

University of Pittsburgh

WOMEN'S STUDIES PROGRAM

FIVE YEAR REPORT 1972 - 1977

Mary Louise Briscoe,
Coordinator
Associate Professor English

Irene Hanson Frieze
Assistant Professor of Psychology

April 1977

The Women's Studies Program at the University of Pittsburgh was formally instituted in the Fall of 1972 with the hiring of three faculty members and a small office staff. During our first five years, we have been pleased with the steady growth of the Program in spite of declines in the general student population and in the financial resources of the university. We have increased the quality as well as the number and variety of courses we offer. We currently have over fifty certificate candidates in Women's Studies, and about a dozen students who have elected to pursue a self-designed major in Women's Studies. Additionally, we sponsor teaching seminars, workshops, speakers, and films; In conjunction with the Women's Center, we publish a newsletter of general interest to women throughout the university community.

Another important service of the Program is to aid graduate and undergraduate students, staff, faculty, and people from the community in projects relating to the study of women and women's issues.

With the support of the Dean of the Faculty of Arts and Sciences, we have achieved a workable level of office staffing with a minimal operating budget. Our major short term goal is to further strengthen our core faculty and curriculum. Our major long term goal is to develop a center for research relating to women. In working toward these goals, as well as other program development, we need to have actual budgetary control over some instructional monies, and over a percentage of the salaries of faculty joint appointments. We must have more joint appointments to insure the stability and continuation of the Women's Studies Program; it has become clear to us that successful negotiation for joint appointments depends on a program's ability to contribute financial as well as academic support to these faculty. We also need an instructional budget to establish stability in our curriculum.

I. UNDERGRADUATE CURRICULUM

A. Courses in Women's Studies

Women's Studies programs nationally represent one of the fastest growing areas in higher education (New York Times, 1977).¹ The Women's Studies Program at the University of Pittsburgh is no exception to this trend. As shown in Figure 1, yearly undergraduate enrollments in Women's Studies courses in our five major departments have steadily risen while the total undergraduate enrollments in these five departments have declined. On the basis of Fall enrollments, projected figures for 1976-1977 suggest a continuation of these trends.

Over 60% of all Women's Studies enrollments have been in anthropology, English, history, psychology, and sociology. In 1975-1976, this percentage rose to 82% as shown in Table 1. These five departments are ones in which we have achieved a stable set of course offerings. Three of these (English, history, and psychology) are the departments in which we have joint appointments. All of them are departments with high levels of undergraduate and graduate student interest in Women's Studies.

Enrollments and courses in other departments have remained relatively stable in quantity, but individual offerings are, by and large, sporadic. We have offered undergraduate courses in biology, child development, comparative literature, economics, fine arts, freshmen studies, and music. With the exception of Fine Arts 51, The History of American Needlework,³ which

1. Gene I. Maeroff, "The Growing Women's Studies Movement Gets Organized," New York Times, January 18, 1977, page 23.

2. All Women's Studies courses are offered as departmental courses.

3. This course has been offered twice a year since 1974, has excellent enrollments and student evaluations, but must still be funded with monies we receive from CAS.

FIGURE 1

Yearly Undergraduate Enrollments in Anthropology, English, History,
Psychology, and Sociology

