Seven Years Later: Women's Studies Programs in 1976

Report of the National Advisory Council on Women's Educational Programs
Summary

Women's studies, as a recognizable part of higher education, has been in existence for only seven years. Even in that short period, however, there has been time for older and stronger programs to move past the early stages of development—characterized by women's studies as a number of courses "on" women and offered by various departments within an institution, drawn together into a "program" through the voluntary efforts of faculty and students—to what can more properly be called "phase two." Phase two of a women's studies program can be defined as involving a line budget, a paid administrator, and a curriculum that moves through committees and is recognized in an official catalogue. The phase also involves, most often, an organized major, minor or other degree-granting program, and thus a special responsibility to a group of students that is quite different, in nature, from responsibility to students seeking electives.

Women's studies in phase two, then, reflects not only program growth as measured against the early years, but also increased legitimacy, maturity and responsibility.

This review, commissioned by the National Advisory Council on Women's Educational Programs, involved a study of fifteen women's studies programs across the nation, all in phase two. Three questions shaped the study:

1) What is the current state of mature women's studies programs, with respect to their faculties; students, curricula and classrooms, their internal governance structures and administrative relationships to the universities in which they exist?

2) What has been the impact of these programs on their campuses and in their wider communities?

3) What dominant issues and needs are critical to the future of women's studies?

Some of the indicators of the state of women's studies—and thus also of the legitimacy, maturity and responsibility cited above—which were observed in the review include these:

Enrollment Growth

Enrollments in women's studies have continued to grow even in some institutions that have suffered general decline through retrenchment or through drops in student admissions. Figures from two individual institutions are illustrative of trends: At San Francisco State, where there were 160 students in four women's studies courses in 1970, there were
in excess of 2000 students in 68 courses in 1976; at the University of Washington, a program that involved 282 students in nine courses in 1971 had grown, by 1976, to one of more than 2500 students in 60 courses.

There is in women’s studies today a profusion of course offerings that few involved in 1970 would have dared to envision. Courses have also moved outside the disciplines that were most active in the beginnings—English, history and sociology—and are now found in education, biology and the law, for example, as well. There are now women’s studies courses enough within some single departments to permit undergraduate and, increasingly, graduate concentrations. Interdisciplinary courses have also grown, not only at the introductory and “senior integrative seminar” level, but also at intermediate levels. And women’s studies programs have made successful accommodation, in the past few years, to the vocational aspirations of students, so that it is now possible, for example, to take a combined women’s studies/health major.

Individuals inside and outside of women’s studies are beginning to see and talk about a new level of impact for the programs, both on personal lives and on institutions. Faculty within programs cite the energizing nature of the relationship between teaching and research in women’s studies. Program administrators note such institutional changes as the development of department courses that are “women’s studies” in origin, but now fulfill either general college requirements or requirements for other majors. There is also evidence that women’s studies programs have reached beyond their own institutions—to affect, for example, the in-service training of teachers in surrounding communities.

But these few positive indicators—and there are many others described in greater detail in the text that follows—do not suggest the total picture: there is also to be found, in phase two, significant evidence of remaining problem areas. The two most prominent relate to budget and staffing patterns.

Budgetary concerns have plagued women’s studies programs from the beginning. As the intent of this study was to review only mature programs, we have necessarily looked at those that are relatively well-funded, in comparison to the average. And yet even the fifteen programs involved in the study account for a combined annual budget of $654,770—or less than $44,000 per program per year. And it is clear, from the study, that budget patterns will continue to be the controlling factor in both the movement of new programs into phase two, and the movement of the older programs into a potential “phase three” of tenured staff, adequate administrative arrangements and permanent curriculum.

The faculty staffing patterns of women’s studies programs derive both from the funding levels noted above and from other factors commonly associated with new, interdisciplinary and women’s programs. These patterns appear, on the basis of this review, to put unduly (but unavoidably) heavy reliance on two particular approaches to staffing: the use of part-time and temporary appointees, and the use of junior faculty who are on tenure tracks in their disciplinary departments and who are “shared” with women’s studies through formal and informal arrangements. Strains, on both people and programs, are evident from both patterns, although there are some rewards.

