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A national needs analysis of campus-based women's centers : implications for higher education.

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A NATIONAL NEEDS ANALYSIS OF CAMPUS-BASED WOMEN'S CENTERS:
IMPLICATIONS FOR HIGHER EDUCATION

A Dissertation Presented

By

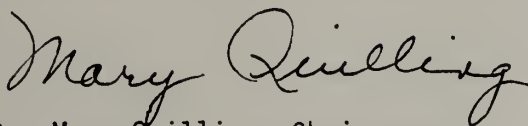CHERYL WENDY PHILLIPS

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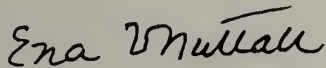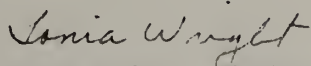

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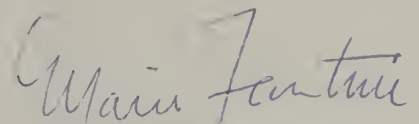
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DEDICATION

TO MY FAMILY

Who walk with me through these pages

Dorothy and David, My Parents,

    Who nurtured the possibility and the spirit.

Freda and Sam, Etta and Sidney, My Grandparents,

    Who provided a secure and loving foundation from which to grow.

Sarah and Rose, My Great-Grandmothers,

    Who, as matriarchs, showed me strength.

Jeffrey, My Brother,

    Who encouraged the potential and shared the vision.

Kathie, My Sister,

    Whose love kept me above the shadowy depths of self-doubt.

All My Cousins,

    May they inherit the inspiration that I have received to reach their goals.

I dedicate this dissertation

ACKNOWLEDGEMENTS

ABSTRACT

A National Needs Analysis of Campus-Based Women's Centers:
Implications for Higher Education

(June 1978)

Cheryl W. Phillips, B.A., University of Massachusetts
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Directed by: Dr. Mary Quilling

The emergence of women's centers is a phenomenon of the last
decade. Though the number of women's centers has increased greatly,
there has been little systematic study of them. The present
research provides new information on the current needs and issues
with which women's centers must concern themselves. Under the
auspices of the Women's Educational Equity Project (WEEP), a
national needs survey of campus-based women's centers was conducted.
A major goal of the survey was to describe the current status of
women's centers in terms of identifying unique characteristics,
commonalities and differences, programs offered, types of adminis-
trative support and funding patterns. A second major goal of the
survey was to provide data that would identify the specific needs
of women's centers, particularly in relation to their ability to
develop programs, obtain funding and gain administrative support.

In addition, the following questions were posed to reveal
interrelationships in the data:

What relationship exists among the identified
women's centers in terms of needs and resources?

In what ways do these needs relate to the demo-
graphic characteristics of the host institutions?

The present study consists of two studies. The first com-
ponent is a national needs survey; the second is a Massachusetts
state-wide non-respondent follow-up study. The needs survey was
mailed to each of the known campus-based women's centers in the
United States (n = 386), providing information about perceived
needs, organizational issues, budget, and administrative support,
as well as to reveal demographic data. The response rate to the
survey was 37.6%.

The survey data suggest that women's centers have the potential
to act as advocates for all groups of women on campus in the realm
of academics as well as in student life and financial affairs.
And too, centers have the potential to develop programs whenever
significant issues or topics arise. Women's centers also address
a more diverse population than that typically reached by tradi-
tional college or university services.

Given this ability to represent and respond to diverse groups,
to develop varied programs and to address a wide range of needs,
women's centers hold remarkable potential. They are capable of
providing a common ground where the needs of various populations

can be safely expressed, and where solutions and resources can be called upon from across major organizational lines within the institution.

The information from the present research is potentially useful in defining specific problems so that strategies may be designed to overcome them. In this way, it will help to make women's centers more effective.

Women's centers have the potential to address the needs of a wide range of women and thus make valuable contributions in the struggle for educational equity. However, several ongoing problems seem to impede their full effectiveness:

1) A lack of information or the resources, experiences, accomplishments and strategies of successful centers

2) A lack of experience in program and organizational development

3) Insufficient funding to conduct programs

4) Problems in dealing with campus administrators

If women's centers are to fulfill their potential for bringing about equity on college and university campuses nationally, then their needs for greater skills in organizational and program development and budget preparation must be met.

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CHAPTER I

INTRODUCTION

Background

The emergence of women's centers is a phenomenon of the last decade. Since the early sixties, hundreds of women's centers have been established throughout the country. While programmatic differences exist among them, each provides services specifically for women. Some centers are highly academic, while others are concerned primarily with social or political change. A few have substantial budgets; others have no budgets at all. Some are staffed entirely by students; others have paid full-time coordinators. Some focus on serving the typical (18 to 22 year old) undergraduate woman. Some choose to focus on serving the needs of older students, faculty, staff, community women or low-income women. Their programs vary widely; some centers offer counseling or women's studies classes, while others establish drop-in centers or specialize in unionizing clerical workers.

Though the number of women's centers has increased greatly, there has been little systematic study of them. What is known at present indicates that communication problems exist, as well as problems concerning organizational structure and functioning. The necessity to examine these particular problems is suggested in

1

a variety of studies and statements documented below.

The Project on the Status and Education of Women of the Association of American Colleges, funded by the Carnegie Corporation of New York, the Danforth Foundation and the Exxon Education Foundation, published a booklet entitled, "A Survey of Research Concerns on Women's Issues." The first entry in the booklet is the expression of the need for a national network of women's centers. "Too often, however, they operate in isolation without the benefit of communication with other similar groups" (Daniels, 1975, p. 1).

One attempt to address the need for a closer communication system took place in the fall of 1976. The Massachusetts Governor's Commission on the Status of Women initiated a planning session of the state's campus-based women's centers. The result of that meeting was the emergence of the Coalition of Massachusetts Women's Centers. Their first conference, attended by over one hundred women, was held in February 1977.

Another indication of existing needs is provided by Every-woman's Center (EWC) at the University of Massachusetts in Amherst. They report that during 1974-1976, 109 college- or university-based women's centers had written to them to request information on EWC as a model of a multi-service center. Inquiries focused on the organizational structure, funding, accomplishments and failures of EWC. Other questions concerned the specifics of negotiating with

administrators, and still others involved the more general issues

encountered in efforts to establish and maintain a center. Two

typical examples of these requests are excerpted below.

> It is our understanding that there is a fine
> women's center already established at your
> University. It would be of great assistance
> if you would reveal to us any information
> which would assist us in setting up a com-
> prehensive and attractive center. We are
> particularly interested in any advice you
> may have regarding pitfalls and/or successes
> experienced during the establishment of your
> facility. Please include any available
> information about services offered, e.g.,
> switchboard, counselors, library, etc.,
> initial costs, last year's operating costs,
> method of funding initial operation, response
> to center--estimate number of women using the
> center, reaction of the University and local
> communities to the center....
> (from a large state university in New York)

> I am writing specifically concerning the women's
> center. They have been operating for one year
> now and could still use a lot of advice on how
> to organize. The group is composed of a small
> but dedicated number of women, with little
> organizational experience. Most of them are
> very young, have just graduated from high school.
> I was wondering if you could send over a Project
> Self brochure and any other materials which could
> give us some idea of the range of programs we
> could get into. Even more badly needed is advice
> on how to deal with administrators, etc., and on
> how to organize. I am aware of some of the
> programs of EWC but was not around when the
> Center was founded and therefore know very little
> myself on how to get on firm footing....
> (from a community college in Massachusetts)

In addition to these information needs and requests for assistance,

EWC has received requests from 191 women's centers for information

on specific programs or special projects under EWC sponsorship.
Again, the requests are for information on program planning,
support and administration. These direct requests for help are
a clear expression of the need for information and the need to
benefit from the knowledge and skills of experienced and successful
centers.

A definition of a campus-based women's center is necessary to
ensure a full understanding of the concept. The term applies to
an organization which meets the following criteria:

1) It calls itself a women's center

2) It has its own space

3) There is an identifiable group of people who
   organize and conduct activities through the
   center

4) The group has an identity separate from other
   campus programs and separate from specific
   individuals

5) The organization has the willingness (if not
   the current capacity) to respond to a wide
   variety of women's needs

The major source of information on women's centers is a study
done by Judy Bertelsen of Mills College (1974). Funded by the Ford
Foundation, her study provides information on 40% of identified
women's centers at the time of writing. At the time of publication,
215 centers were identified by the Project on the Status and
Education of Women in a pamphlet entitled, "Women's Centers--Where
Are They?" (1974). In September 1975, the listing was updated and

expanded. The revised edition includes over 600 women's centers
including community-based centers. College-based women's centers
accounted for over 60% of the total. Though the present number of
campus-based women's centers today is difficult to know, it can be
estimated that between 1974 and 1977, the number of campus-based
women's centers has grown from approximately 215 to 350.

The Bertelsen study is descriptive in nature. While it des-
cribes survey data, it does not draw conclusions, suggest needs nor
develop strategies for minimizing resistance and maximizing support
for women's centers. Given the existence of the Bertelsen study, a
new survey was needed to identify factors impeding the full
effectiveness of campus-based women's centers. The present study
is a response to the priority expressed by the Advisory Committee
for the Project on the Status and Education of Women, Association
of American Colleges (September, 1975). This group stated that the
effectiveness of women's centers depends upon systematic evaluation.
That is, an analytic study would provide information that would
facilitate the improvement of such centers. One such attempt at
improvement was made by a group in Amherst, Massachusetts. The
Women's Educational Equity Project is discussed below.

The Women's Educational Equity Project

The Women's Educational Equity Project of Everywoman's Center
(WEEP) at the University of Massachusetts was funded for fiscal

year 1977 by the Women's Educational Equity Act to develop a

training program for women's centers aimed at achieving the

following program objectives:

  (1) To create and validate a training pro-
     gram that utilizes the combined expertise
     of women's centers' staff and university
     administrators and faculty;

  (2) To create and validate a training model
     adaptable to centers in other regions;

  (3) To train women's centers' staff in program
     development and in securing budget support;
     and

  (4) To develop printed materials for national
     dissemination based on the training content
     and competency areas (Angell, 1976).

The overall aim of the project was to provide training to

enable women's centers on college and university campuses to be

more effective in developing programs, in gaining administrative

support, and in securing an adequate budget for those programs

which promote educational equity for all women. The project was

an outgrowth of experiences at EWC.

"As numerous requests came into EWC for information on what

we were doing and how we were doing it, it became apparent

that we needed to share what we have learned with other women who

are struggling to maintain women's centers" (Angell, 1976). WEEP

sponsored a five-day training program at the University of

Massachusetts at its Amherst campus. Those invited were

selected staff members of New England college- and

university-based women's centers who identified themselves or others in their organization as needing additional skills in developing programs and in securing administrative support for their programs. Two EWC staffwomen, Joan Sweeney and Kathryn Girard, wrote the proposal for the training described above. Together with Nancy Kane and the investigator, they formed the staff of WEEP. At the time that the proposal was written, the specific problems of the invitees--and the magnitude and inter- relationship of those problems--were unknown. However, the setting itself made up for these unknowns, as it provided an environment conducive to the study of problems and needs of women's centers as they exist nationally.

Purpose of the Study

Under the auspices of WEEP, a national needs survey of campus- based women's centers was conducted. A major goal of the survey was to describe the current status of women's centers in terms of identifying unique characteristics, commonalities and differences, programs offered, types of administrative support and funding patterns. A second major goal of the survey was to provide data that would identify the specific needs of women's centers, particu- larly in relation to their ability to develop programs, obtain funding and gain administrative support.

In addition, the following questions were posed to reveal

interrelationships in the data:

> What relationships exist among the identified
> women's centers?
>
> In what ways do these needs relate to the
> demographic characteristics of the institutions?

Methodology

The present research consists of two studies. The first
component is a national needs survey; the second is a state-wide
non-respondent study. The first component, more comprehensive in
scope, addresses the major purposes of the study listed above.
The second component, a follow-up study, utilizes a smaller sample.
The methodology utilized in each component is described below.

National Needs Survey

Respondents. A staff member at each of the known campus-based
women's centers in the United States was requested to respond to
the survey instrument. Responses were thus solicited from the
total population.

Instrumentation. Prior to the actual drafting of the survey
instrument, the grant proposal was reviewed to clarify the purpose
of the needs survey, to generate additional purposes and to refine
the statement of purpose. A questionnaire was then developed to
procure information about perceived needs, organizational issues,
and budget and administrative support, as well as to reveal
demographic data. Specific items on the questionnaire were

initially suggested by a content analysis of letters of inquiry received by Everywoman's Center (Girard, 1976). The questionnaire included multiple choice and checklist items and invited individual comments.

A preliminary draft of the instrument was tested with the EWC staff to identify any existing problems with questions and format. After their responses were reviewed and appropriate revisions in questionnaires were made, a final draft was prepared for pilot-testing in local women's centers (University of Massachusetts, Smith, Mount Holyoke, Amherst and Hampshire Colleges). Based on responses and feedback from these centers, further item revisions and format changes were made and a revised copy was prepared for national distribution.

Procedure. A two-stage mailing procedure was used. First, needs surveys were mailed to all identified women's centers in the second week of December 1976, with instructions to return the survey by the end of February 1977. One month after the initial survey mailing, a reminder was sent to non-responding centers. Further details regarding the methodology of the study are presented in Chapter III.

Non-Respondent Follow-Up Study

The follow-up study deals specifically with non-respondents. Due to the limited resources available, a Massachusetts state-wide sample of the national population was used.

Respondents. Non-respondents from Massachusetts were contacted in order to determine their reasons for non-response and also to collect demographic data.

Instrumentation. A telephone interview schedule was designed to gather the needed information.

Procedure. The investigator conducted the telephone interview one year after the survey was distributed. The details of the study are described in Chapter III.

Significance

The proposed study stands apart from existing research in that it contributes new information. Information from this study, when disseminated to women's centers, will accurately and precisely identify the needs of women's centers across the country. The information is potentially useful in defining specific problems so that strategies may be designed to overcome them. In this way, it will help to make women's centers more effective.

Limitations

The follow-up study was designed to explore the degree to which limitations exist in the national needs survey. A possible limitation of the present research lies in the means used to gather data; self-reporting is a more limited means than either behavioral verification or experimental treatment of the groups. The results

may also reflect bias due to the limited response to a mailed questionnaire.

Organization of the Present Research

Chapter I introduces the present research study. It presents the rationale, purpose, general procedures and significance of the study, and outlines the overall organization, plan and content of the dissertation. Chapter II looks into organizational development, with background material and a review of pertinent literature. It also provides information on research related to aspects of women's organizations, particularly women's centers. In Chapter III methodology is discussed. The procedures employed in selecting and defining the study population, instrumentation, mailing procedures, and statistics are presented in detail. Chapter IV reports, discusses and analyzes the results of the needs survey and the state-wide non-respondent study. Chapter V presents a summary, conclusions, and recommendations for further research.

C H A P T E R   I I
REVIEW OF THE LITERATURE

Related literature is discussed in the following sections.
First, a discussion of selected literature in organizational
development is presented. Second, a review of prominent research
in organizational theory, specifically as it relates to women
and organizations, is presented. Third, a review of the existing
literature on women's centers is discussed, especially as it
relates to the first two sections.

Organizational Development

Organizational development provides some constructs that are
useful in discussing issues often faced by women's centers. As an
approach to handling and managing change through the use of applied
behavioral science knowledge, organizational development is now
approximately twenty years old. It has developed over the years
in response to the need for organizations to survive and remain
viable in a changing world. While most organizations have the
ability to change internally, their ability to accommodate, modify
and adapt to social and cultural change seems to lag in comparison.
Toffler (1970) is one who predicts that the next few decades will
bring about an avalanche of change, and that most people and
organizations are not prepared for its vastly accelerated

pace. Organizational development, he claims, provides some of the primary methods for helping organizations to adjust to accelerated change. Women's centers must keep up with changes within their organizations, as well as responding to change in the university's missions and goals, which reflect changes within the larger society.

Bennis (1969) indicates that organizational development has three basic propositions. The first is the hypothesis that each age adopts an organizational form which most appropriately suits that particular age, and that changes taking place within the age make it necessary to revitalize and rebuild the organization. The second proposition is that the most effective way to change an organization is to change its climate. If organizations are to develop, then it is more important to change organizational climate than to change the individual. The third basic proposition is that when the organization fosters social awareness or otherwise recognizes human values, the individual worker is likely to be more satisfied.

Obviously, organizational development provides some theoretical information in relation to the existence and development of women's centers. Changes taking place in society have resulted in the establishment of organizations for women. Indeed, their very existence is due to factors of climate and environment. And certainly, the individual woman and her needs are of utmost concern to women's groups.

This section deals with organizational development, beginning with definitions of the theory and continuing with analytical discussion. Following this, a research base is provided, and finally, there is an assessment of the importance of organizational development for women's centers.

French and Bell (1973) define organizational development as "a long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of organizational culture...with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research" (p. 15).

Other leading specialists define organizational development as "the creation of a culture which supports the institutionaliza-tion and use of social technologies to facilitate diagnosis and change of interpersonal, group, and intergroup behavior, especially those behaviors related to organizational decision-making, planning, and communication" (Hornstein, Bunker, and Hornstein, 1971, p. 557). These authors hold that there are three basic steps which must precede institutionalization of these new social techniques--entry, normative change and structural change.

The first step, entry, establishes a need for change. This stage utilizes three consecutive approaches. Through the use of interviews or surveys, dissonant information is gathered to reveal

a discrepancy between desires and expectations related to a particu-
lar situation and the actuality of the situation. Next, the value
of organizational development is demonstrated through projects.
Finally, a direct attempt is made to change values, often through
the use of T-groups. Many women's centers are unaware of the
three approaches and have not addressed the demonstration of a
need. This may be due to the lack of knowledge of principles
of organizational development as well as the lack of skills such
as those necessary to undertake a needs survey.