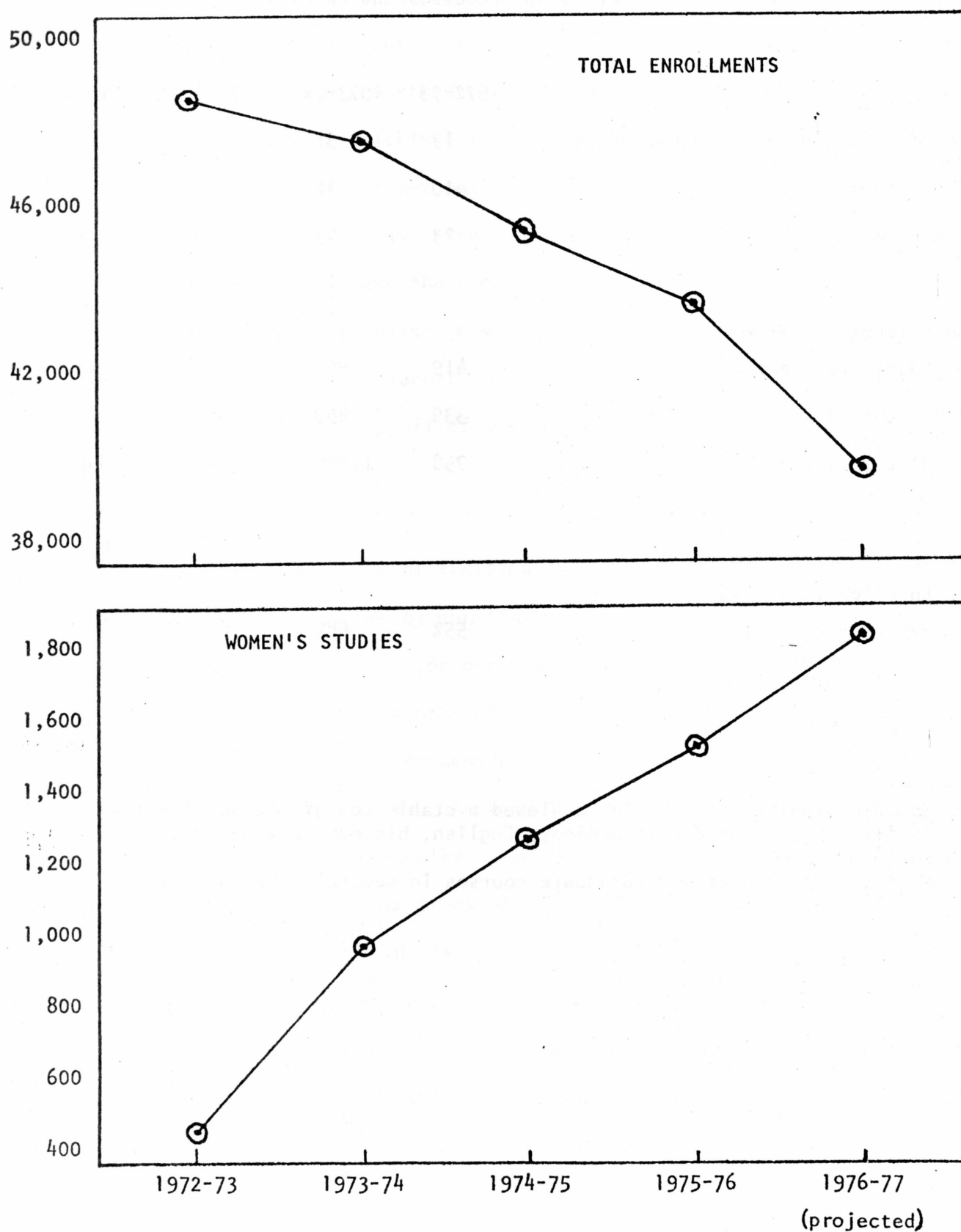


TABLE I

Women's Studies Undergraduate Courses and Enrollments

	1972-73	1973-74	1974-75	1975-76
Courses in Five Major Departments ¹	13	31	45	53
Other Courses ²	10	12	29	11
Total Courses	23	43	74	64
Enrollments in Five Major Departments	419	991	1,265	1,523
Other Enrollments	339	459	658	327
Total Enrollments	758	1,450	1,923	1,850
Percent Women's Studies Enrollments in Five Major Departments	55%	68%	66%	82%

1. Women's Studies has thus far achieved a stable set of course offerings in five departments: anthropology, English, history, psychology, and sociology.

2. We offer occasional undergraduate courses in several other departments.

is taught by a part-time faculty member we fund, no course in these departments have been offered on a regular basis. Funding and/or departmental support for courses in these areas is an ongoing problem which seriously affects the quality and stability of our curriculum.

