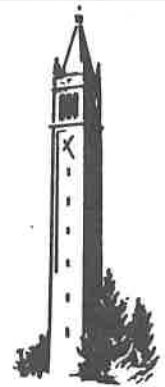


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UNIVERSITY OF CALIFORNIA, BERKELEY

CATALYST FOR CHANGE AT BERKELEY: THE UNIVERSITY WOMEN'S CENTER

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Center for the Study, Education
and Advancement of Women

INTRODUCTION

Campus women's centers are part of a nationwide movement that is particularly strong in California colleges and universities.¹ On the University of California's Berkeley campus, the Center for the Study, Education and Advancement of Women (CSEAW) is responding to several related developments: women's unprecedented influx into higher education, the feminist movement, and women's entry into the labor force at even higher rates than men.

The Berkeley center addresses inequities in women's opportunities on campus--both subtle and apparent--such as underrepresentation among science and engineering students, and in tenured faculty and senior staff positions, as well as biased academic counseling and classroom climate. The center attempts to deal with these long-term problems and other specific concerns, such as the individual needs of increasingly youthful undergraduates, reentry students, and minority women. This article gives an overview of center activities, including direct services to students, research programs, and consultation. It concludes by assessing the center's accomplishments, and recommending constructive long-term change.

ACADEMIC WOMEN'S CENTERS

Since the early 1960s, two types of women's centers have sprung up: academic women's centers

on college campuses, and community-based women's centers,² but this paper discusses only women's centers on campuses. Academic women's centers focus on women students' campus-related needs, e.g., admissions counseling, workshops to explore career choices, courses in women's studies, university extension courses for lifelong learning, and sponsorship of speakers and other curriculum enrichment.

Campus centers are often the only university units that serve women before reentry as well as enrolled students. The potential reentry students may seek advice at women's centers when deciding on resuming an interrupted education, and perhaps seek "retraining" before approaching the sometimes bureaucratic campus admissions office. Many women's centers have special admissions procedures and orientation courses for mature women students. Finally, academic women's centers strengthen the connections between the campus and the surrounding community, bringing working women to the campus, and developing joint programs with local organizations.

THE CENTER AT THE BERKELEY CAMPUS

The Berkeley campus women's center (Center for the Study, Education and Advancement of Women), was founded in 1972 to advocate new campus attitudes, admissions practices, and other policies, so as to reduce restrictions on women's education.³ The political forces that helped create the center--stemming from affirmative action legislation, and efforts by Berkeley women faculty and staff members--continue to influence the center's evolution. In accordance with its overall mission of expanding women's educational opportunities, CSEAW has from the outset been part of the academic side of campus administration. It now reports to the newly created Office of Undergraduate Affairs, which is charged with improving both

undergraduate learning and the quality of student life.

The Berkeley center's original name--Center for the Continuing Education of Women--reflected its initial orientation to community women, typically those wishing to reenter higher education and pursue careers. Since then, the center has shifted to a more pronounced campus focus, receiving most of its funding from student registration fees. It now provides educational programs, supports research on women, and acts as an advocate for women in the University. In short, it is a catalyst for institutional change.⁴

In the light of substantial gains women made during the seventies--with greater numbers obtaining professional degrees and entering the labor force--some academicians seem to feel that the "women's problem" has been solved, although as the discussion will show, significant inequities remain. In what areas is the center trying to effect change, and to what issues is the center responding?

SIGNIFICANT ISSUES AT BERKELEY

Youthful Students

The relative youth of Berkeley campus students poses some novel problems. Younger than any of their predecessors, the current generation of students, including women, has a mean age of 20.5 years. For the first time, freshmen and sophomores outnumber juniors and seniors, causing crowding and overloading in key introductory courses. Younger students are usually undecided about their goals and majors, and many need more guidance than older students. Both the youth of the students and their concentration in basic courses emphasize the need for change in the University's curriculum and support services.⁵

The student attrition rate after the first and second years at Berkeley poses related concerns. At the end of the freshman year there is a dropout rate of approximately 15 percent. After the second year the cumulative two-year rate is about 24 percent. Although the reasons for withdrawal are hard to pinpoint, only about 6 percent seem attributable to academic difficulties.⁶ On the other hand, commitment to an academic goal and social affiliation are evidently important reasons why students stay on.