Taken together, all of these indicators, positive and negative, suggest the following:

• that the future of women’s studies will depend both on the ability of its advocates to maintain their present high levels of energy, commitment and direction, and on the ability of the institutions to make the accommodations required not only by students, but also by faculty and programs;

• that while the energy, commitment and direction of the advocates are abundantly present now, there are many who seek some stronger indicators that the productive and exciting level of women’s studies teaching and scholarship is being provided, or will be provided in the future, with commensurate institutional rewards.

Some of those indicators will have to come from within the institutions themselves, even in this time of financial pressure on all colleges and universities.

Some will also rightly come from the initiatives of the Federal government. And it is to the Federal government that the recommendations set down and explained in Chapter 8 of this report are addressed. Those recommendations, in highlight form, are listed below.

The National Advisory Council on Women’s Educational Programs recommends that the Federal government—through such agencies and offices as the National Institute of Education; National Science Foundation; the Fund for the Improvement of Post-Secondary Education; the National Institutes of Health; the National Institute of Mental Health; the National Endowment for the Arts; the National Endowment for the Humanities; the Office of Health Resources, and the Office of Education—lend vigorous support to further study of women’s studies.

This first Federally-funded study of women’s studies curriculum and programs, which was deliberately limited in
scope and duration, can only be a beginning. The Council finds a need to look at distinctive types of institutions offering women's studies and at distinctive populations of students involved in the programs, as well as a need to look more searchingly at the impact issues which were a part of this study.

Possible areas for further work include studies of:
- women's studies in community colleges
- women's studies at institutions distinctly different in nature from the fifteen reviewed in this report
- re-entry women in women's studies
- minority women in women's studies
- the relationships between women's studies and vocational choices and career development
- women's studies and graduates
- the effectiveness of women's studies teaching
- the impact of women's studies on the institution and the community
- women's studies as a catalyst for faculty development.

A follow-up study of the institutions reviewed in this report is also recommended.

The Council further recommends that the Federal government, and in particular the agencies and offices cited in Recommendation I, lend their support to the development of new curricular materials.

Women's studies is a relatively new and emerging area of academic inquiry and the Council finds that curricular materials, and in some areas, actual books and other reading materials for students are still not available. The problem is especially acute in the areas of minority women's history, culture and present conditions of life. Even where materials do exist, they are racially or ethnically "segregated" as texts from materials on non-minority women.

The following, therefore, are most urgently needed: separate materials covering the history, culture and present life conditions of Hispanic women, Black women, Native American women, Asian-American women and Appalachian women; and, in addition, multiethnic and multiracial texts.

The Council further recommends that the Federal government, and in particular the agencies and offices cited in Recommendation I, lend their support to the development of a communications network for women's studies.

The Council finds that, as an educational equity strategy, women's studies needs the assistance of a variety of supportive informational devices and institutions, and that in addition, the educational establishment and the ordinary parent, teacher or student needs to be able to locate women's studies resources.

Recommended elements of such a network include: the development of an official directory for women's studies courses, programs and teachers; the addition of the category "women's studies" to the kinds of degree information gathered by the Office of Education; and the support of a dissemination system and network to serve students, teachers and scholars by making available both curricular material (syllabi, bibliographies, etc.) and such administrative material as documents submitted for official recognition and accreditation.

The Council finally recommends that the Federal government, and in particular the agencies and offices cited in Recommendation I, support increased financial assistance to women's studies programs.

The Council finds this to be the most critical area, and believes that programmatic support for women's studies is justified on at least three counts. First, the area of women's studies is a burgeoning area of research that feeds directly into curriculum development. Second, programmatic support for women's studies is a significant strategy for inservice post-secondary retraining of teachers both in public schools and on higher education campuses. Third, the relatively mature student body of women's studies is representative of what will be a significant portion of the future population of colleges.

Recommended approaches to support include: grant programs to assist in the development and upgrading of women's studies programs sponsored by individual institutions and by consortia; and support for the development of a small number of institutionally-affiliated Women's Studies Institutes, each to function as a regional and national center for research, curriculum and faculty development, and each to develop a specialization serving particular regional needs as well as at least one national need.