The second step is normative change. This stage attempts to
change the climate of the organization by exposing as many members
as possible to new social norms. Women's centers make use of
normative change, using consciousness-raising to expose many
people to "new social norms."

The third step, structural change, places advocates of
organizational development in positions of power, prestige and
flexibility in order to conduct other organizational development
projects. The intent is to change the climate of the organization
rather than its design (Huse, 1975).

The above definitions address organizational development in
terms of the role that the change agent assumes. Beckhard (1969)
speaks more to the function of organizational development, offering
a definition of organizational development which has gained popular
acceptance: "Organizational development is an effort 1) planned,

2) organization-wide, and 3) managed from the top 4) to increase organizational effectiveness and health through 5) planned inter- ventions in the organization's processes using behavioral science knowledge" (p. 9). When an organization is managed from the top, the workers do not participate in setting goals. Within a non- hierarchical women's center, a collaborative effort pervades.

Earlier definitions of organizational development emphasize the concern of greater collaboration and trust among members of organizations. For this collaboration to occur, according to Beckhard, top management must be committed to and knowledgeable about the goals of the problem at hand, and must actively partici- pate in the management of the effort to resolve the problem (Huse, 1975). However, in a non-hierarchical organization, all members must be committed to and knowledgeable about the goals and actively participate in the management effort.

Planned change is the attempt to bring about change in a conscious, deliberate and intended manner, at least on the part of one or more change agents. In order to evaluate the impact of a planned change intervention on a system, the predicted change needs to be described in terms of measurable objective products and must be assessed on an ongoing basis during the process of change. One of the dilemmas of working with social systems is that "process" is as important as the "product." To this point the task force report Work in America (HEW, 1973) states that our organizations have been

highly "product" successful, but questions how "process" successful
they have been. In one exemplary passage, <u>Work in America</u> hypothe-
sizes that more mental health problems could be prevented by
redesigning the "process" of work than in building new clinics or
hospitals. One particular women's center, Everywoman's Center at
the University of Massachusetts, believes in attending to "process."

> We believe that our work and organizational
> processes must necessarily influence and reflect
> our goals; and we believe the finding of non-
> oppressive ways to work is essential in moving
> toward the creation of a world based on equality
> and openness to differences. As we have grown
> we have built a highly structured, non-hierarchical
> system. We designed our structure to decentralize
> responsibility and decision-making, to reflect our
> commitment to support one another, to share skills
> and to facilitate self-criticism and constant
> evaluation of our work (Everywoman's Center
> Brochure, 1976-1977).

The "process" of work is an issue of concern for many other women's
organizations across the country. Perusal of the fugitive litera-
ture of women's organizations affiliated with the movement, be they
campus- or community-based, would yield many similar passages.

To Huse and Bowditch (1973), the concept of organizational
competence emphasizes a systematic approach to the organization.
This involves an examination of the organization from three
perspectives: structural design, flows through the system, and
concern with human resources. Using these perspectives, the
organization may identify the factors necessary to change or
modify to improve its competence.

By focusing on the human element, organizational development builds organizational competence. Improperly designed organizations may reduce individuals' opportunities for growth, development and the achievement of a sense of competence while properly designed organizations may increase opportunities in these areas. Research indicates that changes in the design of work and the work environment can have an effect on the individual's psychological growth, development and health. For instance, a study by Huse and Price in 1970 found an increase in psychological maturity of workers who were given opportunities to exercise more judgement and assume greater responsibility on the job.

In comparing supervisory approaches, McGregor (1960) contrasts two theories that underpin organizational development--theory X and theory Y. Theory X assumes that people are inherently lazy, dislike work and will avoid it whenever possible. Theory Y assumes that work can be enjoyable, and that people will work hard and assume responsibility if they can achieve personal goals and needs as well as organizational goals. A competent women's center where women work together for the benefit of other women is an example of theory Y.

The concept of role is important in understanding organizational behavior. Huse (1975) states that "each individual within an organization has a unique set of characteristics, and the role filled by the individual provides the building block, or link,

between the individual and the organization" (p. 37). Katz and

Kahn feel that an activity or set of behaviors is the basic unit

of organizational life. A role consists of "one or more recurrent

activities, which in combination, produce the organizational

behaviors" (Katz and Kahn, 1966, p. 179). Role behavior is also

determined by the expectations placed on individuals by others

within the organization.

Research on roles and organizational stress reveals two

important concepts. Role conflict occurs when a manager knows

what is expected of him/herself, but is not able to meet all

expectations. Role ambiguity occurs when the individual has

insufficient knowledge of expectations (Kahn et. al., 1964).

Role ambiguity may have an effect on the attrition rate of staffs

of women's centers. Often staff workers are unaware of reachable

goals and become overextended. Hence, the end result is often

frustrated workers.

Research indicates that role ambiguity is closely linked to

such factors as employee anxiety, job satisfaction, organizational

effectiveness, and the tendency to quit (House and Rizzo, 1972).

Women's centers need a forum in which to share skills to pass on

year to year. Reducing role ambiguity should elevate organizational

effectiveness and increase personal satisfaction.

While change is a basic necessity for organizational develop-

ment, it will always be met with some resistance. Argyris (1971)

believes that strong resistance to change comes not only from managers, but from other individuals within the social system as well. He indicates that individuals are so "systematically blind" to their own behavior that they are "culturally programmed" to behave in ways that considerably reduce the prospects of change. Perhaps not thinking big enough in terms of budgets is one way in which women's centers are culturally programmed.

Two aspects of organizational development theory figure into any assessment of women's centers and women's organizations. First, organizational development helps to identify features of an organization that are worth study, particularly those that relate to role definition and structure. The issue of the use or non-use of hierarchical organizations, for example, can be studied with the aid of organizational development theory. Second, organizational development can predict the structural future of those centers that utilize traditional tools of management.

Until recently, organizational development has had little to say about the issue of power, about the organization as a political system and about the effects of laws, rules and regulations on an organization. And, too, with few exceptions, it has had little to say about the problems of minorities and the new emerging role of women (Huse, 1975). Thus, organizational development can only provide a conceptual base, descriptive mainly of classical organizations against which women's organizations and other

alternatives can be compared. The next section moves beyond
organizational development theory to deal specifically with women
and the structure of women's organizations.

Women and Organizations

> The ways in which women have been connected to
> organizations and have operated within them,
> and whether these ways differ from those of
> men, have been underinvestigated in social
> research. While there is a relatively large
> and growing literature that documents the
> degree to which women are socialized to perform
> different kinds of activities from men (often
> activities with less power and monetary reward),
> there has been less attention paid to the
> patterned relationships between women and men
> in organizations (Kanter, 1975, p. 34).

Rational Perspective

The barriers confronted by women seeking organizational
leadership positions have yet to be identified adequately, and
their effect has not yet been clearly specified. Organizational
leadership has typically been defined in male-identified terms.
Kanter (1975) identifies a "masculine ethic" of rationality and
reason in the early image of managers.

> This "masculine ethic" elevates the traits
> assumed to belong to men with educational
> advantages as necessities for effective
> organizations: a tough-minded approach to
> problems; analytic abilities to abstract and
> plan; a capacity to set aside personal, emo-
> tional considerations in the interests of
> task accomplishment; and a cognitive superi-
> ority in problem-solving and decision-making
> (p. 43).

These were the general characteristics assumed of managers in the early models of organizations. The classical, rational model also utilized the distribution of authority to aid efficiency. Yet, some women's centers have found that an alternative model of collaboration works better; when working in a collaborative atmosphere with consensual decision-making, their organization is most efficient.

In 1947, Frederick Taylor applied to the management world methods of the systematic analysis typical of science. His methods emphasize routine, order, logic, production planning and cost analysis (Tillet, Kemprer, and Wills, 1970). Taylor's greatest contribution is his differentiation between technical ability and cognitive ability. Technical ability allows an individual to perform a limited task, whereas cognitive ability additionally enables one to abstract, plan, and logically understand an entire process. The latter is a special ability of management.

According to Chester Barnard (1938) the rational organization's two most important features are information and decision-making. Barnard stresses communication (including informal channels) and de-emphasizes hierarchy, though he clearly states a need for decision-makers. For women's centers, the learning from Barnard is the recognition of the need for communication channels. Particularly in two-year colleges, the absence of communication necessitates women's centers to actually start anew each semester.

Goals and decision-making are the responsibility of managers, he
says, and authority is a necessary by-product of those functions
(Tillet, Kemprer, and Wills, 1970). In a non-hierarchical
organization, the authority, goal-setting and decision-making are
shared responsibilities.

Early organizational theory evolved with rationality as the
central ideal of formal organizations and hierarchy as the central
structural principle.

> Workers were motivated to participate on
> utilitarian grounds and could contribute
> specific skills, but the real effectiveness
> of the organization was seen to lie in the
> efforts of management to design the best way
> for individuals to fit together in an overall
> scheme. The rationality of the formal organi-
> zation was thought to arise not so much from
> the nature of its participants as from the
> superiority of its plans, but the plan
> depended on rational decision-makers. The
> design could minimize the nonrational,
> efficiency-undermining features of human
> beings to the extent that the participants
> consented to authority up the line. The
> very design of organizations thus was
> oriented toward, and assumed to be capable
> of, suppressing irrationality, personality,
> and emotionality, and people who had these
> unfortunate characteristics were devalued
> and kept from influencing the otherwise
> flawless machine (Kanter, 1975, pp. 44-45).

How do women fit in? First, it is necessary to understand
the analysis of organizations. Historically, in any analysis of
organizations, the relative importance of the segments of the
organization is seen in terms of their connection to specific
goals. Managers are the keepers of the goals--their role is

considered important,and therefore,their segments are analyzed.
Other segments (for example, internal service and maintenance)
are generally ignored in analysis.

> Given the concentration of women in such
> maintenance-support functions as office-work,
> it was likely that the position of women and
> other such workers, the demands of their roles,
> their particular structural situation, and
> their contribution to the system would be
> underexamined, as indeed these issues have been
> in the organizational literature (Kanter, 1975,
> p. 45).

Human Relations Perspective

Whereas the rational perspective refers to formal organizations,
the human relations perspective addresses informal organization.
Another model of organizations was developed during the 1930s and
1940s. In the so-called Hawthorne experiments, researchers with
Elton Mayo at the Harvard Business School discovered the importance
for productivity of primary informal relations among workers
(Roethlisberger and Dickson, 1939; Mayo, 1933). Mayo introduced
the concept of informal organization to include the emotional,
nonrational, and sentimental aspects of human behavior in organiza-
tions, as well as the ties and loyalties that affect workers.

Etzioni (1964) refers to formal organizations as the classical
model, i.e., the organizational pattern designed by management:
defined positions, functions, division of labor, relationships as
defined by the organizational chart, distribution of material

rewards and privileges, and the official rules. Informal organiza-
tion refers to the social relations developed among workers as
opposed to the formal ones structured by the organization, and to
the actual behavior resulting from working interaction rather than
the act of obeying official rules.

Women's centers are not given a set of rules. They must
create rules for themselves. Having input makes the staff more
responsible to the rules and to each other. It also leaves room
for change.

The evolving human relations perspective is shaped by the
social conditions of the day. It reflects current sex role
definitions widely accepted by society.

The models of Etzioni and Mayo assume motivation generated
by social as well as economic rewards. The models stress roles of
participation, communication and leadership style in effecting
organizational progress. Yet they still support managerial
authority and rationality. Mayo feels that workers are controlled
by sentiment, emotion and social instincts--all of which need to be
understood in orgranizational functioning. Managers, however, are
rational, logical, and able to control their emotions in the
interest of organizational design (Mayo, 1933).

Since managers must control their emotions and most women
cannot, so the reasoning goes, then women are unfit to be managers.
Supporting this conclusion is a survey of managers who found

women "temperamentally unfit" for management because they are too
emotional (Bowman, Worthy, and Greyser, 1965).

The research on informal organizations has some weaknesses.
Research on informal organization usually studies relationships
among workers or between workers and supervisor. This assumes
that whereas workers have mutual, informal ties, managers do not
(Gouldner, 1959). The research and theory on human relations
models center on informal work situation and interactions in an
abstract sense--independent of task, function or structure. Much
of the research consists of laboratory-simulated studies, yet they
were assumed to be generalizable to large numbers of different
groups, regardless of the structural situations that real
oragnizations might encounter.

Structuralist Perspective

A third view on organizations is the structuralist perspective.
This theory addresses the limitations of earlier theories and
provides an enlarged understanding of women's position and behavior
in organizations (Etzioni, 1964).

> A structuralist perspective views the organiza-
> tion as a large, complex social unit in which
> many groups interact. These groups are defined
> both by their formal (task-related, functional)
> and informal connections and differentiations.
> The relative number and power of such organiza-
> tional groups, their tasks, and the ways in
> which they come into contact shape the nature
> of the organization (Kanter, 1975, p. 49).

People with power use their power not only in the interests
of their own group, but also for the system as a whole.

> In many organizations, managers and clerical
> workers, for example, constitute two separate
> organizational classes, with separate hierarchies,
> rules and reward structures, and practically no
> mobility between them. The managerial elite has
> the power and a group interest in retaining it.
> The position of clerical workers, on the other
> hand, is often anomalous; in contact with the
> organizational elite, dependent on, and in
> service to it, thus facilitating indentification
> with it, but similar to other workers in
> subordination, lack of autonomy, and subjugation
> of routine (Crozier, 1971).

A similar situation exists among women's centers and university
administration. Often there is a basic philosophical difference
as well as differences in goals and values.

The above research on organizations does not distinguish sex
as a variable, implying that gender makes no difference in
organizational behavior. At least the researchers have not chosen
to study sex as a variable. Yet the following evidence confirms
that women in organizations (especially clerical workers) generally
limit their ambitions, preferring to concentrate on local and
immediate peer relationships. For example, Sikula's 1973 study
found that female secretaries were unique in placing their highest
personal priorities on values such as love, security, happiness,
and responsibility. (It should be noted that out of 120 occupa-
tional groups, secretary was the only female group studied).

In a comparison of single-sex and mixed laboratory groups,

all-female group themes include affiliation, family, and conflicts about competition and leadership, self, and relationships in contrast to male themes: competition, aggression, violence, victimization, practical joking, questions of identity, and fear of self-disclosure (Aries, 1962).

In several laboratory studies, the strategy used by females during game-playing was found to be accommodative, inclusive rather than exclusive, and oriented toward others rather than toward winning. The male strategy, on the other hand, is described as exploitative and success-oriented (Vinacke, 1959; Vesugi and Vinacke, 1963).

In an earlier study comparing all-male with all-female groups on eleven variables, the researchers found no significant differences except in persuadability (higher in female groups) and in level of aspiration (higher in male groups) (Cattell and Lawson, 1962). And a study conducted in California found women politicians emphasizing internal and local activities, while men were oriented toward higher office (Constantini and Craik, 1972).

The studies cited above point to an assumption about the differences between men and women: in orientation toward interpersonal relationships and level of aspiration, the two groups differ markedly. Reactionary as this conclusion may seem, this is a realistic appraisal of women's structural situation in organizations. The opportunities for mobility are dependent upon interpersonal relationships.

Even those women who hold leadership positions are confronted with resistance from employees. The Harvard Business Review conducted a survey of 1000 male and 900 female executives. Over two-thirds of the men and nearly one-fifth of the women reported that they would not feel comfortable working for a woman (Bowman, Worthy, and Greyser, 1965).

A study funded by the Department of Labor and the Business College of the University of Oregon may suggest some origins of the widespread resistance to women managers. Results of the study indicate that prevailing assumptions regarding the behavior differences between men and women preclude a woman from feeling comfortable as a manager. That is, the character of a woman and that of a manager are in fundamental conflict; while a manager is expected to be aggressive, independent, and direct, a woman is assumed to be non-aggressive, dependent, and tactful (Moberg, 1975).

Despite obvious prejudices, women are advancing in ever greater numbers into all levels of management. And, as with any social change, the early period of adjustment is most difficult. At the root of sex discrimination are the social and economic gains that men derive from their relationship. John Athanassiades states,

> Ambitious women will continue to meet resistance
> in their efforts to gain access to organizational
> hierarchies as long as organizations require
> stability and expect docility from their members.
> Thus, women executives must defeminize themselves
> and avoid stimulating competitiveness among the
> males in the organization and thus accentuate

> male insecurity. Unfortunately, these women
> must themselves become as docile and unin-
> spired as the typical organizational man or
> else risk damaging the stability of the or-
> ganization. These conditions will continue
> as long as men remain insecure and locked in
> organizational hierarchies of fear. (1975,
> p. 9)

In recent years, much research has been conducted to deter-
mine whether male and female leadership styles truly differ. Kay
Deaux (1974) organized several studies to determine whether sex
differences in the attribution process are operative among first-
level management positions. Studies were conducted within several
organizations using similar procedures in each. First-level
management males and females, matched as closely as possible,
were asked to describe an occasion on which they felt they had
been least successful. For each situation the managers were asked
to rate the importance to the outcome of a number of causes:
ability, effort, ease or difficulty of the task, and luck. In
addition, these persons were asked to evaluate themselves on a
number of characteristics relevant to their job performance and
to complete a questionnaire measuring job satisfaction. Results
indicated that the patterns of male and female managers showed a
high degree of similarity, giving weight to the argument that males
and females in equivalent positions are more similar than they are
different.

