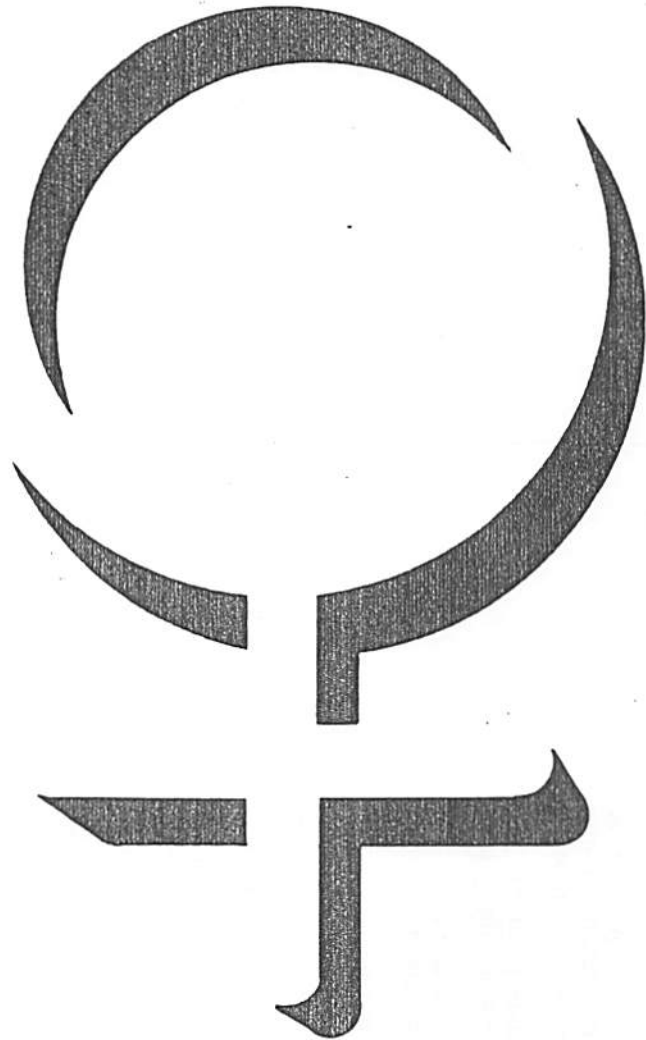


*Seven Years Later:  
Women's Studies  
Programs in 1976*



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

# Summary and Recommendations

## 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.

path of  
erings

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.

ization  
ational  
Impact

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.

## Recommendations

### I. Further Study

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.

ment of  
materials

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.

ications

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.

#### IV. Programmatic Support

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 in-service 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

	Campus Size	Relevant Undergrad. Enroll.	W.S. Enroll. 1975-76
Bennett	600	600	106
Brooklyn	30,000	20,000	1,800#
Hawaii	21,356	15,370	641#
Kansas	22,000	15,000	841#
Mass.	25,000	20,000	3,400#
Minn.	35,093	15,288	2,857*
N. Mex.	21,000	13,000	600#
N. Ill.	10,000	7,500	700*
Penn.	17,000	7,000	596#
Port.	15,550	11,200	1,200*
San Fran.	22,500	16,592	2,005#
Sarah L.	800	800	209#
S. Fla.	23,000	16,800	2,494*
Tenn.	35,000	20,000	440*
Wash.	33,500	16,687	2,521*

# 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.

No. of W.S. Course Nos. in Cat. 1975-76	No. W.S. Courses or Secs. 1975-76	No. of Depts. Involved 1975-76	No. of Faculty 1975-76	No. of Majors 1975-76	Status of Program
none	9#	6	8	none	Grant 1975-80
none	76 <sup>1</sup>	10	45	24	Stable
19	32	7	15	12	Review, Dec. '77
none	35	11	17	15	Stable
8	64	20	70	47 <sup>2</sup>	Review in prog.
23	89	20	63	59	Review, '77-78
none	30	11	27	none	Stable
none	28	12	25	23 <sup>1</sup>	Stable
none <sup>1</sup>	26	11	28	6	Stable
3	65	10	23	30	Stable
none <sup>1</sup>	68	22	47	none <sup>1,2</sup>	Stable* (review, '79-80)
7	22	3	10	12 <sup>*</sup>	Stable*
17	30	6	10	15	Stable
3	18	8	12	not avail.	Stable
10	61	16	39	50	Stable

	Program Administrator's Position	Program Administrator's Credential	Percent Time for Administration
Bennett	Tenured faculty	Ph.D.	spare time
Brooklyn	3 co-admins., tenured or tenure-track	Ph.D.	1/3 each
Hawaii	Part-time, non-tenure-track plus part-time faculty appt.	M.A.	1/2
Kansas	Tenure-track faculty	Ph.D.	1/4
Mass.	Non-tenure track	Ph.D.	full
Minn.	Non-tenure track, 3 yr. appt.	Ph.D.	full
N. Mex.	Non-tenure track	Ph.D.	full
N. Ill.	Non-tenure track	Ph.D.	full
Penn.	Non-tenure track	Ph.D.	full
Port.	Part-time, non-tenure track, plus part-time faculty appt.	M.A.	1/3
San Fran.	Part-time, non-tenure track, plus part-time faculty appt.	Ph.D.	1/4
Sarah L.	Co-administrators: tenured faculty non-tenure track	Ph.D. M.A.	1/2 1/2
S. Fla.	Tenured faculty	Ph.D.	1/3
Tenn.	Tenured faculty	Ph.D.	1/2
Wash.	Tenure-track faculty	Ph.D.	1/2