Within the five major departments mentioned previously, our courses are generally popular and fill quickly. In fact, many students have told us that they are quite disappointed at not being able to enroll in Women's Studies courses because they close early. They have repeatedly asked us to offer more courses and/or to increase the number of selections of the very popular courses. However, we cannot offer more courses at this time, because of limitations both in available faculty and in funding for part-time instructors who are not currently on the staff of the university.

B. Funding for Courses

Aside from the difficulty of staffing courses without regular faculty, we are also highly constrained by our limited sources for funding courses. We have four sources of funding for our courses. Some of our courses are included within regular departmental offerings and thus donated to us by the department. These courses are concentrated in English, history and psychology, where we have joint appointments. Anthropology and sociology have also offered Women's Studies courses on a regular basis, although we have far greater demand for day courses in these areas than we have been able to find funds for. A second source of funding is College of Arts and Sciences money, through Dean Marshall. This money is intended for experimental courses and has been greatly helpful to us. However, Dean Marshall has indicated that there is a "strong likelihood" that these funds will be reduced or eliminated next year. A third funding possibility has been utilized for Spring Term

courses. This is a direct allocation from Faculty of Arts and Sciences funds. Finally, we fund many of our courses on a "pay-as-you-go" basis through the School of General Studies. This option has been very valuable to us for night courses and we hope to continue to use such funds. This method of funding is not available for CAS courses, and because we lack any other means, we have sometimes been forced to rely upon SGS funding for courses which should have more logically been offered in CAS.

Thus, our only flexible and sufficient source of funding is the School of General Studies. The effects of this can be seen in Table II and Figure 2. Our night enrollments have grown more rapidly than day enrollments. In 1975-1976, Women's Studies courses in our five major departments accounted for 3% of the total day undergraduate enrollments in these departments and nearly 4.5% of the night enrollments. Figure 2 shows how these percentages have risen. If the 1975-1976 increase persists we will become more and more reliant upon our School of General Studies funding. If we had an instructional budget, we could better adjust our course offerings to student needs. Courses could be offered during day or night times as appropriate. Day students would not be forced to cross-register for General Studies courses.

C. Curriculum Needs in Our Five Major Departments

Undergraduate enrollments within each department are shown in Tables III to VI. Table III shows Women's Studies enrollments for day and night courses while Table IV has comparable data for the entire department. Table V shows the percentage of the departmental enrollments represented by Women's Studies enrollments. Average class size data are shown in Table VI.

1. Anthropology Although our anthropology enrollments have increased, they have shown their major growth at night. We have one course which is

TABLE II

Undergraduate Enrollments in Five Major Departments
Day - Night Comparisons

	1972-73	1973-74	1974-75	1975-76	1976-77 (projected)
<u>Enrollments in</u>					
<u>Five Departments</u>					
Total Day	36,393	34,992	33,118	31,285	
Total Night	12,098	12,400	12,212	12,446	
Total	48,491	47,392	45,330	43,731	39,585
 <u>Women's Studies</u>					
<u>Enrollments in</u>					
<u>Five Departments</u>					
Total Day	282	731	898	968	
Total Night	137	260	367	555	
Total	419	991	1,265	1,523	1,803
% Total Day	0.8%	2.1%	2.7%	3.1%	
% Total Night	1.1%	2.1%	3.0%	4.4%	
% Total	0.9%	2.1%	2.8%	3.5%	4.6%

