

DOCUMENT RESUME

ED 087 512

JC 740 077

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TITLE First Semester of the Diablo Valley College Women's Re-Entry Program, Fall 1972, and a Program for Women at Diablo Valley College.
INSTITUTION Diablo Valley Coll. Pleasant Hill, Calif.
PUB DATE Apr 73
NOTE 35p.
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EDRS PRICE MF-\$0.65 HC Not Available from EDRS.
DESCRIPTORS *Adult Education Programs; Child Care Centers; Community Colleges; Curriculum Development; Employment Practices; Equal Education; *Equal Opportunities (Jobs); Feminism; Mothers; Program Evaluation; Seminars; *Sex Discrimination; Women Professors; Womens Athletics; *Womens Education; *Womens Studies

ABSTRACT

In the fall semester, 1972, a Women's Re-entry Program was initiated at Diablo Valley College. The program was devised to provide a supportive and encouraging atmosphere and convenient physical arrangements so that women could return to the classroom. All classes were scheduled during elementary school hours, and child care was made available for preschool children. The program consisted of two blocks of basic general education courses in which a total of 79 students enrolled. At the end of the semester, students wrote informal essays evaluating their experiences. Every student expressed approval, usually enthusiasm, and no one stated that she regretted entering the program or totally disliked any single course. Three colloquies and a lecture series and seminar were available as special electives. At the end of the semester a statistical analysis was made of the students' backgrounds, reasons for enrolling, scholastic achievement at Diablo, and retention rate. The Women's Studies Committee proposes new courses of study, new services, and equalizing participation in programs and activities for both sexes. Specifically, it proposes a combined course block plus optional colloquies, a child care center, a women's education center, affirmative action hiring for women faculty, women's studies programs, a director of women's programs, and steps to provide equal athletic programs for men and women. (KM)

ED 087512

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First Semester of the Diablo Valley College Women's Re-Entry Program, Fall 1972.

and

A Program for Women at Diablo Valley College

By Beatrice Taines

Diablo Valley College
Pleasant Hill, Calif 94523

April 1973

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TO: Contra Costa Community College District Governing Board
Superintendent Karl Drexel
Ray Dondero
Claire Luiselli

Diablo Valley College Administrators
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Re-entry Program Instructors
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Los Medanos College President and Deans

Contra Costa College President and Deans
President of Senate Council

Faculty Senate Coordinating Council

FROM: Diablo Valley College Women's Studies Committee

Attached is a copy of our report on the first semester of the Women's Re-entry Program at Diablo Valley College. We have included full details on the total experience as the program involves a new group of students and a new approach to instruction. We think you will find the information interesting and heartening.

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April, 1973

REPORT

First Semester of the Diablo Valley College Women's Re-Entry Program, Fall 1972.
-by Beatrice Taines

In the Fall Semester, 1972, a Women's Re-entry Program was initiated at Diablo Valley College. It was recognized that many women discontinue their education at a relatively early period in life; the reasons they leave school are varied--marriage, child-bearing, child-rearing, the need to earn money, and societal discouragement of women in higher education. Many women who leave school later wish to return, but are afraid to do so. They are afraid to compete with younger students, and afraid that their knowledge is out of date.

The re-entry program was devised to provide a supportive and encouraging atmosphere, as well as convenient physical arrangements, in order to enable such women to return to the classroom. All classes were scheduled during normal elementary school hours, so that mothers could be at home at the same time as their children. Childcare was made available for pre-school children of Diablo Valley College students.

The program consisted of two blocks of basic, general education courses, in which a total of 79 students enrolled. The block meeting Monday-Wednesday-Friday from 9:00 to 1:00 offered Mathematics 102 (Introduction to Modern Mathematics), taught by Virginia Johnson; English 190 (Women in Literature), taught by Marilyn Braiger, and Health Education 124 (Ecology of Human Health), taught by Sharon Garcia. The block which met on Tuesdays and Thursdays from 9:30 until 2:00 offered Social Science 110 (General Social Science), taught by Robin Wolf; Humanities 122 (Arts and Ideas), taught by Ann Stewart, and

English 122 (Reading and Composition); because English 122 is a composition course with a limited enrollment, for this course the group was divided into two sections, one taught by Natalie Foulkes and one by Beatrice Taines.

At the end of the semester, the students in both blocks wrote informal evaluations of their experience. These were presented in essay form, in some instances in response to suggested outlines or open questions, and in others in response merely to a request to evaluate. Critiques were written both of individual courses and of the block as a whole. No questionnaires were distributed to the students.

Every student expressed approval, and usually enthusiasm, in commenting on the re-entry program. Not a single one stated that she regretted entering the program, or that she totally disliked any single course.

It is best to let the students speak for themselves. While it is not possible to quote all their very extensive and articulate comments on the semester's work, a few comments can be organized under major headings.

1. Learning.

The women who entered this program were extraordinarily hardworking students, frequently doing far more than an assignment demanded. Especially at the beginning of the semester, they worried considerably about learning a topic and getting the "right answer." They did become more self-assured as the term went on. As their grades indicate, their mastery of subject matter was profound. Following are a few of their perceptions of the learning experience:

"To start with new skills I learned, I feel I have learned to be more analytical and critical of what I read and hear. My speed in reading has increased, my writing has improved, and also in speaking, I have become aware of an improvement in brevity and all-over delivery. I have also learned the value of listening. And to all this I would like to add that I have gained more tolerance of and insight into my fellow women and the roles they play and that I, myself, have played."

"I think the most important thing I learned in the block is that I have the ability and capability to return to school, work hard, make decent grades and do something with my life other than take care of a

home, a husband, and three children. The block gave me the self-confidence that I personally needed to break out of a rut and advance as a person. Everything in the three courses was new and enlightening."

"The most important thing I learned in the block was that being back in school was not all that difficult. Speaking orally in the informal discussion groups in each class has helped boost my self-confidence. My study habits have improved some but I still need to find how to make better use of my study time. Every class greatly increased my knowledge of that subject. I have a sense of well-being and feel knowledgeable in a few subjects. I now have an interest and understanding of literature, different cultures of the world and the arts which I did not have before."

"One of the skills I've strengthened is the ability to put my thoughts into words and then to put those words on paper. Each class increased my knowledge in different areas, a study of other cultures in Social Science, a study of women in history in Humanities, and the research necessary for the papers on the women in English were very broadening. All were both useful and interesting to me." ✓

"Truthfully, I would never have returned to school if I had not been offered the re-entry program. Fear of competing with, and relating to, those just out of high school would have completely paralyzed me. When offered the chance to learn again with women in similar circumstances, however, I was willing to take a chance. That I took this chance will always be thankfully remembered by me, for it changed my life. At the age of 44, I became aware of who I was and what I could accomplish. The fact that I could still learn and grow was quite a revelation to me.