Minority Enrollments

Minority enrollments at Berkeley are low.* Fall 1980 undergraduate (not including Asians) minority

enrollments were: Blacks, 3.5 percent; Chicanos, 2.3 percent; other Hispanic surname, 1.5 percent; and Native Americans, 0.4 percent.⁷ Ethnic minority women students at Berkeley seem to carry a double load of problems: they are few in number, and also have few role models on campus. More women than men among minority EOP (Educational Opportunity Program) students are placed on academic probation or leave the University. Many minority students also face burdensome family and financial responsibilities. Although they might benefit from academic support services like those provided at the Student Learning Center, there is some evidence that they hesitate to use these services.⁸

Linking Majors and Careers

Women now comprise over half of all college students, but Berkeley male undergraduates outnumber women by four to three, and male graduate students outnumber women by three to two. Like women students nationwide, women at Berkeley still limit their future employment opportunities by choosing "traditional" majors in the humanities and social sciences, fields that provide only 4 percent of job offers to new graduates. Thus, after graduation females face a relatively narrow range of job choices, and experience inequalities in both job opportunities and pay. In business, humanities, and social sciences, average salaries offered to women in 1981 were lower than those for men in all areas except accounting. Engineering provides 65 percent of all bachelor's degree job offers, as well as the highest opening salaries.⁹ Women, however, represent only 15 percent of the Berkeley engineering undergraduates. In contrast, they dominate English and foreign languages, with over 60 percent of the majors.

Both social and academic factors contribute to the low percentages of women in highly remunerative scientific and technical fields. Poor advising and inadequate preparation in high school mathematics help to divert women from majors using math. For example, a recent (1977-78) study of women entering Berkeley revealed that despite improved mathematical preparation, only 56 percent had taken the four years of high school mathematics necessary for the critical calculus sequence leading to all scientific majors.¹⁰

Lack of Role Models

Like most faculties in elite, research-oriented institutions, UC Berkeley departments still have comparatively few tenured women or minority professors. For example, a report by the UC Berkeley Academic Senate, based on a 1978-79 survey of 79

departments, showed 35 departments with no minority faculty members, 27 with no ladder-rank women (i.e., in a position to advance toward possible tenure), and 18 without either women or minority persons in tenure-track positions. In 1978, faculty lists included 5 percent Asians, 1.9 percent Blacks, 1.1 percent Hispanics, and less than 1 percent Native Americans.¹¹ Women comprised only 4.6 percent of the full professors on campus.¹²

With respect to campus staff, women are under-represented at the middle and senior management level. They are clustered in low-status clerical jobs, which restrict their advancement and limit their options. Of approximately 60 senior management positions in the UC Berkeley management programs, about 10 percent are occupied by women. In short, women students at Berkeley lack sufficient women faculty and staff role models with whom they can identify, and whose examples would provide encouragement.

TOWARD SOME SOLUTIONS: WOMEN IN SCIENCE AND ENGINEERING

The center's programs address the above issues affecting a variety of target groups: lower division students, graduate women, minority women, and reentry students. The program's goals are: to raise the aspirations of women students, to improve the status of women on campus through informational resources, to expose women to role models, and to stimulate research on women. Because of their small number, women in science are a target group with special needs. Programs for women in science focus on: (1) information on academic requirements and opportunities in science; (2) contact with role models; and (3) advancement in science majors through participation in informal networks.

Meeting Women Scientists

Informational programs, workshops, seminars, and daylong conferences feature both Berkeley scientists and distinguished visitors, so that students who rarely have the chance to take science courses from women faculty can meet women scientists. These programs convey information to help women succeed in undergraduate and graduate studies, e.g., obtaining faculty sponsorship for research, finding research funds, encouraging publication while in graduate school, and providing many practical tips. Visiting scientists offer graduating professionals a view of employment options in the "outside world." For example, Naomi McAfee, former National President of the Society of Women Engineers, recently covered engineering management; Nancy

Cummings, M.D., described the inner workings of the National Institutes of Health (NIH) from her vantage point as Associate Director of the Division of Kidney, Urologic and Blood Diseases; and Janet Welsh Brown, Director of the Environmental Defense Fund, in another workshop explained the spectrum of science jobs in environmental technology.