However, if differences are to be found between men and women,

there is now evidence that women possess advantages, ones which may give them an extra edge in management. The Johnson O'Connor Research Foundation, Inc. (Johnson, 1975) has identified 22 basic aptitudes and has found no sexual differences in fourteen of them. In the eight aptitudes in which there are sexual differences, women excel in six, men in two. Some of the aptitudes in which women are superior--accounting, observation, flow of ideas, abstract visualization, finger dexterity, and verbalization--are critical in the business world. Structural visualization and grip were found to be the two aptitudes in which men excel.

Although the number of women in the work force has increased markedly, there has been no noticeable increase in the number of women in middle- and upper-management. Despite Equal Employment Opportunity Commission (EEOC) action, the same proportion of women were in management in 1975 as five years previous--only five percent. The ratio of male to female corporate chief-executives is a sexist 600/1 (Meyer, 1975). The rarity of women administrators in higher education poses problems for women's centers. One barrier against women has been the sex-typing of the managerial position. Viewing masculine characteristics as requisites for these positions may even prevent some women from entering the race. Even when there are women administrators, they may become self-protective and identify more closely with their male colleagues.

The next section deals specifically with all-women's organiza-

tions--women's centers. Research indicates that many talented
women tend to conceal their skills in mixed-sex business groups
(Heinen, 1975). This section considers William Foote Whyte's
(1961) hypothesis that, other things being equal, a one-sex group
is likely to be more productive than a mixed-sex group.

Women's Groups and Women's Centers

Historically, women in higher education have been disadvan-
taged individuals in relation to the level of their potential
abilities.

The re-emergence of the women's movement in the mid-1960s
has affected women in higher education in many ways. The movement
has been instrumental in the recent increased number of women par-
ticipating in higher education at both the undergraduate and
graduate levels. It has generated legislation and federal regula-
tions regarding equal opportunity and affirmative action in order
to increase women's opportunities as students and employees in
higher education. It has also drawn attention to the inequities
in the employment status of women in higher education and has
stimulated women to pursue appointments and promotions as faculty
members and administrators. And, unquestionably, it has increased
public consciousness of educational needs and the potential for
achievement of women of all groups. Campus-based women's centers
have been involved with these struggles.

The women's movement in academe has had a marked impact upon program development and research of women's issues. In an effort to broaden the scope and equality of human life, women's centers have developed courses and programs relevant to a diverse population. Many women's centers are looking for new organizational methods of operation--to increase productivity and efficiency. Such methods would avoid the "tyranny of structurelessness" (Freeman, 1972) and the tyranny of conventional hierarchies as well.

The most definitive study of women's centers was conducted by Judy Bertelsen of Mills College (1974). Bertelsen found that one cannot always locate a women's center by addressing it as such. Some colleges incorporate a network of women's groups which work closely with one another but do not share office space.

> These centers are often explicitly feminist in ideology, combining some of the traditional services of Continuing Education for Women (CEW) with newer functions such as organizing rap groups, or teaching practical skills (for example, self-defense, auto mechanics). Further, many CEWs have expanded their services to include a larger group of women and to bring returnees and traditional-aged undergraduates together. Thus, the boundary between "CEW" and "women's center" is not clear (Bertelsen, 1974, p. 28).

CEW tends to focus on women students returning to school after several years absence. The needs of these women are often not sufficiently met by the college and university which may view part-time work as less than serious, and perhaps tend to view housewives as less committed than returning veterans. Countering such a view is

Burling Lowrey, an English professor at Montgomery College, who
wrote an article for the Washington Post in 1976 about the "emerging
women" as undergraduates. "They are the most incredibly hard-working
group of people I have ever seen and they agonize over the possibili-
ty that the work they turn out may be slightly less than excellent."
These women insist that they are in college for strictly pragmatic
reasons--to acquire the background necessary to qualify for a good
job and thereby become financially independent. Particular prob-
lems faced by these returning women are lack of encouragement,
needs for child care, lack of a peer group and, often, extraordinary
financial needs.

In general terms, women's centers try to augment and supplement
the services available to women on college campuses and attempt to
create an environment where women are valued as highly as men. As
Bertelsen notes, the accommodations of a particular college depend
to some extent on the existing institutional framework. The centers
are generally designed to provide peer support, aid in conflict
resolution, counseling for career and life planning, and related
services. Those centers that do not provide such services often
engage in efforts to develop vehicles for the provision of such
services.

Bertelsen, in attempting to define a women's center (while
acknowledging the term is in a fluid state) asserts that

> women's centers on college campuses ideally do
> not limit themselves to any one age group, do

> not limit themselves to students or to non-students,
> and attempt to serve a wide variety of women's needs
> --both immediate student needs (for information about
> the college and counseling relating to the college)
> and more broadly defined needs (for child-care,
> employment help, family planning, and health-care
> information, a place for socializing, speakers'
> programs, feminist literature, etc.) (Bertelsen,
> 1974, p. 30).

Bertelsen's study (supported by the Ford Foundation) was based on a six-page questionnaire mailed to 230 identified college-based women's centers. She received 86 completed responses and another fifteen with the information that a questionnaire did not apply, totalling 101 centers or 44% of the identified population. The 86 questionnaires represented 40% of the 215 remaining centers on their corrected list.

The surveys gathered information on monetary resources and descriptions of services. The questionnaire specifically asked whether or not a center offered the following services: informal lounge, women's literature library, personal counseling, psychiatric/psychological services, women's courses for credit, non-credit instruction, career planning, career job placement, part-time job placement, child-care, abortion counseling, contraception information, rap groups/consciousness-raising, tutoring, a newsletter, and speakers or lecture series.

In addition, there were questions on staffing patterns. Bertelsen found that the staff size and kinds of services offered reflect the limited resources with which most women's centers must

operate. Another finding was that women's centers tend to appeal to an age range wider than that of traditional-aged students.

Bertelsen discovered that many women's centers are exploring alternative organizational structures. According to Daniel Kramer in Participatory Democracy: Developing Ideals of the Political Left (1972), such exploration originates largely from the political upheaval of the Sixties and the radical movement's interpretation of basic American concerns. Concepts of participatory democracy, equality, liberty, and community emphasized an egalitarian participation in decision-making, with each person's contribution considered equally valid (Lewis and Baideme, 1972). These values imply the idea that all hierarchy is negative, based as it is on positions of unequal power which, in turn, stifle individual talent and expression. The belief was that all people should be able to share, criticize, and learn from one another's ideas--equally" (Freeman, 1975, p. 105). Any kind of structure, or any kind of leader who might influence this equal sharing, was automatically considered to be of negative influence (Shelley, 1970). The idea that all structure and leadership are wrong was never initially articulated. However, it didn't take long for the idea to emerge and eventually dominate women's groups.

The adoption of these values was based on the assumption that all women are equally capable of making decisions, carrying out

actions, performing tasks, and forming policy (Lewis and Baideme, 1972). "The idea that there was some relationship between authority and responsibility, between organization and equal participation, and between leadership and self-government was not within their [women's] realm of experience" (Freeman, 1975, p. 105). The following argument serves as evidence:

> All women have the ability to make decisions, be creative, and to recognize that each woman's personal experience must be taken into account in every decision. Further, since the ultimate goal is a completely cooperative and equal society, our organization must reflect that now. Direct participation is not as smooth as running or as "efficient" as a structured hierarchical process, because it requires flexibility and a willingness to struggle and to understand the many positions on particular issues or problems. Only in this way can the policy decided upon be the fairest and most inclusive. To say that this has been and is still difficult is an understatement. Women's Liberation groups often find themselves in a state of disarray and factionalism because there is no one leader to guide the way. However, in the larger society where the few control and determine decisions, the outcome is seldom beneficial to those directly concerned, even though the process may be more efficient. Our "efficient" system has gotten us gross inequality of the races and sexes, an alien, inhuman, technological society, destruction of the environment, and never-ending war (Lewis and Baideme, 1972, p. 93).

Bertelsen hypothesized that the tendency for women's centers to employ clerical assistants would be negatively correlated with the tendency to organizational innovation. This hypothesis was not confirmed; centers employing clerical assistants reported

organizational innovations in greater percentages than did the
centers without clerical help. Some explanations may lie in the
fact that the clerical workers often held status equal to the
rest of the staff, and enjoyed equal decision-making power.

Bertelsen also included items intended to measure the tendency
of a center to adopt non-hierarchical methods of leadership. She
found that salaries do not reflect the relative workloads of staff
members. Some centers try to assign work and earnings on the
basis of needs stated by the staff. A few centers agree to split
salaries among all who regularly work for the center. Most often,
there is shared decision-making regardless of the pay received.

Jo Freeman (1975) studied women's groups in terms of their
lines of authority and the process of decision-making. She found
the process diffuse and often difficult to discern. "The groups
are not purely democratic, and there is usually a power structure,
but only occasionally is it an overt one with elections, voting and
designated authoritative positions" (p. 104).

A collective structure is not always in the best interest of
a women's center. Bertelsen writes,

> While women in continuing education, research,
> and women's studies and centers do want to change
> the status of women, they often are convinced that
> they must meet and exceed the conventional stan-
> dards of academia with respect to personal appear-
> ance and presentation of self--somehow operating as
> a collective and not having a secretary is likely
> to strike the university president or board of
> trustees as unprofessional (p. 48).

The next chapter explains the methodology utilized in this research. In Chapter IV, the results of the national needs survey will be presented and linked to the information and issues discussed in the review of the literature.

C H A P T E R   I I I
METHODOLOGY

In order to investigate the needs of campus-based women's
centers, the author conducted an exploratory study to answer two
major questions: 1) What currently characterizes women's centers
in terms of programs offered, types of administrative support and
funding patterns? 2) What are the specific needs of women's
centers, especially with respect to their ability to develop
programs, gain administrative support and obtain funding? In
addition, the following questions were posed to reveal interrela-
tionships in the data: 3) What relationships exist among the
identified needs of women's centers in terms of needs and resources?
4) In what ways do the needs identified relate to the demographic
characteristics of the host institutions?

The present research consists of two studies--a national needs
survey and a state-wide non-respondent follow-up study. The
methodology utilized in each study will be described separately
below.

National Needs Survey

Respondents

A staff member at each of the known campus-based women's
centers in the United States was requested to respond to a survey

instrument. Responses were thereby solicited from the total
population.

Instrumentation

The preceding questions suggest that data of three kinds were
needed. A questionnaire was developed to procure information
about: 1) current characteristics of women's centers, 2) per-
ceived needs of women's centers vis-à-vis organizational develop-
ment, administrative support and budget information, and 3) demo-
graphic information (Girard, 1976) (See Appendix A).

Specific items on the questionnaire were initially suggested
by a content analysis of over three hundred (300) letters of
inquiry. These letters were received by Everywoman's Center from
1974 to 1976. The development of items for the survey was based
on purpose and coverage of identified areas. A balance between
concreteness and generality was desired. The questionnaire
included multiple choice and checklist items and additionally
invited comments. Also taken into account were practical considera-
tions of length, simplicity and interest. An effort was made to use
language that was clear and unbiased.

The particular response format was chosen because it met
specified criteria. The format had psychological appeal, provided
information called for in the major questions and provided useable
responses which could be analyzed and interpreted.

A preliminary draft of the instrument was tested with Every-woman's Center staff to identify problems with particular questions and with the format. After their responses were received and appropriate revisions made, a final draft was prepared for pilot testing in eight local women's centers at the University of Massachusetts, Smith College, Mt. Holyoke College, Amherst College, and Hampshire College. Based on responses and feedback from these centers, item revisions and format changes were made and a revised copy was prepared for national distribution. The summary of the changes made on the needs survey instrument after the pilot-testing is found in Appendix B.

The above procedures were followed in the process of developing the survey instrument. One criterion used in the survey development was that questions be interesting and provocative. The pilot showed that the survey was regarded as an educational tool for each of the women's centers involved, as it raised questions and even provided answers that were previously unarticulated. In this way, the survey both met its purposes and provided a service to others.

Procedure

The first step was to determine the population of college-based women's centers. Initially, the centers were identified from a list of 600 in "Women's Centers--Where Are They?" (1975), not all of which were campus-based. Everywoman's Center files

provided an additional set of centers. Several individuals were helpful in generating names of unidentified women's centers, and some of the returned survey instruments also included new centers for contact.

From the above sources, a list was established containing 386 college-based women's centers. This group represented the population of known campus-based women's centers. Seventeen women's centers were subsequently eliminated from the study, nine because they were duplicates and eight because they had participated in the pilot survey.

A two-stage mailing procedure was followed. During the second week of December 1976, the first mailing of needs surveys was sent to all identified women's centers with instructions to return the survey by the end of February 1977. Two hundred of those centers received stamped return envelopes. Had sufficient funds been available, return envelopes would have been included with every survey so as to increase the response rate. From that mailing, 21 survey instruments were returned "undeliverable." The 21 "undeliverable" centers and the seventeen duplicate and local centers eliminated 38 centers from the study. Thus, the adjusted total number of potential participants was 348.

One month after the initial survey mailing, a reminder was sent to non-responding centers. At that time, 69 surveys had been returned. Of the 279 non-respondents, 80 received additional

questionnaires. Fifty of these included return envelopes; thirty
did not. The remaining 199 centers received only post cards.
Table 1 shows the mailing procedure and the response received.
The response rate in relation to this adjusted figure is 37.6%.

Figure 1 provides a graphic overview of the national distribu-
tion of centers and respondents. Responses received were classi-
fied as "R" or "O", and are so depicted on the map. An "R" desig-
nates those surveys that were returned and proved useable as data,
while "O" refers to "other responses." The latter term designates
those surveys returned with letters indicating that the center had
closed, that there was no women's center on the campus, or, in a
few cases, that the campus itself had closed.

Table 2 represents the federal regional distribution of the
national needs survey. Three surveys were returned too late to be
included in the analysis. However, they are reported here, thereby
changing the return total to 134. The figures in Table 2, except
the "Surveys Returned," are based on the 386 figure.

Demographic Data

The information for such data were solicited in the section
of the needs survey which addresses the centers themselves. Items
included whether the college or university is public or private;
large (over 10,000 students), medium (4,000-10,000 students) or
small (less than 4,000 students); co-educational or single-sex;

Table 1

Response to First and Second Mailings of
National Needs Survey

	Sent	Received	Eliminated	No Response
First Mailing	386	61	38	279
Second Mailing	279	62	---	217
Total		131		

Figure 1.   Cartographical Representation of Respondents to
            National Needs Survey.

KEY:

S = Surveys Sent (n=356)

R = Surveys Returned (n=134)

O = Other Responses (n=35)

Region I

Region II

Region III

Region IV

Region V

Region VI

Region VII

Region VIII

Region IX

Region X

10S 3R NoO

10S 2R 10

11S 4R

25S 4R 20

49S 16R 14O

7S 2R 10

13S 7R 2O

13S 5R 10

2S 12

12S 4R

17S 3R 20

16S 3R 10

3S 2R

2S NoR 10

2S 1R

8S 3R 10

17S 7R 2O

5S 3R

2S 2R

2S NoR

3S 1R

1S NoR

2S NoR

9S 4R

13S 6R 10

9S 1R

1S NoR

2S 1R

8S 8R NoO

4S 1R 10

3S 2R

4S 3R 10

0S

0S

0S

1S 1R

2S 2R

15S 7R NoO

1S NoR

1S 1R

2S 1R 10

11S 5R

3S 2R

1S NoR

46S 18R 2O

4S NoR 10

4S 1R 3O

Table 2

Response to National Needs Survey by Region

	Surveys Sent	Surveys Returned	Regional Response Rate
Region I	100	34	34%
Region II	38	9	24%
Region III	40	12	30%
Region IV	23	7	20%
Region V	67	25	37%
Region VI	9	2	22%
Region VII	20	7	35%
Region VIII	20	9	45%
Region IX	52	20	39%
Region X	17	9	53%

urban, suburban or rural; and innovative or traditional in academic policies.

Table 3 shows the breakdown of the surveyed colleges and universities. Over 70% of all the centers responding were from public institutions. The centers most frequently responding were large colleges (44%). Over 90% of all centers were located at co-educational institutions. Nearly 60% were in urban areas. Over 70% reported that their institutions were traditional in academic policies.

Analysis

Descriptive statistics were utilized to summarize the findings. Additionally, multivariate analysis, particularly cross-tabulation, was used to indicate the interrelationships among the data on needs and demographic characteristics.

Method of Reporting the Data

The procedures utilized in the present study owe much to the growing research tradition suggested in the work of Shere Hite (1976). Hite's book, The Hite Report (1976) did not depend on interviews with her sample of 3,000 women, but instead produced similar data with an open-ended questionnaire. In reporting her results, Hite synthesized the open-ended responses to provide descriptive statistical information which she then coupled with

Table 3

Composition of the Sample

(n = 126)

	Percent
Public	70.6
Private	29.4
Large (over 10,000)	44.0
Medium (4,000 - 10,000)	32.0
Small (less than 4,000)	24.0
Co-educational	92.3
Single-sex	7.7
Urban	57.1
Suburban	26.9
Rural	16.0
Innovative in academic policies	28.1
Traditional in academic policies	71.9

quotations from numerous respondents. The use of personal statements in the reporting of research data has a potential for tremendous impact on both the collection and dissemination of information. That the works of Terkel (1974), Sheehy (1976b), and Hite (1976) have reached the best-seller lists proves their readability.

The procedure of the needs survey generated both quantitative and qualitative data. Both were utilized in reporting the results. The combination of direct transcripts with descriptive statistics allows the investigator to categorize responses as well as retain the richness of personal commentary.

Non-Respondent Follow-Up Study

Respondents

Non-respondents from Massachusetts were contacted to determine the reasons for non-response and also to collect some demographic information.