"Learning is a step toward self-confidence, and learning that there is more to life than playing society's assigned role is a step towards a future. What I learned in the women's block was definitely a step toward a future!

"In the years to come, it will be necessary for people to understand each other, and the start for that is understanding yourself. This is what this semester accomplished for me. I have learned to look beneath the superficial and have gained a new perspective. Where I was unaware of most things outside of my immediate circle of family and friends, I have now acquired an awareness of myself as an individual, and in doing so, have increased my understanding of others."

2. Growth and Development.

It is in the area of personal growth and development that most of the students exhibited the greatest insight and expressed the greatest enthusiasm. Following are a few of their comments:

"I can still remember the first day of class! After a half-hour struggle to find a parking space, I recall walking down the hall looking for the room our English class was to be held in. With clammy

hands, knocking knees, and a quavering voice, I found myself in a room with about 30 other women who felt exactly the same way. What a comfort to find I wasn't alone! The rest of the day flew by and have continued to fly every session of the class. I never thought I could look forward to going to school so much. Perhaps the most important thing I learned is that I can always do more than I think I can. To me this is most helpful in that I have lacked self-confidence for so long, I just knew I'd never make it through the whole semester. But here I am!"

"In general, I think this program has fulfilled its purpose of helping returning older women become adjusted to the ways of college. I think more and more women will be coming to our colleges in the future and many will be hesitant to jump right in with students just out of high school. Times have changed, many of our experiences are out of date. It takes time to get into the rhythm of a new experience and at least one semester with others of the same situation is advantageous. I would definitely recommend the block to new students."

"The instructors in the block were very important to its success. They were all patient, enthusiastic, and accepting in their attitudes towards us. Their attitude was instrumental in building our self-confidence. I graduated from high school 15 years ago, and did not attend any college until this semester. While I wish I had attended college right after high school, I am sure I am getting much more out of school now that I would have then. It is marvelous to go to school when you don't have to, when grades don't matter except to yourself, and when you're old enough to appreciate an education! . . . I do now feel confident to take any course offered by the college, and there are many fields I want to explore."

"The overall theme of this course has been that, by golly, we are equal, and I don't think many of us, and certainly myself, will ever permit (if possible) inferior treatment again. With the courage and knowledge that women are equal, future goals become more possible and obtainable. For myself, I plan on continuing my education, obtaining a degree, and embarking upon a career. A study of agriculture is still my first choice."

"In September when I started school, it was a light thing. I use the word light only for lack of a better one. It was something I had wanted to do for a long time, but when I started I had myself convinced that I could quit at any time and that if I just passed, that would be fine. I only had to please myself. Well, I was wrong because it has not worked out that way. I am amazed at how much I have enjoyed school and at how high my standards are set."

"This block has been beneficial to me in many respects and I feel it has especially encouraged me to go on with college. And there were times when I began to wonder if it were really worth while continuing my education if it were going to arouse so much anxiety within me. Because of the block, and especially the teachers, I now feel determined to continue my education and maybe go into the field that has always been my desire--child psychology. Oh, I still feel a little shaky at times and wonder if this will ever come to pass but at least now I don't have the doubts that were clouding my mind before."

"More than anything else, I feel that I have proved to myself that I can cope with the problem of going to school and keeping a home on a fairly good schedule. I have felt quite pleased with myself, and have projected my feelings to others. By so doing, I was able to convince others that they wanted to do the same thing, without trying to. I'm sure that the other women in the block have had similar experiences. I feel that the women in the block classes will do more to promote the program than the publicity that is placed in the papers."

3. Problems and Difficulties.

As might be expected, the women who became students in this program experienced a number of difficulties in the course of the semester. Some were personal and some were academic. The principal difficulties clustered about a few main areas which will be discussed here. The most common problem reported was that of combining the duties of the housewife with those of the student. Many women reported difficulties in managing a study schedule while maintaining their usual high standard of housekeeping. Most of these were resolved (usually by reducing the amount of house cleaning) in the course of the term, and by the time the evaluations were written, the students were able to express considerable relaxation about this subject:

"This first semester of school has changed my life and my family's drastically. I find that my husband is extremely proud of the fact that I am in school and has bent over backward to help with the housework. My children are taking more interest in their school assignments and have become more independent because I am not home when they arrive from school. The house suffers but we all seem to overlook it. Socially, people all say that they think it is great that I am a student. You see, now it is no longer 'my thing' but everyone is involved as to how I am doing."

"I am a better mother, a more independent thinker, and a hell of a lot happier than I was in September. I know without a doubt that I can get wherever I want to go with my education and my life. I'm so patient with my children I can't believe it and I think it's because I'm getting so much satisfaction out of school that the whole frustration of the housewife is slowly vanishing for me. I could give a shit anymore whether this house is neat and orderly as a pin. That's a waste of my time and my kids are more relaxed so it's an easier life than it used to be for all of us. Also, my children are more interested in their own studies now than before September. The idea that 'mom' has to study and do homework brings out their interests. That's one of the best side-effects of the block for me."

"Since I started, I have involved myself completely in my student role. Almost everything revolves around school and study. My family is encouraging in every way, no problems there at all. In fact, my going gave impetus to my husband who has since resumed working on his master's degree. My eleven-year-old daughter is quite proud of me."

"The block has given me a great sense of self-worth and self-confidence. It has made tremendous changes in my household. Now, unmade beds are the rule of the house whereas before they were the exception. My family is very proud that I am going to school and they have been most cooperative in helping with the household duties. We all seem to be much more content and happy because we all have our own goals to work towards and they seem to harmonize so well together. I believe mother being a student has helped bring my family closer together."

Although most expressed satisfaction with the adjustment they and their families made to their new undertaking, a few women reported that they were having difficulty with their husbands. Several husbands objected to the amount of time their wives devoted to study, others were resentful of their new interests, still others were hostile to their wives' new sense of independence. One student quoted her husband as saying, "It's all very well for you to do your own little thing, but remember that I come first." The number of women with this problem was small, but they were troubled people. In response to this, Gerald Kogan agreed to invite the husbands of members of the re-entry program to an informal meeting, at which they could discuss their attitudes toward about their wives' participation in the program. The women expressed strong approval of the idea. To date, only one such meeting has been held, and its attendance was small. Therefore, it is too early to know if it will be helpful in alleviating this personal problem. The men who went to the meeting were quite willing to discuss their reactions, and requested additional get-togethers, so this approach does seem hopeful.