The formulation of these recommendations, and their endorsement by the National Advisory Council on Women's Educational Programs, is unusually timely, given the nearly concurrent formation of the National Women's Studies Association. And the recommendations are made with the expectation that the NWSA—now in the exciting position of providing leadership to a national movement—will be the vehicle through which many of them are carried out.
Appendix A
Informational Profiles of the Fifteen Programs

<table>
<thead>
<tr>
<th></th>
<th>Campus Size</th>
<th>Relevant Undergrad. Enroll.</th>
<th>W.S. Enroll. 1975-76</th>
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<tr>
<td>Bennett</td>
<td>600</td>
<td>600</td>
<td>106</td>
</tr>
<tr>
<td>Brooklyn</td>
<td>30,000</td>
<td>20,000</td>
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<td>Hawaii</td>
<td>21,356</td>
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<td>Kansas</td>
<td>22,000</td>
<td>15,000</td>
<td>841#</td>
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<tr>
<td>Mass.</td>
<td>25,000</td>
<td>20,000</td>
<td>3,400#</td>
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<tr>
<td>Minn.</td>
<td>35,093</td>
<td>15,288</td>
<td>2,857*</td>
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<tr>
<td>N. Mex.</td>
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<td>600#</td>
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<td>N. Ill.</td>
<td>10,000</td>
<td>7,500</td>
<td>700*</td>
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<tr>
<td>Penn.</td>
<td>17,000</td>
<td>7,000</td>
<td>596#</td>
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<tr>
<td>Port.</td>
<td>15,550</td>
<td>11,200</td>
<td>1,200*</td>
</tr>
<tr>
<td>San Fran.</td>
<td>22,500</td>
<td>16,592</td>
<td>2,005#</td>
</tr>
<tr>
<td>Sarah L.</td>
<td>800</td>
<td>800</td>
<td>209#</td>
</tr>
<tr>
<td>S. Fla.</td>
<td>23,000</td>
<td>16,800</td>
<td>2,494*</td>
</tr>
<tr>
<td>Tenn.</td>
<td>35,000</td>
<td>20,000</td>
<td>440*</td>
</tr>
<tr>
<td>Wash.</td>
<td>33,500</td>
<td>16,687</td>
<td>2,521*</td>
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<th></th>
<th>No. of W.S. Course Nos. in Cat. 1975-76</th>
<th>No. of W.S. Courses or Secs. 1975-76</th>
<th>No. of Depts. Involved 1975-76</th>
<th>No. of Faculty 1975-76</th>
<th>No. of Majors 1975-76</th>
<th>Status of Program</th>
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<td>7</td>
<td>15</td>
<td>12</td>
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<td>20</td>
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<tr>
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<td>26</td>
<td>11</td>
<td>28</td>
<td>6</td>
<td>Stable*</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>65</td>
<td>10</td>
<td>23</td>
<td>30</td>
<td>Stable*</td>
</tr>
<tr>
<td></td>
<td>none*</td>
<td>68</td>
<td>22</td>
<td>47</td>
<td>none*</td>
<td>Stable* (review, '79-80)</td>
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<tr>
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<td>7</td>
<td>22</td>
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<td>12*</td>
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<td>61</td>
<td>16</td>
<td>39</td>
<td>50</td>
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# Two semesters; no summer session except for Sarah Lawrence and New Mexico.
* Three quarters, and a summer session for all but Tennessee.
1 For this and subsequent numbered notes, see pg 80.
<table>
<thead>
<tr>
<th>Program Administrator's Position</th>
<th>Program Administrator's Credential</th>
<th>Percent Time for Administration</th>
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<tbody>
<tr>
<td>Bennett</td>
<td>Tenured faculty</td>
<td>Ph.D.</td>
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<tr>
<td>Brooklyn</td>
<td>3 co-admins., tenured or tenure-track</td>
<td>Ph.D.</td>
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<tr>
<td>Hawaii</td>
<td>Part-time, non-tenure-track, plus part-time faculty appt.</td>
<td>M.A.</td>
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<tr>
<td>Kansas</td>
<td>Tenure-track faculty</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Mass.</td>
<td>Non-tenure track</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Minn.</td>
<td>Non-tenure track, 3 yr. appt.</td>
<td>Ph.D.</td>
</tr>
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<td>N. Mex.</td>
<td>Non-tenure track</td>
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<td>N. III</td>
<td>Non-tenure track</td>
<td>Ph.D.</td>
</tr>
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<td>Penn.</td>
<td>Non-tenure track</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Port.</td>
<td>Part-time, non-tenure track, plus part-time faculty appt.</td>
<td>M.A.</td>
</tr>
<tr>
<td>San Fran.</td>
<td>Part-time, non-tenure track, plus part-time faculty appt.</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Sarah L.</td>
<td>Co-administrators:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tenured faculty</td>
<td>Ph.D.</td>
</tr>
<tr>
<td></td>
<td>non-tenure track</td>
<td>M.A.</td>
</tr>
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<td>S. Fla.</td>
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<td>Ph.D.</td>
</tr>
<tr>
<td>Tenn.</td>
<td>Tenured faculty</td>
<td>Ph.D.</td>
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<td>Ph.D.</td>
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<tr>
<td></td>
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<td>No. of courses/year Administrator Teaches</td>
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<td>3</td>
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<td>2</td>
<td>$58,700</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>$65,000</td>
</tr>
</tbody>
</table>

