT INSTRUCTOR	(Appointment on a temporary or emergency basis for a period of one year for persons who meet most of the minimum requirements for the instructor rank and who show evidence of being able to complete such requirements within one year. A one-year renewal only of assistant instructor appointment may be considered upon request of the college administrator for a person who is actively pursuing completion of the necessary requirements.)					
INSTRUCTOR						
Job Performance	Good recommendations		Good recommendations		Good recommendations	
College Training	Masters (18 grad. sem. hrs. in teaching field)		Bachelors (Major in teaching field)		Assoc. or equiv. preferred but not required	
Experience						
Related Occup. Exp.	0		2 yrs		10 yrs. *	
Total Teaching Exp.	0		0		0	
Exp. in Va. CC System	0		0		0	
Professional Activities	Nominal		Nominal		Nominal	
Community Activities	Nominal		Nominal		Nominal	
ASSISTANT PROFESSOR						
Job Performance	Good recommendations	Good	Good recommendations	Good	Good recommendations	Good
College Training	Specialist or equiv. †(36 grad. sem. hrs. in teaching field)	Masters + 15 grad. sem. hrs. (27 grad. sem. hrs. in teaching field)	Masters (18 grad. sem. hrs. in teaching field)	Bachelors +15 grad. sem. hrs. (Major in teaching field)	Assoc. or equiv. (Major in teaching field)	Assoc. or equiv. preferred but 1 year required
Experience:						
Related Occup. Exp.	0	0	2 yrs.	2 yrs.	8 yrs. *	10 yrs.*
Total Teaching Exp.	2 yrs.	5 yrs.	2 yrs.	5 yrs.	2 yrs.	5 yrs.
Exp. in Va. CC System	0	3 yrs.	0	3 yrs.	0	3 yrs.
Professional Activities	Average	Average	Average	Average	Average	Average
Community Activities	Nominal	Nominal	Nominal	Nominal	Nominal	Nominal
ASSOCIATE PROFESSOR						
Job Performance	Very good recommendations	Very good	Very good recommendations	Very good	Very good recommendations	Very good
College Training	Doctorate (54 grad. sem. hrs. in teaching field)	Specialist or equiv. †+15 grad. sem. hrs. (45 grad. sem. hrs. in teaching field)	Specialist or equiv. †(36 grad. sem. hrs. in teaching field)	Masters + 15 grad. sem. hrs. (18 grad. sem. hrs. in teaching field)	Bachelors (Major in related teaching field)	Assoc.or equiv. (Major in teaching field)
Experience:						
Related Occup. Exp.	0	0	2 yrs.	2 yrs.	6 yrs. *	8 yrs. *
Total Teaching Exp.	6 yrs.	7 yrs.	6 yrs.	7 yrs.	6 yrs.	7 yrs.
Exp. in Va. CC System	0	4 yrs.	0	4 yrs.	0	4 yrs.
Professional Activities	Average	Average	Average	Average	Average	Average
Community Activities	Average	Average	Average	Average	Average	Average
PROFESSOR						
Job Performance		Exellent		Excellent		Excellent
College Training		Doctorate (54 grad. sem. hrs. in teaching field)		Specialist or equiv. †+15 grad. sem. hrs. (45 grad. sem. hrs. in teaching)		Masters (Major in related teaching field)
Experience:						
Related Occup. Exp.		0		2 yrs.		6 yrs. *
Total Teaching Exp.		10 yrs.		10 yrs.		10 yrs.
Exp. in Va. CC System		5 yrs.		5 yrs.		5 yrs.
Professional Activities		Extensive		Extensive		Extensive
Community Activities		Average		Average		Average

[1] Fulfillment of normal minimum criteria does not guarantee original placement in, or promotion to, a given faculty rank.

* Each year of additional study in college or a special school may be substituted for two years of occupational experience up to a total of four years of occupational experience.

†Specialist degree or equivalent (minimum of 24 semester hours beyond the master's degree in a planned program).

Revision Approved by State Board for Community Colleges
July 19, 1972

Virginia Community College System
GUIDELINES FOR ACADEMIC PREPARATION OF FACULTY

For Associate in Arts and Associate in Science degree courses:

To teach courses that are usually applicable to Associate in Arts and Associate in Science degrees (usually the college transfer programs), a person must possess a master's degree, including a minimum of 18 semester hours (or 27 quarter hours) of graduate work in the field of specialization for which courses are taught. If the person teaches courses in more than one field of specialization, he would be expected to possess a minimum of 18 graduate semester hours (or 27 quarter hours) in each field of specialization for which courses are taught.