Two academic problems surfaced during this first semester of the re-entry program. A principal one was that many women did not want to study mathematics, and were afraid to do so. Several balked at registering for the Monday-Wednesday-Friday block because it included a math course, and several enrolled in that block only because the

other was already filled. Despite the fears expressed at the outset, the experience in the math course was a positive one:

"The day I signed up for classes I went with the absolute determination to avoid the math class by taking the Tuesday-Thursday block. Then when I arrived I found all those classes filled (by other women feeling like me?) and my heart hit the ground. I couldn't enter college this semester! Then a very convincing lady assured us we could take math. Well, I suddenly felt it's now or never for going back to school. I really wanted to go through with my decision to return to school. . .As a result I am a richer person--I have learned to enjoy math. No--I haven't learned to be a genius at it--only not to be afraid of it."

"When I found I had to take math to get in the block, I almost backed out. Now I'm glad I did not. I have enjoyed the class and your teaching. My difficulty with math is still with me but at least I don't panic about it and no longer feel I should stay away from school because of math."

"My 'fear' of math, as well as a lot of other fears, has substantially decreased since September. I've enjoyed the challenge of school and have surprised myself by coming out on top consistently. I'm sure the support of the block, as well as the teachers, have helped me attain this."

"I feel there is great value in having this math course as part of the program for re-entering women. So many areas have always been frightening and also forbidden to women--math has been one for me. This class really got the point across to me that women can do anything! One additional benefit for me was the self-discipline I had to acquire. I really got so efficient doing my homework and studying for this class, my habits began to spill over to other classes."

Another academic problem began to manifest itself about midterm, especially in the English 122 classes of the Tuesday-Thursday block. This was the student complaint of "too much emphasis on women." The objection was more prevalent in this block than in the Monday-Wednesday-Friday block. The teachers participating in the program discussed this at length, and concluded that it was due to the choice of courses in the two-day block. The Monday-Wednesday-Friday block, had only one course which focused strongly on women's experience, the English 190 (Women in Literature) course; the math course made no mention of the women's perspective, and the Health Education course was not solely devoted to women. However, in the Tuesday-Thursday block, all the courses were taught from the women's perspective, and only Social Science had a rather more general approach. It was agreed that this was an imbalanced offering, and in establishing the schedule for the Fall semester, the pattern was changed.

Discussions among the teachers and with students attempted to explore the students' objections. A counselor pointed out that they hadn't objected to devoting the first twelve years of their education to studying men! Several students said that it was simply boring to read about women all the time, but others admitted that they felt threatened by the new knowledge they were gaining of women's roles in society, and the realization of how their own lives had been dominated by society's stereotypes. They simply did not want to think about it so much. A student aide in the program wrote that "these people were communicating their own fear of the threat of growth and awareness."

The objections were diminished by adding a supplementary text to the course, and interspersing the reading of short stories with readings from the textbook on women. This response--and the very fact that there was a response--pleased the students, and complaining decreased. However, most of them worked through the problem on a much more sophisticated level, and by the end of the term, came to approve of the women's perspective:

"I at first found the reading material disappointing, simply because the emphasis was placed too much upon women. I had expected and looked forward to a more catholic choice in the reading materials, and because this was not so I felt it restricted us in our writing. On the other hand however, I think it had the reverse effect and helped to stretch us more by our having to write on women so often. It made one think more and dig deeper to find something different to say each time, whereas if we wrote on a different reading it would have been comparatively easy to think of something to write about and so just scratch the surface of the subject. I want to say how very much I have learned about women during this semester. I knew that her role was mostly secondary and that it had been far from satisfactory, but I was virtually unaware of how significant was her struggle today or how far back in history her struggle had been fought. So what began as a disappointment, ended for me in an awareness and admiration of my fellow women which I will continue to foster and cultivate."

"The emphasis on women was totally unexpected, and it has proved to be the essential ingredient in the block. It is this which prepares us to re-enter the world of the thinking and gives us courage through knowledge that we are able. We could have taken other courses

and read good literature and learned the techniques of writing, but the emphasis on women (may I call it the liberation of women's minds) would be missing. This invisible intangible ingredient cannot be analyzed; if it was presented and received by a receptive mind, the introduction was a grand success. If there was no entry point in a student, it was a failure. For myself, it was precisely what I needed. The knowledge passed on by many women, written and verbal, was a great help in analyzing my own feelings and pinpointing my position. Now I feel fortified and can see more clearly what I would like to do."

The excerpts from the student evaluations give an accurate view of the generally satisfied attitude the students developed by the end of the semester. They were pleased with the courses, with their classmates, their instructors, and most important of all, with themselves. However, student comments do not, on the whole, indicate the rapport and positive atmosphere which was created in the program by all who participated. These abstractions were discussed most frequently by the teachers who conducted the Re-entry Program classes. We also wrote evaluations of our experience. Here they are:

Jane Castellanos, Counselor

"As the counselor to whom most requests for information about the Women's Re-entry Program were routed during the spring and summer of 1972, I spoke with a large number of the women attracted to it. Fifteen minutes after the first newspaper release appeared in print, we began to receive a flood of calls. I was astonished at the large number of women who had contemplated or longed for further education but who would not have had the courage to undertake it without the protection of this special program.

"The women interviewed covered a wide range, with regard to academic and occupational background, from those who had dropped out of high school to a few who had completed the B.A. degree. All had in common a desire to expand their mental horizons, and a severe lack of confidence in their ability to cope with current course work and competition with younger students. Of those students who have returned to talk with me after entrance into the program, all were very enthusiastic. The program had more than fulfilled their expectations."

Monday-Wednesday-Friday Block

Virginia Johnson, Mathematics 102
(Introduction to Modern Mathematics)

"If the aim of the Women's Re-entry Program was to ease the re-entry shock for women who had been out of school for a long time, it was a stunning success, as far as I could judge from my experience with my class.

"In general, the students seemed happy with their courses and with their instructors. The most notable phenomenon, however, was the strong group spirit and sense of mutual support which developed almost immediately.

"My particular block consisting as it did, of my mathematics class and a health class, was necessarily less oriented toward a total militant 'women's perspective' than is likely in some other disciplines, and as a result provided a more balanced semester than would have been possible had the whole thrust of the work been a study of women and their problems."

Marilyn Braiger, English 190
(Women in Literature)

"As a teacher my experience in this pilot Re-entry program was unique and joyous. The students quickly blended into a supportive, good humored group whose enthusiasm was beyond anything I could have predicted. Very few women had adjustment problems that interfered with their attendance or detracted from their zealous involvement in the readings. Discussion in class was spirited, fair-minded, and open; when a student ventilated anxiety or frustration, we were able to relate such feelings to the course work.