The women-in-science programs reflect some important center achievements. From 1977 to 1980, the center brought over 200 women scientists as role models to campus workshops, lectures and conferences, and attracted 2000 students to forums reinforcing women's aspirations for science careers. Staff have responded to more than a hundred requests for information on the development and evaluation of women's science programs. Campus science departments and women's science caucuses have cited the center's support in letters, newsletters, annual reports, and in a "Certificate of Appreciation" from the Society of Women Engineers.

Conferences and Caucuses

Science departments and student groups have jointly sponsored science career conferences with the center, offering hands-on use of laboratory equipment and computers, as well as career exploration sessions. The conferences feature women scientists from private industry and federal laboratories as collaborators in the career education process. Evaluations of the workshops and conferences indicate that students most prize the reinforcement of their career aspirations through interaction with role models. Students single out two contributions made by the role models: firsthand information about career paths in science, and psychological support.

The center's program staff place great emphasis on working with student caucuses, e.g., the Society of Women Engineers, Women in the Sciences, and Women in Computer Science and Engineering. The caucus meetings identify common goals, lend members peer support, and raise awareness of the needs of women students. Thus the Society for the Advancement of Women in Physics publishes a newsletter, sponsors colloquia and tutoring, and communicates its concerns to the department chair. The group's founder, a successful physics major who felt isolated as one of the department's very few women, consulted with the Women's Center for several months as the caucus was developing.

The caucuses have been invaluable in relieving isolation and in transmitting information through the informal advising that members offer each other. The women's center supports caucuses by

helping groups to found them, disseminating information to all women students on the existing caucuses, regularly reporting on caucus activities in the center's quarterly newsletter *Connections*, and maintaining contact with caucus leaders. Each caucus is invited to appoint a representative to the CSEAW Student Advisory Committee, which advises staff on programs. The center publicizes the caucuses in orientation programs for students entering the University. Each fall the center and two of the science caucuses jointly hold a reception honoring a woman scientist, inviting undergraduate and graduate students. Lower division students meet those in upper division, exchanging information on courses, faculty, and departmental values. Despite the heavy demands placed on senior women science faculty, a committed group consistently participate in all campus women-in-science programs, speaking, serving on committees, advising students and graduate faculty, and acting as a resource to the center staff.

Women in Engineering

Despite their rapid enrollment gains since 1970, women in engineering share many problems with their counterparts in science. For example, their lack of "mechanical socialization"--e.g., of having played with crystal radios as children--places them at a disadvantage in laboratory classes. The center's informational and networking activities have been greatly extended by an enthusiastic group of Bay Area women engineers, some of whom are alumnae. To encourage linkages between Berkeley campus engineering students and professional engineers, the center produced a publication, *Options in Engineering*. It includes biographical profiles of working engineers, and advice from upper division women engineers on how to succeed in male-dominated classes.

In addition, the center has consulted with the campus Society of Women Engineers on several projects, e.g., on planning for a regional leadership conference evaluating the first outreach program to East Bay junior high schools, and developing a proposal to expand advising services to women students in engineering.

Research and Lectures

Research activities provide another strategy for improving the status of women in science. A research symposium sponsored by the center at the Annual Meeting of the American Association for the Advancement of Science (January, 1980) examined "Effective Strategies for Increasing the Participation of Women and Minorities in Science."

Among the 139 symposia, this was the only one concerned with women. Other research programs have helped inform students and the public of significant new findings in relevant areas, e.g., the 1977 conference on "Contraception and Hormonal Welfare."

Further, the center's noon lecture series is a forum for discussing some of the neglected contributions of women scientists, most recently in a presentation on early women biologists. Finally, the center sponsored a conference for researchers, with campus investigators and NIH officials reviewing the difficulties women in adjunct research positions encounter in their laboratories (i.e., they cannot serve as Principal Investigators on grants, and sometimes do not receive full credit for their scientific contributions).

THE CENTER'S SERVICES TO STUDENTS: AN OVERVIEW

In addition to work with women in science, the center sponsors many activities for the benefit of all women students. These activities are of three kinds: direct services, research programs, and consultation and monitoring (see Figure 1).

A Sample of Activities

During a typical 1981 fall-quarter week the center sponsored these programs:

a talk in the Feminist Research Series: "Experiments with Machinery";

a seminar for graduate students on "Library Resources for Women," by Nancy Snow, aide to Congressman Ronald Dellums;

a reading of short stories by author Meridel LeSueur;

a talk on "Counseling the Unwed Father" by a community health professional;

a session for prospective graduate students on "Mastering the MBA Admissions Process";

a workshop for entering students on "Choosing a Major"; and

a group advising session, "Networking and Communication Skills."

Unscheduled activity during the same week included heavy use of the center's library by both

FIGURE 1
The Center's Program

Component	Target Group	Objectives	Activities	Expected Outcomes
<i>Direct Services</i>				
1. Educ'l Programs	Undergrad. and grad. students; minority, re-entry and professional women	Provision of acad. and career info; enrichment of educ'l experience; reinforcement of acad. and career aspirations	Grad. admissions and re-entry workshops; career exploration for humanities, social sciences and science.	Informed decisions on acad. and career choices; contacts between students and role models
a) Lectures Workshops Orientations				
Conferences	Asst. profs.; staff women	Provision of info on tenure review process and faculty rights, responsibilities and resources; info on career advancement	Faculty Development Conference; "Making the Most of Your Career at Berkeley"	Contacts with potential mentors; increased knowledge of criteria for tenure and of the acad. community in general; increased knowledge of options and strategies for promotion.
b) Independent Study	Undergrad. women	Development of research skills	Undergrad. Research Program	Generation of knowledge; more faculty/student contact; learning of research problem-solving skills
2. Academic and Career Advising	Undergrad. and grad. students	Broadening acad. opportunities for women students; career contacts	Drop-in advising; working with caucuses; outreach	Support for acad. and career plans; raising acad. aspirations
3. Referral Service	Undergrad. and grad. students; campus and surrounding communities	Referrals to individuals and services	Telephone, drop-in and library referrals	Info dissemination; linkages between people and services
4. Publications	Undergrad. and grad. students; prospective students	Provision of info unavailable elsewhere	<i>Handbook for Women Students; Connections</i> (newsltr); <i>Options in Engineering</i>	Info dissemination
<i>Research Services</i>				
1. Library Research	Undergrad. and grad. students; faculty; campus and surrounding communities; visiting scholars	Provision of research materials; referrals to other researchers	Research referrals by librarian; annotated bibliographies; space and materials for research	Stimulation of research on women; support acad. work of students researchers
2. Conferences	Undergrad. and grad. students; campus community	Dissemination of new findings	"Women and Work: Lessons from the 1930s" Research Conf., 5/81	Dissemination of research on women; visibility of participating scholars
3. Lectures, Colloquia	Undergrad. and grad. students; campus community	Dissemination of new findings; stimulation of research on women	Noon Series; student research symposia	Dissemination of research findings; contact between students and researchers
4. Publications	Undergrad. and grad. students; faculty; scholars	Dissemination of new findings; linkages between researchers	E.g., <i>Directory of Research on Women</i> ; research conf. proceedings	Contact between students and researchers; increased contact among researchers
<i>Consultation and Monitoring</i>				
1. Individual and Group Consultation	Undergrad. and grad. students; faculty; staff	Information exchange; networking	Personal and telephone consultation; review of materials; participation in meetings	Increased awareness of individual options; strengthening of caucuses; making groups and individuals aware of needs of women on campus
2. Committee Participation	Undergrad. and grad. students; staff; campus community	Monitoring acad. experience of women students and faculty	E.g., Title IX Committee	Improved procedures for student grievances and compliance with Title IX; staff development
3. Reviews and Reports	Undergrad. and grad. students; Univ. administration faculty	Info gathering and dissemination; review of campus policies affecting women	E.g., written reports, policies and practices	Effecting change in policies adversely affecting women students

students and the public, and responses to approximately 50 phone calls each day, requesting information, referral, or consultation.

Direct Services

These are principally educational programs to extend classroom learning, broaden students' interests, and provide contacts with resource persons.¹³ Responding to the problem of first-year student attrition, the center provides orientation programs for reentry women students, minority students, and freshmen students. An outreach program for entering women includes a series of workshops on choosing a major, developing study skills, test anxiety, facing a first "C," and other topics that help first-year student adjustment. This program also includes peer advising by second-year students.

Each entering minority woman receives a personal invitation to a two-part orientation: one before classes start, and a follow up early in the quarter. Minority faculty, staff, and community speakers talk frankly with students about how to cope at Berkeley, financially, academically, and socially. A continuing program of minority speakers culminates in an annual Third World Women's Conference, developed in collaboration with other student service units.

Reentry women also receive weekly peer advising sessions coordinated by the center, workshops on topics (e.g., overcoming mathematics avoidance), and special publications geared to recruitment and advising.¹⁴ Faculty and staff nominate Berkeley reentry women for the center's annual Mature Returning Student cash award, honoring women who have successfully overcome significant obstacles.

Research Services

These focus on the promotion of scholarship about women and by women, including lectures by women faculty, publications that stimulate and disseminate research on women, and an annual research conference on such work. The center's library is a key resource in supporting all aspects of the research programs.¹⁵

Center programs also encourage women to develop their own research skills. The Undergraduate Research Program, in its second year, matches undergraduate students with faculty mentors in the humanities or social sciences for independent study credit. All the faculty sponsors are engaged in research projects on the theme of women and work. This program seeks to personalize the educational process with one-to-one student faculty contacts, exposing students to the principles of investigation,

and increasing their awareness of research and scholarship about women. Student participants attend a series of research orientation sessions led by doctoral students, and present their findings in a quarterly colloquium. Letters of recommendation for graduate school or jobs, and opportunities to be co-authors of articles on the research projects are frequently by-products of these efforts.

The center is now conducting its own interdisciplinary research program on "Women and Their Work: Intersection of the Marketplace and the Household," funded by a 3-year grant from the Ford Foundation.¹⁶ In addition, a nucleus of scholars from the Berkeley campus and other institutions have presented work-in-progress at colloquia on women and work. Varied perspectives on work were given this fall through a reading by proletarian author and poet Meridel LeSueur, and a talk by Yale sociologist Rosabeth Moss Kanter.

These varied activities illustrate the center's important role as a research resource. The center's own research activities, and its facilitation of research by other scholars, have given it a wide-ranging impact on campus, with respect to research on women.

Consultation and Monitoring

The center serves as an advocate for women students, attempting to monitor University policy and practice as they affect women. Center staff consult with individuals and groups, e.g., on the implementation of Title IX (prohibiting discrimination on the basis of sex in federally supported institutions) to hearing individual grievances.

In expressing its concern about discriminatory policies, practices, and circumstances, the center must work hard to retain the support of a campus administration that is both committed to affirmative action, and sensitive to a multitude of external pressures. The need to press judiciously for change must be balanced with cultivation of support and maintenance of credibility within the University. Achieving a successful match between the center's goals and those of the University has won the center increasing legitimacy. Two effective ways of monitoring policy are working with active student caucuses in various departments (as noted above) and participating in University committees.

The center's director, Margaret B. Wilkerson, participates on the Title IX Committee, now implementing federal affirmative action legislation on the Berkeley campus, led by Diane Clemens, Faculty Assistant to the Chancellor on the Status of Women. The committee's first task was to develop a grievance procedure for students.

The center has also worked with the Title IX Office to increase communication among women's

organizations on campus, and to make new teaching assistants more sensitive to sexist attitudes and remarks in the classroom. The center also monitors policy by conducting timely studies of key issues affecting women, e.g., the recent survey of part-time study options.¹⁷

Individual staff members also preview with students audio-visual materials on occupational stereotyping; assist women in Computer Science with a needs assessment questionnaire; initiate campus-wide meetings on the advising needs of reentry women students; and work with the Graduate Assembly on a grant proposal to expand services to reentry students.