Instrumentation

A brief telephone interview schedule was designed to gather the needed information. The interview schedule is presented in Appendix C.

Procedure

The investigator conducted the telephone interview exactly one

year after the survey was disseminated. In addition to describing
the reasons for non-response, the demographic characteristics of
the non-response group were described so as to determine in what
respects the respondent and non-respondent groups were similar and
different. An appraisal of the generalizability of the findings
can be made based on these available data.

There were nineteen centers from Massachusetts that were non-
respondents to the national needs survey. All of these centers
were called and contacted. In the event that the operator at the
college or university stated that there was no women's center, the
investigator asked for the Dean of Students, who provided the
available information. While there was a long time lapse between
the mailed survey and the telephone interview, the investigator
felt that the necessary information would be obtained since the needs
survey was unique enough to be remembered.

Analysis

This study provided the necessary information to discover to
what extent the non-respondents have affected the findings of the
national needs survey as well as how severely the national needs
survey must be qualified. The statistics utilized in summarizing
the findings were descriptive in nature. The demographic information
as well as the characteristics of the women's centers were compared
to the national statistics. Comparisons were made from the data.

C H A P T E R   I V
ANALYSIS OF THE DATA

The national needs survey is organized around four areas of inquiry. First, the two major questions are addressed: 1) What currently characterizes women's centers in terms of program offerings, administrative support and funding patterns? 2) What are the specific needs of women's centers especially with respect to their ability to develop programs, gain administrative support and obtain funding? Secondly, questions are posed to reveal interrelationships in the data: 3) What relationships exist among the identified needs of women's centers in terms of needs and resources? 4) In what ways do the needs identified relate to the demographic characteristics of the host institutions?

The first section of the analysis deals with characteristics of women's centers. In this section, demographic characteristics and those aspects specifically addressed by the first area of inquiry are presented. The second and third areas of inquiry are presented together so that the author can illustrate the connection between perceived needs and available resources. Finally, the fourth area of inquiry is discussed.

In the second section of Chapter IV, the results of the state-wide non-respondent follow-up study are presented. The

demographic data collected from the non-respondents are compared

to the demographic data of the respondents from the same state as

well as the national population.

Characteristics of Women's Centers

In order to answer the first area of inquiry, it is necessary

to show evidence of some of the common characteristics of women's

centers. The next nine tables are presented to give the readers

an overview of these characteristics. Table 4 reveals some common

characteristics of the women's centers in this study. Table 5

identifies the amount of time that the women's center has been in

existence. Tables 6 through 10 describe the staffing patterns of

women's centers with respect to the number of paid staff, the

number of volunteer staff, the number of staff receiving credit

for their work at the women's center, the percentage of full-time

staff workers versus student staff, the percentage of staff who

have worked over one year, and the staff diversity. Table 11

identifies the consistent users of women's centers.

The common characteristics of women's centers as revealed in

Table 4 are useful in understanding the purpose of such centers.

Eighty-four percent of the centers expressed a willingness to

respond to a wide variety of women's needs and issues, though

one woman responded that "the problem is knowing what is needed

around here." Half of the women's centers saw themselves as having

Table 4

Variables Characterizing Women's Centers as
Reported by Respondents to National Needs Survey

(n = 127)

Characteristic	Percent
Has its own space	90.4
Has been in existence for over a year	88.0
Willingness to respond to a wide variety of women's needs and issues	84.1
This is a known identifiable group of people who organize and conduct activities	74.6
The center has an identity separate from other campus programs and separate from specific individuals	66.8
Has the potential to act as an advocate for all groups of women on campus (staff, faculty, undergraduates, graduate students)	51.9

the potential to act as an advocate for all groups of women on campus. This view of the role of a women's center may be critical to the center's impact on the institution. The fact that over 65% of the centers perceive their identity as separate both from other campus programs and from specific individuals strengthens this position.

Nine out of ten women's centers have their own space. The concept of "having one's own space" is very important for a women's center. It may well be that separate space is positively related to the center's impact. In one instance, the author was inquiring after the location of the women's center at a small college in Massachusetts. The college was listed in a reliable source as having a women's center. Each person on campus who was asked about the location of the center generated the same response. No one knew anything about it. They had no address and no telephone number. Finally, the Dean of Students identified a person associated with this group. This person stated that there was no women's center, although there was a small group of women who sometimes organized activities. When the group of women chose to meet, they took any space they could find. This group had no budget and offered no programs. Had they had separate space, perhaps the center would have received greater recognition and had more impact.

Eighty-eight percent of the centers have been in existence for over a year, with one center reporting that it had been in existence

since 1901. The breakdown of time in existence is shown in Table 5.
Over half of the centers have been in existence for three or more
years, and three-quarters have been in existence for more than two
years. Of all the responding centers, none had been in existence
for less than three months.

Staffing Patterns

In three-quarters of the centers surveyed, there exists a
staff; that is, an identifiable group who organizes and conducts
activities. This group is responsible for programs offered at the
centers. Table 6 illustrates the size of paid staff and volunteer
staff. The most frequent practice (reported by over one-third of
the centers) is to have one or two paid staff workers. Only one-
quarter of the centers have three to five paid staff members.
Approximately one-sixth of the responding centers had six to ten
paid staff members, and over twenty percent of the centers have
no paid staff at all, implying a sole reliance on volunteers.
Concurrently, twenty percent of responding centers reported no
volunteer staff at all.

However, more than three-fourths of the centers employ
volunteers. About 45% of the centers have six or more volunteers
on their staff, as compared to 17.5% of the centers having that
many paid staff.

Do those who work with women's centers receive credit for

Table 5

Period of Time Women's Centers Have Existed as Reported
by Respondents to National Needs Survey

(n = 125)

Time	Percent
3-11 months	8.0
1-2 years	15.5
2-3 years	20.5
3-4 years	24.0
5 or more years	32.0

Table 6

Percentage of Women's Centers with
Various Numbers of Paid and Volunteer Staff

Number of Staff	Paid Staff[a]	Volunteer Staff
None	21.4	20.2
1-2	35.0	15.3
3-5	26.1	20.2
6-10	16.0	15.3
More than 10	1.5	29.0

[a]Number of centers responding to the question on paid staff was 126; volunteer staff was 124.

their work? Table 7 illustrates this breakdown. More than half of the staffs do not receive credit for their work at the centers. Approximately 20% are staffed with three or more workers receiving credit. There seemed to be some confusion on this question, as some respondents did not understand the meaning of academic credit. Although this question was not a successful one, it did serve a useful purpose. Many had never thought of giving credit and were grateful for the new idea.

In Table 8, the issue of full-time versus part-time work is addressed. About half of the centers have no full-time staff who work 40 hours per week. About 20% have all or most of their staff working full-time. The message derived from the respondents is that many staffers work full-time but are paid for part-time work. Over half of the centers are staffed totally, or nearly so, by students. Less than a quarter of the centers have very few or no students on their staff. There are particular problems for women's centers that are staffed either totally or partially by students. Students have other commitments and changing schedules. And, too, they graduate. Community colleges in particular noted the relatively high staff attrition rate as a serious problem. This problem is indicated in Table 9. Only 28% of the centers' staffs stay on for more than one year. These data clearly suggest an area of concern. Unless there is a systematic sharing of skills and information, a center may find itself starting anew each year--or even each semester.

Table 7

Number of Women's Centers' Staff Receiving Credit for
their Work as Reported by Respondents to
National Needs Survey

(n = 120)

	Percent
None	60.7
1-2	18.4
3-5	10.2
6-10	4.1
More than 10	6.6

Table 8

Percentage of Women's Centers Reporting Varying Portions
of Full-Time and Student Workers

Portion of Staff	Full-Time Workers[a]	Student Workers
All	9.2	26.8
Most	11.5	29.2
Some	5.6	19.6
Very Few	20.5	9.0
None	53.2	15.4

[a]Number of centers responding to the question on full-time workers
was 122; student staff was 123.

Table 9

Staff Stability as Indicated by Percentage of Centers with
Varying Portions of Staff Working More than One Year

(n = 124)

Portion of Staff	Percent
All	11.2
Most	17.0
Some	25.2
Very Few	28.2
None	10.4
N/A--Center has not existed one full year	8.0

Such lack of continuity certainly inhibits the effectiveness of the center. On the other hand, the high attrition rate provides opportunity for more women to experience work within a women's center. These recycling staffs provide many women with positive experience that would not be possible if staffs were stable.

It is of interest to look at staff demography. Table 10 illustrates the demographic characteristics of the women's centers reporting staff composition. Women's centers apparently appeal to a diverse population, and that diversity is reflected in the staff representation. Over one-third of the centers report that their staffs include older women, single parents and lesbians. The data also suggest that these groups of women can and do work together for the purpose of other women.

Users of Women's Centers

Table 11 illustrates the consistent users of the centers' programs. While undergraduates rank the highest, community women are a significant group for two-thirds of the centers. As revealed in the data, women's centers do reach a population more diverse than that served by traditional college/university services, and thereby bridge gaps between different groups on and off campus. Less frequently, graduate students and other workers use women's centers. It should be noted that there are no graduate students at community colleges. This fact partially explains why fewer than

Table 10

Percentage of Women's Centers Reporting Membership on their Staff
of at least One Person from Selected Demographic and Other Groups

(n = 121)

	Percent
Blacks/Afro-Americans	27.7
Spanish Surname/Spanish Speaking	22.3
Oriental Americans	5.7
Native Americans	17.3
Single Parents	60.3
Historically Poor	20.6
Lesbians	50.4
Older (over 35)	69.4

Table 11

Percentage of Women's Centers Reporting Consistent Use
of their Centers by Various Constituencies

(n = 126)

	Percent
Undergraduates	86.5
Women from the Community	65.9
Graduate Students	42.8
Faculty	38.0
College/University Workers	34.9

half the campuses reported graduate student involvement.

The Prototype Women's Center

The following prototype reflects primarily the modal response.
This composite is not intended as a generalization of women's cen-
ters nationally; it is a function of sampling procedures.

The center has its own space. It has been in existence for
over a year--most likely five or more years. There are one or two
paid staff members with several volunteers. None of the staff works
full-time; most staff members are students. Very few of the staff
have worked at the center for over one year. The center's staff
includes older women, single parents and lesbians, as well as
representatives of various other minority and ethnic groups. Con-
sistent users of the center are undergraduate students and graduate
students (if the institution offers graduate study), as well as
women from the community.

Programs Offered

The types of programs and services most commonly offered by
women's centers are listed in Table 12. Most centers provide direct
services to supplant existing limited services or to meet needs
where services are non-existent. Over two-thirds of the centers
have a library, drop-in center, medical, legal, educational and/or
welfare referrals, as well as short-term counseling. In addition,
over half the centers sponsor support groups, workshops, assertiveness

Table 12

Percentage of Women's Center's Offering Various
Programs and Services

(n = 127)

	Percent	n
Library	80.1	129
Drop-In Center	78.6	129
Medical, Legal, Educational, and/or Social Welfare Referrals	71.6	128
Short Term Counseling	67.7	129
Assertiveness Training	62.3	129
Support Groups (C.R. Groups)	60.6	129
Credit or Non Credit Workshops	59.1	129
Career Counseling or Workshops	57.6	129
Re-Entry or Support Programs for Non-Traditional Women Students	57.6	129
Speakers' Service	56.1	128
Newsletter	52.9	129
Affirmative Action/Discrimination Advocacy	30.4	128
Academic Courses	24.8	129
Rape Crisis Intervention	21.0	128
Arts Program	15.2	129
Long Term Counseling or Workshops	12.0	129

training, career counseling, re-entry programs for non-traditional women students, a speakers' service and a newsletter. This list is by no means complete; a thorough list of offerings is simply too lengthy to include here.

The number of programs offered by a particular women's center varies widely, as indicated in Figure 2. Seven different programs, the most frequent as well as the average number reported, are offered at twenty-one women's centers (16.4%). Forty-two percent of the centers (54) have six to eight different programs. Over 75% of the centers (98) offer five to eleven programs. About ten percent of the centers (12) have twelve to fifteen programs. The data indicate that women's centers do offer a variety of options through their programming.

Administrative Support

Administrative support is characterized by the administration's willingness to provide helpful advocacy for programs during meetings where women's center staff are present or absent, recognizing (grudgingly or generously) the worth of current and future programs and determining budget decisions in favor of the centers. Table 13 outlines this support. Most frequently centers reported receiving support from one or two administrators who have authority or influence in program or budget decisions. Eighty percent reported receiving support from one to five or more administrators, while

69

Figure 2.   Number of Women's Centers Offering Various Numbers
            of Programs and Services.
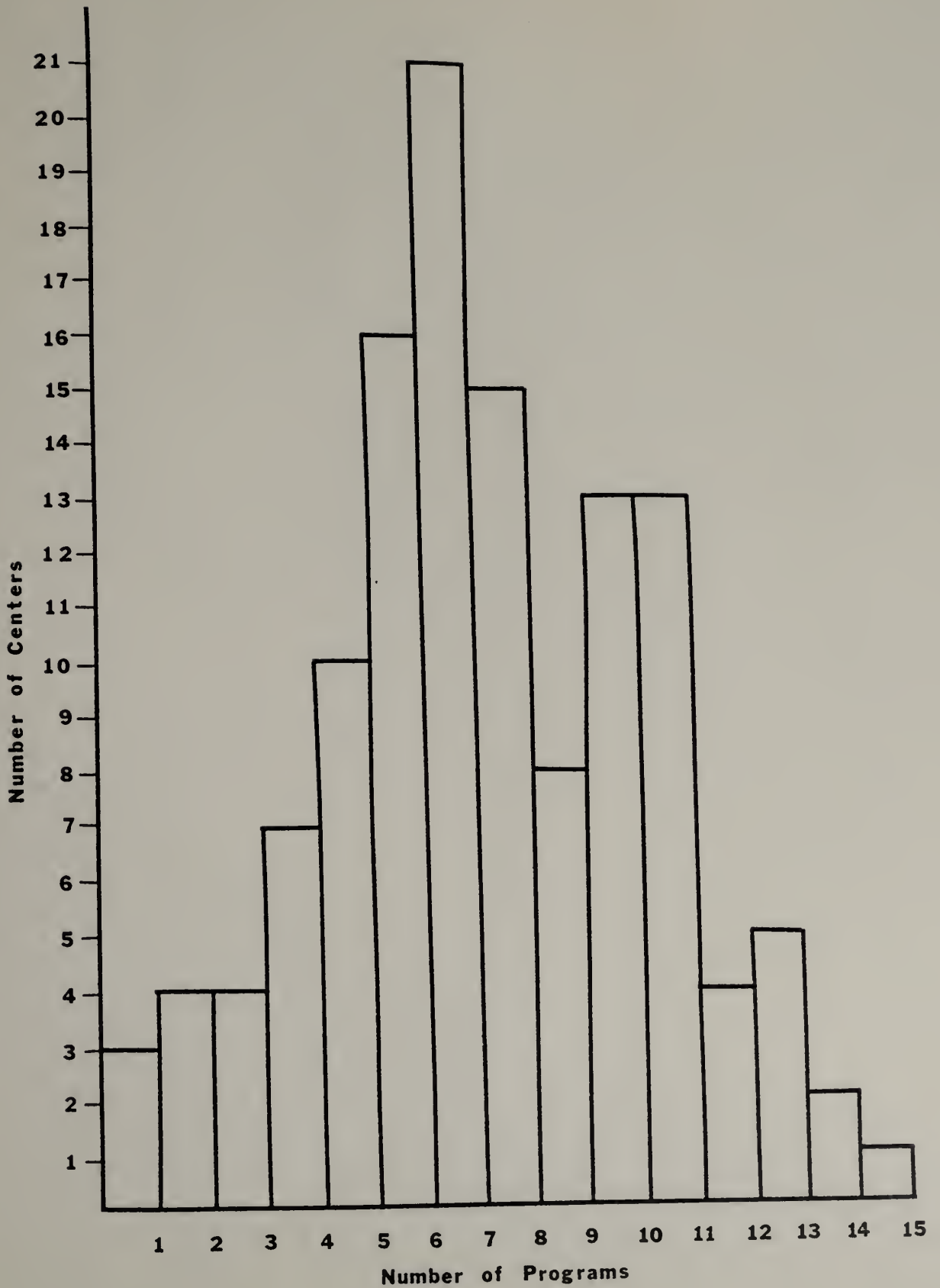
Table 13

Percentage of Women's Centers Reporting Various Degrees
of Documented Administrative Support

(n = 125)

	Percent
Yes, from 1-2 Administrators	42.5
Yes, from 3-5 Administrators	20.7
Yes, from more than 5 Administrators	17.6
No, Those administrators from whom we get support are not in such positions	8.8
No, We get no administrative support	10.4

the remaining centers either recieve no administrative support or
receive it from administrators not involved in program and budget
decisions.

Approximately three-quarters report recognition of the worth
of their programs by administrators, over half say they gain help-
ful information and advocacy for their programs and about 40% have
budget decisions made in their favor. In sum, women's centers do
receive administrative support, most of it in the form of recogni-
tion of program worth.

Responses on other types of desired support included publicity
of center programs, active participation and attendance at programs,
new ideas, advocacy in public, and personal influence in non-campus
feminist circles.

Comments were less positive in three other basic categories:
1) institutional climate; 2) minimal necessary support; and
3) difficulty in obtaining support.