"Although the formal education of the women varied greatly (4th grade to B.A.) and their social classes were as heterogeneous, the class was cooperative, friendly and manifested over and over the idea that women share common problems because they are women, regardless of education, social class, age etc. There were few, if any, communication problems.

"The class was a time of joy for all of us-- the students gave as much as I did, gathering information and disseminating it, discussing works assigned, writing autobiographies and journals, always willing and sincerely committed to their continuing education.

"The women of English 190 started the term in various tones-- disgruntled, intimidated, bored, anxious-- for one and all it was a chance to grow and, I believe, all did. In spite of arduous schedules integrating study into hectic homelives, there were only four drops of the original forty-two, and though there is no way to measure the quality of learning resulting from our experience, I think it was the kind that school was supposed to be all about somewhere in that receding past of ideals and humane endeavors. We enjoyed our time together, even when material challenged basic styles and beliefs and was undoubtedly painful; we respected each other; we loved the subject matter. It was a most positive teaching-learning experience for me, and I'm sorry it ended so soon. On the other hand, literature is the richer in that many students became readers, others returned to reading more discerning critics, and none will ever be the same."

Sharon Garcia, Health Education 124
(Ecology of Human Health)

"In retrospect my most immediate feeling about teaching in the women's block are warmth, joy, excitement, frustration and respect. I was delighted to have students who were motivated, articulate, willing to work, interested in learning and caring of each other. I wish the class periods had been longer to continue the many meaningful discussions we had. From the first day that the women realized they shared some of the same apprehensive feelings about returning to school and establishing an identity outside the home, there was a sense of supportiveness and group cohesion, a fantastic learning environment. Class after class there was enthusiasm and responsibility that teachers dream about from students.

"My consciousness about women has certainly been raised from interacting with these women. I had never fully realized the tremendous energy and potential of so many people who, up to now, had been isolated or deselected from higher education. Many of the women were coping very well in difficult living situations and yet were able to commit themselves to the three courses in the block, and perhaps other courses outside the block. I am convinced that such highly motivated and experienced students are a profound contribution to the college community (and the teacher's morale) and should be encouraged to re-enter school as individuals or in blocks.

Tuesday-Thursday Block

Beatrice Taines, English 122
(Reading and Composition)

"I believe that every teacher dreams of an "ideal class," one in which students are eager to learn, hard-working, and open to new ideas. In response to such students, the teacher is at her inspiring best. By the end of the term, everyone's life has been changed in excitingly creative ways.

"The real class approaches that ideal to a varying extent. Usually, a few students are positively turned on, a few are accepting, and a few are indifferent. At the end of the term, the teacher says to herself, 'Not bad. After all, you can't win 'em all.'

"In teaching English 122 in the pilot Re-entry Program, I experienced the ideal class. Enthusiasm ran high and achievement was extraordinary. Not only had everyone's life been changed, but we all recognized the change.

"The work was extremely hard; the women are demanding students, they also require considerable amounts of tutoring and individual conference time. But the sense of community and devotion made even the practical more interesting. For example, the experience of leading students through the step-by-step job of producing a term paper (everything from research techniques, to note taking, to organizing, to footnoting) became an absorbing challenge. And the really interesting work became fascinating!

"All this resulted from the women's curiosity, dedication, and sense of discovery. I know that these students will have a tonic effect on Diablo Valley College."

Natalie Foulkes, English 122
(Reading and Composition)

"Teaching in the Women's Re-entry Program was an exciting and stimulating experience. First, it was something new, and all of us -- teachers and students alike -- had that eagerness, that sense of importance that comes with being part of an experiment. The goal was admirable -- to demonstrate to a group of mature women that they could succeed in college. To those who thought of themselves as frumpish anomalies on campus, unable to compete with the with-it generation, reassurance, acceptance, personal interest, and just the comfort of being among buddies in the same boat were exactly what they needed.

"Teaching them freshman English composition and reading was fun. I've never had such a group of freshmen! They were, if anything, overmotivated, not a common problem in a required course. They often made assignments harder than necessary because they were over-achievers.

"Of course there were problems -- that's the nature of experiments. Some students were disturbed by our women-oriented anthology. In some cases, they were threatened by the new awareness of sexism in American Society. But when I offered to change the anthology, nobody wanted that. It turned out, finally, that they were thankful to have these new ideas presented to them, but they wanted more variety. That was easily arranged.

"They did complain of too much work, and too much pressure, especially with writing a term paper. But when they successfully produced term papers, all were grateful for the knowledge they received in research techniques. They were very proud of their papers.

"But with all the pressures and anxieties the students may have felt, the mistakes in organization the teachers may have made, that first semester with the Women's Re-entry Program was one of the most rewarding teaching

experiences I have had in twelve years, and it was most fulfilling for the students. Their evaluations overwhelmingly testify to that."

Ann Stewart, Humanities 122
(Arts and Ideas)

"Working in the Women's Re-entry Program has been the most exhilarating teaching experience I've ever had. Two factors account for this: the women's enthusiasm for learning in coming back to school, and the supportive atmosphere produced by the feelings of solidarity of the group.

"Most rewarding to see was the growing confidence of the women as the semester progressed. As we began studying Greek culture by reading THE ILIAD early in the semester, many students expressed a feeling of inadequacy, sure they could not understand such a book. When they discovered they not only could understand but write very good essays on it, their confidence soared. The pattern continued throughout the semester, with less and less anxiety as we started each work. In fact half way through the semester students suggested we read a Shakespearean play as they had always found him difficult before, but were confident they could appreciate him now. Many women reported their reading habits changed as a result of the course. Whereas before they had read mostly popular fiction, they felt now they could profitably read more serious literature."

Jessie Stone, Counselor

"As a counselor, working with the students in the Women's Re-entry Program has been an enriching and stimulating experience. Attempting to help those who were confronting almost insoluble conflict situations in their lives was a challenge to me and resulted in my admiration and respect for their attitudes and abilities. Most of the students were experiencing what I would refer to as an identity crisis or as an integrity crisis. Through my association with these women I have become aware of the need to improve in various ways the counseling services for this particular segment of our student body."

(Robin Wolf, who taught Social Science 110 in the Re-entry Program, is currently on leave, so there is no statement from her.)

It can be seen that by every measurement -- grades, retention rate, student perceptions, teacher responses -- the first semester of the Diablo Valley College Women's Re-entry Program was a success. Its achievement is indicated also by another fact: the number of women who wished to enroll in the program increased by the Spring semester. Although Diablo Valley College's enrollment usually declines between Fall and Spring, two new women's blocks had to be added to meet the demand. Approximately 140 women registered in the classes which constitute the Spring 1973 Re-entry Program -- two blocks of three courses and two of two courses. Since student generate funds, the larger enrollment, of course, enhances Diablo Valley College's financial position.