For Associate in Applied Science degree courses:

To teach courses that are usually applicable to Associate in Applied Science degrees usually the technical and semi-professional programs), a person is usually expected to possess a master's degree, including a minimum of 18 semester hours (or 27 quarter hours) of graduate work in each field of specialization for which courses are taught or possess a baccalaureate degree and professional competency in the area of specialization in lieu of the master's degree. Such professional competency may include certificates, licenses, apprenticeships, and training in trade schools or special schools. Persons holding only the baccalaureate degree, who are given initial appointments due to professional competency, are expected to actively seek the master's degree in their fields of specialization.

For occupational certificate and diploma programs:

To teach occupational courses that are applicable to certificate and diploma programs (but may not be counted toward associate degree programs), a person must possess a baccalaureate degree or appropriate related occupational training and experiences in lieu of the baccalaureate degree. This may include certificates, licenses, apprenticeships, and training in trade schools and special schools. To teach the related academic subjects for students majoring in non-degree occupational programs, a person must possess (a) a master's degree, or (b) a minimum of a baccalaureate degree with a major in the teaching field and appropriate experiences in the occupational field (such persons are expected to be working on their master's degree).

For foundations and developmental preparatory programs:

To teach courses in the foundations and developmental preparatory programs, a person is (a) usually expected to possess a master's degree with a major in the teaching field, or (b) in special cases a person may teach in the foundations and developmental programs with a baccalaureate degree with a major in the teaching field and related occupational and/or teaching experiences, but such persons are expected to be working on their master's degree.

Revision Approved by State Board for Community Colleges
July 19, 1972

VCCS COUNSELOR QUESTIONNAIRE

This questionnaire is designed to provide information pertaining to the current status of counselors in the Virginia Community College System. It is vital that all counselors complete this questionnaire as accurately and honestly as possible. The responses will be anonymous, and they will only be used in compiled form.

DIRECTIONS: Place the appropriate identifier number(s) in the square(s) directly to the left of the question. If a single digit number is used in a two block space, place a zero in front of it; for example, when entering the number four in a two block square, enter it as 04.

1. Age

2. Sex: 1. Female 2. Male

3. Race: 1. Caucasian 2. Black 3. Spanish-American 4. Other (specify) _____

4. Marital Status: 1. Single 2. Married 3. Separated 4. Divorced 5. Widowed

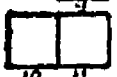
5. Education:

a. Indicate highest level attained.
   1. M.A., M.Ed., M.S. 2. M.A., M.Ed., M.S. & 15 hours 3. Advanced Certificate, Educational Specialist 4. Ph.D., Ed.D. 5. Other (explain) _____

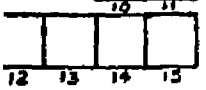
b. Divinity Degree (B.D., M. Div., Th.D., Th.M., etc.) 1. Yes 2. No

6. Field of Concentration - Master's Degree: 1. Counseling 2. Psychology 3. Social Work 4. Sociology 5. Vocational Rehabilitation 6. Other (explain) _____

7. Counseling region that your community college is in: 1. Eastern 2. Southwestern 3. Central 4. Northern



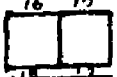
8. Number of counselors at your institution including coordinator.



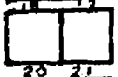
9. Last known FTE (Full Time Equivalent) on your campus.

10. Identify the number of years work experience prior to VCCS employment in the following areas:

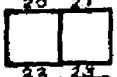
Counseling



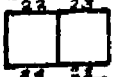
Teaching



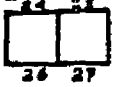
Business/Industry



Military



Other (explain) _____



11. Are you familiar with, or have knowledge of, the VCCS "Normal Minimum Criteria for Each Faculty Rank" ("Criteria Chart")? See Appendix A.
    1. Yes 2. No 3. Never heard of it

12. Was the "Criteria Chart" explained to you at the time of hiring?
    1. Yes 2. No 3. Unsure

13. When you were hired, were you told in which column of the "Criteria Chart" (see No. 11) you were assigned?
    1. Yes 2. No 3. Unsure

14. Under what column of the "Criteria Chart" were you hired (see No. 11)?
    1. Column 1 - Dev. Studies, Humanities, Soc. Sci., Math, Nat. Sci.
    2. Column 3 - Specialized Prof. - Technical AAS degree
    3. Column 5 - Non-Associate degree programs

15. Was your salary negotiable at the time of your hiring?
    1. Yes 2. No 3. Don't know

16. How many years have you been a counselor in the system?
    1. One year 2. Two years 3. Three years 4. Four years 5. Five years or more

17. At what salary were you hired as a counselor? 1.) 8,000-8,999 2.) 9,000-9,999
    3.) 10,000-10,999 4.) 11,000-11,999 5.) 12,000-12,999 6.) 13,000-13,999
    7.) 14,000-14,999 8.) 15,000-15,999 9.) 16,000-16,999 10.) 17,000-17,999