EVALUATING THE CENTER'S IMPACT

The center's broad goals--improving the status of women on campus, providing academic support to women students, and raising their educational aspirations--will require years of work and major social and institutional change. Clearly, however, the center's advocacy of equal opportunity, scholarship on women, and concern for their academic status, have contributed to acceptance of these goals as legitimate and significant campus concerns. At the same time, the center has made concrete progress toward shorter-term goals with its educational, research, and monitoring roles at Berkeley.

Institutionalization of Center-Initiated Programs

In addressing the unmet needs of campus women students, the center tries innovative programs that can be adopted by other student service units and departments. Use of such center programs elsewhere on the campus is evidence of the timeliness and utility of the initial efforts. Dissertation workshops helping students complete their doctorates, peer counseling, and financial planning workshops for women, are examples of programs introduced by the center that were later "mainstreamed" in other campus units.

Growth of the Center

Another mark of success is the center's growth from a 1972 staff of one full-time director (Anthropology Professor May Diaz) and a half-time secretary, to today's six and a half full-time equivalent positions, plus research fellows and interns. The center's activities have expanded from advising community women to a broad range of educational programs, publications, and collaborative activities. Increasing requests for cosponsorship of programs, and for consultation attest to the center's visibility on campus. Faculty involvement is most apparent

in the center's active advisory board, comprising senior faculty, staff, and student representatives. The library also recently attracted two important gifts, personal collections of books on women.

New Focus

With the Ford Foundation-sponsored program, the center has enlarged its capacity as a research resource. The shift from student services to a dual emphasis on both direct service and research support, moves the center into the University's critical enterprise: the generation of knowledge. Whether this integration into the academic stream will dilute the center's effectiveness in women's advocacy remains to be seen. In any case, the expansion of research activities opens new possibilities for the center to support women students academically.

Program Evaluation

Center staff collect data on all of the center's short-term intervention programs, for use in assessing outcomes and deciding whether to modify, expand or discontinue programs.¹⁸ Still other input comes from faculty and noncenter campus staff. Publicity in campus and national publications, requests for consultation, invitations to discuss the center's work at professional meetings, and grants awarded are also useful for gathering information on the center's impact beyond the campus.

Further, the center's conference for Women in Engineering and Computer Science was evaluated through questionnaires on the day of the program and one year later. In the follow-up questionnaire, 74 percent of respondents reported having taken career-related actions attributed to the conference. Nearly a quarter had made contact with professional women they met at the conference, and 30 percent indicated they "looked into a new field." A young engineer from industry was quoted in a national engineering magazine as having chosen her profession at the conference: "I was sure I wanted to be an engineer by the time the day was over." She recalled meeting an elderly man on the way home, who, spotting her "Women in Engineering" lapel button, asked what women were doing in engineering. "Succeeding!" she replied.¹⁹ During the next admissions cycle the Dean of the College of Engineering reported 10 women mentioning their conference experience as a factor in their decision to apply.²⁰

Identifying Impact

Much of the center's impact is direct, quantifiable, and immediate. In addition to statistical program-evaluation data, women's networks have developed under the center's aegis. The

research program on women and work has forged new ties among scholars doing research in different disciplines. The Student Advisory Committee has facilitated collaboration among student leaders.

Using the center as an information clearing-house, many groups of women on campus--staff, reentry women, minority women--have built alliances. The center has helped provide these networks with a setting for discussion of educational equity, research on women, and the inclusion of women in the power structure of the University. The center has also galvanized other campus units and individuals to work on responses to the needs of academic women.

The center has impacts that are indirect, qualitative, and longer range. Long-term institutional change will be essential to counteract entrenched attitudes toward women, and to integrate research on women into the core of the curriculum. At stake are acceptance of the new scholarship on women, which the center is supporting, and the credibility of women's studies. As a catalyst, the center can encourage the participation of women students in a full spectrum of studies, including those leading to the professions and "nontraditional" scientific fields.