Based on this first year's experience, the program will be further expanded in the Fall 1973 semester, and will be made more flexible. Tentatively planned are four blocks on varying schedules, and a much wider selection of appropriate elective courses. In addition to the offerings which are an official part of the block program, places in basic skills courses will also be made available to Re-entry students. It is hoped that this approach will give them maximal opportunities to explore areas which are of particular interest and to strengthen any academic weaknesses they may have.

Although this report focuses on the blocks of courses which were the official components of the Fall 1972 Re-entry Program, mention should be made of the special electives available to the students. These were colloquies: Women in History, taught by Ruth Sutter, Women in Various Societies, team taught by Evelyn McCune and Rose Mary Hall, and Social Psychology of Women taught by Diane Scott, presented as mini-courses, each of six weeks duration, and offering one unit of credit. They were given in rotation throughout the semester, so students could take all three, or any one or two they wished. The colloquies were open to students who were not enrolled in the Women's block.

Another program open to students outside the blocks was the "Women in the Community" lecture series and siminar. This was established during the summer of 1972 when the large number of inquiries about the Re-entry Program indicated that there would not be enough places for all who wished to enroll. The lectures, presented by women in various vocations, did provide satisfactorily for the overflow from the Re-entry Program. But it also became a successful adjunct to the Program, as a considerable number of re-entry students also registered in the one-unit "Women in the Community" colloquy, one hundred eight students were registered in the lecture colloquy during the Fall semester; they had the option of also

attending a 2-hour career exploration seminar for which an additional unit of credit was granted. Forty-two enrolled in the seminar, which was conducted by Winona Christeson. The Women in the Community colloquy won a most enthusiastic response as the speakers not only provided first-hand information on numerous careers, but also were themselves examples of the possibilities for success in the working world.

Both colloquy programs are continuing during the Spring semester, and plans are being made to offer them again, perhaps with some modifications, next Fall.

There is little doubt that more changes and more additions will be made in the Re-entry Program as time goes on. The students themselves will initiate revision as they become more adapted to the institution. Several have already begun working for the improvement of the college by forming a new student organization, the Women's Association.

These women, so fearful of the college at first, are now more comfortable in it, and therefore more productive. Their presence enriches the campus community in numerous ways -- by providing a fuller age range, by bringing many different kinds of experience to bear on classroom activities, by setting examples of discipline and dedication to study, and by improving the sexual balance so that the number of women in the student body more closely approximates that of the general population.

In establishing the Re-entry Program, Diablo Valley College reached out to a new group whicy needed our educational services. The need was neither apparent nor expressed. It almost had to be met before one could be sure it was there. By taking this risk, Diablo Valley College became more truly a community college.

Statistical Analysis

by Jessie Stone

When the Women's Re-entry Program was initiated in the Fall semester 1972, it attracted wide community attention, numerous inquiries, and a considerable addition to the Diablo Valley College student body.

The women who enrolled represent a cross section of the suburban community served by the college. They are women with families, are of a wide span of ages, and with varying educational experience.

The following statistics give details of the students' background, their reasons for enrolling in the re-entry blocks, their scholastic achievement in Diablo Valley College, and the retention rate for them.

The Re-entry Program was to have accommodated 84 students. Enrollment in the program involved taking all three classes in either block. Due to various factors involved with registration the number who could be said to have actually been enrolled in the program was 79. All of the percentages reported are based on this number.

The nature of the re-entry program, both the woman's perspective and the block arrangement of courses, attracted many who were already students at Diablo Valley College. Twenty-one (26.6%) had been enrolled at Diablo Valley College the prior spring semester. Forty-eight (60.8%) had been out of school for at least ten years and 24 (30.4%) had not been in a classroom for over twenty years.

The educational background of the students ranged from less than a high school education to some graduate study. Forty-two or approximately 53 per cent had undertaken some study beyond high school. This included nursing schools and business schools with the overwhelming majority being college institutions. However, only eight or roughly 10 per cent had completed two years or more of college work.

Of the seventy-nine women in the re-entry program sixty-seven (84.8%) were

married, seven, (8.9%) were separated or divorced, and five (6.3%) were widows. Their ages ranged from 22 to 59 years with an average of approximately 39 years. With the exception of one all had children. Forty (50.6%) had children below the age of twelve and eleven (13.9%) of these had children of pre-school age (less than 5 years).

As might be expected, the educational background of the spouses greatly exceeded that of the women students. Some 72 per cent had some college education; however, 40 per cent had completed a bachelor's degree with 17 per cent having done graduate study.

Data available on mobility are for the last ten years. During this period, 30 listed no moves and another ten were moves within the county. Thus 50 per cent of these women had been in the community for at least ten years and with few exceptions had not chosen to resume their education.

In response as to what were their goals, almost half of the students (47%) indicated educational goals, while 15 per cent indicated a vocational objective and 38 per cent were undecided.

Nearly half, 48 per cent, saw no obstacles to achieving their indicated goals. Approximately 14 per cent, said that lack of confidence or ability would be an obstacle. The remaining obstacles fell under family commitments generally. This would include time and money responses as well as those of "husband objects".

The re-entry students enrolled in from 9 to over 15 units for the fall semester. Four (5.1%) withdrew early in the fall semester. Seven (8.9%) completed less than nine units. Twenty-eight (35.4%) completed nine units. Forty (50.6%) completed 10 units or more. Of these thirteen (16.4%) completed more than 12 units.

Their record of completion included 67 or (85%) who earned a grade point average of 3.00 (B) or higher. Fifteen (19%) earned a 4.00 g.p.a. (all A's).

For the general student body the percentage receiving a 3.00 g.p.a. or

higher is 31.8% for those earning a 4.00 g.p.a. it is 4.1% (These percentages are based on students enrolled in 12 or more units.)

Of the total number of students enrolled in the Women's Re-entry Program in the fall, 46 (57%) enrolled in the Women's Block courses in the spring semester. Twenty (25%) continued in the spring semester, but not in the Women's Block. Nine (11.4%) who completed the fall semester did not enroll at Diablo Valley College for the spring. At least one of these nine had transferred to a four-year institution.

A PROGRAM FOR WOMEN AT DIABLO VALLEY COLLEGE

Since the Convocation on Human Rights held at Diablo Valley College in the Spring of 1968, a high resolve has characterized the development of programs designed to assist disadvantaged students to become full partners in the educational process which is the pride of the community.