FIGURE 2

Women's Studies Percentage of Total Enrollments in Five Departments

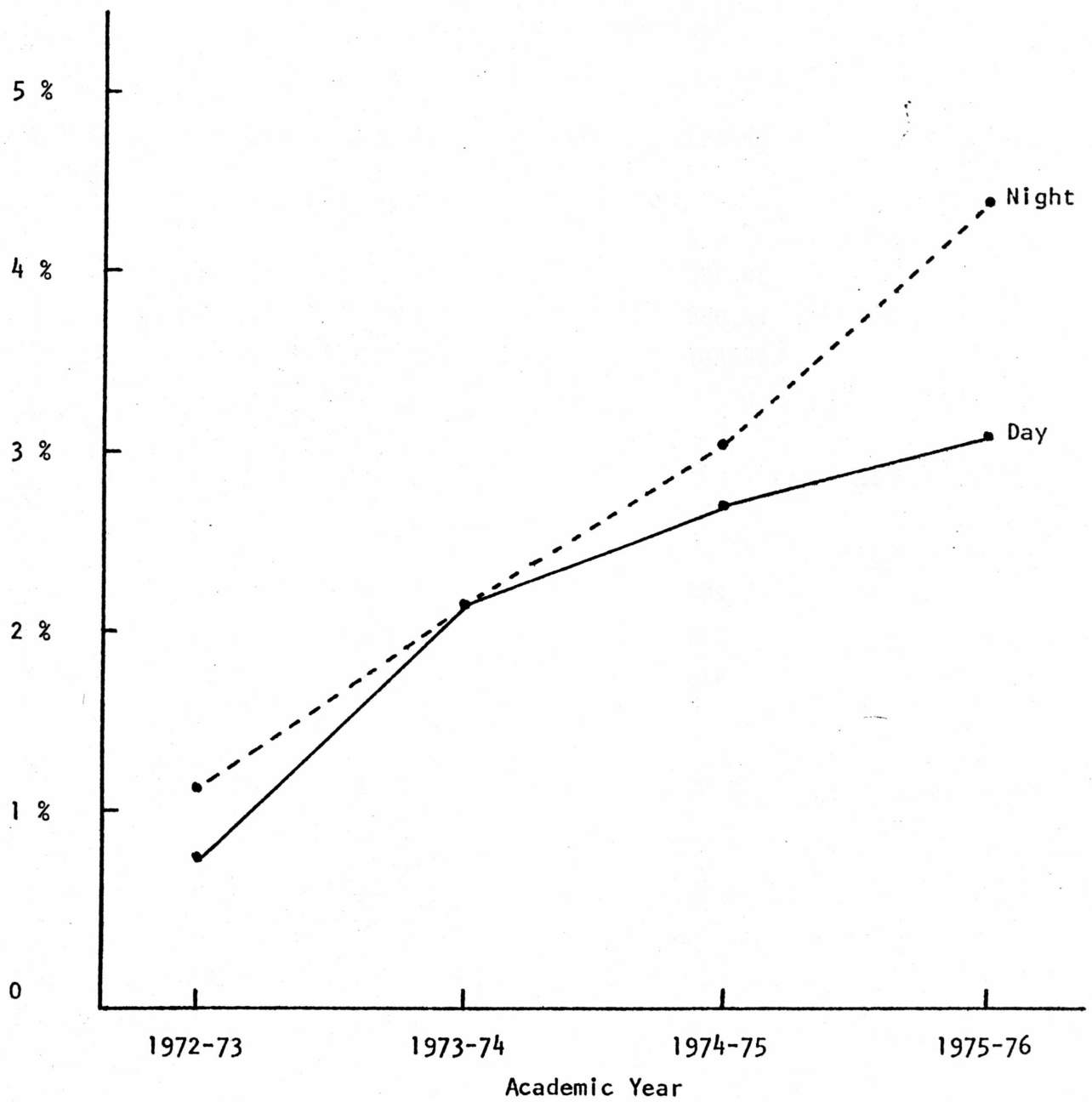


TABLE III

Women's Studies Undergraduate Enrollments
in Anthropology, English, History, Psychology and Sociology
Fall Term 1972 to Third Term 1976

	1972-73	1973-74	1974-75	1975-76
Anthropology				
Day	0	14	0	0
Night	0	52	67	89
Total	0	66	67	89
English				
Day	108	299	286	307
Night	42	32	107	104
Total	150	331	393	411
History				
Day	38	147	110	225
Night	52	76	34	156
Total	90	223	144	381
Psychology				
Day	108	181	249	240
Night	43	50	86	171
Total	151	231	335	411
Sociology				
Day	28	90	253	196
Night	0	50	73	35
Total	28	140	326	231

TABLE IV

Undergraduate Enrollments
in Anthropology, English, History, Psychology and Sociology
Fall Term 1972 to Third Term 1976

	1972-73	1973-74	1974-75	1975-76
Anthropology				
Day	4,752	4,518	4,801	4,269
Night	409	616	752	1,036
Total	5,161	5,134	5,553	5,305
English				
Day	9,635	9,978	9,327	8,528
Night	3,796	3,725	3,386	3,419
Total	13,431	13,703	12,713	11,947
History				
Day	5,889	5,450	5,161	5,400
Night	1,359	1,517	1,526	1,515
Total	7,248	6,967	6,687	6,915
Psychology				
Day	9,819	9,960	8,763	8,304
Night	3,797	4,079	4,085	4,265
Total	13,616	14,039	12,848	12,569
Sociology				
Day	6,298	5,086	5,066	4,784
Night	2,737	2,463	2,463	2,211
Total	9,035	7,549	7,529	6,995

TABLE V

Women's Studies Undergraduate Enrollments
as a Percentage of Total Enrollments

	1972-73	1973-74	1974-75	1975-76
Anthropology				
Day	--	0.3%	--	--
Night	--	8.4%	8.9%	8.6%
Total	--	1.3%	1.2%	1.7%
English				
Day	1.1%	3.0%	3.1%	3.4%
Night	1.1%	0.9%	3.2%	3.0%
Total	1.1%	2.4%	3.1%	3.4%
History				
Day	0.6%	2.7%	2.1%	4.2%
Night	3.8%	5.0%	2.2%	10.3%
Total	1.2%	3.2%	2.2%	5.5%
Psychology				
Day	1.1%	1.8%	2.8%	2.9%
Night	1.1%	1.2%	2.1%	4.0%
Total	1.1%	1.6%	2.6%	3.3%
Sociology				
Day	0.4%	1.8%	5.0%	4.1%
Night	--	2.0%	3.0%	1.6%
Total	0.3%	1.9%	4.3%	3.3%

TABLE VI

Total Courses (Day and Night) and Class Size¹

	1972-73	1973-74	1974-75	1975-76
Anthropology				
Total Courses	173	122	208	177
Class Size	30	42	27	30
Women's Studies	0	3	2	3
WS Class Size	--	22	34	30
English				
Total Courses	662	710	696	651
Class Size	20	19	18	18
Women's Studies	6	13	19	22
WS Class Size	25	26	21	19
History				
Total Courses	331	339	287	288
Class Size	22	21	23	24
Women's Studies	3	6	4	10
WS Class Size	30	37	36	38
Psychology				
Total Courses	258	262	255	261
Class Size	53	54	50	48
Women's Studies	3	6	9	11
WS Class Size	50	39	37	37
Sociology				
Total Courses	279	311	287	278
Class Size	32	24	26	25
Women's Studies	1	3	11	7
WS Class Size	28	47	30	33

1. Figures are not adjusted for cross-listed courses such as Sociology 46/746. This represents a major confusion for Sociology which cross-lists several courses every term.

offered nearly every term (Anthropology 863, renumbered 763, Anthropology of Women). This course alone accounts for nearly 9% of the total night enrollment in anthropology. Because this course is taught by graduate students and part-time faculty, it has not been offered during the day. Many day students have cross-registered to enroll in the course at night.

We need a regular faculty member in anthropology to stabilize our offerings in this department. Present faculty who occasionally teach for us, do not have women's studies teaching as a high priority. Both undergraduate and graduate student interest in Women's Studies demonstrate the need for a new faculty member with a primary emphasis in Women's Studies in this department.

2. English English enrollments have shown steady growth both in the day and night course enrollments. We would attribute this to the presence of a Women's Studies joint appointment in this department. Women's Studies enrollments account for 3% of all English undergraduate enrollments. These courses are staffed by faculty, graduate students, and infrequently by part-time staff.

3. History History enrollments have shown large increases. These enrollments are due both to our joint appointment in this department and to the presence of a part-time instructor who teaches on a regular basis. Because of her regular participation we hope to regularize her position with part-time tenure stream faculty appointment for her.

Women's Studies enrollments have become a major factor in history enrollments. Last year they accounted for 4% of day enrollments and over 10% of night enrollments.

