

Education/higher ed

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**"A Study of the Learning Environment at
Women's Colleges"**

Highlights of the Study

The Women's College Coalition

Washington, D.C.

HIGHLIGHTS of
A Study of the Learning Environment
at Women's Colleges

This is a summary of data presented in A Study of the Learning Environment at Women's Colleges published by the Women's College Coalition project of the Association of American Colleges. Copies of the full report can be ordered from the Coalition at \$15.00 each.

The full report (195 pages) includes a somewhat expanded introduction to the study, a comprehensive description of how the surveys were conducted, and complete tabular data of the results from both the survey of women's college faculty and the survey of women's college presidents conducted by the Coalition in spring, 1980.

These publications and the research which they represent were made possible with the assistance of a grant from the Ford Foundation. For a complete list of publications available from the Women's College Coalition, see the back inside cover of this volume.

Additionally, the Women's College Coalition operates a clearinghouse to disseminate information on women's colleges for use by the press, educational researchers, and women's colleges themselves.

To obtain additional copies of the HIGHLIGHTS and/or information about additional publications and materials currently available from the clearinghouse, contact:

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WOMEN'S COLLEGE COALITION

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PREFACE

Women's colleges, founded predominantly in the 19th century as the women's alternative to a higher education system otherwise almost exclusively male, have long viewed themselves as an affirmation of women's right to hold high aspirations.

In recent years, the concern exemplified by women's colleges for providing what is now called equity in education has become a national concern. At the same time, new institutional patterns have proliferated in higher education and women's colleges represent only one of the strategies being tried to create truly equitable learning environments for women. None of these strategies, including those represented by women's colleges, is perhaps producing as much change on as many fronts as women's advocates would like to see. Accumulating evidence from the work of researchers like Alexander Astin and M. Elizabeth Tidball does suggest, however, that the women's colleges are associated with unusual outcomes related to the persistence and subsequent achievement of their graduates. As a result, there has developed an increasing interest in descriptive data about the nation's women's colleges--which now number 117 institutions in 26 states and the District of Columbia--and an interest in studying them as a group.

Two years ago, with support from the Ford Foundation, the Women's College Coalition began a project designed to develop and disseminate this kind of descriptive data. We began with a statistical profile based on data acquired from national data collectors, and focusing on institutional characteristics, enrollment trends, faculty composition, student characteristics, and some basic data on patterns of revenues and expenditures.

The study on which the current report is based expands considerably on that initial effort and, with instruments developed by the Women's College Coalition, begins to describe a set of institutional characteristics quite different from and in many ways less easily quantifiable than those presented in the Profile. Yet, these are the characteristics that contribute most to the environment, or climate, in which women's college students and faculty live, learn, and work.

The study thus probes perceptions of the mission of the women's college as described by women's college faculty and presidents. It looks at the institutional reward system, and at faculty attitudes toward teaching, toward interaction with students, and toward the kind of curricular change designed to bring about full recognition of women in the academic process and intellectual life of the college. It documents the presence of women throughout the college.

In its different sections, it reveals some exciting things:

- a set of colleges in which presidents and faculty, both male and female, clearly interpret the mission of the college as one of responding to the particular needs of women
- a set of institutions in which a series of special missions serve to reinforce the feminist educational goals held by the faculty
- a set of colleges in which more than 80% of the faculty have adapted their individual course syllabi to recognize more effectively the perspectives and contributions of women
- a set of institutions in which women in positions of power, prestige, and authority are not the exception, but rather the norm
- a set of institutions in which the reward system seems truly to affirm women's full participation in the intellectual work and product of the institution

Women's colleges have sometimes been thought of as institutions which happened to admit women only. What this study suggests is that something profoundly different from "happening to admit women only" is occurring at these institutions--something more akin to the active development of institutions whose identity and purpose flow directly from their commitment to women, and whose identity and purpose are deepened by a new fusion of that purpose with the intellectual work of the college.

Presented here in a concise form are the key findings from the larger report, A Study of the Learning Environment at Women's Colleges. Since highlights are, by definition, selective, we make no pretense of objectivity. Quite simply, the highlights profiled here are those which appeared to the researchers to be the most significant descriptors of the learning environment at women's colleges. We hope that this report will prove useful not only to individual women's colleges, but to all institutions of higher education with an interest in examining new strategies for exercising their commitment to sex equity.

Martha E. Church

Dr. Martha Church
President, Hood College
Chair, Data Project Advisory Committee
Women's College Coalition

INTRODUCTION

It has been called the educational, academic, or learning environment; the college character, climate or personality; the campus experience; the institutional ethos; or even "the set of college impact variables." In its simplest form, it is the response to the ubiquitous query of the prospective student, "But what's the college really like?" On a more sophisticated level, it is the link between student as input and alumna as outcome.