As an indication of institutional climate, one center reported
that there were no women in the administration, and only two women
professors on campus. Others related meager funding/support to
institutional attempts to impede change. One center explained that
"growth scares the administration. We get enough support to main-
tain a half-time women's center." Another said, "Often the support
is minimal. The support is basically just for maintenance of the
program." Finally, some centers conveyed the struggle required to

Table 14

Percentage of Women's Centers Reporting Various Kinds
of Administrative Support

(n = 120)

	Percent
Recognition of the worth of programs	74.0
Helpful information	58.2
Advocacy of programs	55.6
Making budget decisions in your favor	41.6
N/A--We get no support	8.3

obtain any support, commenting, "We fight for support. It is not a gift." Another center reported, "We get juggled, for we are not a necessary priority."

What additional skills are needed by the centers in order to gain support for development and maintenance of women's programs? Some of these needs are internal, others are external. Over two-thirds perceive a need for strategies that increase support and minimize resistance to programs. Over half perceive a need for additional collaboration on projects with faculty, students and administrators. Internally, 50% perceive a need for added skills in program development (from documenting needs to evaluating effectiveness) and externally, help is needed in negotiating the college/university budget process. Leadership within the center was perceived less frequently as a major need. Yet 40% felt organization within the center was necessary for support. Of them all, the highest ranking needs seem to be issues that involve external forces. Table 15 illustrates these needs.

Answers were diverse in response to the question of gaining administrative support. Some felt that more vocal participation by campus women was needed, and others cited the need for specific skills in generating student support. Some saw this support coming from "...a new location, additional staff and a more liberal student body...," while others focused on a need to "learn how to help other women to realize their personal needs for a center and to

Table 15

Percentage of Women's Centers Perceiving a Need for
Various Skills to Develop and Maintain Programs

(n = 129)

	Percent
Strategies for increasing support and minimizing resistance to programs for women on campuses	67.0
Collaborating more on projects with faculty, students, and administrators	53.9
More skills in developing programs from documenting needs to evaluating effectiveness	50.9
Skills in negotiating the college/university budget process	50.0
Skills in identifying sources of support and resistance to programs	43.1
Improving communication skills--especially those related to situations where you're dealing with people whose values, politics, and rhetoric are different than one's own	43.1
Organizing the center (or group) more effectively	40.0
More knowledge of leadership styles and effectiveness in different settings	24.6

commit themselves on that basis."

"Which of the following reflect attitudes, situations, or feelings that make dealing with campus administrators difficult for your staff?" The responses to this question are outlined in Table 16. Half of the centers responding saw a difference in values and goals as a major cause of their poor working relationship with the campus administrators. Nearly half of the centers felt that a difference in politics provoked difficulty. Forty-four percent regard the administrators as threatened by women's centers. Less than ten percent of the centers saw age as a problem and the same proportion had no respect for administrators. About thirty-six percent perceived the administrators to be in complete control. Twenty-four percent of the centers said administrators don't listen: "they (administrators) don't understand what we want to do and they say the campus already has (for everybody) the services we want to create for women." Less than twenty-five percent of the centers saw themselves as defensive. The same number felt that problems existed because the administrators were all "straight males."

Some centers identified the source of their difficulties as "not being taken seriously." "They don't recognize us, or the need." Differing perceptions of university goals were also seen as a problem, as was a lack of women in administrative positions. And even in the rare instances of women administrators, problems persisted. "Our main spokesperson is a token woman who is overly cautious about

Table 16

Attitudes, Situations or Feelings which are Sources of
Problems for Women's Centers in Relating to Administrators

(n = 124)

	Percent
Differences in values	61.7
Differences in goals	56.0
Differences in politics	48.9
They feel threatened	44.1
They have all the power	36.1
They say the campus already has (for everybody) the services we want to create for women	29.6
They don't understand what we want to do	28.0
They are all straight males	25.6
They don't listen	24.0
We're defensive	23.2
We don't respect them	8.8
They're a lot older	8.8
We feel threatened	6.4
We can't prove that we can do what we say	4.8

offending her male colleagues." This comment confirms the findings
relating to women and organizations in Chapter II (Bowman, Worthy,
and Greyser, 1965; Athanassiades, 1975).

Criteria for Liaison

Certain criteria emerged for liaison between the centers and
campus administration. Table 17 lists these criteria. Most often,
there is no choice in the process of naming a liaison; the coordina-
tor of the center is responsible for all liaison work. It appears
that the liaison is a responsibility delegated by the women's center
and based on a job description. In a smaller number of cases, how-
ever, the job is shared by the entire staff. Ninety-four percent
of the centers thought that certain skills, attitudes and information
were required for effective liaison work.

Some comments focus on the way in which women's centers see
themselves or their position within the university. Other comments
focus on their perceptions of administrators. For example,

> the ability to translate needs of women's centers
> into needs of the rest of the University and the
> ability to translate what we do into their lan-
> guage and context

> a broad knowledge of campus policies and adminis-
> trative politics, history of past attempts that
> succeeded or failed, ability to 'play the game'
> and not antagonize too much but without selling
> out to them

> Skills in selling so that administrators believe
> they can benefit also

Table 17

Criteria Used by Women's Centers in Selecting their
Liaison with Campus Administrators

(n = 128)

	Percent
Position within the center	61.5
Familiarity with campus policies	41.3
Willingness	34.3
Interest	29.6
Verbal Skills	24.2
Personality	17.8

> arbitration techniques; the ability to appeal to
> their level of analysis; being clear on your goals
> while understanding their concerns; an ability to
> communicate how your goals and their goals dovetail
> without losing autonomy or being co-opted.

It is obvious from these comments that women's centers have definite opinions about what is required for effective liaison work with administrators.

Fifty-eight percent of the centers think that their liaisons essentially possess the necessary skills, attitudes and types of information, while thirty-five percent think their liaisons possess these skills to a small degree. Interestingly, only seven percent said that their center's liaison lacked the necessary skills.

Funding Patterns

Table 18 outlines the various budget allotments for the centers. The most common budget from campus sources falls within the $1000-$5000 range. About three-fourths of the centers are budgeted with on-campus sources of less than $10,000. The remainder have budgets over $10,000. From outside/non-campus sources, about seventy percent have less than $1000. A few centers with contracted grants reported budgets of over $75,000. Even in these cases, the budgets are meager in relation to the number of programs offered.

"If Data Could Cry..."

Many centers do not have a budget of their own. "We are funded

Table 18

Percentage of Women's Centers Reporting Budgets of Various
Amounts from Off-Campus and On-Campus Sources

(n = 119)

	Budget from Outside Sources (Off-Campus)	Budget from On-Campus Sources
$0	63.8	13.4
Less than $1000	11.8	17.6
$1000-$5000	8.3	31.9
$5001-$10,000	3.3	11.8
$10,001-$20,000	4.2	5.8
$20,001-$50,000	5.0	14.3
$50,001-$75-000	.9	4.2
Over $75,000	2.5	.9

indirectly--channeled through other organizations." This method of funding ends in frustration for many centers as it leaves virtually no room for negotiation and budget presentation. Very often, funding comes from the student governments. In this situation, women's centers tend to be treated as clubs, their importance measured equally with the chess clubs. Again, with student government funding, there is little room for negotiation. Some centers (over 12%) have no budget at all. These centers are usually given space, phone and office equipment, though some receive nothing. One center writes, "It was important for us to explain we have no budget to work with. Our wealth lies within our staff. We have a staff of forty-five very talented and committed women. Therefore, we have excellent programs without any money. We have been in existence for about six years."

Needs and Resources

The second and third areas of inquiry are subsumed in this section.

(2) What are the specific needs of women's centers, especially with respect to their ability to develop programs, gain administrative support and obtain funding?

(3) What relationships exist among the identified needs of women's centers in terms of needs and resources?

Part I of the needs survey includes twenty-five statements followed by these questions: First, "Is this a need of your center? and,

"Do you have the skills, informational or people resources available to you to meet this need?"

The statements in Table 19 generally fall into three categories:

    (1) Information strategies from successful centers (with administrative support).

    (2) Issues in program planning and organizational development.

    (3) Funding; budget information.

It has as its first column a prioritized list of the percent of centers reporting that "Yes, it is an important need that must be met (either on an ongoing basis or as it arises). It is important to point out that the entire list of 25 items are actual needs. The centers expressing various needs range from 43% (lowest) to 80% (highest). In the next column is the percent of those centers reporting that, first, "Yes, it is a critical need (as in the first column), and secondly, that the need is unmet and it could use some help.

Time was a matter of concern for several centers: "lots of needs could be met with more time." Though the issue of time was not included in the survey, it is an element not to be overlooked.

In section 2, responses to the question about ideas for new programs are presented. Over 80% answered that the need was great, while only 35% said it was unmet and required help. The difference between these responses is substantial.

Some centers solved the problem of lack of new ideas by reducing

Table 19

Prioritized List of Important Needs of Women's Centers

	Percent of Centers Reporting Important Need	n	Percent of Centers Reporting Important Need & Wanting Help	n
INFORMATION/STRATEGIES OF SUCCESSFUL CENTERS WITH ADMINISTRATIVE SUPPORT				
Strategies for reaching diverse groups	79.3	126	67.3	125
Strategies for creating or maintaining the center's credibility with adminis-trators	65.9	126	40.0	125
Information on how other programs operate in terms of size, costs, budgets, staff, and numbers reached	52.0	125	43.7	121
ISSUES IN PROGRAM AND ORGANIZATIONAL PLANNING				
Skills in developing and selecting attainable program goals	80.2	128	49.5	127
Ideas for new programs	80.1	126	35.6	124
Skills in evaluating program effectiveness or getting feedback on programs	77.8	127	53.7	125
Ability to translate ideas into program goals and activities	76.9	126	42.8	124

Table 19 (continued)

	Percent of Centers Reporting Important Need	n	Percent of Centers Reporting Important Need & Wanting Help	n
Skills in determining or documenting needs	76.2	127	54.8	126
Ways of using feedback in revising programs	73.2	128	45.2	126
Skills in making media contacts, writing press releases, designing posters, flyers, and brochures	70.5	125	27.8	126
Clarification of the most important considerations in making decisions at all stages of program development	70.1	123	40.0	123
Knowledge of different considerations in deciding to limit or expand programs	67.7	128	43.6	124
Information on different internal approaches to selecting programs within the center	66.9	128	41.2	126
Ways of determining the physical, personnel and dollar resources needed to implement a program	66.6	126	45.3	124
Information on alternatives in organizing administrative tasks	61.8	126	45.2	125

Table 19 (continued)

	Percent of Centers Reporting Important Need	n	Percent of Centers Reporting Important Need & Wanting Help	n
Exploration of ways of delegating and organizing budget related work	48.4	126	33.6	125
FUNDING: BUDGET INFORMATION				
Information on different ways of writing up proposals for program funding	77.1	128	65.1	126
Additional funding from campus to cover current or badly needed new programs or positions	59.0	127	52.4	126
Awareness of different strategies for getting salary money within college	58.4	128	50.8	126
More information on the budget and funding procedures on your campus in order to make decisions on where or how to seek funding	56.1	129	37.3	126
Information on the informal resources allocation processess and network at your institution	53.7	126	38.5	125

Table 19 (continued)

	Percent of Centers Reporting Important Need	n	Percent of Centers Reporting Important Need & Wanting Help	n
Information on who makes what budget decisions, and the time line on those decisions in the areas/departments from whom you seek or would like to seek funding	52.1	128	35.7	126
Exploration of feasibility of getting funding from various campus sources	50.6	129	34.9	126
Strategies for gaining or increasing participation in informal resource allocation or budgetary processes which could affect your center	50.6	124	42.0	124
Strategies for checking the accuracy of information you are given about campus budget and resource possibilities	42.8	128	33.7	127

the number of their programs. Such solutions were based partly on time. One staff woman articulated this as the "Dunkin Donut Theory." "Dunkin Donuts makes coffee and donuts. That's all they do and they do it well. We should discover what we do best and offer just those programs. We try to meet everyone's needs." This notion of "trying to meet everyone's needs" is a popular one. Over two-thirds of the centers felt that certain strategies, as yet undiscovered, were needed to reach diverse populations. Obviously, women's centers want to reach out; they feel a need to meet every woman's needs.

Budget items were perceived as relatively unimportant by the centers. Developing and selecting program goals, reaching diverse groups, and skills in evaluating programs all have higher priority than the budget items. These data are significant, implying a great deal about the priorities and vision of women's centers. The centers do not "think big enough" in terms of budget. They accept what is allotted to them, often perceiving no budgetary problem at all. A frequent comment was "we have no problem with our budget. We got everything we asked for." Are they asking for enough?

Table 20 speaks only to those centers who stated that their needs are unmet and require help, regardless of how critical the need. The statements are organized using the same three major categories as were presented in Table 19. Strategies for reaching diverse groups ranks highest with over 80% of the centers reporting unmet needs. Over two-thirds want information on how other programs operate in terms of costs, size, budgets, staff and resources. These

Table 20

Prioritized List of Unmet Needs of Women's Centers

	Percent of Centers with Unmet Needs[a]	n
INFORMATION/STRATEGIES OF SUCCESSFUL CENTERS WITH ADMINISTRATIVE SUPPORT		
Strategies for reaching diverse groups	80.9	125
Information on how other programs operate in terms of size, costs, budgets, staff and resources	69.9	121
Strategies for creating or maintaining the center's credibility with campus administrators	55.3	125
ISSUES IN PROGRAM AND ORGANIZATIONAL PLANNING		
Skills in evaluating program effectiveness and getting feedback on programs	64.8	125
Skills in determining or documenting needs	64.3	126
Information on alternatives in organizing administrative tasks	60.0	125
Skills in developing and selecting attainable program goals	58.9	127
Knowledge of different considerations in deciding to limit or expand programs	58.3	124
Ways of determining the physical, personnel and dollar resources needed to implement a program	56.7	124

Table 20 (continued)

	Percent of Centers with Unmet Needs[a]	n
Ways of using feedback in revising programs	55.5	126
Ability to translate ideas into program goals and activities	55.0	124
Information on different internal approaches to selecting programs within your center	53.2	126
Clarification of the most important considerations in making decisions at all stages of program development	52.3	123
Exploration of ways of delegating and organizing budget related work	45.6	125
Ideas for new programs	42.0	124
Skills in making media contacts, writing press releases, designing posters, flyers, brochures	37.3	126
FUNDING: BUDGET INFORMATION		
Information on different wasy of writing up proposals for program funding	77.0	126
Additional funding from campus to cover current or badly needed new programs or positions	70.6	126
Awareness of different strategies for getting salary money within institution	68.2	126

Table 20 (continued)

	Percent of Centers with Unmet Needs[a]	n
More information on budget and funding procedures on your campus in order to make decisions on where or how to seek funding	61.0	126
Information on the informal resource allocation processes and network at your institution	59.3	125
Strategies for checking the accuracy of information you're given about campus budget and resource possibilities	56.6	127
Exploration of feasibility of getting funding from various campus sources	53.2	126
Information on who makes what budget decisions and the time line for those decisions	51.5	126

[a]Without regard to importance of need.

centers are aware of the isolation of their work, and feel a need
for collaboration.

About 65% need skills in evaluating program effectiveness and
in receiving feedback on programs. The same number of centers need
skills in determining and documenting needs. Seventy-seven percent
need information on writing proposals for program funding. Over
70% need additional funding from campus sources to cover current
and needed new programs or positions.

Organizational Issues

Issues and problems related to organizational development and
program administration are listed in column one of Table 21. Column
two speaks to those areas in which additional information would be
beneficial.

The most common of these issues is a tendency for staff members
to overcommit time and energy or to feel guilty about not being able
to accomplish "enough." The second most common issue focuses on the
intended goals of the centers and the specific problem of constitu-
ency. Exactly whose needs--the staff's or constituency's--are to
be met? Another very important issue lies in the decision-making
processes and responsibilities. The structure of the center is also
a concern. Most centers (nearly half) feel that their structure
could be improved with the aid of input from other centers. There
is a genuine willingness to resolve this issue; however, often the

Table 21

Prioritized List of Organizational Issues as
Reported by Women's Centers

	Issues that have been difficult for group (n = 126)	Center could benefit from additional information (n = 121)
Tendency to overcommit time and energy or to feel guilty for not being able to do that	58.8	40.4
What the goals of the center should be	57.9	52.8
Decision-making processes and responsibilities	45.2	36.3
Structure of the center	41.3	44.5
How to coordinate and divide the work	38.1	36.3
Commitment to the center as a whole versus commitment to a single program	34.9	27.0
Diversity or lack of it on the staff	34.1	24.7
Tension between needs of staff, program administration needs and needs of participants	34.1	31.3
Structure versus structurelessness	33.4	34.7
How power is/should be distributed	28.6	32.2
Utilizing volunteers or not	27.8	37.2
Status of positions (hierarchical versus non-hierarchical)	16.6	16.5

Table 21 (continued)

	Issues that have been difficult for group (n = 126)	Center could benefit from additional information (n = 121)
Skills sharing	13.5	27.2
Salaries--how much, who gets them, how these decisions are made	12.7	19.8
Impact of differences in verbal skills on the group	12.0	13.2
Who is/can be considered staff	11.1	19.9
Consensual decision-making	11.1	19.8
How people are hired or fired	10.3	14.0
Collaboration	8.7	17.3
Evaluation of personnel	7.2	19.8

strategies for resolution are not in the realm of staff members' experience.

The various comments generated can be classified into four main categories: 1) overcommitment of time; 2) decision-making and responsibility; 3) goals; and 4) gaining campus support.

Many centers responded to the issue of overcommitment of time; comments such as "unrealistic workload" and "time is the major limitation" occurred with frequency. Decision-making and responsibility seem to be connected to "indifference and unwillingness or an inability to commit time and energy to the center"; "a small number consistently do all the work and subsequently the center is limited in service." Another center's main organizational issue is "the lack of a clearly defined identity." The literature in Chapter II speaks to this problem. And too, establishing consensus on a particular need in the center was raised as problematic. The issue relates to other comments made by the center. "When there is agreement on needs, is a majority enough or do we need a consensus?" "An ability to channel our collective energy effectively" appears to be of concern.