Appropriate special-subject-matter and multi-perspective courses have been combined into academic majors in ethnic studies, with parallel progress accomplished in terms of social services and administration. Summer readiness workshops and basic skills facilities have evolved as valuable adjuncts for integration of target student groups.

Continued progress must be made, in a spirit best described by John Kelly, Dean of Instruction:

We cannot be complacent. Despite the efforts we have made with readiness programs and with special courses, many of our students find the college bewildering. Our good intentions, our genuinely receptive feelings, are not always well communicated.

I asked last year that each teacher, each department, and each division decide what more could be done to emphasize the multi-cultural nature of our courses.

...from ETHNIC STUDIES, FORUM, 3 Dec 71

Such is the spirit of the proposal which follows.

INTRODUCTION

The community college, unlike other institutions of higher education, is marked by its responsiveness to the changing needs of its constituent community. Diablo Valley College, from its inception, has aspired to a position in the vanguard of progress, and has voiced its commitment to constant review of its performance in meeting this challenge.

The recent women's studies conference held at Diablo Valley College March 8th manifested the urgent and pressing need for higher education among women. Released from ancient oppressive roles and inspired through the minority revolutions by a vision of equal partnership in world affairs, women are determined to assume the status of fully responsible independent citizens. They are flocking to colleges to prepare themselves for the responsibility which their status as the larger half of our country's citizenry demands. Like other disadvantaged groups entering traditional educational institutions in large numbers for the first time, they are calling for appropriate modifications and enrichment of customary patterns.

If the Open Door and Student Centeredness are indeed sincere guidelines for education at Diablo Valley College, the measures outlined in this proposal must be implemented to allow women students to enter fully into the intellectual, personal and social development promised by our philosophy.

Whether women come to Diablo Valley College at the age of 18, 28 or 48, many aspects of women's customary role deter full access to and use of higher education. In the Fall semester, 1971, the day session comprised 5,128 full-time men students but only 3,848 women. This 1200-student discrepancy indicates the need for recruitment and retention programs designed especially for women.

New kinds of content are needed to make classwork more meaningful to women. Such assistance as group programming and new approaches to learning can overcome the handicaps of past conditioning. Recognizing the multiple obligations of women to family, community and self, child care and other aid is mandatory if the Open Door is not to be a farce.

Finally, women students must have the conviction, through the demonstration of new roles for women in public life, including education, that their efforts will be productive.

To accomplish these things, the Women's Studies Committee has designed an educational program which will work toward opening new prospects for women, expanding opportunities already in existence, and presenting to both men and women an understanding of the profoundly creative, productive and liberating effects of a truly egalitarian society. Toward this end we propose new courses of study, new services, and equalizing participation in special programs and activities.

Of course, equality can not be offered to students unless it is also offered to the teachers who serve as their models and guides. Therefore, we also propose an affirmative-action employment and promotion policy, the establishment of an administrative post for women, and inservice training programs for faculty, staff and administrators.

With the initiation of these projects, Diablo Valley College will be on its way toward recognizing the full citizenship of a majority of the population.

A PROGRAM FOR WOMEN AT DIABLO VALLEY COLLEGE

Diablo Valley College has, since its inception, welcomed women who chose to recommence formal education after an interval away from the classroom, and has seen many such women accomplish their goals without apparent difficulty or special aid. However, the experience of such colleges as De Anza, and actual requests from our own community, lead to the conclusion that there are many women who feel uncomfortable or insecure in a typical college classroom and would greatly benefit from (1) a somewhat stable group of their peers learning together, and (2) courses designed especially to deal with their concerns, needs and problems. The proposed block meets these needs better than the scattered and haphazard services now available.

Increasing numbers of women are interested in resuming their studies, and if supportive arrangements are made, a great many will attend Diablo Valley College. Therefore, an offering of a block of courses of special relevance to women is proposed.

COMBINED COURSE BLOCK: From Women's Perspective, to be offered in Fall, 1972 with advance publicity to the community.

English 122	Reading and Composition
Psychology 122	Functional Aspects
English 190	Women in Literature
Physical Science 110	Fundamentals
Mathematics 115	Principles of Numbers
Humanities 122	Arts and Ideas

(Plus optional Colloquies of one credit-unit each:)

Women in Societies Around the World

Social Psychology of Women

Women in History

These courses are already authorized for instruction, but in this case would be taught from the particular perspective of women. Precedent for this approach exists in our Black Studies, Mexican-American Studies and Asian Studies programs, where such courses are taught from a special point of view. The arrangement of courses in blocks has proven a successful procedure for some time.

The design of the block to include 9 units plus one or two optional courses accommodates the tendency of women with families to re-enter the academic world with a relatively light program. Such blocks, offered in the cluster college experiments several years ago, successfully combined a required core with optional additions.

To be useful to women in this situation, the block program should be scheduled at convenient times: between 9 a.m. and 2 p.m. on either a two-day or three-day per week pattern (as with other programs such as "Inventing the Future").

CHILD CARE CENTER

In order to make it possible for the maximum number of women to take advantage of the educational facilities at Diablo Valley College, it is absolutely essential that a day-care center be established for pre-school children.

If a child is well cared for in pleasant surroundings, with opportunities for learning, the mother is not only physically freed of child care, her mind is freed so that she is able to learn, to experience educational growth. A good child care center creates a hospitable atmosphere for many women who would otherwise be unable to continue their education.

It is proposed that such a center be established as a permanent component of the Diablo Valley College Campus, and that its funding be accepted as the responsibility of the District. The center must be on campus so that it is fully convenient to its clients, and will not require that mothers devote extra time travelling to two locations in order to attend their classes. Further, the location on campus provides an additional psychological advantage: when mother and child "go to school" in the same place, the child does not feel abandoned, nor does the mother feel guilty about leaving her child.

The services of the day-care center should be available full time, that is, between the hours of 9 a.m. and 4 p.m. so that women are free to avail themselves of the full range of courses offered by the college.

The Committee recognizes that a cooperative nursery school, especially one which offers instruction to parents as the Family Life Education program has done, provides profound educational advantages. A deeper understanding of family relationships and child development, and greater skill in handling related problems result from such a program. However, any requirement to devote time to the day-care center can be a hardship to women students. Women taking care of a household and one or more children, as well as attending college and perhaps working to earn a living, may be overwhelmed by a requirement to spend even as little as two hours per week in service to the child care center. Therefore, it is recommended that day-care work be on a purely voluntary basis - parents would enroll to work in the center as in any other course, and would receive credit-units for work completed. Parents not choosing to enroll would still be allowed to have children attend the day-care center.