18. What is your current salary? 1.) 10,000-10,999 2.) 11,000-11,999 3.) 12,000-12,999
    4.) 13,000-13,999 5.) 14,000-14,999 6.) 15,000-15,999 7.) 16,000-16,999
    8.) 17,000-17,999 9.) 18,000-18,700

19. At what faculty rank were you hired as a counselor?
    1. Instructor 2. Assistant Professor 3. Associate Professor 4. Professor

20. Does your institution have a defined and published promotion procedure?
    1. Yes 2. No 3. Don't know

21. Have you been promoted in faculty rank in the VCCS?
    1. Yes 2. No

22. If question 21 is yes, under which column of the "Criteria Chart" were you promoted?
    1. Column 1, Column 2 } Faculty in Developmental Studies, Humanities, Social Sciences, Natural Sciences, and Math
    2. Column 3, Column 4 } Faculty in Specialized Professional or Technical Associate in Applied Science Degree Fields
    3. Column 5, Column 6 } Faculty in Non-Associate Degree Occupational Fields

23. What is your current Faculty Rank?
    1. Instructor 2. Assistant Professor 3. Associate Professor 4. Professor

24. Do you feel that your initial appointment and promotions, if any, have been just and fair?
    1. Yes 2. No

25. What type of contract are you currently under?
    1. 12 months 2. 11 months 3. 10 months 4. 9 months 5. Other (explain)_____

26. What type of contract do you prefer?
    1. 12 months 2. 11 months 3. 10 months 4. 9 months 5. Other (explain)_____

27. Have you ever requested a 9, 10, or 11 month (variable) contract?
    1. Yes 2. No

28. Have you ever received a variable contract?
    1. Yes (If yes, please explain) _____
    2. No.

46 29. Do you feel you should have breaks between quarters like regular nine month teaching faculty? 1. Yes 2. No

47 30. Do you feel your salary as a counselor is equitable with faculty who teach full time for 12 months? 1. Yes 2. No 3. Don't know

48 31. Do you plan to stay in the counseling field in the VCCS?
1. Yes 2. No 3. Undecided

49 32. Do clerical and other noncounseling tasks limit your ability to function well as a counselor?
1. Yes 2. No

50 33. Do you have counseling paraprofessionals at your institution?
1. Yes 2. No

51 34. Should the number of counselors at an institution be based on total enrollment instead of FTE (Full Time Equivalent)? 1. Yes 2. No

52 35. Do you feel that your fellow faculty members and administrators consider your role as a counselor to be vital in your institution? 1. Yes 2. No 3. Don't know

53 36. Does your institution pay the cost of your dues for professional organizations?
1. Yes 2. No 3. Only institutional memberships

54 37. Does your institution pay your expenses to attend professional organization meetings?
1. Yes 2. No 3. Sometimes 4. Only if institutional membership is held in the organization

55 38. Is tuition assistance available to you for further graduate work? 1. Always 2. No 3. Sometimes

56 39. Do you feel you have enough time to adequately meet the needs of the students at your institution?
1. Yes 2. No

40. Please check the areas of concern listed below which would increase your chances of staying in counseling in the VCCS if they were improved:

57 1. Normal working hours (Check for example, if you have irregular and/or night hours along with a day schedule that are a problem to you now.)

58 2. Variable contracts

59 3. Improved salary

60 4. Professional standing (Check, for example, if you feel you are treated more like an employee than a professional person.)

61 5. Equitable promotion standards with occupational technical faculty.

62 6. Tuition assistance

63 7. Improved fringe benefits

64 8. Release time for professional study

65 9. Narrower range of responsibilities with more time for actual counseling.

66 10. Other (Explain) _____

67 41. Do you feel that your current supervisor has kept you adequately informed of personnel policies and changes in the VCCS? 1. Yes 2. No 3. Limited

42. Please check the area(s) of major responsibility in your position.

68 1. Counseling (career and personal)

69 2. Course placement (scheduling of classes)

70 3. Financial Aid

71 4. Placement

72 5. Student Activities

73 6. Veterans' Affairs

74 7. Recruiting

75 8. Testing

76 9. Orientation

77 10. Follow-up Studies

78 11. Admissions and Records (Transcript analysis, etc.)

79 12. Other (explain) _____

80 43. General level of satisfaction in your current position in the VCCS:
5. Very satisfied 4. Fairly well satisfied 3. Somewhat satisfied 2. Dissatisfied 1. Trying to obtain employment elsewhere

Comments:

Appendix C

Cover Letter to Counselors

Dear Colleague:

Enclosed is a questionnaire that is being sent to every counselor in the Virginia Community College System. Please complete it as quickly as possible and return it to me so that we can have a one hundred per cent response.

