

Book Reviews and Notes

Judith M. Gappa and Barbara S. Uehling, *Women in Academe: Steps to Greater Equality*; Washington, D.C.: AAHE-ERIC Higher Education Research Report No. 1, 1979, pp. 89, \$4.00

Despite the fact that this AAHE-ERIC monograph was published in 1979, it is still a useful and timely document, particularly in light of the February, 1984 Supreme Court decision which limits the enforcement of equal educational opportunities for women under Title IX of the Education Amendments of 1972. We are reminded once again that women's gains in higher education, as students and as teachers and administrators, are limited and recent, and that most of the changes we have experienced have come about because they were mandates. What this report does for women is to summarize the research done through 1979 on women as students, faculty and administrators, define some of the sources or causes of discrimination against women in the academy, and to suggest reasonable and practical ways by which women and men can work for true equity within colleges and universities across the country.

Judith M. Gappa and Barbara S. Uehling have assembled literature and research on women in higher education which covers the following:

- 1) the status and participation of women students, faculty, and administrators;
- 2) institutional practices that affect that participation;
- 3) the socialization process for both men and women which affects their own attitudes towards women's place and progress within academe;
- 4) the importance of women's studies programs and women's colleges within our educational system; and
- 5) recent laws defining the rights of women in education and employment.

The authors are careful to point out that the data they collected, much of which was only available from 1969 to 1972, is already obsolete, and more research on women, including the status of minority women in higher education, needs to be done. Most of the studies cited show little change over time for women students and faculty in post secondary educa-

tion, but enrollment of women in colleges and universities has increased dramatically during the last decade. By 1979 (and still true today) women made up 51 percent of the total undergraduate enrollments across the country. And in 1977-1978, women accounted for 93 percent of the enrollment growth in most institutions. Many of these students were re-entry, or older women returning to school. This change alone has obvious implications for schools concerned with declining enrollments and retention in the years ahead. Graduate school enrollment for women also increased by about 75 percent during the 1970's. However, Gappa and Uehling report that women students, faculty and administrators are most heavily concentrated in smaller, less selective and less affluent institutions. Even more disquieting are the authors' findings that women are still completing most of their work in fields traditionally reserved for women such as fine arts, education, foreign languages, health, home economics, library science, and psychology. Most female faculty are clustered in these disciplines as well. Furthermore, despite reports of institutional change, the authors found that the percentage of women faculty and administrators across the country is at almost the same level (25 percent) that it was in 1925. Little research has been reported on campus women working in non-faculty professional positions. Since most women employed in universities are found in these or support staff positions, it would seem important to begin to study their roles, status, aspirations and education background. However, regardless of rank, type of institution or discipline, the authors state that women are still paid less than men in the same position up to the levels of associate or assistant professor. Moreover, except for some well-publicized suits brought against leading universities, little information is available as to the steps schools have taken to adjust salaries. Other discouraging statistics and studies are cited: Women holding doctorates had a higher unemployment rate than men holding the same degrees, particularly in the under 35 age group. At the governing level (by 1979) only 15 percent of the trustees or regents overseeing institutions of higher learning were women.

All of these findings have implications for our educational systems. If girls and boys are still socialized at an early age to expect that women will work or study in only a few areas, employment for women after graduation will continue to be a problem. If women faculty are teaching more undergraduate courses than their male counterparts they may have less time to complete the research necessary for professional advancement. And if women faculty and administrators are still clustered in a narrow band of disciplines and a few traditional positions such as Dean of Student Affairs, to whom will women students (that want to work in non-traditional fields) look for role models and mentors?

In order to deal with these issues and ensure greater participation of women in higher education at all levels, five recommendations for future change are proposed by the authors. A first recommendation is more research should be conducted on university and college policies, practices and services, as they affect women. This information must be widely disseminated so that greater awareness of the issues may be achieved. Research areas would include:

- institutional policies, practices and services that are effective in achieving a more equitable environment for women;
- characteristics of institutions that have a higher than average percentage of women students and faculty;

- factors related to differential participation by the sexes in specific disciplines;
- numbers and characteristics of minority women students and faculty in higher education;
- attrition rates and reasons for women students leaving;
- the effect of counseling techniques on women;
- career goals;
- positional held;
- achievements and failures of women faculty and administrators, and
- attitudes of male faculty and administrators toward women students, faculty, and administrators.

A *second* recommendation is that institutional, departmental, and individual incentives for change be encouraged within colleges and universities. Legislation requiring equality of opportunity has meant that some institutional reform has taken place. In many schools, administrators and women's committees, organized around these issues, have met to develop changes in policies and procedures. A *third* recommendation would be to eliminate those institutional policies, practices, rules, and regulations that impede women's progress in higher education. These barriers can be identified through institutional self-study. The authors propose that informal quota systems as part of admissions be abolished; policies on transfer credits be re-examined; financial aid policies, (particularly those dealing with part-time students), should be improved; and, departmental scrutiny of awards criteria for graduate research assistantships should take place. Moreover, schools need to examine their hiring and retention policies as they impact on women and should be careful to see that women are appointed to screening committees. Equitable salary schedules for men and women in all positions also needs to be addressed.

A *fourth* recommendation would be to determine what additional services are best to meet the needs of women. The essential services are: child care on or near campus, appropriate health care, counseling, career counseling and academic advising. Women's centers and women's programs provide a supportive environment and give women an opportunity to form networks on coeducational campuses. Schools also need to design recruitment programs that inform women about disciplines and careers in traditionally male-dominated fields. Furthermore, credit should be awarded for the life and work experiences many returning women and men bring to the traditional college. Part-time tenurable positions are recommended for faculty; and the hiring of more qualified women administrators is urged. Finally, as a *fifth* recommendation, the authors state that institutions, departments and individuals must continue to examine and monitor the progress made toward equity within their schools. Federal laws and court decisions have impelled many institutions to change policies and procedures, but true attitudinal change has been a slower process. As academic advisors, it is important for us to be sensitive to issues raised by the authors and see that women are allowed to achieve the educational goals they have set for themselves in a variety of disciplines and roles within the academy. If we are successful, our institutions and our society will be a better place within which we can all work and live.

Carol Ryan
Metropolitan State University

October 1984

Lowery, William R., Editor, and Associates. *College Admissions and Counseling: A Handbook for the Profession*. San Francisco: Jossey-Bass Publishers, 1982, pp. 611 \$25.95.

This thoroughly readable resource handbook, impressive in its scope, and exhaustive in its effort, provides a wealth of information to be shared by all professionals who serve students in the process of transition from high school to college. Sponsored by the National Association of College Admissions Counselors, it is intended to be used as a basic text in all NACAC-designed training programs. This handbook provides a common body of knowledge drawn from many sources, and is helpful to those who guide students through the myriad of activities associated with the transfer from a secondary school to college. It aims to develop awareness of problems that may arise in the process, provide methods to deal with such difficulties, and suggests positive practical solutions. Thirty-two thought provoking chapters are organized into six major sections, each preceded by an over-view of the articles serving to weave a common thread from one to the other.

Section one, "Scope of the Service," surveys the varying types of higher educational institutions and the forces which have shaped them in Western societies over the years producing institutions diverse in form, direction, and goals. Their position today is viewed in light of current demographic information indicating enrollment declines. A plea is made that planning must be responsive to the current situation but also must take into account changes which are sure to occur in the future.

Section two, "Service to the Student," explores the differences that exist among types of higher educational institutions, addressing the problem of matching the student to the institution in compatible ways so that both are benefited. This section also stresses teaching the student to understand that choices made now have far-reaching effects on their personal and career lives.

Section three, "Service to Society," discusses the current prevalent needs of society, including its interest in training of several groups that need to be assimilated effectively into the educational mainstream. Chapters on Blacks, Mexican-Americans, adults, and Junior College transfers are all reviewed. The impact of Financial Aid on these and other student populations is emphasized.

Section four, "Service to the School and Community," analyzes the role of College Admissions Counseling within the framework of general counseling. Several chapters illustrate different approaches to successful guidance (involvement of peer, parental, community, and independent counseling groups). Counselor ethics which relate both to the student and the institution are explored.

Section five, "Service to the College or University," directs attention to the idea that, against a background of declining enrollments and with increasing institutional competitiveness, there is both a necessity and a desirability for improved training of admissions personnel and for the use of sophisticated marketing techniques to attract students, including those who live outside the United States.

Finally, in Section six, "Service to the Members of the Profession," the numerous stresses and pressures inherent in counseling are treated. There is a section of standardized

October 1984

test scores and the part they play in the admissions process. The concluding chapter discusses the contributions other professionals can make to an individual's development as a counselor.

Broad in its scope and thorough, *College Admissions Counseling* is admirably current and should prove useful to all working in the field of Admissions Counseling.

Jeanne Larkin
Western Illinois University

Cleifton F. Conrad and Jean C. Wyer, *Liberal Education in Transition*, American Association of Higher Education, Washington, D.C., 1980, pp. 66, \$4.00.

Currently there is a trend in higher education to attach a price tag to liberal arts courses. The humanities are being marketed by liberal arts colleges as "practical." Thus, students are showing more interest in acquiring some basic skills that will lead to employment. The authors of *Liberal Education in Transition* put forth a rationale for the future of liberal arts studies which is not original but is certainly a good proposal for today's educator. The two authors are advocating the union of liberal art courses with the curriculums of science, business and technology. Their quotation from Whitehead underlines why this union is important: "There can be no adequate technical education which is not liberal and no liberal education which is not technical."

The authors' foundation for the "bridge" connecting technical studies with liberal arts is a well written historical sketch of the liberal tradition beginning in Ancient Greece. Conrad and Wyer explain succinctly how the roots of American higher education are embedded in the Greek and German systems. The authors emphasize that it was the infusion of ethical principles into the traditional curriculum which served to bind theory with practice. Conrad and Wyer are convincing in their argument that the missing link in the curriculum on many campuses today is the examination of moral and ethical considerations. The reader becomes aware of the need for today's students to be exposed to philosophy, ethics, literature and history as past traditions are compared to current trends.

Three models of liberal education represented in the United States today are described by the authors, with the Distributive model being the most common model. Harvard University, the leader among schools using the distributive model, require undergraduates to choose eight courses from five areas. The five course areas are literature and arts, history, social analysis and moral reasoning, science, and foreign cultures. Courses in writing and computers are also required but not included in the basic core. In essence the distributive model requires a certain number of courses from a predetermined list of course areas. The second model is the Integrative model, which seeks to combine courses by focusing on a special theme or question. The emphasis is on interdisciplinary courses which may run through the whole curriculum (i.e. the University of Wisconsin, Green Bay where an environmental theme is integrated throughout the curriculum). Other topics around which courses are designed include Western Civilization, Victorian England, the impact of change and values issues. The third model is the Competence-Based mode that emphasizes defining and measuring desired outcomes of the academic program. In this

Alfred North Whitehead, *The Aims of Education*. (New York: Macmillan Publishing Company, 1929.) p. 48.

model the responsibility for learning is placed on the student. The General Education Program at Brigham Young University has more than 115 separate evaluation options a serves 20,000 students each year. Students must pass fifteen evaluations in such areas reading, writing, mathematics and health education. BYU students are required develop skills in analysis, comparison, and synthesis, in the areas of arts and letters, so systems, and natural sciences.

The trend in the three models is to emphasize the importance of process and outcome. Flexibility is a major ingredient of the models so that changes can be made to meet full needs. *Liberal Education in Transition* is a valuable monograph for educators concerned with curriculum evaluation and development. The extensive bibliography lists many America's best writers who have addressed this topic in the past 75 years. Academic visors will also find the monograph helpful as they work with students and are asked provide the rationale for why colleges require certain core courses. Here are so responses that can be offered to inquiring students, the courses will help them:

- learn to recognize ethical issues;
- develop interpersonal abilities and communication skills;
- expand their capacity for interpretive and creative thinking;
- gain knowledge of other cultures and languages, and
- challenge their intellectual flexibility.

The importance of taking scientific and technical training in conjunction with liberal courses is underscored. In addition, the authors emphasize the need for today's college student to receive instruction in character building along with professional competence. It would be inappropriate to attach a price tag to an educational package that contains curriculum recommended by Conrad and Wyer.

Ann C.P. Schroer
Texas A&M University

Schmidt, M.R., and Sprandel, H.Z., *New Directions for Student Services: Helping the Learning-Disabled Student*, San Francisco: Jossey-Bass, 1982, pp. 101, \$7.95.

This volume is a collection of articles from the "New Directions for Student Services" series. The chapters address a variety of topic areas, all of which emphasize the need for providing student services for the learning-disabled student in higher education.

Chapter 1 discusses the multiple definitions, diagnostic procedures, and remediation techniques, which have historically described and served the learning-disabled population. These special learning needs may take the form of a specific learning-disability such as the inability to write, perform mathematical computations, or comprehend written material.

The learning problem might also be a more general difficulty such as cognitive processing, dyslexia, or a perceptual/directional problem. It is emphasized that serving the needs of the learning-disabled is no longer an ethical or moral issue for educators to consider. Federal law 93-112 (Section 504) mandates that postsecondary institutions receiving federal assistance, remove institutional barriers and provide services for individuals with learning disabilities, so they might equally benefit from the educational opportunities offered by the institution.

The reader is taken chapter by chapter through a sequence of articles addressing the psychosocial, educational, and attitudinal barriers facing the learning-disabled college student. The role of the faculty is seen as the key to accommodating and appealing to the diverse learning needs and styles of the learning-disabled student in the classroom setting. In addition, classroom interventions and diagnostic tools are explored, with an emphasis on individualized programs of study.

Two student services models, which have been successfully implemented to meet the academic, social, and personal concerns of the learning-disabled student, are outlined in detail. A holistic, campus-wide model is suggested, which educates all university support systems in the needs of these students. To effectively deal with the diverse needs of these

students, accommodating programs and policies related to the learning-disabled, are implemented in admissions, orientation, housing, counseling, and career/academic advising. The College Learning Assistance Program, discussed in chapter 7, is another possibility for providing comprehensive student services for this population. This centralized support system becomes an advocate, educator, consultant, and assessor for the learning-disabled student, by providing intervention strategies critical for the entire university system.

In the concluding remarks by the editors, the major themes and future directions in this area are reviewed and synthesized. General myths and misconceptions associated with this population are consisely explored and dispelled.

The final chapter provides a listing of agencies, materials, and literatures, which might be helpful to academic advisors in gaining more information and understanding the needs of this estimated three to seventeen percent of our student body.

Julie Dryden
The Ohio State University

Roger B. Winston, Jr., Steven C. Enders, Theodore K. Miller, Editors, *Developmental Approaches to Academic Advising*, San Francisco: Jossey-Bass, Inc., 1982, pp. 11 \$7.95.

SCENE: A monthly meeting of the faculty senate at a large research oriented university.

ACTION: The presentation of an analysis of the academic advising system with recommendations for improving the system.

CONCLUSION: No discussion, no change, a yawn from everyone, and a motion to move on to new business.

That this scene has been repeated at many colleges and universities attests to the need for more to be written about academic advising; and to the frustration that authors are bound to face when they attempt to influence faculty who provide the bulk of academic advising at our institutions of higher education. While Winston et al., in *Developmental Approaches to Academic Advising* are to be commended for venturing into the rather uncharted waters of academic advising, they have unfortunately allowed themselves to drift. I doubt that any faculty member will rescue them.

What Winston et al., suggest is that the activity of academic advising provides a perfect opportunity for the student personnel profession to end the dualistic approach to educating the college student. By positing the notion that student personnel professionals are the logical people on a university campus to apply developmental theory to academic advising, the authors have thus staked out a claim for student personnel professionals in the world of academe. In these times when anyone might be branded as superfluous on a university campus, what could be better than academic advising (an activity that student personnel professionals are "obligated" to participate in three or four times a year) for student personnel professionals to use to justify their existence? While it certainly cannot be denied that student personnel professionals have a place on the American campus of the 1980s, their role in academic advising is not convincingly demonstrated in *Developmental Approaches to Academic Advising*.

What is most disheartening about this sourcebook are some of its sweeping and naive statements: "... graduates of higher education continue to be overrepresented among citizens who are divorced, who have mental health problems, who commit suicide, who are alcoholics, and who are white-collar criminals. . . . How could development of the whole student, as so many college mission statements purport to address, result in such alarming statistics? Clearly, institutions of higher education are failing." (italics mine) (page 5) "Academic advisors must challenge the institution to articulate the mission, goals and objectives of the advising program." (page 9) "Administrators must back up the commitment [to academic advising] with incentives and reward systems for advisors." (page 11)

The self serving tone Chapter 1 — "It is important to legitimize student affairs' involvement in advising by creating positive images with the faculty through competent management, sensitivity to feelings, and a sound theoretical conceptualization" (page 1) — should not, however, lead anyone interested in the field of academic advising away from this book. Chapter 4, "Using Evaluation to Make Decisions About Academic Advising"

October 1984

NACADA Journal

vising Programs," by Brown and Sanstead can be particularly useful to practitioners who want to become involved in the process of evaluating advising programs. The suggestion to avoid evaluating advising systems with measures of success such as retention and academic achievement and to examine process variables rather than outcome measures is a point not to be overlooked.

And for those new to the field of advising, Chapter 3 by Crockett which examines various academic advising delivery systems and Chapter 5 by Grites which deals with advising special subpopulations such as honor students and athletes can be useful.

There is no doubt that the activity of academic advising warrants further investigation: Is it an extension of the teaching function of faculty and thus should remain exclusively in domain of faculty affairs? Does academic advising have a significant psychological component to it which is best addressed by understanding the developmental tasks that college students face? What is the theoretical basis for academic advising? What are the realities of academic advising as a profession on the American campuses of the 1980s?

As Winston et al., point out in Chapter 1: "The most telling commitment an administrator can make is money." (page 10) What is exasperating is that this statement comes from college student personnel educators who are aware of the fiscal issues that have faced student affairs departments for the last 10 years. Part of the answer is money and commitment from administrators, and the other part is that the advisor needs to be rewarded for academic advising to work. However, the authors have not provided a convincing argument that the collaboration of student affairs and academic affairs in the arena of academic advising will be any more productive than previous liaisons between these two groups. The tension between them is there and is likely to increase as funds are parcelled out more sparingly each year.

An important conclusion is that more research and writing is needed about academic advising from all perspectives; and that books on academic advising should be read by administrators who control the purse strings, and by those who provide the service. Perhaps a book such as *Developmental Approaches to Academic Advising* (with its misleading title, because the majority of chapters do not address the issue of advising from a developmental approach) can create the needed dialogue on campuses about the necessity for fully functioning and effective advising systems.

If the yawns of the university faculty can be transformed into discussion (no matter how heated it may become), then this book will be a useful addition to the literature on academic advising. But if it is dismissed by faculty as just one more piece of fluff from student affairs types, then its only value has been to provide another line or two for the authors' resumes.

Eric R. White
The Pennsylvania State
University

Books Received

American University Programs in Computer Science: Their Facilities, Resources and Course Offerings, William W. Lau, Editor, pp. 210, GGL Educational Press, Fullerton, CA 1984. \$20.00.

Marva Collins' Way, Marva Collins and Civia Tamarkin. Pp. 228. J.P. Tarcher, Inc. distr. by Houghton Mifflin Co., Boston, 1984. \$6.95.

Academic Workplace: New Demands, Heightened Tensions, Ann E. Austin and Zelda F. Gamson, Association for the Study of Higher Education. Pp. 127, Report 10, 1984. \$7.50.

Enhancing Student Development with Computers, Cynthia S. Johnson, K. Richard Pyle, Editors. Pp. 108. Jossey-Bass, 1984. \$8.95.

Orienting Students to College, M. Lee Upcraft, Editor. Pp. 118. Jossey-Bass, 1984. \$8.95.

Williams' Introduction to the Profession of Medical Technology, David S. Lindberg, Mary S. Britt and Frances W. Fisher. Pp. X, 114. Lea and Febiger, 1984. \$9.50.

Using Longitudinal Data in Career Counseling, Lewis C. Solmon, Nancy L. Ochsner, Editors. Pp. IX, Jossey-Bass, 1979. \$9.95.

Student Services, Ursula Delworth, Gary R. Hansen and Associates. Pp. XXIII, 503, Jossey-Bass, 1983. \$25.95.

Student Retention Strategies, Oscar T. Lenning, Ken Sauer and Philip E. Beal. Pp. 60. American Association for Higher Education, 1980. \$4.00.

Minority Access to Higher Education, Jean L. Preer. Pp. 49. American Association for Higher Education, 1981. \$6.33.

Marketing in Higher Education, Stanley M. Grabowski. Pp. 41. American Association for Higher Education, 1981. \$6.33.

October 1984