No. of courses/year Administrator Teaches	Budget 1975-76	Date Program Began	Date Major, etc. Began	Date Budget Began	Type of Program	Location of Program
6	\$62,000	1974-75	1975-76	1975-76	Electives	—
6 each	32,000	1971-72	1974-75	1974-75	Dual Major	Coll. Humanities & Coll. Soc. Sci.
3	55,837	1971-72	1973-74	1974-75	B.A. in Liberal Studies	Coll. Arts & Sciences
3	4,650	1972-73	1977-78	1973-74	Autonomous B.A.	Coll. Liberal Arts & Sciences
2	30,000	1970-71	1974-75	1974-75	Certificate & individualized B.A.	Provost's Office-
3	50,000	1972-73	1974-75	1973-74	Autonomous B.A.	Coll. Liberal Arts
2	38,600	1972-73	1974-75	1973-74	B.A. in University Studies	Provost's Office
1 <sup>11</sup>	30,000	1971-72	1973-74	1973-74	Individualized B.A. & M.A. in Interdisc. Social Science	Center for Program Development
2	58,700	1971-72	1971-72	1973-74	Individualized B.A.	Faculty of Arts & Sciences
3	27,696	1971-72	1975-76	1975-76	Certificate (dual major)	Coll. Arts & Letters
4	64,900	1970-71	1976	1976	Autonomous B.A. & Interdisc. M.A. in Social Science	Provost's Office
3	53,333	1971-72	1972	1973	Electives & M.A. in Women's History	—
2						
6	65,000	1972-73	1972-73	1972-73	B.A. in Interdisc. Social Science	Coll. Social & Behav. Sciences
3	9,000	1972-73	1975-76	1975-76	Minor	Coll. Lib. Arts & Sci.
4	73,000 <sup>9</sup>	1970-71	1971-72	1971-72 <sup>11</sup>	B.A. in General Studies	Coll. Arts & Sciences

## 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.
- 6 M.A. candidates.
- 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.

# 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  
WS 401  
WS 402

WS 403  
WS 404

## Experimental Courses

WS 376  
WS 379  
WS 470  
WS 471  
WS 477

WS 570  
WS 571  
WS 572  
WS 573  
WS 574

WS 575  
WS 576  
WS 577  
WS 600

## School of Behavioral and Social Sciences

\*Anthropology 590  
\*History 620  
\*History 622

\*History 624

\*History 625  
\*International Relations  
544/Social Science 544

\*Political Science 465  
Psychology 305

\*Psychology 436

\*Social Science 335  
\*Social Science 340  
\*Social Science 350  
Social Science 377

Social Science 610  
Social Work  
Education 855

\*Sociology 469  
\*Sociology 464  
Sociology 730

Feminism: The Basic Questions  
Translating Women's Experience  
Comparative Models of Women's  
Experience  
Women in Groups  
Women as Creative Agents

Physical Education for the Fearful  
Lesbian Lives, Lesbian Thought  
Women and Work  
Women's Myth and Ritual  
Women, Reality and Science  
Fiction  
Learning Sex Roles  
Women, Class and Race  
Men's Liberation  
Women and Appearance  
Administration and Development  
(of the Women Studies Program)  
Women and Violence  
Women in Management  
Women and the Church  
Women and the Law

Anthropology of Women  
Women in the U.S.  
Women in Three Societies (North  
American, French, Mexican)  
Women in Latin America (topics to  
be specified/may be repeated)  
History of Feminism  
Women in the World  
Women and Politics  
Contemporary Issues: Women  
and Madness  
The Development of Sex  
Differences  
Woman: Her Being and Becoming  
Women as a Social Force  
Homosexuality as a Social Issue  
"Sexual Circles"—Bloomsbury  
and Gertrude Stein Groups  
Marxism and Feminism  
Seminar: Sex Role Stereotyping in  
the Human Services  
Sex Roles and Society  
The Family  
Seminar on Racism and Sexism

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
Sociology 407	Achievement of Women 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 415	Sociology of Women
<b>School of Business Administration</b>	
Business Education 407	Seminar: Women in Management Management Training for Women Non-Sexist Vocational/Career Counseling
<b>School of Education</b>	
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
<b>School of Social Work</b>	
Social Work 407	Seminar: Psychoanalysis and Women Women in the Middle Years
<b>Department of Health &amp; Physical Education</b>	
*Health Education 250	Personal Health
Physical Education 180	Personal Defense
<b>School of Urban Affairs</b>	
Black Studies 199	Special Topics: Affirmative Action Workshop
*Black Studies 419	Black Women in America

**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

Interdisciplinary 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

Anthropology

Gender and Sex

Kinship and Social Organizations