The questionnaire was developed as a result of the objectives of the Eastern and Northern Regions' Counselors' Advisory Councils for this year. The results will provide data on counselor characteristics and professional status factors which should prove helpful in improving the counseling services in the Virginia Community College System. A report concerning the data will be made available on all campuses; however, the data will be in compiled form and will not reflect location or in any other way destroy anonymity. Please answer the questions as carefully and honestly as you can.

In a letter of June 5, 1975, from Dr. Fred A. Snyder, Director of the Research and Planning Division, VCCS, we were informed that the Research and Information Committee of the Advisory Council of Presidents has approved this study of counselor characteristics and professional status factors in the Virginia Community College System.

On each campus there is a contact person who has been requested to ask you if you have returned your questionnaire to serve as a reminder and double check that you received a questionnaire.

Please let me know if you have any questions or comments regarding the questionnaire.

Thank you.

Sincerely,

Patricia C. White

Patricia C. White, Chairperson
Eastern Region Counselors' Advisory Council
Professional Standards Committee

Enclosure

Appendix D

Cover Letter to Contact Persons

Your name has been given to me by your Regional Counselors' Advisory Group Chairperson to serve as a local campus contact person in the study being conducted on counselor characteristics and professional status factors in the Virginia Community College System.

What we need you to do is ask each counselor on your campus if he has completed the questionnaire (VCCS Counselor Questionnaire) and urge him to do so if he hasn't. Your function is primarily that of a reminder to enable us to get a one hundred per cent return; also, it is that of a trouble-shooter in the case, for example, that a counselor on your campus fails to receive a questionnaire and you then need an extra copy. Your job is really essential in encouraging full response to the study.

Please let me know if you have questions or if any problems arise.

Thank you for your help.

Sincerely,

Patricia C. White

Patricia C. White, Chairperson
Eastern Region Counselors' Advisory Council
Professional Standards Committee

ABSTRACT

A STUDY OF THE STATUS OF WOMEN COUNSELORS IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

PATRICIA ELIZABETH CLIFTON WHITE

The purpose of this study was to investigate the status of women counselors in the Virginia Community College System (VCCS). The status of male and female counselors was compared with regard to participation rate, initial and current salary, initial and current rank, speed of promotion, and professional support (travel expenses for professional meetings, clerical aid, and tuition assistance); it was hypothesized that female counselors would fare more poorly than male counselors with regard to each of these factors. The control factors in the study were years of prior experience, educational level attained, and years of experience in the VCCS. A total of 109 out of 134 counselors (or 81.34%) participated in this research. A questionnaire entitled "VCCS Counselor Questionnaire" was used to collect the data for this study.

Based on the findings of the study, it was concluded that:

1. The status of women counselors in the VCCS was better than the status of women faculty in the United States as reported in the review of related research with regard to rank and salary. Women and men counselors in the VCCS received equal treatment with regard to rank and salary.
2. The status of women counselors in the VCCS was equal to the status of women faculty in the United States with regard to participation rate and clerical assistance. An equal status was undesirable in these instances since women faculty have been found to fare more poorly than men faculty. In the VCCS, men counselors had a higher participation rate than women counselors (86 males, 48 females), and men counselors encountered less difficulty than women counselors in obtaining the clerical assistance they needed.
3. The status of women counselors in the VCCS was poorer than the status of men counselors in the VCCS with regard to availability of funds for professional meeting expenses and availability of tuition assistance. Men counselors in the VCCS received funds for professional meeting expenses and tuition more frequently than women counselors in the VCCS.

Additional research was recommended in three areas as a continuing effort to ascertain the status of women counselors and to provide data for use in rectifying existing discrimination.

VITA

Patricia Elizabeth Clifton White was born in Suffolk, Virginia, on April 14, 1945. She was graduated from Longwood College, Farmville, Virginia, in 1967 with the Bachelor of Arts degree in French and English. Upon graduation, she taught English in the Richmond Public Schools, Richmond, Virginia, for the summer of 1967; from 1967 to 1971 she taught French and English in the Metropolitan Nashville Public Schools, Nashville, Tennessee.

In 1970, she was graduated from Middle Tennessee State University, Murfreesboro, Tennessee, with the Master of Arts degree in psychology with specialization in counseling. Since 1971, she has served as a Counselor and Director of Career Planning and Placement at Paul D. Camp Community College, Franklin, Virginia.

In 1973, Mrs. White began graduate study at The College of William and Mary in Virginia in the Higher Education Administration program. The Certificate of Advanced Study in Education was awarded in 1976 by the College of William and Mary.

In February 1975, she was admitted to the doctoral program in Higher Education Administration. Upon completion of the written and oral comprehensive examinations in February 1976, she became a candidate for the Doctor of Education degree. It is anticipated that she will have completed all requirements for the degree and will be graduated in August 1976.