Footnotes to charts

1. Twenty courses, seventy-six sections.
2. Includes 27 Certificate students (minors); 20 majors.
3. Includes 6 undergraduate majors; 3 majors in University-Without-Walls; 14 M.A. candidates in Interdisciplinary Social Science with a concentration in women's studies.
4. As of 1977, there will be at least a dozen.
5. As of 1977, there will be at least 31.
7. Approved by the Oregon Board of Higher Education.
8. Approved by California's Chancellor's Office and California Postsecondary Education Commission.
9. Program's original three-year grant has ended.
10. Includes $13,000 for a separate summer session women studies budget, calculated on the basis of past enrollment figures.
11. Program was given a separate budget in fall 1974, and a significantly increased budget in fall 1975.
12. Since the B.A. program began in the fall of 1976, there were no formal majors until 1976-77, when there were 71. In 1976-77, the enrollment was 2690 in 99 courses, taught by 82 faculty, with 28 departments involved.
13. Beginning in fall 1977, the Administrator will teach 2 courses per year.
Psychology 405  Reading and Conference:  
Women's Studies Group  
Process/Skills

Psychology 407  Seminar: Psychology of Women

Sociology 199  Special Studies: The Politics of Rape

*Sociology 339  Courtship and Marriage: A Feminist Perspective

Sociology 405  Reading and Conference:  
Research in Women's Studies  
Men's Group  
Achievement of Women

Sociology 407  Seminar:  
Analysis of Changing Roles of Women  
Women in the Criminal Justice System  
Sex Roles

Sociology 410  Selected Topics:  
Women in the Modern U.S.  
Determinants of Sex Roles  
Older Women in Society  
Sociology of Women

*Sociology 415

School of Business Administration  
Business Education 407  Seminar:  
Women in Management  
Management Training for Women  
Non-Sexist Vocational/Career Counseling

School of Education  
Education 407  Seminar:  
Child Care and the Changing Roles of Women  
Women's Studies for Public Schools  
Sexism in Education  
Introduction to Women's Studies for Teachers  
Children's Literature as Social History

School of Social Work  
Social Work 407  Seminar:  
Psychoanalysis and Women  
Women in the Middle Years

Department of Health & Physical Education  
*Health Education 250  Personal Health  
Physical Education 180  Personal Defense

School of Urban Affairs  
Black Studies 199  Special Topics: Affirmative Action Workshop  
*Black Studies 419  Black Women in America

San Francisco State University

Note: These are fall 1976 courses.
Women Studies Courses  
(Women's Studies is not located within any of the colleges or divisions of the University.)

Core Courses  
WS 200  Feminism: The Basic Questions  
WS 401  Translating Women's Experience  
WS 402  Comparative Models of Women's Experience  
WS 403  Women in Groups  
WS 404  Women as Creative Agents

Experimental Courses  
WS 376  Physical Education for the Fearful  
WS 379  Lesbian Lives, Lesbian Thought  
WS 470  Women and Work  
WS 471  Women's Myths and Rituals  
WS 477  Women, Reality and Science  
WS 570  Fiction  
WS 571  Learning Sex Roles  
WS 572  Women, Class and Race  
WS 573  Men's Liberation  
WS 574  Women and Appearance  
WS 575  Administration and Development  
(of the Women Studies Program)
WS 576  Women and Violence  
WS 577  Women in Management  
WS 600  Women and the Church

School of Behavioral and Social Sciences  
*Anthropology 590  Anthropology of Women  
*History 620  Women in the U.S.  
*History 622  Women in Three Societies (North American, French, Mexican)  
*History 624  Women in Latin America (topics to be specified/may be repeated)  
*History 625  History of Feminism  
*International Relations 544/Social Science 544  Women in the World

School of Behavioral and Social Sciences  
*Political Science 465  Women and Politics  
Psychology 305  Contemporary Issues: Women and Madness

School of Behavioral and Social Sciences  
*Psychology 436  The Development of Sex Differences  
*Social Science 335  Woman: Her Being and Becoming  
*Social Science 340  Women as a Social Force  
*Social Science 350  Homosexuality as a Social Issue  
*Social Science 377  "Sexual Circles"—Bloomsbury and Gertrude Stein Groups  
Social Science 610  Marxism and Feminism  
Social Work Education 855  Seminar: Sex Role Stereotyping in the Human Services

School of Behavioral and Social Sciences  
*Sociology 469  Sex Roles and Society  
*Sociology 464  The Family  
Sociology 730  Seminar on Racism and Sexism
School of Creative Arts
Creative Arts 710
Film 304
Film 355

Theatre Arts 670
School of Ethnic Studies
*Asian-American Studies 620
*Asian-American Studies 621
*La Raza Studies 410
*Native American Studies 420

School of Humanities
Comparative Literature 420
Chinese 580
Creative Writing 873/
Creative Arts 733

English 277
English 330
English 400
*English 614
*English 618
English 630
English 671
*Philosophy 382

Speech Communication 100
*Speech Communication 503
*Speech Communication 652
*Speech Communication 746
Speech Communication 847

Myths and Images of Everyday Life: Issues and Sources of Particular Interest to Women Film Trends: Sex, Identity and the American Film—Whose Dream is on the Screen? Film Writing for Non-Majors: Dealing with the Problems of Women Women in Theatre Introduction to Asian-American Women
Seminar on Asian-American Women
La Raza Women
Native American Women: A Heritage of Equality
Women in World Literature
Women Writers in Modern China
Women, Art and Creativity
The Literature and Experience of Re-entry Women
Women Studies: A Literary Survey of Basic Issues
Elements of Writing: For Re-entries
Women in Literature: Authors and Characters
Gay and Bisexual Literature
Finding a Voice: 20th Century British Women Authors
Shakespeare and Women
Women and Philosophy: Selected Topics (may be repeated)

General Studies Colloquium: Socialization and Strategies for Change
Sex Roles and Communication
Women and Words
Seminar in Patriarchal Rhetoric
Field Research Strategies: Models of Intra/Intersexual Communication

School of Sciences
Center for Interdisciplinary & Innovative Science 100
Center for
Interdisciplinary & Innovative Science 420

General Studies Colloquium:
On Concerns of Re-Entry Students
Women: Biological Sex/Cultural Gender

School of Education
*Home Economics 323
*Home Economics 500
*Nursing 510
*Secondary Education 636

Pregnancy and Infant Development
Women in Contemporary Society
Pregnancy, Childbirth, and the Newborn
Non-Sexist/Non-Racist Secondary Education

Division of Health, Physical Education, Recreation & Leisure Studies
*Health Education 320
*Health Education 674
*Physical Education 191
*Physical Education 302

Sex and Family Life
Women's Health: Problems and Issues
Personal Defense
Women in Sports

Sarah Lawrence College
Note: These are 1976-77 courses.

The Sarah Lawrence Curriculum is not divided into "schools" or "colleges". The curriculum varies from year to year, allowing students to participate at various points in their academic careers. Students working toward the M.A. in Women's History take ten credits in each of the following: Women's History, American or European History, a related field, such as Literature, Anthropology, Psychology, Economics, etc. A thesis based on original research is required.

Core Courses in American and European History

The City and the Woman
Women in American Society
Theories and Methodology of Women's History and Feminism
Women in Europe: 19th and 20th Centuries
The Family: 1300-1800
Humanistic and Scientific Process in Women's History

Psychology
Gender and Sex

Anthropology
Kinship and Social Organizations