Goals of the center manifested themselves in comments such as these: "Should a woman's center promote primarily feminist programs? I say yes; my committee says no." "The relationship of students versus community people in amount of time and style." "Continuity and setting fees for services."

Other centers find still other problematic issues: "The major problem of a strong program not getting stale, always having to be in the lead, because of competition with public institutions who copy quickly with low fees and bad quality." Keeping up with changes within the center as well as changes within the university can be problematic. For example, a university may decide to become more community-oriented. Provided with this information, the women's center can also make the necessary shift.

The issue of campus support generated a range of comments. Student apathy or generating student interest were consistently seen as unresolved issues, as the following comments show. "Attempting to exist within a bureaucratic system"; "feeling, all staff ought to be paid, but lack of success in getting work-study or other funding for staffers is a direct result of this problem"; "lack of campus interest and feminist concerns"; and "getting administrative approval" surfaced as problems time and time again.

In terms of benefitting from additional information, one center said, "We could benefit from any feedback. We are at ground zero." All centers seem to welcome information from each other. "The more input, the better," and "all information would be helpful" are typical responses to this question. Some centers want to know specific information: "How did they get started? How do you do outreach?" Some need comparative data: "Private institutions versus public versus adult education versus volunteer organization--all

are now involved in centers and programs for women." "We need

information about other research, and academically connected centers

that are non-hierarchical and information sharing places for all

women."

When asked if they thought other members of their staff would

generally agree with their answers on organizational issues, 81.5%

said they most probably would, 14.3% did not know and 4.2% said

they most probably would not agree. These statistics seem to indi-

cate the reliability and generalizability of the responses, as well as

indicating some communication issues.

Table 22 addresses the responses that concern the organization of

the centers. Over half of the centers organize themselves with a

blend of hierarchical and non-hierarchical leadership. A small per-

centage (6.4%) utilizes a hierarchical form of organization in contrast

to a slightly higher percent of non-hierarchical organization (12.8%).

Most centers (56%) also reported that they perceive their organi-

zation as loosely structured. Thus, the organization of women's

centers can be prototyped as loosely structured with a blend of

hierarchical and non-hierarchical leadership.

Additional Relationships in the Data

The author found many interesting results in the data when

applying cross-tabulations. The median budget for campus-based

women's centers is between $1000 and $5000 across all campus sizes

Table 22

Percentage of Women's Centers Reporting
Various Organizational Characteristics

(n = 124[a])

	Percent
Hierarchical	6.4
Non-hierarchical	12.8
Some blend of hierarchical and non-hierarchical	51.3
Unstructured	8.0
Highly structured	7.2
Loosely structured	56.0

[a]Multiple responses were allowed.

(large, medium, small). Certainly there are more large institutions with large budgets. The data also suggest that length of time in existence is not a significant factor in determining the women's center's budget. The median budget for newly-developed women's centers is $5000, though newly-formed women's centers have budgets ranging from $0 to $50,000. Both public and private institutions have median budgets of $1000 to $5000.

The larger the institution, the earlier the women's center was established. Close to two-thirds of the large institutions have had women's centers in existence for three or more years. Over 80% of large institutions as compared to 75% of medium-sized institutions and 65% of small institutions have been in existence two or more years. Figure 3 provides an overview of the percentage of women's centers from large, medium and small institutions, respectively, and their period of time in existence.

In terms of paid staff, medium-sized institutions typically have women's centers with one or two paid staff, whereas large institutions reported typically three to five paid staff at their women's centers. Over one-third of the small institutions have no paid staff and about one-sixth of the large and medium-sized institutions had no paid staff at their centers. The number of volunteer staff was not dramatically affected by campus size.

Figure 3.   Time in Existence Reported by Women's Centers of
            Various Sizes as of February 1977.

LARGE
(n = 54)

Percentage of Centers

	3–11 Months	1–2 Yrs	2–3 Yrs	3–4 Yrs	5 or more Yrs
	(9.3)	(9.3)	(18.5)	(24.1)	(38.9)

Period of Time in Existence

MEDIUM
(n = 37)

Percentage of Centers

	3–11 Months	1–2 Yrs	2–3 Yrs	3–4 Yrs	5 or more Yrs
	(5.4)	(18.9)	(21.6)	(24.3)	(29.7)

Period of Time in Existence

SMALL
(n = 28)

Percentage of Centers

	3–11 Months	1–2 Yrs	2–3 Yrs	3–4 Yrs	5 or more Yrs
	(10.7)	(25.0)	(25.0)	(14.3)	(25.0)

Period of Time in Existence

Table 23

Mean of Perceived Critical Needs of Women's
Centers According to Four Selected Institutional Characteristics

		Average
Public	(n = 88)	16.1
Private	(n = 36)	15.6
Large	(n = 52)	15.1
Medium	(n = 38)	17.9
Small	(n = 30)	17.9
Co-educational	(n = 108)	16.4
Single-sex	(n = 10)	14.3
Urban	(n = 69)	16.3
Suburban	(n = 33)	14.2
Rural	(n = 20)	15.3

Skills in evaluating program effectiveness or getting feedback on programs (Question 21);

Skills in developing and selecting attainable program goals (Question 24); and

Information on different ways of writing up proposals for program effectiveness (Question 25).

Additionally, there was agreement by all demographic subgroups, except single-sexed schools on the following need:

Ways of using feedback in revising programs (Question 22).

Private, medium-sized, single-sexed, and suburban categories also identified the following need as relatively more critical:

Strategies for creating or maintaining the center's credibility with campus administrators (Question 10).

Public, large, small, single-sexed, and urban groups agreed on the following need:

Information on different internal approaches to selecting (adding, cutting or maintaining) programs within your center (e.g., based on program priorities, on external demands, on staff interests, etc.) (Question 8).

At private, medium-sized, single-sexed and urban schools, there was accordance on this need:

Knowledge of different considerations in deciding to limit or expand programs (Question 23).

Consensus across all demographic subgroups also existed on the needs that were least critical:

Strategies for checking the accuracy of information you're given about campus budget and resource possibilities, decisions, and procedures (Question 3).

Exploration of ways of delegating and organizing
budget related work (Question 11).

Comments

Space was provided at the end of the questionnaire for com-
ments. Those received can be categorized into three major groups.
Respondents noted that they were motivated both 1) to address
problems and 2) to collaborate, and requested that they 3) receive
results of the survey for utilization.

According to the comments, the survey encouraged centers to
collaborate more with each other insofar as they came to realize
that they were working in "isolation of other centers and really
need to mutually support each other."

Most interesting were comments on the subject of addressing
problems. "Answering questionnaire whets one's appetite for a
chance to share and problem-solve these issues systematically;"
"Filling out survey helped clarify some issues for me." "It gave
us a chance to evaluate somewhat." "Helped clarify some of our
attitudes. I think we may communicate that we really don't want
to work with administrators, nor do we want them to get critical,
even where we do get help from them. In a sense we 'matronize'
them. We'll have to do some more thinking about this." "This
questionnaire touched on a lot of problems with which we are most
concerned."

Comments applauding the efforts of the survey were numerous.

"Pleased to see information being gathered." "Very comprehensive."

Some centers even commented on the construction of the questionnaire.

"Do you have information or references on developing questionnaires?

Please send. Excellent questionnaire. We will use this in staff

training."

On the reverse side of the lengthy questionnaire was a cartoon.

Pictured in the background were a women's center and a day care

center, and in the foreground, a sinking battleship. The caption

read: "It will be a great day when our centers have all the money

they need and the navy has to hold a bakesale to buy a battleship."

One woman wrote this comment: "Loved the cartoon on the back. It

is particularly appropriate to us since we're located in Norfolk

(site of the largest naval base in the world)."

Most comments stated thanks and well-wishes. "Excellent,"

"Good one," "Great idea, glad to do it," "Good luck," "Interested

in results," "Very valuable, thought-provoking," "Thank you,"

"Clear and fun," "Applaud your efforts," "Useful." The interest

and the needs were stated and restated.

Non-Respondent Follow-Up Study

Nineteen Massachusetts campus-based women's centers were con-

tacted for information regarding their reasons for not responding

to the national needs survey. Demographic information was also

solicited. The results of this follow-up study are shown in Table

24.

Table 24

Characteristics of the Six Women's Centers Responding
to the Non-Respondent Follow-Up Survey

(n = 6)

#	Years in Existence	Budget	Number of Paid Staff	Organization
1	1-2 years	0	0	Non-hierarchy, loosely structured blend
2	2-3 years	$1-5000	1-2	Loosely structured
3	2-3 years	less than $1000	0	Loosely structured
4	3-4 years	less than $1000	0	Hierarchy
5	5 or more	$1-5000	0	Non-hierarchy, loosely structured blend
6	5 or more	$1-5000	1-2	Loosely structured

Thirteen of these centers (68%) did not have an existing women's center on their campus. Therefore, specific information on women's centers was gathered from the six institutions that had women's centers.

Five of these six centers (83%) did not remember receiving the needs survey. Only one center recalled the survey and stated, "We weren't organized enough to return it." That center's organization was defined as loosely structured. Demographic information was gathered from all nineteen centers. A comparison of the non-respondents without women's centers and those with women's centers is illustrated in Table 25.

It comes as no surprise that most of the non-respondents were based at private and small colleges. It should be noted that this kind of institution predominates in Massachusetts, but is of less significance nationally. The analysis has shown that typically small private colleges do not have women's centers. The fact that over two-thirds of the non-respondents do not have women's centers suggests that there may have been many responses solicited nation-wide from women's centers that were non-existent. That is, if information on the number of existing women's centers had been more accurate, the reported national response rate of 37.6% certainly would have increased substantially (though not as substantially as the 30% increase of the Massachusetts response rate). The national rate would not increase as dramatically because there are not as

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many small, private schools nationally as there are in Massachusetts. Nonetheless, this information raises doubts about the figure of the actual number of women's centers nationally.

In addition to describing the reasons for non-response, the demographic characteristics of the non-response group are compared to the demographic characteristics of the respondents from Massachusetts as well as the national sample. These data can be seen in Table 26. As the table shows, the Massachusetts non-respondents tended to be private, small, single-sexed and rural. The same characteristics probably hold true nationally for non-respondents. It is therefore logical to assume that the results of the survey are better generalized to large, public institutions.

Table 26

Comparison of National Respondents, Massachusetts Respondents,
and Massachusetts Non-Respondents According to
Five Selected Institutional Characteristics

	Respondents National (n = 131)	Respondents Massachusetts (n = 16)	Non-Respondents Massachusetts (n = 19)
Public	70.6	56.3	37.0
Private	29.4	43.7	63.0
Large	44.0	12.5	----
Medium	32.0	31.2	10.5
Small	24.0	56.3	89.5
Co-ed	92.3	93.8	79.0
Single-sex	7.7	6.2	21.0
Urban	57.1	56.3	58.0
Suburban	26.9	43.7	16.0
Rural	16.0	----	26.0
Innovative in academic policies	28.1	6.2	5.0
Traditional in academic policies	71.9	93.8	95.0

C H A P T E R   V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

To date, little systematic study of campus-based women's
centers has been undertaken. The present research provides new
information on current needs and issues. Chapter I outlined the
purpose and intent of the present research, as well as documenting
the need for such a study. In Chapter II, literature in organiza-
tional development was presented, especially as it related to women
and organizations. A substantial gap was discovered in the existing
literature in respect to organizational behavior and women. Recom-
mendations for further research on women in organizations are dis-
cussed in Chapter V. Chapter III contained a presentation of the
methodologies utilized in the present research. Chapter IV sys-
tematically presented the data collected and summarized the findings
of the needs survey and non-respondent follow-up study.

Chapter V consists of four sections. First, summary and
general conclusions are discussed. Second, an outgrowth of the
national needs survey, the WEEP's (Women's Educational Equity
Project's) training program is presented. Third, recommendations
based on the conclusions are suggested. Finally, a discussion of
the general recommendations for further research on women's centers,
as well as some recommendations for research on women is presented.

General Conclusions

Women's centers contribute to educational equity by providing direct services where they are non-existent. The present research found that most women's centers offer at least seven varied programs and services, while some offer as many as fifteen. The most commonly provided services confirm Bertelsen's study of three years ago; as then, the most popular offerings are short-term counseling, credit courses, non-credit workshops, libraries, career counseling, support groups, drop-in centers, assertiveness training, medical, legal and social welfare referrals, rape advocacy, speakers' bureaus and re-entry programs for non-traditional students.

Closely connected to this multi-faceted programming is the finding that women's centers, unlike some other campus agencies, are in a position to be concerned with all aspects of the academic institution. The advantage of being able to cross major organizational lines within the academic institution sets the women's center in a unique position. The data suggest that women's centers have the potential to act as advocates for all groups of women on campus in the realm of academics as well as in student life and financial affairs. And, too, centers have the potential to develop programs whenever significant issues or topics arise. With this broad organizational perspective, it is possible for a women's center to address almost any aspect of campus life. For example, centers may

concern themselves with problems of admissions, financial aid, housing, course content, promotion and tenure, personnel policies and health services.

Women's centers also address a more diverse population than that typically reached by traditional college or university services. While undergraduate students are the primary users of most centers, community women of various ages are an important audience at two-thirds of the institutions responding to the survey. This inclusion of community women is likely to be increasingly important to the developing role of women's centers on college campuses. As institutions of higher education adjust to changing student population and recruitment practices, administrators of the institutions may discover that women's centers are a valuable resource for recruiting new students, since these centers typically have experience in outreach to community women.

Additionally, women's centers, more than other campus services, "often bridge gaps that separate women--gaps such as student-faculty, faculty-staff, young-old, as well as the life-style, class and racial or ethnic splits" (Bertelsen, 1974, p. 42). While the present research approaches this issue differently than Bertelsen, it yields similar conclusions. For example, Bertelsen asked respondents to estimate the degree to which the centers had succeeded in overcoming six specified areas of conflict among women: age, racial, marital, life-style, class and lesbian/non-lesbian differences.

While Bertelsen drew her conclusions about bridging gaps from these data, the present research comes to the same conclusion by specific identifications of the groups represented on each staff. The present research reveals that over three-fourths of the centers responding had minority representation, more than two-thirds had older women (over 35) on their staff, and more than half had lesbians and single parents represented.

Given this ability to represent and respond to diverse groups, to develop varied programs and to address a wide range of needs, women's centers hold remarkable potential. They are capable of providing a common ground where the needs of various populations can be safely expressed, and where solutions and resources can be called upon from across major organizational lines within the institution.

In summary, women's centers have the potential to address the needs of a wide range of women and thus make valuable contributions in the struggle for educational equity. However, several ongoing problems seem to impede their full effectiveness:

(1) A lack of information on the resources, experiences, accomplishments and strategies of successful centers

(2) A lack of experience in program and organizational development

(3) Insufficient funding to conduct programs

(4) Problems in dealing with campus administrators

The present research suggests that most centers (70%) lack information on other centers. Women's centers need to share the methods by which they operate, how they are funded and what programs are offered. This need for information is perceived as critical.

Another problem cited is a lack of role models, both personal and organizational. The present research supports the notion presented by Sheehy (1976a) that women's success is directly related to the availability of sponsors and mentors within the organization. Margaret Hennig (1970) focused on and profiled the life histories of twenty-five women who have succeeded to the top of large corporations. All of the twenty-five have an early and strong attachment or relationship to a mentor (1970).

In addition, centers perceived certain aspects of program development as important to the functioning of their center, but found these aspects lacking. They were:

      (1) Distinguishing needs from solutions

      (2) Establishing priorities among needs

      (3) Understanding the importance of identifying needs

      (4) Analyzing the basis for making decisions at all steps

About two-thirds of all centers operate with budgets under $5000 and almost one-third have less than $1000 for total operating expenses. While women's centers appeal to and, indeed, address the needs of diverse groups of women and provide programs and services

which had previously been non-existent, many centers are funded solely or primarily through student government association funds. This mode of funding does not reflect the centers' role and their actual contribution within the academic institution. Many centers discover they are fiscally categorized with recreational clubs. The budgetary consequences of such categorization are predictable.

The data from the present research suggest that women's centers have problems dealing with campus administrators. The most frequent type of support reported was "recognition of the worth and importance of center's programs." Only 42% felt that they received support in the form of "making budget decisions in the center's favor." Interestingly, 58% of the centers indicated sufficient administrative support and at the same time noted that their budget was less than $5000. What is lacking is the ability to turn support into dollars. Fear of numbers, lack of information on institutional budgeting practices and fiscal organization, acceptance of women's centers' programs as solely volunteer work, and a tendency to "think small" budgetarily while thinking big prorgammatically seem to be contributing factors to women's centers' small budgets.

Women's Educational Equity Project Training Model

Beginning during the 1976-1977 academic year, WEEP's training program enrolled approximately 70 women (representing a total of

twenty-three women's centers) to attend one of five intensive
training programs. The training program had a well articulated
philosophy calling not only for the development of specific skills,
but also for a collaborative effort to achieve goals.

The training was designed to enable participants to:

(1) Determine sources of support and sources of
resistance to the establishment of desired
women's centers' programs

(2) Develop strategies to increase support for
and minimize the resistance to programs which
would foster educational equity

(3) Develop or increase program development skills

(4) Explore leadership styles and issues as to the
effectiveness of styles in various settings

(5) Explore issues and problems related to
organizational development and program
administration

(6) Develop and increase skills in effective
communication with college or university
administrators with decision-making authority

(7) Increase frequency of collaboration among
faculty, administrators, students, and women's
center staff in working on problems of educa-
tional equity

(8) Increase effectiveness in developing budget
requests and negotiating the college or
university budget process

Lectures, discussions and seminars as well as case studies,
role plays and simulations were used to balance the activities of
the training. Participants in the training had the opportunity to
consider and act on issues in new ways.