This is a descriptive study of the learning environment at women's colleges. As such, it partakes of and hopefully contributes to a rich literature of college environments, their impact and outcomes. Many prominent educational researchers (Feldman and Newcomb, 1969; Chickering, 1969; Astin, 1977; Bowen, 1977) have made significant contributions to this body of research. A synthesis of their research indicates, to hazard a generalization, that significant differences exist between college "climates," that particular climates attract particular types of students, and that educational environments interact with student characteristics in determining various cognitive and non-cognitive changes that occur in college.

The direct relationship between student and environment is a complex one. The question of impact is complicated by "the innumerable sources of potential impact in the various academic and social sectors of a colleges--the campus milieu, the values of the faculty, the emphasis of academic majors, the orientations of student groups."¹

While recognizing the complexity of student-environment relationships, it seems nonetheless critical for researchers to attempt to identify and describe those institutional characteristics which may have an impact on students.

The importance of such inquiry is all the more critical with respect to women students. If we accept that the primary goal of an institution of higher education is to assist each person in fully developing his or her potential, then institutions of higher education have an obligation to counteract traditional patterns of socialization which have limited women's sphere of achievement in the past. They have an "obligation to prepare (women) to

follow paths previously closed to them and new paths yet to be cut."² Specifically, women's participation in such "closed fields" as science, engineering and mathematics, their persistence to advanced and professional degrees, and the encouragement of their aspiration to achievement have now become the responsibility of institutions of higher education.

"Higher Education Has Obligations to a New Majority" read the recent headlines in The Chronicle of Higher Education announcing that, for the first time, the majority of college students are now women. "The responsibility of colleges and universities is to provide the educational help so that women can develop the knowledge, confidence, resources, and strategies for success in today's world."³ The article concludes that "higher education's record over the past decade is proof that it has far from fulfilled that responsibility. Many examples could be offered to support such a conclusion. Dr. Jeanne Block notes, in her review of studies of sex-differentiated teacher behavior that "At the university level, survey studies of student attitudes reveal that female students more often report that their professors do not take their intellectual aspirations seriously (Hochschild, 1976) and that they fail to socialize women in professional roles (Heyman, 1977)...The attrition of women in higher education may reflect, among other factors, the pernicious effects of this pattern of discouragement and negative reinforcement in achievement motivation."⁴ Whether certain college environments can reverse such trends, and whether certain factors in those learning environments can be isolated, described, and adapted to other environments in ways that mitigate such trends --these are among the critical questions facing a new decade of women's educators.

The literature of impact and outcomes has long suggested that changes in college environments affect student behavior. Chickering's book Education and Identity, as Howard Bowen has also noted, is devoted almost exclusively to examining ways of improving higher education based on the assumption that educational environments do make a difference in student development.

Alexander Astin's Four Critical Years went further in demonstrating that "different types of colleges have significant impacts on student outcomes"⁵ and that certain colleges may be better for some students than others.

Recently the college environment has come under scrutiny by women's advocates. The work of M. Elizabeth Tidball, begun in the early seventies, has stood primary to this effort; it is now complemented by such efforts as the Feminist Press initiative to assess the "health" of the college environment for women at colleges and universities across the country⁶ by acquiring information related to such factors in the learning environments as curricular, financial aid and scholarship, role models, and centers for reentry women, among others.

The study on which this report is based was undertaken in the same spirit as many of the efforts previously cited. Women's college advocates familiar with the outcomes associated with their colleges felt nevertheless that they lacked solid descriptive data necessary to the documentation of the environment common to women's colleges. There was a felt need at women's colleges to be able to answer the question so often posed to them, "Other than the fact that all your students are women, how are you different?"

Hence this report on the learning environment at women's colleges. The report is based on a survey of presidents and faculty at women's colleges conducted by the Women's College Coalition in the spring of 1980. Part of a data collection project funded by The Ford Foundation, this study complements earlier work conducted by the Coalition designed to examine various aspects of the nation's women's colleges in an effort to further our understanding of the ways in which educational environments can encourage women's development and achievement.

A word of caution is in order. Without comparative data, of course, the "difference" between women's colleges and other institutions is subject to conjecture. Where such data exist (representation of women on the faculties and administrations, for example), real differences can be drawn. It has not, however, been our intention to draw such comparisons. Nor was it our intention, in designing the survey, to evaluate the effectiveness of such an environment or to trace causal links between the characteristics of such an environment and the outcomes already associated with women's colleges (see below). Rather, it was our intention to study and document the college environment at women's colleges, so that future research in a number of important areas could progress apace.