Conclusion: Extending the Impact of the Center

Undoubtedly Berkeley campus conversion back to the semester system in 1982-83 will reduce

academic pressure on students, giving them more time to pursue activities outside of class, such as those the center sponsors. Center staff also hope to reach more students through adaptation of the center's educational programs by other units, and the training of other University staff to help women students.

Building on previous successes with campus student service units, the center seeks to collaborate more closely with faculty in various departments, helping them develop their own responses to the needs of women students. Because students express a real wish for continued contact with women role models, and for career information, new ways are being planned to extend the benefits of the current educational programs, such as computerized storage of information on speakers for students who do not attend programs. Its use would also contribute to the computer literacy of women students.²¹ Finally, center staff are working on effective ways to get pertinent research findings on women to faculty and policymakers through a growing program of publication.

It is especially important now, with federal budget cuts, and dismantling of affirmative action programs, to protect women's gains and to seek further progress. Women's inclusion in higher education at all levels is crucial to the larger goals of full equality in our society. Academic women's centers can play important roles in addressing these issues and helping institutions respond.

NOTES

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1. Bernice R. Sandler, "Women's Centers: Where Are They?" *Project on the Status and Education of Women Newsletter* (Washington D.C.: Association of American Colleges, revised Fall 1979), p. 1.

2. Community-based women's centers are nonprofit organizations serving women in the larger community in a variety of ways. Thus, women's health collectives concentrate on health care and preventive health counseling, while other centers offer refuge for battered women, crisis counseling, and housing and child care referral. These centers may single out certain groups of women for services, such as single parents, blue-collar workers, or minority women. Advocates for Women in San Francisco, for example, specialize in vocational counseling and job placement for working-class women; Wider Opportunities for Women (WOW) in Washington, D.C., conducts technical training programs in the trades for disadvantaged and unemployed women. Career education and employment counseling are offered by both community and academic centers.

3. See *Report of the Chancellor's Advisory Committee on the Establishment of a Center for Women's Education, University of Cal-*

ifornia, 1972, for an account of the background and plans for the CCEW-Women's Center. See also Beatrice Bain, "Women and Academia at Berkeley, CCEW-Women's Center," *Public Affairs Report*, 14 (6) December 1973 (Berkeley: Institute of Governmental Studies, University of California), for an account of efforts on behalf of mature returning women students; and Margaret B. Wilkerson, "Information, Research and Counseling: The Women's Center at Berkeley," *Public Affairs Report*, 16 (3) June 1975.

4. Through daily contacts with students, faculty, and staff, the center becomes alert to behavior and policies that perpetuate inequities for women in higher education and designs programs that also affect larger units on campus with overlapping interest (e.g., Career Planning and Placement, Counseling and Psychological Services, Office of Admissions and Records). Center staff examine campus-based statistics, research on women in post-secondary education, and internal records of student concerns in order to determine which critical issues to address directly through programs, and which ones to work on indirectly through sensitization of other groups and individuals on campus. Hence, the center initiates some pilot efforts that may ultimately shape the services of other units.

5. Because ever greater numbers of students enter the University directly from high school rather than taking a general course at the community colleges, the students are younger and are concentrated in lower division courses. The steady decline in the number of UC eligible students transferring from community colleges dictates the need to look critically at our support services.

6. Austin A. Frank, "Undergraduate Student Retention at the University of California, Berkeley," Office of Student Research, University of California, April, 1981 (Draft for Comment), pp. 24-30. Figures cited are based on statistics for 1977 and 1978.

7. 1980 data from the Office of Student Research, telephone conversation, December 1981.

8. Watson M. Laetsch, "Some Challenges for Undergraduate Education at Berkeley: Can Personalized Systems of Instruction Enter the Trenches?" speech at conference on Personalized Systems of Instruction, held at the University of California, Berkeley, on October 16, 1980, pp. 21-24.

9. College Placement Council Salary Survey, No. 3, July, 1981, p. 1.

10. Philip Uri Treisman and Alan H. Sanstad, "Trends in the High School Mathematical Preparation of Women Entering UC Berkeley," unpublished paper, Professional Development Program, Berkeley, University of California [1978], p. 3.