Because it is our hope that the expanded offerings to women and the increased opportunities for employment thereby provided will attract many poor women to Diablo Valley College, it is recommended that day-care services be available without cost to those who cannot afford to pay. Charges should be kept minimal, around 25¢ per hour, as is the current rate. Even this nominal cost can not easily be borne by welfare families; and if we are to assist such families to leave welfare rolls and to earn an independent livelihood, auxiliary services such as child care must be easily available.

In summary, the Committee recommends the establishment of a child care center, to be:

- (1) on campus;
- (2) full time throughout a normal college day - between 9 a.m. and 4 p.m.;
- (3) available to parent cooperation, but not requiring it;
- (4) low-cost, with waiver of payment for hardship cases;
- (5) an opportunity for instruction in child development, for parents of children enrolled in the center as well as other students.

WOMEN'S EDUCATION CENTER

The Women's Studies Committee proposes that Diablo Valley College establish a Women's Education Center, on campus, to serve the following purposes:

- (1) Serve as a clearinghouse for students, faculty, and the community regarding needs of women, and programs and services of concern to them;
- (2) assist women who are students or who aspire to enter the college in the solution of problems of any kind which may affect their academic work. The Center may provide information as to sources of help, or facilitate contacts with persons or agencies having possible aid to offer;
- (3) act as liaison with the Counseling Department in articulating needs and services with regard to academic, personal and vocational counseling;
- (4) work with counselors in encouraging women to seek access to programs suitable to them, whether traditionally feminine or not;
- (5) encourage the development of women's organizations which can seek solutions to problems so far resistant;
- (6) maintain close liaison with community agencies which are involved in the development of employment opportunities, have jobs available, clients needing education, or resources for financing women's education;
- (7) assist faculty in the development of courses and programs of special interest to women;
- (8) develop programs of inservice education for faculty on needs and desires of women in education;
- (9) establish a speakers' bureau of faculty and students to explain the development of women's programs to concerned groups;
- (10) maintain a supply of appropriate, current literature on women and their needs.

Composition of the Women's Education Center

The Center would be staffed by three women members of the Diablo Valley College Faculty, released part-time from their regular assignments. The women would be chosen to provide expertise in areas in which the Center is involved, such as community liaison and job development, curriculum development, communication techniques, organization and the like. These three directors would assume joint responsibility for the operation of the Center and would be present in it, for consultation with each other, with students and with faculty during certain established hours. Their released time would also include an allowance for developmental work with groups on and off campus.

The informational and emergency functions of the Center would be in charge of a Secretary, graduated from Diablo Valley College and thus familiar with the college and with problems of women students there. She would be employed full time to dispense information, refer callers to sources of help, etc., as indicated above, as well as to perform needed clerical services.

Calendar

The Center would open in the Fall, 1972, preferably on the first day of Registration Week, so that its services may be available for women intending to register immediately.

If the Center is operating by this time, we will have the opportunity of studying its impact on one program already established, the General Office Training course. This program, which is designed to prepare women for urgently needed employment, has, in the past, been unable to help some students because of their non-academic problems. The Center should be able to demonstrate a portion of its usefulness, as it develops ways of coping with such problems, as well as in expanding the opportunities of graduates of the program.

AFFIRMATIVE ACTION HIRING

Diablo Valley College has long prided itself on being a liberal, open-minded, innovative institution which judges on the basis of merit. Careful study of Diablo Valley College employment practices, however, indicates that this flattering self-image is not supported by the facts. Although women comprise 53% of the population off-campus, the full-time faculty at Diablo Valley College is only 21% women.

Many departments have no women instructors at all. In some instances, there are mitigating reasons - very few women have been encouraged to specialize in such subjects as, for example, physical science or chemistry; therefore, finding a qualified woman to teach these subjects is difficult. Nonetheless, there are women who are qualified, and good faith efforts should be made to seek out and actively recruit them into the Diablo Valley College faculty.

The very low percentages of women teachers in subjects which traditionally attract considerable numbers of women - for example, foreign languages, speech, music - suggest that sexual discrimination has been practiced in these employment areas at Diablo Valley College. Furthermore, the employment of women at Diablo Valley College is proportionately declining, even though there has been an increase in the number of women earning graduate degrees. Last year, the college hired fourteen instructors, only two of whom were women.

Every effort should be made by Diablo Valley College administrators and division representatives to assure equal employment opportunities to all, and to bring additional women into the recruitment network. Equalizing the number of men and women teachers in each department should be the first goal.

This can best be accomplished by adopting an affirmative action hiring policy, as urged by the Diablo Valley College Faculty Senate Council. Under such a policy, discriminatory qualifications for job openings are avoided, and women teachers would be actively sought out, recruited and hired until each department, and therefore the faculty as a whole, included equal numbers of men and women.

When this ratio is achieved, policies should be established to perpetuate equality of employment opportunity; decisions regarding retention, advancement and promotion of teachers should be made without regard to the candidates' sex.

The extended-day faculty displays an even greater pattern of discriminatory hiring since only 11% of the 236 evening session teachers are women. Here too, greater awareness of the discrepancy and an honest determination to correct this injustice should be brought to bear on the effort to equalize opportunity.

Only in the employment of long-term substitutes does Diablo Valley College approach a picture of equality for men and women. However, this program involves few people, and provides the least desirable teaching positions.

It is at the administrative level that Diablo Valley College is most blatantly discriminatory. Not one of the 15 administrators is a woman. This is a most regrettable situation; it means that the administration is denied even a single voice to represent half of the community it serves. Such a situation should not be allowed to continue.

The Committee strongly urges that every effort be made to add women administrators to the college structure as rapidly and as soon as is practicable. The Committee particularly recommends that whenever an administrator goes on leave, his place be filled by a woman faculty member. This practice would serve to give women administrative experience; and since such posts would be provisional, they would accustom male administrators to women administrators in a way least threatening, providing inservice training to teachers and administrators abused by the concept that the male sex holds a monopoly over administrative ability.