In our framing of the areas of exploration within the large rubric of "the learning environment" a number of researchers were influential to our thinking and must be acknowledged here.

Outcomes Associated with Women's Colleges

Two researchers have documented specific outcomes associated with attendance at a women's college.

Tidball's study of 1500 women randomly selected from Who's Who in American Women demonstrated that women's college graduates were approximately twice as likely to be listed as were women graduates of coeducational institutions.⁷ A subsequent study⁸ of those undergraduate institutions ranking highest over four decades in the percentage of women graduates who obtained doctorates, demonstrated that women's colleges dominated the list, comprising eight of the twelve institutions to appear in the top 25 with respect both to the number and the percentage of their women graduates who subsequently obtained doctorates. Thus, Tidball suggests, achievement and persistence are outcomes positively associated with attendance at a women's college.

More recently⁹, Tidball has gone on to explore these outcomes as they are associated with different factors in the learning environments at women's colleges. Tidball has analyzed achiever production as it relates to the number of women on the faculty, institutional size and selectivity, faculty compensation, and academic expenses. These variables were influential in the construction and analysis of our own survey instruments.

Alexander Astin's landmark work Four Critical Years suggests that single-sex colleges facilitate student development in several areas: academic, interaction with faculty, verbal aggressiveness, and intellectual self-esteem. Astin concludes that "students at single sex colleges are more satisfied than students at coed colleges with virtually all aspects of college life: student-faculty relations, quality of instruction, curricular variety, student friendship, and quality of the science program; and that women are more likely to attain positions of leadership and to become involved in student government, to develop high aspirations, and to persist to graduation if they attended a women's college."¹⁰

Based upon these findings, we determined to incorporate in our instruments, wherever possible, questions which might elicit data pertinent to these suggested outcomes. The number of women faculty, faculty aspirations for students, the quality and frequency of student-faculty interaction, and variations in responses to these questions associated with size of institution and sex of respondent--these aspects of our survey evolved from our reading of the work of Tidball and Astin. Thus, we hoped that the data to be retrieved from a descriptive analysis of the learning environment would build upon earlier research which tended to point in several obvious directions.

A number of people have been generous in contributing their time and experience to this project and the researchers would like to acknowledge these debts here.

First and foremost is Mariam Chamberlain of the Ford Foundation without whose interest, sensitive criticism, and encouragement this project would not have been possible.

A similarly large debt is owed M. Elizabeth Tidball whose intelligent and seminal work in the area of women's colleges has served as a catalyst to this and many other studies in this area.

Three data analysts familiar with women's colleges reviewed the complete set of data and offered extensive commentary, much of which is incorporated into this report. They are: Dr. Ruth Schmidt of Wheaton College; Dr. Elizabeth Minnich of the Union for Experimenting Colleges and Universities; and Sr. Martha Jacob of the Neylan Conference of the Association of Catholic Colleges and Universities.

To Martha Church, President of Hood College and Chair of the Women's College Coalition Data Collection Project Advisory Committee and to the members of the Data Project Advisory Committee, many thanks are due. Members include: Sr. Judith Cagney, President of Barat College; Dr. Carol Frances, Chief Economist of the Economics and Finance Unit of the American Council on Education; Dr. Virginia Hodgkinson, Director of Research at the National Institute for Independent Colleges and Universities; Dr. Alice Emerson, President of Wheaton College; Dr. Jacquelyn Mattfeld, former President of Barnard College; and Dr. Jeanne Block, Research Psychologist at the University of California, Berkeley.

Finally to the two chairs of the Women's College Coalition during the life of this project--Dr. Rhoda Dorsey, President of Goucher College, and Sr. Dorothy Ann Kelly, President of The College of New Rochelle--thanks are due as well.

To all of these people, we offer our sincere thanks.



Susan Nall Bales
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Marcia K. Sharp
Director
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⁸M. Elizabeth Tidball and Vera Kistiakowsky, "Baccalaureate Origins of American Scientists and Scholars," Science Vol. 193 (August 20, 1976), pp. 646-

⁹M. Elizabeth Tidball, "Women's Colleges and Women Achievers Revisited," SIGNS: Journal of Women in Culture and Society, Vol. 5, Number 3, 1980, pp. 504-517.

¹⁰Astin, Four Critical Years, pp. 323-33.

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ABOUT THE WOMEN'S COLLEGE COALITION

THE WOMEN'S COLLEGE COALITION is a voluntary organization of 71 women's colleges nationwide. Members come from 23 states and the District of Columbia, and include public and private, independent and church-related, and two and four-year colleges.