4. Psychology Psychology also has the benefit of having a joint appointment. Psychology courses are very popular and students have frequently asked

for more sections of our Women's Studies courses such as Psychology 38, Psychology of Women and Psychology 123, Psychological Aspects of Human Sexuality. Our problem in this department is insufficient staff. Most day and night sections are taught by graduate students and part-time faculty. The high level of graduate student interest also indicates a need for more faculty to supervise dissertations and theses. As in anthropology, graduate and undergraduate student demands suggest that another Women's Studies faculty member is needed in this department.

5. Sociology Although sociology courses have always been of great potential interest to students, our sociology offerings have always been problematic. Sociology has no regular faculty who have Women's Studies as a primary commitment. Although faculty have taught courses, these courses are not high priority for them and in some cases, they have not had adequate preparation for teaching them. Similar problems have existed with graduate students assigned to teach Women's Studies courses. The background and departmental supervision of these students has not, in some cases, given them sufficient experience to do a good course. There is a clear need in sociology for a faculty member who can staff courses on a regular basis and supervise the large number of graduate students interested in Women's Studies.

D. Certificate Candidates and Self-Designed Majors

The Women's Studies Program offers a certificate in Women's Studies to undergraduate students in the College of Arts and Sciences. The certificate candidate is required to complete a minimum of five courses, or fifteen credit hours, in at least three departments. As seen in Table VII, the certificate program is a popular option. As of Fall Term 1977, there were 44 candidates for certificates and 23 students who had received certificates. We believe that the certificate program gives students a tangible means of demonstrating

competence in Women's Studies. The number of self-designed major candidates has not appreciably increased in recent years (as seen in Table VII); however, we do feel that the self-designed major is a valuable option for those students for whom it is appropriate, and that it should continue to be available for them. We continue to have frequent requests from students to offer a major in the program, but without additional joint appointments, we do not see this as a viable option.

E. Field Placement

Women's Studies is currently involved in a pilot study for field placement for undergraduate students, utilizing women's studies related settings. We feel that field placement for academic credit (3 credits per term) will offer students an opportunity to extend their academic training to a practical work experience. We are currently exploring this program by using independent study credit; eventually we plan to offer specific credits for field placement. Three students are presently involved in the pilot study and a number of others have expressed interest; however, lack of faculty to coordinate supervision of students in an agency setting is a serious deterrent.

1. Settings for Field Placement

As a result of student interest and desire to research projects for a course in the History of American Needlework (FA 051), one of our instructors founded the Center for the History of American Needlework (CHAN). Since its inception in 1974-75, the Center has gained national recognition as a non-profit, educational institution for the study of needle and textile arts in American culture.

1. Settings for Field Placement (continued)

The Center's collections include slides, print photographs, film strips, oral history tapes, magazines, books, newspaper clippings and other printed sources on the needle arts, as well as primary needlework and textile materials. All of these are available for use by appointment. Several Women's Studies students are members of CHAN's Board of Directors, others are volunteer workers, and each term we receive requests from students to do field placements for academic credit at the Center. A student who is involved in the pilot study for field placement is researching funding sources and writing grant proposals to obtain financial support for CHAN.

A local feminist press, KNOW, was used as a field placement setting in the fall term, by a student who was interested in learning the rudiments of the publishing field. The student, who is a poet and English writing major, had the opportunity to learn a great deal about the small press network, which is responsible for publishing a large percentage of poetry in the United States. She has, as a result, had a collection of her own poetry accepted for publication, as well as an anthology of new feminist poets.

Other settings for field placements might include the University Women's Center, Women's Health Services, the Pittsburgh Free Clinic, Planned Parenthood, and a variety of other agencies who serve women in the community.