The areas of concentration addressed in the training sessions are the same concerns raised in the national sample. Descriptions of all sessions are presented in Appendix E.

Recommendations

The data from the present research suggest the problem of isolation faced by women's centers. There is a lack of material from successful centers as well as a lack of experience in program development. Better communication channels are needed both within each center and among all centers. Women's centers need to learn from and support each other.

Center staffs do not always recognize the skills that they possess. This lack of recognition is manifested in frustration and lack of self-confidence and self-knowledge. Therefore, beyond the additional necessary skills for functioning effectively, situations should be created where already-existing skills can be acknowledged. To this point, the presence of an outside expert in organizational development could be very beneficial to women's centers.

Women's centers report problems in organizational development. The function of organizational structure needs to be further examined. Issues of leadership and power as they arise within hierarchical and non-hierarchical groups should be addressed. Again, the presence of an outside expert in organizational development could prove beneficial.

The present research data also suggest a need for improved
relationships with administrators. Women's centers have insufficient
funds and need administrative support. Administrators need to learn
how women's centers can help them with their goals and missions.
With changing student populations and recruitment practices, women's
centers can be used as resources. Reciprocity could benefit both
groups.

In addition, the results of the non-respondent follow-up study
imply that there may not be as many women's centers as are thought,
especially at small private colleges. Additionally, the paid
staffing arrangements at existing centers may be slightly over-
estimated by the data if one considers the non-responding centers.
This suggests that the overall budgetary health, already poor, is
even worse.

A new survey should be conducted to provide an updated list
of women's centers currently in existence. This new survey should
also include questions that were overlooked in the present research.
First, it would be useful to learn whether or not the college or
university is a two-year or four-year institution. Secondly,
information on the sources of funding could be utilized in further
analysis. The present research data provide the amount of the
budgets; however, it is unknown as to whether the monies originate
with student government funds or administrative budget lines.
Thirdly, regional data should be generated. The federal region of

each center could be used as a variable in future analyses. Finally,
the number of people who frequent the women's centers would be
requested and utilized as a variable in measuring impact. Other
recommendations for future research are discussed in the following
section.

Recommendations for Future Research

The present research falls into the domain of feminist research
insofar as the researcher regards women as subjects rather than
objects. Additionally, the researcher does not perceive men as the
norm and women as the deviation from the norm. That is, some
research on women may legitimize its concern with women only through
relation to some issue of a higher order; the present research does
not.

Why is there a need for research on women? Because men have
traditionally been the implicit standard, the norm against which
all others were judged. However, this too is changing; evidence
is abundant in the wealth of publications in the area of feminist
research.

The present research findings indicate some areas of research
that require additional exploration. One important area is that of
leadership and power. The notion of leadership is often rejected;
at other times issues of leadership and power arise when members of
a group are unable to effectively assume leadership behaviors.

Leadership must be examined as a set of behaviors that can be learned and shared by members of a group. More research is needed to discover leadership behaviors that promote open communication and effective functioning. New research can also discover those leadership behaviors and styles that are dysfunctional in a collaborative or consensual group. Additional exploration could distinguish those behaviors that are perceived as oppressive and those that are positive aspects.

Another issue for further study is the redefinition of the meaning of work, primarily housework and volunteer work.

Additionally, the effects of tokenism should be studied further. Reactions to tokenism were evident in the research findings. Information is needed on the consequences of female tokenism in the academic community.

The final evaluation report of the Women's Educational Equity Project training demonstrated the success of the model (Phillips and Kane, 1978). More WEEP-type training programs would be beneficial to women's centers. Additionally, the effects of establishing a national clearinghouse or professional association for women's centers could be studied. The literature on successful women suggests the importance of sponsors and mentors (Sheehy, 1976a; Hennig, 1970). Research should be conducted to explore the impact of sponsors and mentors on organizational success. It is also necessary to look at successful women and at the determinants that led to their

success. Cooperative and competitive behavior among women in groups and individual women within these groups should be examined. In addition, the extent to which women are prejudiced against other women is largely unknown and should be researched.

Research on women must address the literature void on women in organizations. For example, answers are needed to questions such as these: How do women get hired or promoted? Do they get promoted rationally by the same criteria men do? Will women work for other women? Do women dislike other women as leaders?

The potential of feminist research lies in increasing inter-disciplinary dialogue. The re-emergence of the women's movement raised the level of public awareness and concern about the needs and changing aspirations of women. An entirely new set of options was created. More dialogue of an interdisciplinary nature is necessary to successfully evaluate these new options. Interdis-ciplinary research implies teamwork with people committed at the outset to the same inquiry. This can be accomplished as a cross-campus project and even involve different campuses.

Attention must be given to women interacting with other women. Research should be done at the stage of organization building, when norms have not yet evolved and the direction and focus of the organi-zation has not yet developed. If power is the capacity to influence or shape decisions, then the entire process of decision-making should be studied.

Finally, women in organizations build networks for themselves that somehow provide an effective cushion in this society. What is unknown is how friendship links affect outcomes in formal organizations.

The specific needs of women's centers have been identified in the present research. If women's centers are to fulfill their potential for bringing about equity on college and university campuses nationally, then their needs for greater skills in organizational and program development and budget preparation must be met. Women's centers must learn to communicate with each other and learn from other centers' successes and failures.

A limitation of women's centers may be that men are excluded from the direct services offered. Ideally, when all things are equal, there will be no need for a woman's center. But until that time, women's centers should remain a vital and important campus agency in colleges and universities across the country.

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A P P E N D I X   A
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NATIONAL NEEDS SURVEY
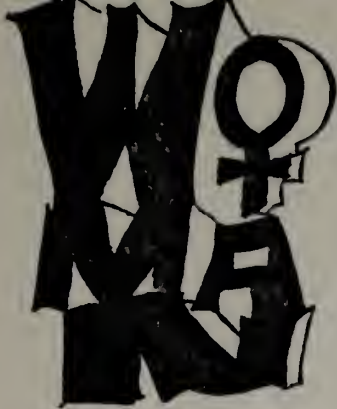
November 22, 1976

Dear Sisters,

I'm writing to you on behalf of a group of women who have received funding from the Women's Educational Equity Act Program to design and implement a training program for women's center staffs at New England colleges and universities. The training will focus on program development and budget negotiation skills.

Our interest in creating this program comes out of our experiences over the last several years at Everywoman's Center (University of Massachusetts at Amherst). Everywoman's Center has received hundreds of requests for information on how to start a center, how to effectively approach administrators, how to effectively structure an organization, etc. In response we held monthly information sharing sessions for women interested and able to visit the Center. We also published the herstory of the Center in an effort to get down in print some of the basic information on what we did, when and how. We also wanted to share some of the underlying principles and strategies we used and the lessons (hard as well as happy) that we learned. Through the Women's Educational Equity Project we intend to take this information and skills sharing one step further. We will be offering training in communication, collaboration, organization development, program development, campus proposal writing, and budget negotiation. We will also be creating printed materials on this training. We will be providing this training at the University of Massachusetts at Amherst this year. If we are funded for the second year we plan to make the training available to Centers through a woman's center in each region.

In order to revise and validate the training program we need your help. First, we need to know whether or not the needs we've identified exist on a broad scale. We also need to know whether or not the meeting of these needs is critical to a center's effective functioning. In order to find this out, we've created the enclosed needs survey. *IT IS VERY IMPORTANT THAT ALL CENTERS RESPOND.* We do not want to create a useless training program. We want the training and the printed materials to address needs experienced by many centers. We are currently basing the training on our experiences, the types of requests Everywoman's Center has received and limited data from two other surveys (which *together* got responses from only 114 out of 450 centers). We will revise the training and the printed materials based on the responses to this survey. *PLEASE HELP.*
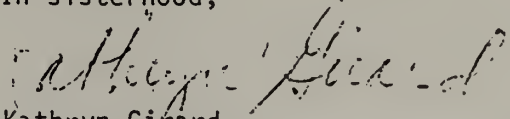
Second, we would like to make the printed materials on the training and the training itself available at no cost or at very low cost to centers in every region. To do this we need to know what the needs and interests are across regions. In this instance, no response will essentially mean the needs don't exist and there isn't an interest. If that's true, that's terrific. Thank the Goddess and share your knowledge, skills and successes with others. If it's not, then *PLEASE RESPOND.*

Now then, the questionnaire may look somewhat forbidding. It lacks what you might call psychological appeal: That was the trade-off for getting more clearly interpretable responses. Please bear with the awkwardness of the format. Women who participated in the pilot survey found that it only took 20-45 minutes to complete and that it *was* interesting. They found that the questionnaire served to raise questions and issues that they hadn't explored with their group, but that they felt were important. It's important that the person who completes the questionnaire is familiar with the program, budget and organizational aspects of your group. It will help if there's someone in your group who *likes* questionnaires.

Your response will help us and we very much appreciate your taking the time to complete the questionnaire.

If you would like to be on our mailing list to receive further information about the training and printed materials, please fill in the information below and return it to us along with your questionnaire.

In sisterhood,

Kathryn Girard
　　　for Women's Educational Equity Project
　　　University of Massachusetts
　　　114 Draper Hall
　　　Amherst, Massachusetts 01003

PS. *Please return your completed questionnaire AS SOON AS POSSIBLE.*

- -

TO: WEEP

We would like to be on your mailing list to receive information about your training _____ and printed materials on the training _____.

Name of Women's Center: _____
Address:
　　　　　_____

　　　　　_____

Contact Person: _____

RETURN QUESTIONNAIRE AND THIS FORM NO LATER THAN FEBRUARY 1, 1977

D I R E C T I O N S : <u>PART I</u> - PLEASE READ ALL ABOUT IT

For each question below there are two parts. The first part asks, "Is this a need of your center?" Responses range from A to D. The second part of the <u>same</u> item asks, "Do you have the skills, informational and/or people resources available to you to meet this need?" Responses range from A to D. The responses for both parts of the question are described below.

Read the first item. Then, circle the appropriate response to the first part. Next, consider whether or not you have the resources you need to meet this need. Circle your response to this part of the question. Go on to the next item.

RESPONSES: Is this a need of your Center?

A. Yes, it's an important need that has to be met (on an on-going basis or as it arises).
B. Yes, though it's not central to our Center's functioning.
C. No, it doesn't seem applicable to: our programs; our structure; or our relationship to the college/university.
D. Don't know, it hasn't been discussed.

Do you have the skills, informational or people resources available to you to meet this need?

A. Yes, and we meet (have met) the need.
B. Yes, but the need remains unmet for other reasons.
C. No, we could use some help.
D. Doesn't apply.

SAMPLE QUESTIONS:

X. Strategies for involving women from the local community in our programs.
    a. Is this a need?   A B (C) D
    b. Do you have the resources to meet it? A B C (D)

Y. Fresh perked coffee in the morning.
    a. Is this a need?   A (B) C D
    b. Do you have the resources to meet it? A (B) C D

Z. Information on the amount of funding other women's centers receive.
    a. Is this a need?   A (B) C D
    b. Do you have the resources to meet it? A B (C) D

<u>NOTE</u>: You might want to detach this sheet and use it to refer to while answering the questions.

Is this a need of your center's? A--Yes, it's an important need that has to be met on an
ongoing basis or as it arises.
B--Yes, though it's not central to our center's functioning.
C--No, it doesn't seem applicable to our program; our struc-
ture; or our relationship to the college/university.
D--Don't know, it hasn't been discussed.

Do you have the skills, informational or people resources available to you to meet this need?
A--Yes, and we meet (have met) the need.
B--Yes, but the need remains unmet for other reasons.
C--No, we could use some help.
D--Doesn't apply

** **

1. More information on the budget and funding procedures on your campus
in order to make decisions on where or how to seek funding.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

2. Exploration of feasibility of getting funding from various campus
sources (e.g., student govt, academic depts, health services, etc).
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

3. Strategies for checking the accuracy of information you're given about
campus budget and resource possibilities, decisions, and procedures.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

4. Information on who makes what budget decisions and the time line for
those decisions in the areas/depts from whom you seek or would like
to seek funding.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

5. Information on the informal resource allocation processes and network
at your institution (or at least that part that would most affect you).
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

6. Strategies for gaining or increasing participation in the informal re-
source allocation or budgeting processes which could affect your center.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

7. Awareness of different strategies for getting (seeking) salary money
within a college/university.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

8. Information on different internal approaches to selecting (adding,
cutting or maintaining) programs within your center (e.g., based on
program priorities, on external demand, on staff interests, etc.).
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

9. Additional funding from campus to cover current or badly needed new
    programs or positions.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

10. Strategies for creating or maintaining the center's credibility with
    campus administrators.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

11. Exploration of ways of delegating and organizing budget related work.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

12. Skills in determining or documenting needs.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

13. Ideas for new programs.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

14. Ability to translate ideas into program goals and activities.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

15. Clarification of the most important considerations in making decisions
    at all stages of program development.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

16. Information on how other programs operate in terms of size, costs,
    budget, staff and numbers reached.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

17. Ways of determining the physical, personnel and dollar resources needed
    to implement a program.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

18. Skills in making media contacts, writing press releases, designing
    posters, flyers and brochures.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

19. Information on alternatives in organizing administrative tasks.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

20. Strategies for reaching diverse groups.
    a. is this a need?   A B C D
    b. do you have the resources to meet it?   A B C D

21. Skills in evaluating program effectiveness or getting feedback on
    programs.
                           a.   is this a need?   A B C D
                           b.   do you have the resources to meet it?   A B C D

22. Ways of using feedback in revising programs.
                           a.   is this a need?   A B C D
                           b.   do you have the resources to meet it?   A B C D

23. Knowledge of different considerations in deciding to limit or
    expand programs.
                           a.   is this a need?   A B C D
                           b.   do you have the resources to meet it?   A B C D

24. Skills in developing and selecting attainable program goals.
                           a.   is this a need?   A B C D
                           b.   do you have the resources to meet it?   A B C D

25. Information on different ways of writing up proposals for program
    funding.
                           a.   is this a need?   A B C D
                           b.   do you have the resources to meet it?   A B C D

DIRECTIONS--PART II. Below are some organizational issues that might be raised within
a women's center. Please read the list of items and then answer
questions 26 - 28.

Organizational issues:

a. how to coordinate and divide the work
b. status of positions (hierarchical, non-hierarchical)
c. who is/who can be considered staff
d. how people are hired and fired
e. how power is/should be distributed
f. what the goals of the center should be
g. commitment to the center as a whole vs. commitment to a single program
h. diversity or lack of it on the staff
i. impact of differences in verbal skills on the group
j. salaries--how much, who gets them, how these decisions are made
k. skills sharing
l. decision-making processes and responsibilities
m. structure of the center
n. tendency to overcommit time and energy or to feel guilty for not being able to do that
o. utilizing volunteers or not
p. tension between needs of staff, program administration needs and needs of participants
q. consensual decision making
r. structure vs. structurelessness
s. evaluation of personnel
t. collaboration
u. OTHER (please specify):

26. Which of these has been difficult for your group to deal with? (list the letters of
    all appropriate items and then circle the letter of the most difficult one)

27. In which of these areas do you think your center would benefit from additional information; for example, information on how other centers had handled certain issues? (Again, list the letter of all the appropriate items)

28. Do you think the other members of your center would agree for the most part with your answer in question 27? (Circle the most correct answer)

    A. most probably would
    B. most probably would not
    C. don't know

DIRECTIONS--PART III. For the next several questions refer to the following definition:

Administrative support is used to mean--providing helpful information, advocating for your programs in meetings where you are present and in those in which you're not, recognizing (grudgingly or generously) the worth of the programs you have or wish to create, or making budget decisions in your favor.

29. Do you get support from administrators on your campus who have program and budget decision making authority or influence?

    A. Yes--from 1-2   D. No--those administrators from whom we get support
    B. Yes--from 3-5   are not in such positions
    C. Yes--from more than 5 E. No--we get no administrative support

30. If you indicated that you do get administrators' support, which elements of the above definition characterize that support? (Circle all that apply)

    A. helpful information   D. making budget decisions in your favor
    B. advocacy for programs   E. doesn't apply--we get no support
    C. recognition of the worth of programs   F. OTHER (please specify)

31. Which, if any, of the following do you think might help you to get the support you need to develop and maintain your programs? (Circle the letters of all that apply)

    A. skills in identifying sources of support and resistance to programs
    B. strategies for increasing support and minimizing resistance to programs for women on college/university campuses
    C. more skills in developing programs (from documenting needs to evaluating effectiveness.
    D. more knowledge of leadership styles and effectiveness in differing settings
    E. organizing the center (or group) more effectively
    F. improving communication skills--especially those related to situations where you're dealing with people whose values, politics and rhetoric are different than one's own.
    G. collaborating more on projects with faculty, students and administrators
    H. skills in negotiating the college/university budget process
    I. OTHER (please specify)

32. On what basis do you decide who will be the liaison between your center and campus administrators? (Circle the letter of all that apply)

   A. verbal skills   D. position within the center   G. OTHER (please specify)
   B. personality   E. willingness
   C. interest   F. familiarity with campus policies

33. Do you think that being an effective liaison between a center and campus administrators requires certain skills, attitudes or information?

   A. no
   B. yes If you said yes,what are the most important ones?

34. Do the members of your group who are the liaison with administrators have these skills, attitudes and types of information?

   A. not really
   B. somewhat
   C. pretty much

35. Which of the following items reflect attitudes, situations or feelings that make dealing with campus administrators difficult for your staff? (Circle the letters of all that apply)

   A. difference in values   J. they say the campus already has (for
   B. difference in politics   everybody) the services we want to
   C. difference in goals   create for women
   D. they feel threatened   K. they don't understand what we want to do
   E. they're a lot older   L. we don't respect them
   F. we can't prove that we can do what we say   M. we're defensive
   G. they have all the power   N. they're defensive
   H. they don't listen   O. they're all straight males
   I. we feel threatened   P. OTHER (please specify)

DIRECTIONS--PART IV. The following information will help us to understand how similar or dissimilar college and university women's centers are. It will also help us in determining how similar or dissimilar the centers who are trained are to those centers who do not receive training.

1. What types of programs does your center offer?(Circle the letters of those that apply)

   A. short term counseling   J. arts program
   B. career counseling or workshops   K. credit or noncredit workshops
   C. long term counseling or therapy   L. academic courses
   D. support groups (CR groups)   M. medical, legal, educational and/or social
   E. re-entry or support programs for   welfare referrals
      non-traditional women students   N. speakers service
   F. drop-in center   O. affirmative action/discrimination advocacy
   G. library   P. rape crisis intervention
   H. assertiveness training   Q. OTHER (please specify)
   I. newsletter

2. Which of the following is true of your center? (Circle the letters of all that are true)

    A. has it's own space
    B. there is a known (identifiable) group of people who organize and conduct activities through the center
    C. the center has an identity separate from other campus programs and separate from specific individuals
    D. has the potential to act as an advocate for all groups of women on campus (staff, faculty, undergraduates, graduate students)
    E. willingness to respond to a wide variety of women's needs and issues
    F. has been in existence for over a year

3. Who are the consistent users of your center's programs? (Circle the letter of all that apply)

    A. faculty   D. graduate students
    B. college/university workers   E. women from the community
    C. undergraduates   F. OTHER (please specify)

4. How many paid staff do you have?

    A. none   D. 6 - 10
    B. 1 - 2   E. more than 10
    C. 3 - 5

5. How many people on your staff work on a volunteer basis?

    A. none   D. 6 - 10
    B. 1 - 2   E. more than 10
    C. 3 - 5

6. How many people on your staff receive credit for the work they do at your center?

    A. none   D. 6 - 10
    B. 1 - 2   E. more than 10
    C. 3 - 5

7. How many of your staff work full time (40 hours/wk)?

    A. all   D. very few
    B. most   E. none
    C. some

8. How many of your staff are students?

    A. all   D. very few
    B. most   E. none
    C. some

9. What proportion of your staff has worked at your center for more than 1 full year?

    A. all   D. very few
    B. most   E. none
    C. some   F. doesn't apply--center hasn't existed 1 full year

10. How long has your center been in existence?

   A. less than 3 mos.   D. 2 - 3 years
   B. 3 - 11 mos.   E. 3 - 4 years
   C. 1 - 2 years   F. 5 or more years

11. How large is your budget from campus sources?

   A. $0   E. $10,001 - $20,000
   B. less than $1,000   F. $20,001 - $50,000
   C. $1,000 - $5,000   G. $50,001 - $75,000
   D. $5,001 - $10,000   H. over $75,000

12. How large is your budget from outside (non-campus) sources?

   A. $0   E. $10,001 - $20,000
   B. less than $1,000   F. $20,001 - $50,000
   C. $1,000 - $5,000   G. $50,001 - $75,000
   D. $5,001 - $10,000   H. over $75,000

13. Which of the following groups are represented on your staff?

   A. Blacks/Afro Americans   E. single parents
   B. Spanish surnamed/Spanish speaking F. historically poor
   C. Oriental Americans   G. Lesbians
   D. Native Americans   H. older (over 35)

14. Generally, how is your center organized? (Circle the letter of all that apply)

   A. hierarchically   D. unstructured
   B. non-hierarchically   E. highly structured
   C. some blend of hierarchical and non-   F. loosely structured
      hierarchical   G. OTHER (if none of these terms describe your
                                  center's structure, describe it briefly)

15. Is your college or university: (Circle the most correct letter for each group)

   A. public   or   B. private

   A. large (over 10,000 students)   or   B. medium (4,000 - 10,000)   or   C. small

   A. coed   or   B. single sex

   A. in a city   or   B. near an urban area   or   C. rural

   A. innovative in academic policies or   B. traditional in academic policies

Do you have any comments on the questionnaire?

(OVER)

IT WILL BE A GREAT DAY WHEN OUR CENTERS HAVE ALL THE MONEY THEY NEED AND THE NAVY HAS TO HOLD A BAKE SALE TO BUY A BATTLESHIP.

RETURN THIS QUESTIONNAIRE TO: Women's Educational Equity Project
                                University of Massachusetts
                                Draper Hall 114
                                Amherst, MA 01003

Don't forget to include the form indicating if you wish to be on our mailing list for further information on the training and printed materials. (The form was attached to the letter that explained the questionnaire, the project, etc.)

A P P E N D I X   B

PILOT STUDY

The following is a summary of the changes made on the needs survey instrument after the pilot testing. In the first section of the pilot questionnaire, there were twenty-nine needs statements. Four of these questions (7, 8, 13, 16) were eliminated in the revised final copy. Three were eliminated because there were similar questions asked which received stronger responses. For instance, questions 13 and 29 were similar. Of the two, question 29 had only one "I don't know" response, while question 13 had four. Question 13 was not perceived as a high need, though 29 was. For purposes of reducing length, question 13 was eliminated. The fourth question was eliminated because the data were not found to be within the scope of the survey's purpose. It asked if "information on alternative ways of setting and allocating salaries" was a need. So few centers have salary money that the question proved inappropriate. Three additional changes in this section were those of wording. The "why" part of one question (30) was eliminated because there were no responses in the pilot testing and the data were not necessary. Because there were so many possible answers, excessive information would have resulted. In one case (32), the response format changed from a "yes" or "no" to "most probably wouldn't, most probably would, don't know." These responses seemed less absolute and more appropriate than "yes" or "no". However, since the data were not going to be used directly, the item was eliminated.

In the entire survey instrument, there were six questions eliminated, seven word changes, two categories added, five categories eliminated, and three new questions added. Changes in instructions were made once; the response format was changed four times.

A P P E N D I X   C

NON-RESPONDENT FOLLOW-UP STUDY

Below is presented the telephone interview which was used with the non-respondents of the national needs survey:

Hello. My name is Cheryl Phillips. I'm from the WEEP at the University of Massachusetts at Amherst. I'm conducting a follow-up study on the non-respondents to a questionnaire sent a year ago. May I speak to someone on the staff who has been there for over a year? I'll need about five minutes of your time to gather information about your institution and characteristics of your women's center.

1. How long has your center been in existence?
    A. less than 3 months
    B. 3-11 months
    C. 1-2 years
    D. 2-3 years
    E. 3-4 years
    F. 5 or more years

2. How large is your budget from campus sources?
    A. $0
    B. less than $1000
    C. $1000-$5000
    D. $5001-$10,000
    E. $10,001-$20,000
    F. $20,001-$50,000
    G. $50,001-$75,000
    H. over $75,000

3. How many paid staff do you have?
    A. none
    B. 1-2
    C. 3-5
    D. 6-10
    E. more than 10

4. Generally, how is your center organized?
    (Answer all that apply).
    A. hierarchically
    B. non-hierarchically
    C. some blend of A and B
    D. unstructured
    E. loosely structured

Is your college or university:

5. A. public
    B. private

6. A. large (over 10,000 students)
    B. medium (4000 to 10,000 students)
    C. small (less than 4000 students)

7. A. co-educational
    B. single-sex

8. A. in a city
    B. near an urban area
    C. in a rural area

9. A. innovative in academic policies
    B. traditional in academic policies

10. Do you recall receiving the needs survey last year?

11. What was the reason the survey was not returned?

12. Have you used the survey internally within the center?
     In what ways?

A P P E N D I X   D

CROSS-TABULATIONS

PERCEIVED CRITICAL NEEDS

Need Question	Type of Institution	
	Public (n = 88)	Private (n = 36)
1	48 (20)*	21 (15.5)
2	46 (22)	18 (19)
3	38 (25)	16 (23)
4	46 (22)	19 (18)
5	51 (17)	17 (20.5)
6	50 (19)	14 (25)
7	51 (17)	23 (13)
8	61 (10)	21 (15.5)
9	53 (15)	20 (17)
10	56 (14)	26 (7)
11	42 (24)	16 (23)
12	64 (9)	29 (3.5)
13	67 (6)	30 (2)
14	65 (7.5)	28 (5)
15	65 (7.5)	17 (20.5)
16	46 (22)	16 (23)
17	58 (13)	22 (14)
18	60 (11.5)	24 (10.5)
19	51 (17)	24 (10.5)
20	69 (2)	27 (6)
21	68 (4)	29 (3.5)
22	68 (4)	24 (10.5)
23	60 (11.5)	24 (10.5)
24	68 (4)	31 (1)
25	70 (1)	25 (8)
	1421	561
	Mean = 16.147**	Mean = 15.58

*Parentheses indicate rank ordering of perceived critical needs.

**Mean of critical needs reported by centers.

Need Question	Size of Institution		
	Large (n = 52)	Medium (n = 38)	Small (n = 30)
1	25 (20.5)	25 (16)	17 (16)
2	21 (24.5)	22 (22.5)	18 (13)
3	21 (24.5)	21 (24)	9 (25)
4	24 (22.5)	25 (16)	13 (21)
5	28 (18)	23 (20.5)	14 (20)
6	29 (15.5)	22 (22.5)	10 (24)
7	28 (19)	24 (18.5)	19 (10)
8	36 (7)	23 (20.5)	21 (6.5)
9	32 (13)	23 (12.5)	15 (19)
10	29 (15.5)	31 (5.5)	18 (13)
11	24 (22.5)	20 (25)	12 (22)
12	36 (7)	31 (5.5)	24 (3)
13	36 (7)	33 (2)	25 (1)
14	36 (7)	30 (9)	24 (3)
15	34 (11)	29 (12.5)	17 (6)
16	25 (20.5)	25 (16)	11 (23)
17	31 (14)	29 (12.5)	18 (13
18	35 (10)	30 (9)	16 (18)
19	28 (18)	26 (14)	19 (10)
20	36 (7)	34 (1)	22 (5)
21	41 (1.5)	30 (9)	21 (6.5)
22	37 (4)	30 (9)	20 (8)
23	33 (12)	30 (9)	17 (16)
24	39 (3)	32 (3.5)	24 (3)
25	41 (1.5)	32 (3.5)	19 (10)
	788	681	512

Mean = 15.09   Mean = 17.92   Mean = 17.06

Type of Institution

Need Question	Co-ed (n = 108)	Single-sex (n = 10)
1	61 (18)	5 (16)
2	56 (22)	4 (20)
3	47 (25)	3 (23)
4	56 (22)	5 (16)
5	60 (19)	4 (20)
6	56 (22)	4 (20)
7	64 (17)	7 (8.5)
8	73 (12)	7 (8.5)
9	65 (16)	6 (12.5)
10	72 (13.5)	8 (3.5)
11	53 (24)	3 (23)
12	83 (7.5)	9 (1)
13	87 (2)	8 (3.5)
14	83 (7.5)	8 (3.5)
15	77 (9)	5 (16)
16	58 (20)	2 (25)
17	72 (13.5)	6 (12.5)
18	76 (10)	5 (16)
19	69 (15)	3 (23)
20	86 (3.5)	7 (8.5)
21	86 (3.5)	7 (8.5)
22	84 (6)	5 (16)
23	74 (11)	7 (8.5)
24	88 (1)	8 (3.5)
25	85 (5)	7 (8.5)
	1771	143

Mean = 16.39   Mean= 14.3

Location of Institution

Need Question	Urban (n = 69)	Suburban (n = 33)	Rural (n = 20)
1	42 (16.5)	16 (20.5)	8 (23.5)
2	28 (25)	19 (12.5)	13 (10.5)
3	29 (24	13 (23.5)	8 (23.5)
4	37 (19.5)	13 (23.5)	11 (19.5)
5	35 (22)	16 (20.5)	13 (10.5)
6	37 (19.5)	10 (2.5)	13 (10.5)
7	42 (16.5)	17 (17.5)	12 (15.5)
8	51 (10)	18 (14.5)	12 (15.5)
9	45 (15)	17 (17.5)	10 (21.5)
10	48 (13.5)	20 (10.5)	11 (19.5)
11	33 (23)	17 (17.5)	6 (25)
12	55 (5)	23 (5)	13 (10.5)
13	55 (5)	24 (2)	16 (1.5)
14	54 (7.5)	21 (8.5)	16 (1.5)
15	49 (11.5)	20 (10.5)	12 (15.5)
16	36 (21)	14 (22)	10 (21.5)
17	49 (11.5)	19 (12.5)	12 (15.5)
18	48 (13.5)	23 (5)	12 (15.5)
19	41 (18)	17 (17.5)	15 (3.5)
20	56 (3)	23 (5)	15 (3.5)
21	59 (1.5)	21 (8.5)	14 (6.5)
22	54 (7.5)	22 (7)	14 (6.5)
23	52 (9)	18 (14.5)	12 (15.5)
24	59 (1.5)	24 (2)	14 (6.5)
25	55 (5)	24 (2)	14 (6.5)
	1122	469	306

Mean = 16.26   Mean = 14.2   Mean = 15.3

A P P E N D I X   E

WEEP TRAINING

Descriptions of Training Sessions

Leadership and power. The issue of leadership in women's groups is often problematic. Sometimes the notion of leadership is totally rejected and this leads to problems. Other times issues arise because members of a group are unable to take on effective leadership behaviors. "Powerful" is a label that most feminists wish to avoid within their organization, and yet there is much talk about taking back one's power. In this session leadership was examined as a set of behaviors that can be learned and that members of a group may share. Leadership behaviors that promote open communication and effective functioning were contrasted with leadership styles that can be dysfunctional in a collaborative or consensual group. Power was examing to differentiate among oppressive and positive aspects.

Organizational issues. The meaning and the relationship of a women's center to the large institution, and the function of organizational structure were examined in this session. Issues of accountability, membership, hiring and firing, and decision-making, power, skills-sharing and information sharing as they arise within collaborative and non-hierarchical groups and within hierarchical ones were discussed and strategies for dealing with them explored. Participants had the opportunity to identify organizational issues of concern to their group and enlist the aid of one another as well as the facilitator in generating alternative solutions.

Fun in the woods. As a break from an intellectually and often emotionally tiring pace, we provided an outdoor, physical activity workshop. This session explored questions of leadership, power, collaboration, and problem solving and initiative in highly personal and non-intellectual ways.

The balance of the sessions focused on becoming more effective in developing programs and in obtaining administrative support. These sessions are described below.

Program development. Ten hours of the training were devoted to this topic which included the identification of needs and the selection of objectives and program approaches. Due to time constraints, program evaluation was not included. As part of this program planning sequence, participants studied a description of an institution and its women's center, selected a target population(s), identified critical

needs, and developed a new program for that center. This
provided the basis for work during the budget session and
served as the proposal to be presented to a UMass adminis-
trator during the simulation.

   Budget information, development and negotiation. Because
financial support for programs is, in the end, essential, an
entire day of the training was devoted to skills and informa-
tion important is securing that financial support. Participants
examined budget approaches that institutions use, the kinds of
money that different types of institutions have to work with,
and how that information can be used by a center in determining
how much money to request, from whom, when, and in what format.
Budget ploys and the advantages and disadvantages of various
strategies were explored. Participants then were asked to
develop a budget request for their women's center using the
program they had developed in the Program Development sessions.
The case study had provided budget and administrative informa-
tion on the center and the institution. Participants had an
opportunity to role play presenting their budget and program
proposal in preparation for the simulation with administrators.
A senior budget administrator and a budget analyst from the
Office of Budgeting and Institutional Studies developed and
implemented these sessions.

   Communication skills. Since obtaining administrative
and fiscal support is largely a matter of persuading someone
to provide you with what you request, this session focused on
the skills needed to successfully negotiate a persuasive inter-
view. Specific techniques to prepare for going into such an
interview were also shared. A video-taped simulation of a
meeting between an administrator and women's center staff mem-
ber allowed participants to observe defensive and supportive
communication patterns, and the effects of different verbal
and non-verbal styles. Participants then role played inter-
views with administrators. Depending on the number of par-
ticipants these role plays were video-taped and then analyzed
by the larger group.

   Simulation with administrators. Participants presented
and negotiated for funding their program and budget proposal.
They made their presentation in small groups to a UMass adminis-
trator. The administrators participating were the Vice Chancel-
lor for Student Affairs, the Associate Vice Chancellor, the
Special Assistant to the Provost in charge of Special Programs
and the Director of the Community Development Center. The fact
that they were all highly placed administrators was important to

the effectiveness of the simulation. The sex and race mix of the administrators was also seen as very effective. Prior to the meeting, participants had identified, using information from the case study, the title and organizational responsibility of the administrator they were to meet with. The UMass administrator took on the designated role/position. The group had approximately 45 minutes for its meeting with the administrator, and approximately 45 minutes for analyzing what happened during the simulation. The administrators and trainees shared perceptions of effectiveness, strategies, communication skills, etc.

    <u>Administrative seminar</u>. The administrators participating in the simulation conducted a seminar on the hows and whys of administrative decision-making. Topics covered included power, politics, strategies for obtaining different types of support, administrative dodges, women in leadership positions, as well as any issues generated by the simulations or raised by the trainees (WEEP Grant Proposal, 1977).