PURPOSE The Coalition functions as an advocate and information resource for women's colleges. It is primarily concerned with examining ways in which women's colleges work within the education community to support the intellectual, professional and personal development of women today.

Through a research project supported by the Ford Foundation, the Coalition is working to develop a data base on the country's undergraduate colleges for women. The Ford project also supports the Coalition in functioning as a clearinghouse for research studies that have significant bearing on women's colleges, and as a repository of materials on women's colleges.

Topics of particular interest to the Coalition include: the role of women's colleges as resources on women and women's affairs; curricular focus on women/women's studies; the learning environment at women's colleges; the advancement of women in teaching, administrative and trustee positions; and the public policy concerns of women's colleges.

ORGANIZATION The Coalition was founded in 1972 as a project of the Association of American Colleges. It is governed by an Executive Committee of nine member presidents, chaired by Sr. Dorothy Ann Kelly, President of the College of New Rochelle.

FOR FURTHER INFORMATION Contact Marcia Sharp, Director, or Susan Nall Bales, Research Coordinator.

Highlights of the Study

Women's college presidents, male and female, clearly perceive the mission of their institutions as related directly to the particular needs and interests of women in today's society. Of the six categories of mission most frequently cited by presidents, five deal specifically with aspects of equity for women. Mission statements cited by presidents suggest that women's colleges have responded to their special constituencies by developing educational goals specifically reflective of women's needs – goals related to developing leadership, self-confidence, and independence in women; to providing support; and to overturning stereotypes.

Table A: WHAT PRESIDENTS DEFINE AS SPECIAL MISSION

*Question: What is the special mission of a women's college?

<u>Mission</u>	Percentage of presidents citing missions in these categories		
	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Overall development/ preparation for life	39	39	38
Provide supportive atmosphere geared to women's needs	23	56	32
Encourage women to take leadership roles	36	11	29
Develop self-confidence, independence and self-respect in women students	25	28	27
Prepare for new roles/fight ster- eotypes/equalize opportunities	32	6	24
Prepare for adjustment to society/equality	20	17	19

For complete data, see The Learning Environments at Women's Colleges, Data Section, pp. 85-87.

*All responses to this open-ended question were placed into categories by the researchers. Because many presidents gave responses falling into more than one category, responses will not total 100%. Included in the mission statements presented in the table are the six most frequently cited by the presidents.

Women's college faculty, as a group, parallel their presidents in describing an institutional mission that is directly related to meeting the needs and interests of women. Faculty show a tendency similar to that of their presidents to respond with "equity" rather than traditional liberal arts teaching goals.

Table B: WHAT FACULTY DEFINE AS SPECIAL MISSION

*Question: What is the special mission of a women's college?

<u>Mission</u>	Percentage of faculty citing missions in these categories		
	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Overall development/ general preparation for life	35	26	30
Provide supportive atmosphere geared to women's needs	10	11	10
Encourage women to take leadership roles	21	15	18
Develop self-confidence, independence and self-respect in women students	33	19	27
Prepare for new roles/fight ster- eotypes/equalize opportunities	16	14	15
Prepare for adjustment to society/equality	14	11	12

For complete data, see Learning Environments, Data Section, pp. 124-125.

*Responses to this open-ended question were placed into categories developed by the researchers. Because many of the faculty gave responses falling into more than one category, responses will not total 100%. Included in the mission statements presented here are the six most frequently cited by faculty members.

Additionally, the mission of women's colleges is a dynamic issue for women's college faculty, and one which is discussed with considerable frequency. Faculty are more likely to discuss with a colleague the mission of a women's college than they are their own research interests. They are only slightly less likely to discuss mission than they are criteria for promotion and tenure.

Table C: HOW OFTEN FACULTY DISCUSS MISSION

Question: Mark the box which best indicates how frequently you have engaged in the activity described within the last academic year.

Percentage of faculty engaging
in these specific activities:

<u>Activity</u>	<u>At least once a week</u>	<u>Several times a semester</u>	<u>Infrequently or never</u>
Discussed with a colleague criteria for promotion and tenure	29	43	28
Discussed with a colleague the mission of a women's college	31	43	26
Sponsored an independent study project	24	30	46
Advised a student about a choice of graduate or professional school	33	44	23
Discussed your research interests with a same-sex faculty colleague and invited his/her comments	20	37	43
Discussed your research interests with an opposite sex faculty colleague and invited his/her comments	17	34	49

For complete data, see Learning Environments, Data Section, pp. 119-123.

Women are present to a significant degree in virtually all aspects of institutional life at women's colleges - on the administration and in the teaching faculties, in the governing bodies, and in the ranks of those who are honored as guest lecturers, commencement speakers, and recipients of honorary degrees and distinguished citizen awards. While the percentages of participation vary with the activity, most approach 50%, thus suggesting that women in positions of prestige and authority at women's colleges are neither the exception nor the rule.

TEACHING

- Women comprise 61% of the total undergraduate head-count faculty. They are more than half of the faculty in all types of colleges covered by the study and in all of the major disciplinary categories--arts and humanities (60%), social and behavioral sciences (51%) and natural and mathematical sciences (53%).
- Women are more than half (51%) of all full-time tenured faculty and they hold eight out of ten part-time tenured positions.
- More than half of all full professors in the natural and mathematical sciences are women (52%); in the arts and humanities, and social and behavioral sciences, the figures are 40% and 42%, respectively.

ADMINISTRATION

- Presidents responding to the survey were 72% women and 28% men.
- In nearly half of the colleges (48%), three or more of the last five presidents have been women, and in a quarter of the colleges (24%), all of the last five presidents have been women.
- In more than two-thirds of the colleges (68%), three or more of the top five administrative jobs are currently held by women.

GOVERNANCE

- Women are 48% of all Board members in the colleges. They hold 28% of all Board chair positions, and are 51% of all other Board officers.

SELECTION OF AWARD RECIPIENTS

- In each of the last five years, more than half of all the honorary degree recipients, guest lecturers, commencement speakers and recipients of distinguished citizen awards at women's colleges have been women.

For complete data, see Learning Environments, Data Section, pp. 45-55.

Women's college presidents are virtually unanimous in perceiving it to be the responsibility of women's colleges to serve as leaders in recognizing, in the curriculum, the contributions and concerns of women.

Table D: PRESIDENTS' ATTITUDES ON WOMEN IN THE CURRICULUM

Question: Please state the extent to which you agree or disagree with the following statement: women's colleges should serve as leaders in recognizing the contributions and concerns of women in the curriculum.

	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Presidents indicating that they agree or strongly agree with the above statement	92	100	95

For complete data, see Learning Environments, Data Section, pp. 81-84.

As strategies for bringing about the recognition of the contributions and perspectives of women in intellectual life, presidents place more reliance on the presence of women faculty, on faculty attitudes of affirmation, on development of individual courses about women, and on the inclusion of material about women in syllabi of traditional courses, than they do on a formal mechanism such as women's studies.

Table E: HOW WOMEN'S COLLEGES GIVE CURRICULAR RECOGNITION TO THE CONTRIBUTIONS AND CONCERNS OF WOMEN

Question: How does your institution attempt to recognize within the curriculum the contributions and concerns of women? Check all that apply.

<u>Methods of recognizing women in the curriculum</u>	Percentage of presidents citing these methods		
	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Changes in course content by faculty	90	89	90
Development of lecture series/women speakers	73	79	75
Non-degree-granting women's studies programs	17	32	22
Degree-granting women's studies departments	2	5	3
Other (unspecified)	37	11	29

For complete data, see Learning Environments, Data Section, p. 78.

Table F: PRESIDENTS' IMPRESSIONS OF THE SIGNIFICANCE OF
CHANGES IN COURSE CONTENT

Question: To what extent have faculty members at your institution made substantial changes in the content of their courses to include material which approaches their discipline from a female perspective as well as a male perspective?

	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Percentage of presidents responding that changes have been very great or significant	55	42	52

For complete data, see Learning Environments, Data Section, p. 72.

Table G: HOW OTHER ENVIRONMENTAL FACTORS MAY RELATE TO THE WOMEN'S COLLEGE CURRICULUM

Question: Please state the extent to which you agree or disagree with the following statements:

<u>Statements</u>	<u>Percentage of presidents indicating they strongly agree or agree with specific statement</u>	
Women's colleges recognize the contributions and concerns of women in more subtle ways than by overtly identifying women's studies as a separate program	%Women	94
	%Men	91
	%Total	92
A supportive environment for women is a function of the way a subject is taught	%Women	83
	%Men	85
	%Total	83
To a large extent, the supportive atmosphere at women's colleges is the result of the sizeable percentage of women on the faculty and the perspective they bring to their disciplines	%Women	86
	%Men	86
	%Total	87
Men faculty who teach at women's colleges are more likely to develop an affirmative attitude toward women's intellectual abilities than male faculty at coeducational institutions	%Women	82
	%Men	81
	%Total	81

For complete data, see Learning Environments, Data Section, pp. 81-84.

As strategies for recognizing the expanding professional aspirations of women students, presidents cite a wide variety of institutional programs ranging from course work in business and management (the most frequently cited option) to greater emphasis on course work stressing quantitative skills.

Table H: SIGNIFICANCE OF CHANGES TO MEET PROFESSIONAL ASPIRATIONS

Question: In recent years, many colleges have adapted the curriculum in ways designed to meet the expanding professional aspirations of women students. Adaptations of this kind fall into several categories: adding courses in such areas as decision-making or styles of leadership; adding "for credit" internships, etc. How would you characterize the significance of these changes?

	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Percentage of presidents responding that "professional" changes were very great or significant	82	81	82

For complete data, see Learning Environments, Data Section, P. 75.

Table I: PRESIDENTS' IMPRESSIONS OF CURRICULAR CHANGES WITH PROFESSIONAL EMPHASIS

*Question: Describe the specific changes in the curriculum at your college which have been designed to meet women's expanding professional aspirations.

<u>Changes</u>	Percentage of presidents citing these specific changes		
	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Internships	46	50	48
Strengthened business/ management courses	41	38	41
Counseling/career development/ leadership training	30	38	32
Sequences in pre-law/medicine/ dentistry	20	0	14
Emphasis on career programs (unspecified)	13	14	13
Computer courses	11	19	13

For complete data, see Learning Environments, Data Section pp. 73-74.

*All responses to this open-ended question were placed into categories by the researchers. Because many presidents gave responses falling into more than one category, responses will not total 100%. Included in the statements presented in the table are the six most frequently cited by the presidents.

Presidents believe that future curricular changes at women's colleges will continue to concentrate on adaptations that recognize the achievements and concerns of women.

Table J: PROBABLE DIRECTION OF FUTURE CURRICULUM CHANGES AT WOMEN'S COLLEGES

*Question: If you were to speculate about the changes which will take place in the curricula of women's colleges in the coming decade, what three changes would you identify as being the most likely to occur?

<u>Changes</u>	<u>Percentage of presidents specifying these changes</u>
Career-oriented programs	39
More emphasis on women's studies	21
Programs for returning women	20

For complete data, see Learning Environments, Data Section, pp. 76-77.

*All responses to this open-ended question were placed into categories by the researchers. Because many presidents gave responses falling into more than one category, responses will not total 100%. Included in the statements presented in the table are the three most frequently cited by the presidents.

Table K: PROBABLE INCREASE IN RESEARCH ON WOMEN

Question: There will be more research done by both faculty and students at this campus in the next decade.

	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
Percentage of presidents responding that they strongly agree or agree with the above statement	74	85	77

For complete data, see Learning Environments, Data Section, pp. 81-84.

In addition to their involvement in the professionally-oriented course work indicated by their presidents, women's college faculty are providing students with a significant amount of counseling and professional encouragement in an informal way that is beyond the framework of the formal curriculum. This pattern of activity suggests another important dimension to the women's college environment as it relates to recognition of the professional aspirations of women students.

SUBMISSION OF PAPERS

- 56% of all women's college faculty (55% of the women, 57% of the men) said that they had encouraged a student to submit a paper for publication or for presentation at a scholarly meeting at least as often as once or twice within the past academic year.

DISCUSSION OF STUDENT DEVELOPMENT

- 56% of all women's college faculty (63% of the women, 47% of the men) said that they had discussed with a student her professional and intellectual or scholastic development at least as often as once or twice a week.

STUDENT INVOLVEMENT IN RESEARCH

- 35% of all women's college faculty (29% of the women, 41% of the men) said that they had hired or invited a student to work with them on their own research papers at least as often as once or twice in the last academic year, and 70% said they had discussed their own research with a student and invited her comments at least as often as once or twice per year.

DISCUSSION OF PROFESSIONAL DEVELOPMENT

- 91% of all women's college faculty (91% of the women, 91% of the men) said they had discussed their professional development (career choices, job offers, research interests) with a student at least as often as once or twice in the past academic year.

INFORMAL CAREER ADVICE

- 71% of the faculty (73% of the women, 69% of the men) said they had discussed with a student, in the last academic year, the barriers to participation that may exist in her field, with 15% answering that they had done so as often as once or twice a week.
- 89% of the faculty (91% of the women, 86% of the men) indicated they had discussed with a student the opportunities for participation that may exist for women, with 32% answering that they had done so last year as often as once or twice a week.
- 50% of the women's college faculty (55% of the women, 45% of the men) indicated that they had discussed career options with a student at least once or twice a week.

For complete data, see Learning Environments, Data Section, pp. 119-123.

Women's college faculty, of both sexes and in all disciplinary categories, are significantly involved in activities and conversations directed toward the curricular recognition of women. Their responses to a broad variety of frequency questions seem to corroborate their presidents' statements regarding the significance and nature of the curricular changes which have taken place on women's college campuses.

ADDING MATERIAL ON WOMEN

- 84% of all faculty (84% of the women, 81% of the men) said that they had added material to their course syllabi within the last academic year to recognize the contributions and perspectives of women. 31% (35% of the women, 25% of the men) said they had done this at least once a week.

DISCUSSING THE REPRESENTATION OF WOMEN

- 78% of all faculty (82% of the women, 73% of the men) indicated they had discussed with a colleague or a student the representation of women in materials related to their disciplines, within the last academic year. 21% (24% of the women, 14% of the men) said these discussions took place at least once a week.

KEEPING CURRENT ON RESEARCH ABOUT WOMEN

- 84% of all faculty (86% of the women, 79% of the men) said that within the last year they had read reports of research in their fields related to women. 28% (34% of the women, 19% of the men) said they had done this at least once a week.

RECOGNIZING WOMEN SCHOLARS

- When faculty were asked to list the three scientists or scholars who had made the most important contributions to their disciplines in the last 10 years, nearly half of the women (47%) and 17% of the men listed at least one woman among the three. One-fifth of the women faculty (20%) listed at least two women out of the three.

For complete data, see Learning Environments, Data Section, pp. 119-123, 141.

Both men and women faculty in the sample attach significant personal value to such women's equity and scholarship issues as fostering an understanding of women's past and present contributions to history and culture, developing qualities of assertiveness, ambition and leadership in women, and counteracting the traditional image and role expectation of women. While these goals are not valued as highly as traditional liberal arts teaching goals (such as conveying an appreciation of the liberal arts), they are ranked about the same as goals related to preparing students for future employment, or for graduate or professional school. And while women do show stronger values for equity issues than men, the disparities are not great and indicate significant commitment to equity issues on the part of male faculty in women's colleges.

Table L: FACULTY ATTITUDES TOWARD "FEMINIST" EDUCATIONAL GOALS

Question: How important is each of the following as (A) your personal goal or aim in teaching undergraduate students and as (B) your institution's goal in undergraduate education?

Percentage of faculty citing these personal goals as essential or very important

<u>Educational Goals</u>	<u>%Women</u>	<u>%Men</u>	<u>%Total</u>
To convey a basic appreciation of the liberal arts	87	83	86
To raise women's aspirations	80	73	78
To develop qualities of assertiveness, ambition and leadership	75	66	71
To counteract the traditional image and role expectations of women	72	66	70
To prepare students for graduate school or advanced education	69	67	69
To provide students with role models	76	54	66
To prepare students for employment after college	69	60	65
To foster an understanding of women's present and past participation and contribution to history and culture	59	50	55

For complete data, see Learning Environments, Data Section, pp. 114-118.

On "feminist" teaching goals, women faculty are more likely to see a closer fit between their own personal goals and what they perceive to be their institutions' goals than are men faculty. Male faculty, on the other hand, are more likely to believe that their institutions attach greater value to goals related to women's equity and scholarship than they do personally.

Table L: FACULTY IMPRESSIONS OF THEIR INSTITUTIONS' ATTITUDES TOWARD "FEMINIST" EDUCATIONAL GOALS

Question: How important is each of the following as (A) your personal goal or aim in teaching undergraduate students and as (B) your institution's goal in undergraduate education?

Percentage of faculty citing these specific goals as essential or very important

<u>Educational Goals</u>		<u>Personal</u>	<u>Institutional</u>
To foster an understanding of women's past and present contributions to history and culture	Women	59	68
	Men	50	80
To develop qualities of assertiveness, leadership, and ambition	Women	75	77
	Men	66	77
To counteract the traditional image and role expectations of women	Women	72	70
	Men	66	78
To raise women's aspirations	Women	80	82
	Men	73	85
To provide students with role models	Women	76	73
	Men	54	71

For complete data, see Learning Environments, Data Section, pp. 114-118.

HOW THE SURVEYS, WERE CONDUCTED

The Study of the Learning Environment at Women's Colleges is based on two surveys--one of presidents of women's colleges, and the second of full-time teaching faculty at women's colleges. Both surveys were conducted by the Women's College Coalition in the spring of 1980.

Questionnaires developed by the Coalition were mailed to the 117 college presidents who distributed them to faculty in accordance with standardized instructions to ensure a random sample of male and female faculty members. The number of questionnaires for each college was adjusted for size of faculty. To eliminate possible bias in the results due to identification with the Women's College Coalition, instructions and instruments were mailed under the auspices of the Coalition's affiliation with Hager, Sharp and Abramson, Inc., a Washington-based consulting firm. Presidents were asked not to identify the Coalition in their instructions to participating faculty. By contrast, women's college presidents were aware of the Coalition's sponsorship of the study in completing their questionnaires.

Of the 117 presidents queried, 77 (66%) returned the questionnaires. Of those responding, 55 (71%) were women compared to 76 (55%) in the total population.

Of the 1,966 questionnaires intended for faculty, 1,271 or 65% were returned. This sample is 12% of the total population.

The majority of the respondents (91.5%) were faculty at four-year institutions. Faculty teaching at institutions with a Catholic affiliation comprise 45.6% of the sample. Of the total group of faculty respondents, 1,198 indicated their sex. 55% of those so indicating were women, 45% men. Responding presidents indicated that women comprise 61% of their total undergraduate headcount faculty.

Theoretically, figures based on a sample the size of the faculty sample presented here are subject to a sampling error of about 3 percent in either direction, 95 percent of the time. Figures based on smaller groups within the sample are subject to a slightly higher margin of error.

For further information related to the survey methodology, contact the Women's College Coalition.

WOMEN'S COLLEGE COALITION

List of Member Colleges

<p>CALIFORNIA Mills College Mount St. Mary's College Scripps College</p> <p>COLORADO Colorado Women's College</p> <p>CONNECTICUT Albertus Magnus College Saint Joseph College</p> <p>DISTRICT OF COLUMBIA Mount Vernon College Trinity College</p> <p>GEORGIA Agnes Scott College Spelman College</p> <p>ILLINOIS Barat College Mundelein College</p> <p>INDIANA Saint Mary-of-the-Woods College Saint Mary's College</p> <p>KANSAS Saint Mary College</p> <p>KENTUCKY Midway College</p> <p>MARYLAND College of Notre Dame of Maryland Goucher College Hood College</p> <p>MASSACHUSETTS Bay Path Junior College College of Our Lady of the Elms Emmanuel College Endicott College Mount Holyoke College Pine Manor College Radcliffe College Regis College Simmons College Smith College Wellesley College Wheaton College</p> <p>MINNESOTA College of St. Benedict College of St. Catherine College of St. Teresa</p>	<p>MISSISSIPPI Mississippi University for Women</p> <p>MISSOURI Stephens College</p> <p>NEW HAMPSHIRE Colby-Sawyer College Rivier College</p> <p>NEW JERSEY Caldwell College College of Saint Elizabeth Douglass College, Rutgers University Georgian Court College</p> <p>NEW YORK Barnard College, Columbia University College of New Rochelle Keuka College Maria Regina College Marymount College Marymount Manhattan College Molloy College Russell Sage College Wells College William Smith College</p> <p>OHIO College of Mount St. Joseph on the Ohio</p> <p>PENNSYLVANIA Bryn Mawr College Carlow College Cedar Crest College Chatham College Marywood College Moore College of Art Rosemont College Villa Maria College Wilson College</p> <p>SOUTH CAROLINA Converse College</p> <p>TEXAS Texas Women's University</p> <p>VERMONT Trinity College</p> <p>VIRGINIA Hollins College Mary Baldwin College Marymount College of Virginia Randolph-Macon Women's College Sweet Briar College</p> <p>WISCONSIN Alverno College</p>
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March, 1981

Publications Available
from the Women's College Coalition

Remarks by Patricia Roberts Harris, Secretary of Health, Education, and Welfare, for the Secretary's Conference on Women's Colleges, 18 September 1979 (reprinted at \$.50 each)

A Profile of Women's Colleges - May 1980 (currently out of print)

A Profile of Women's Colleges: Analysis of the Data - June 1980
(\$1.50)

The Learning Environment at Women's Colleges - Spring 1981 (\$15.00)

HIGHLIGHTS of The Learning Environment at Women's Colleges -
Spring 1981 (\$2.50)

A Second Profile of Women's Colleges - Spring 1981 (\$7.50)

A Second Profile of Women's Colleges: Analysis of the Data -
Spring 1981 (\$2.50)

The Case for Women's Colleges: An Outline of the Literature -
Summer 1981 (\$1.00)

"Enrollment Trends in Women's Colleges" reprinted from Trends and Patterns: A Study of Enrollments in Higher Education 1970-1979 - a National Center for Education Statistics publication - Summer 1981 (\$2.50)