TABLE VII

ANALYSIS OF WOMEN'S STUDIES COURSES, STAFF, ENROLLMENTS, FUNDING, INDEPENDENT STUDY, CERTIFICATE CANDIDATES AND SELF-DESIGNED MAJORS

Term/Year	Total Number Courses	Total Enroll- ment	Funding		Staff		I.S. WSP 153	Certificate		Self-Design Majc	
			Dept.	Other*	Regular F.T.	P.T.** Other		Candi- dates	Compl- eted	Candi- dates	Compl- eted
Fall 1974-75	19	576	12	7	5	14	10	11	4	5	2
Winter 1974-75	31	931	23	8	15	16	15	8	3	-	-
Spring 1974-75	20	468	15	5	3	17	3	1	1	-	-
Fall 1975-76	27	688	13	14	11	16	1	1	5	2	-
Winter 1975-76	20	734	16	4	8	12	1	5	4	1	-
Spring 1975-76	17	415	13	4	3	15	-	3	3	-	-
Fall 1976-77	23	727	19	4	6	17	2	15	3	1	-
TOTALS								44	23	9	2

* Funding - Other = WSP (CAS)/SGS Contingency

** P.T.Faculty-Other = TA/TF/OL

NOTES: 1) English 083 sections and others as Sociology 046/746 counted as separate courses.

2) Off-Campus (Squirrel Hill, North Hills, etc.) counted as courses when cross listed with WSP.

II. INSTRUCTIONAL BUDGET

In Part I, we have demonstrated the need for an instructional budget. The Women's Studies Program has established a sound and credible base in five years. An instructional budget would allow us to encourage and support Women's Studies courses where we have no faculty. It would permit us to offer courses at the most appropriate times and locations. We could also support regular course offerings such as Fine Arts 51 which are not funded by departments.

A small instructional budget could be formed with instructional funds already utilized by the program. Table VIII demonstrates that a budget of \$17,000 could easily be made available to the program by reassigning funds that have been available from CAS and SGS.

A second source of funding is more complex, but perhaps more important. Our present joint appointments are now fully funded within their departments. Time is donated by the departments for Women's Studies administration. This means that we have no control over these appointments. If one of our faculty leaves, we have no clear assurance that we would receive a replacement for that person. We need to formalize our joint appointments by having 1/3 of their support coming from the program. This would allow us flexibility for rehiring if needed and would insure the existence of the program as long as monies continue to be allocated.

A related benefit of having the Women's Studies joint appointments formalized with monetary support would be that if these faculty members wanted released time for research, grant support could be channeled through the program. Money from partial salary support through grants could be used

TABLE VIII

Instructional Budget Funding

	CAS	SGS	Total
1. Funds Currently Available to Women's Studies			
Which Could be Reassigned	5,000	12,000*	17,000

- * We have offered an average of eight SGS courses @ \$1500 in Fall and Winter Terms, which are funded on a contingency basis. Only one course has been cancelled because of insufficient enrollment, a course offered in Summer Session, 1974, on Women in Modern Japan.

1/3 Salary for each Joint Appointment

2. Existing Funds Which Could Be Budgeted
 To Women's Studies

Briscoe	\$6,170
Frieze	6,420
Greenwald	5,000

to fund other staff to teach the regular courses offered by these faculty. If this is not done, Women's Studies faculty who do receive grants would be penalizing the program through their course load reductions. This has already happened in psychology.

III. JOINT APPOINTMENTS

For our long term stability both in terms of course development and administration, we need more joint appointments. Our undergraduate enrollments in anthropology, sociology, and psychology already justify additional appointments in these areas. Other departments might also benefit from the presence of a Women's Studies joint appointment.

We urge that Women's Studies be given a budget allocation to pay 1/3 salary for three new appointments in these departments. Having some salary support would allow us to cooperate with departments in selecting new candidates and would not require departments to donate someone to Women's Studies. We request that the Dean encourage appropriate departments to hire a Women's Studies joint appointment. However, without budget support from Women's Studies, we feel on the basis of our past experiences that new joint appointments will never be made.

IV. RESEARCH GRANTS

A future direction for growth in the program is the encouragement of research grants. The Women's Studies Program would like to help faculty and students to obtain support for research relating to Women's Studies. This would not only help to legitimize Women's Studies research in the eyes of the university, it would also help support the program with extramural funds. We hope for help in this aspect of our development from the Dean.