11. *Chronicle of Higher Education*, 21(6) September 29, 1980, Cheryl M. Fields, "Now it's Minorities' Turn Berkeley Chancellor Says," p. 11.

12. William Trombley, "Progress is Slow for Women at UC," *Los Angeles Times*, October 18, 1981, Part 1, p. 3.

13. Included are workshops, lectures, conferences, academic and career advising, and publications. The programs focus on access to all fields of study and professional careers, and on helping women make informed decisions. Overcoming avoidance of mathematics, "Getting into Graduate School," and "Financial Facts of Life," are typical programs that help students with their choices.

14. See Sheila Humphreys and Laura Ransom, *Is Berkeley the Right Place for You?* (Berkeley: CCEW-Women's Center, University of California) n.d.

15. The center library collects major journals for research on women, e.g., *Signs*, *Women's Studies Quarterly*, and *Frontiers*, as well as monographs, papers, newsletters from scholarly groups, and books. A growing collection of work in progress contributed by researchers is a unique and valuable resource. The library also includes proceedings of research conferences and colloquia, and the *Directory of Research on Women*, to help students locate sponsors for their own research on women. See Nagat El-Sanabary, ed., *A Directory of Research on Women at the University of California, Berkeley: 1970-1980* (Berkeley: CSEAW, University of California, Winter 1981). The directory contains 521 entries by women and men, and serves as a resource for scholars at Berkeley and throughout the country.

16. This major expansion of center research activities is designed to stimulate and disseminate further research on women in paid and unpaid work. The grant funds two visiting fellows and two graduate fellows annually, and operates under the leadership of Center Director Margaret B. Wilkerson, Principal Investigator.

Note to Readers

While reading recent issues of the *Public Affairs Report*, have you thought of questions, suggestions, criticisms or comments that you might like to consider sending in to the editors? Do you have any observations about the choice of topics, or their treatment in the pages of the *Report*? Do you have any advice or suggestions regarding future issues?

Letters from readers and requests for copies arrive regularly, but by including this note, we try to keep open a "readers' window" that will give us a better sample of what subscribers think about the *Public Affairs Report*, and what directions it might take.

Your comments may also provide substantive observations that could be acknowledged or excerpted in future issues.

-The Editors

17. Valerie Wheat and Dorothy Brown, "Part-Time Study Options at UC Berkeley and Their Implications for Women," (memo, CSEAW-Women's Center, University of California, Berkeley, June 1980).

18. Quantitative data include statistics on program participants to determine whether the target audience was reached; questionnaires rating program content and presentation; pre- and post-tests administered at conferences; and reader feedback forms for publications, requesting comment on content and format. Other data include written and verbal comments on programs, observations by staff, and letters and telephone calls to the center.

19. "1980 Graduates will meet Steady Industry Demand," *Engineering News Record*, 204 (22):19 (May 29, 1980).

20. Further, two of the center's science oriented research conferences have resulted in books: *Contraceptive Hormones and Human Welfare*, eds. Marian Diamond and Carol Korenbrot (Academic Press, 1979); and *Women and Minorities in Science: Strategies for Increasing Participation* (AAAS Selected Symposia Series, Westview Press, 1981). The center's intervention programs have been supported by the Department of Energy, the California Postsecondary Education Commission, IBM, the Bank of America, and the Ford Foundation. The center's director has served on many advisory boards and committees concerned with the educational needs of women, including, e.g., the Fund for the Improvement of Postsecondary Education, Women's Educational Equity Act, and the Far West Laboratory for Educational Research.

21. Staff members will seek funds to create a database on the hundreds of speakers who have participated in center workshops, as well as some of the substantial information disseminated, e.g., financial aid options for women, and other career resources.

*Note: Ray Colvig, Manager, UC Berkeley Public Information Office, points out that the *overall average* for minority enrollment is not low, because the inclusion of Asians—with comparatively high enrollments—raises the figure substantially. For example, Asians comprised 19 percent of Berkeley campus undergraduates in the Fall of 1981.

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1981

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