The following statistics indicate the extent of women's participation in the instructional aspects of Diablo Valley College:

FALL 1971 DAY - TIME FACULTY

Total (men and women) including instructors on leave, but excluding long-term substitutes . . . 288

Women Instructors 63

Percent Women on Faculty. 21.9%

<u>Department</u>	<u>Total</u>	<u>No. Women</u>	<u>% Women</u>
Apparel Design	2	1	50.0
Art & Photography	11	1	9.1
Foreign Language	8	1	12.5
Humanities & Philosophy	11	4	36.4
Music	8	0	0
Performing Arts	9	1	11.1
Biological Science & Health Education	23	6	26.1
Dental Assisting	2	2	100
Dental Hygiene	3	2	67
Dental Technology	2	0	0
Vocational Nursing	4	4	100
Accounting	3	0	0
Data Processing	3	0	0
Distributive Education	2	0	0
Business Education	3	0	0
Real Estate	1	0	0
Restaurant & Cafeteria Operation	2	0	0
Secretarial Science	9	5	56
English, Reading & Communication	41	12	29.3
Journalism	2	0	0
Physical Education & Athletics	16	3	18.8
Aeronautics	1	1	100
Architecture & Construction Technology	2.5	0	0
Chemistry	8	0	0
Electronics	2	0	0
Engineering	5.5	0	0
Machine Technology	1	0	0
Mathematics	14	2	14.3
Physical Sciences, Astronomy & Geology	11	0	0
Family Life Education	2	2	100
Fire Science	1	0	0
Administration of Justice	3	0	0
Social Sciences	44	8	18.1
Apprenticeship & Journeyman Training	2	0	0
Health Services	1	1	100
Librarians	5	2	40
Special Programs	3	0	0
Counselors	17	5	29.4

FALL 1971
LONG TERM SUBSTITUTES

<u>Department</u>	<u>Total*</u>	<u>No. Women</u>	<u>% Women</u>
Art & Photography	1	0	0 %
Music	1	1	100
Biological Sciences	1	1	100
English	8	5	63
Physical Sciences	1	1	100
Social Sciences	1	0	0
Counseling	1	0	0
Totals	14	8	57 %

* Instructors teaching in more than one department are counted as fractional loads in each department.

EXTENDED DAY FACULTY (includes <u>all</u> instructors)	236	27	11.4 %
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HIRING FOR 1971-72 ACADEMIC YEAR

Regular (probationary) Contract	14	2	14
Long-Term Substitutes	9	5	55

WOMEN'S STUDIES PROGRAMS

Today, American society, both officially and unofficially, is beginning to recognize the vast contributions made by people who have previously been ignored - blacks, chicanos and other ethnic groups, and now women. Educational institutions throughout the country reflect and provide leadership in that recognition by offering programs in black studies, Spanish-American studies, and women's studies. Diablo Valley College has lagged behind many colleges and universities in not providing a program of women's studies to date. The committee therefore recommends that in the Fall semester, 1972, Diablo Valley College begin to close this significant gap in our educational services.

It is proposed that each department of Diablo Valley College offer a course in women's studies. Some examples of the many hundreds of such courses offered by other colleges are: Sociology of Women; Women and their Bodies; Psychology of Women; Women in the Arts; Women's Roles in Other Cultures; etc.

It would be presumptuous of this committee to tell any department which courses it should offer, or what should be the curriculum of these courses. Each department knows its own resources best, and best understands student needs in relation to its offerings.

Therefore, the Committee suggests that the Governing Board approve the principle of a beginning program in women's studies, effective the Fall semester, 1972, and charge each division and department with the responsibility of designing appropriate courses. The courses should be scheduled, announced to the student body, and have instructors assigned to them. Details of course content, textbooks and evaluation should be submitted for final approval no later than September, and hopefully by June, 1972.

After having the opportunity to test and evaluate the initial offering at Diablo Valley College, a full program of women's studies should be implemented, with gradual development of courses in this area. The goal for establishing complete programs in each division should be set at 1975.

DIRECTOR OF WOMEN'S PROGRAMS

If in the near future Diablo Valley College establishes blocks of courses reflecting the women's perspective, a program of women's studies and a women's educational center, it will be necessary to designate a single individual to organize and coordinate these activities. There are many other desirable services relating to women students, women faculty members, women classified staff members and the community at large which can be offered by Diablo Valley College provided there is someone to initiate and supervise such endeavors.

The Committee therefore recommends that a position at the assistant dean level, to be entitled Director of Women's Programs, be established effective July 1st, 1972. Establishment of this position will include the advantage of providing a woman's viewpoint to the administration of Diablo Valley College.

The Committee recommends that the person employed for this post be recruited from the ranks of tenured women faculty members of the College.

The functions of the Director of Women's Programs should parallel those of the Director of Special Programs, and offer services to women similar to those offered to minority students, as follows:

The Director of Women's Programs, in cooperation with other administrators and faculty members, is primarily responsible for the following following activities, and shall:

- 1) plan, develop, coordinate and help evaluate all programs and services of the college offered for women students;
- 2) in assisting the Dean of Instruction, advise in the development of women's courses in all instructional divisions of the college;
- 3) in cooperation with the Associate Dean of Instruction and, if appropriate, the Director of Community Services, develop, implement and evaluate human relations programs and inservice training for the certificated and classified staff of the college and for the community at large;
- 4) assist in and direct the recruitment of women students for regular and special programs;
- 5) develop greater overall liaison and involvement between the college and other institutions of the community which can help expand career and other opportunities for women;
- 6) design programs to bring all students in the college an understanding of the historic roles of women in society and an appreciation of the contributions of women to the development of American Society;
- 7) assist counseling efforts for women students enrolled in the college in instructional matters and financial aids, and coordinate efforts to allow the articulation and transfer of these students to four-year colleges;
- 8) develop and maintain necessary liaison with individual students, student government, college staff members and community groups, to promote support and interest in women's programs;
- 9) conduct research on communication problems between women and the College, probing attitudes and motivations of groups involved, and multiplying channels of dialogue;
- 10) assist the Associate Director of Institutional Research in the development and preparation of reports and related research necessary to evaluate the program and recommend proposals for State and Federal funds to support women's programs;
- 11) accept and perform all related assignments and responsibilities as may be delegated by the President or appropriate Deans.

ATHLETICS

The athletic program at Diablo Valley College is the area of instruction and service to students which most markedly favors men. Large concentrations of instructor time, buildings, equipment and other facilities, expenditures of transportation funds and other costs are devoted to male students in this area.

Women, however, are also interested in developing the coordination, physical skills and team spirit which result from participation in athletic activities.

The Committee recognizes that women are not likely candidates for varsity football; but there are many sports in which women have achieved outstanding success: tennis, swimming, golf, archery, and others provide excellent opportunities for women to develop athletic skills. Competitive levels offered in men's sports should be opened to women in appropriate sports as well.

The Committee therefore recommends that steps be taken to provide essentially equal programs in athletics for men and women. A plan developed by the Director of Athletics should accomplish this progressively over a period of approximately three years.

The Committee is convinced the long-overdue recognition of the justice of equality justifies the cost; however, if the addition of an athletic program to the other women's programs proposed should be too heavy a financial burden for Diablo Valley College at this time, the Committee would recommend that the men's athletic program be reduced until limited but equal programs can be offered men and women both. As sufficient revenues developed, both programs would then be increased.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 8 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION