

ASSOCIATION
of AMERICAN
COLLEGES

ON CAMPUS WITH WOMEN

TRADITIONALLY MALE FIELDS

UNCLE SAM NEEDS WOMEN TO KEEP THE EDGE IN SCIENCE AND TECHNOLOGY

Women's participation is the key to the U.S. remaining competitive in research and technology, agreed speakers at a UNIVERSITY OF MICHIGAN-ANN ARBOR conference held in July 1987 and sponsored by the American Association for the Advancement of Science (AAAS). This is true especially in light of projections for the next twenty years that show the number of high school graduates dropping dramatically and a high number of college professors retiring. "We have relied on the white male population historically for the science and engineering work force," said John Moore, deputy director of the National Science Foundation. "We will have to look to women and underrepresented minorities in the future."

Another speaker, Betty Vetter, executive director of the Commission on Professionals in Science and Technology, pointed out that many things for women in the sciences and engineering would have to change for them to achieve equality with men. She mentioned specifically the following:

- Women with doctorates are twice as likely as men to be unemployed;
- In 1984, women comprised 25 percent of the labor force and 42 percent of all unemployed scientists seeking work;
- Once women obtain jobs in science, they find it difficult to advance and earn equitable salaries; and
- Women in academe are twice as likely as men to be locked into assistant professor positions.

The situation in the educational pipe-



line does not look promising, said Vetter. Although the number of women pursuing graduate degrees in science has risen in recent years, the ratio of men to women has remained constant.

The speakers at the conference agreed that what is needed is a collective and concerted effort by the federal govern-

ment, universities, and public schools to change the status of women at all levels in science and technology. □

WOMEN SCIENCE MAJORS MORE LIKELY IN LIBERAL ARTS COLLEGES

A study conducted by OBERLIN COLLEGE (OH) shows that fifty small liberal arts colleges are producing far more than their share of the nation's scientists and mathematicians. In fact, the top ten to fifteen of these colleges are on a par with HARVARD UNIVERSITY and MASSACHUSETTS INSTITUTE OF TECHNOLOGY in producing students with bachelor of science degrees.

One significant finding is that women represent substantial and growing proportions of first-year students who plan to major in science. More than 15 percent of the women enrolled at high-quality liberal arts colleges major in the sciences, compared to 11 percent at the highest rated universities. The future of women in science is important because as the total number of students declines,

CONTENTS

TRADITIONALLY MALE FIELDS	35
CAMPUS RAPE	36
SEXUAL HARASSMENT	37
MINORITY WOMEN	38
DISABLED WOMEN	39
WOMEN BY DEGREES	39
EMPLOYMENT	41
WORKING IN ACADEME	42
ON THE CAMPUS	42
INTERNATIONAL	43
RESOURCES	44

Above: Pharmacology Laboratory, 1903, Medical College of Pennsylvania, from their Archives and Special Collection on Women in Medicine, Philadelphia, Pennsylvania.

science will need to rely on women and minorities to fill the void (see the previous article).

The report, *Maintaining America's Scientific Productivity: The Necessity of the Liberal Arts Colleges*, studied fifty undergraduate campuses without graduate and professional schools and was written by Sam C. Carrier, Oberlin's provost, and David Davis-Van Atta, Oberlin's director of institutional research. □

MATH AND SCIENCE NOTES

■ Although the percentage of women who received doctorates in mathematics from 1972 to 1986 increased from 10 percent to 21 percent, in real numbers only four more doctorates were awarded to women in 1986 (82) than in 1972 (78). The increase in percentages is primarily due to a continuing decline in the number of men earning mathematics Ph.D.s, according to the American Mathematical Society.

■ According to the American Geological Institute, women earned fewer bachelor's and master's geoscience degrees in 1985-86 than in the previous year. Women earned 24 percent of both the bachelor's and master's degrees and 21.6 percent of the Ph.D.s in 1985-86. Although a decline over 1984-85, these percentages represent a significant increase over 1973-74, when women earned 18.3 percent of the bachelor's degrees, 14 percent of the master's, and almost 10 percent of the Ph.D.s.

■ Women's proportion of the 1985 first-year engineering class remained constant at the 1984 level—16.5 percent. Women made up 16 percent of all full-time undergraduates, 13.6 percent of full-time master's enrollment, and 9.6 percent of full-time doctoral enrollment. These data come from the *Fall 1985 Engineering Enrollment* report from the Engineering Manpower Commission of the American Association of Engineering Societies.

■ The 1986 survey of degree awards from the same source reports a smaller number of women graduates at the baccalaureate level in 1986 than in 1985, despite a slight increase in the total number of bachelor's degrees awarded. This drop confirms the pattern of the last four years, which shows that the proportion

of women earning bachelor's degrees in engineering has levelled off at less than 15 percent of the graduating class. Both numerically and proportionately, the number of women earning master's degrees and Ph.D.s in engineering continued to increase through 1986. □

WOMEN LIKE ENGINEERING AT STANFORD

Nationally, less than 3 percent of all undergraduates in college engineering schools are women, but at STANFORD UNIVERSITY (CA) 23.6 percent of them are women. James Gibbons, dean of the engineering school, accounts for this discrepancy by noting, "Engineering is a first-class major and Stanford attracts a large number of women who are very capable in science and mathematics." In the early 1970s, approximately 7 percent of Stanford undergraduates majored in engineering; currently the figure is about 20 percent, almost one-fourth of whom are women. □

CRITICAL YEARS: GRADES 4-8

Elementary school grades four through eight are the critical ones for female and minority students in mathematics, science, and computer science and a time when intervention is most needed to prevent students from losing interest, say researchers from the Educational Testing Service (ETS).

In a report reviewing more than 400 studies concerning participation and performance in these fields by female and minority students, researchers find that girls perform as well as boys in mathematics during these school years. Girls do not, however, perform as well as boys on various measures of science achievement, and they do not participate in as many extracurricular science or computer science activities. The authors note that as females and minority students enter high school, many begin to opt out of the more advanced math and science courses. It is therefore important to focus attention on grades four through eight to ensure that girls and members of minority groups do not lose interest and cut themselves off from future opportu-

nities in math and science fields.

The ETS report, *Sex and Ethnic Difference in Middle School Mathematics, Science, and Computer Science: What Do We Know?*, identifies several factors that may improve student performance and describes programs designed to help middle-school students become aware of and interested in technical fields and develop competence and self-confidence. The 300-page report, by ETS researchers Marlane Lockheed, Margaret Thorpe, J. Brooks-Gunn, Patricia Casserly, and Ann McAloon, is available for \$6.50 (prepaid) from Elaine Guennel, 10-R, Educational Testing Service, Princeton, NJ 08541. □

HOW HOSPITABLE IS ECONOMICS FOR WOMEN?

The Committee on the Status of Women in the Economics Profession of the American Economic Association is sponsoring a research project on the career status of women with doctorates in economics. The study, under the direction of Sue Berryman, a sociologist and director of the Center for Education and Work at COLUMBIA UNIVERSITY (NY), will look at women's status in the economics profession relative to that of their male counterparts and analyze changes in that status over time. Although the study's findings will not be available until late in 1988, some unpublished data from the National Science Foundation show that between 1975 and 1985 men's salaries increased by 74 percent while women's salaries increased by only 65.8 percent. □

CAMPUS RAPE

ACCUSED OF RAPE, HE SUES FOR LIBEL

Griffith Neal, a fraternity member at the UNIVERSITY OF MICHIGAN-ANN ARBOR who was charged with rape, has sued his accuser for libel, claiming she defamed him by seeking his arrest. Neal, a 1987 Michigan graduate and member of Phi Gamma Delta, is accused of raping a woman during a party at the frater-

nity house. He claims the woman seduced him after failing to entice other fraternity members into having sex with her. He is seeking \$10,000 in damages.

Julie Steiner, director of the university's Sexual Assault Prevention and Awareness Center, claims, "It's an obvious intimidation tactic to try to get her to drop the charges." Assistant County Prosecutor Robert Cooper accused the defense attorney of using the civil suit to sidestep Michigan's Rape Shield Act, which prohibits most information about the alleged victim's sexual behavior from being admitted as evidence in a criminal rape case. Such information would not be barred from a civil suit. Cooper also notes that if this tactic works, more rape defendants will sue their accusers, thereby forcing them to hire attorneys and face potential damage judgments. This would make it less likely that victims would file charges. The Neal Case "shows you the limitations of the law as it is currently written," says Steiner. □

EDUCATING MEN ON RAPE ISSUES

So *What's It To Me? Sexual Assault Information for Guys* uses graphics, charts, personal stories, and questions and answers, as well as straightforward information, to educate men on sexual assault. The thirty-four page booklet talks about acquaintance rape, exploitation, socialization, assertive behavior, male victimization, and responses for helping a friend who has been victimized. *So What's It To Me?* is published by King County Rape Relief (the Seattle-area rape crisis center) and is available for \$4.50. Also available is a guide containing background information and activities for individuals and groups. For more information, contact King County Rape Relief at 1025 S. Third, Renton, WA 98055. □

SHUTTING DOWN FRATERNITIES

The SAN DIEGO STATE UNIVERSITY (CA) chapter of the Pi Kappa Alpha fraternity has been disbanded. An official of the national fraternity said that the chapter has failed to meet organizational standards over the past nine months.

The San Diego chapter had cosponsored a party in 1985 at which a student said she was raped. The chapter has been closed for at least five years by the university and twenty-nine members have been disciplined.

Phi Gamma Delta fraternity at CORNELL UNIVERSITY (NY) has lost its recognition after the university found evidence that its members were guilty of sexual abuse, sexual harassment, alcohol abuse, and house mismanagement. The fifty-eight fraternity members were to have left the university-owned building by May 1987, but they have petitioned Cornell to have the decision overturned and to gain a new hearing before another campus judicial board. □

PANEL SUGGESTS CHANGES TO HELP PREVENT RAPE

A report calling for improved security and rape education has been issued by a student-faculty panel at the UNIVERSITY OF CALIFORNIA-BERKELEY. The panel of six students and eight faculty members recommends:

- expanding the campus rape prevention center;
- including at least two women on student conduct committees investigating rape charges;
- mandatory education in rape prevention for all campus officials who work directly with students; and
- increased security and police patrols, campus lighting, emergency telephones, and bus service.

The panel was formed after four university football players were accused of raping a female student last year. □

CONFERENCE HIGHLIGHTS SEXUAL AGGRESSION RESEARCH

A majority of 175 male college sophomores surveyed admit to having used coercion to have sex with a woman, according to UNIVERSITY OF CONNECTICUT researchers Ronald Anderson and Donald Mosher. The survey finds that to obtain sex, 75 percent of the men had used drugs or alcohol, 69 percent had used verbal manipulation, 40 percent had used anger, 13 percent had

threatened force, and 20 percent had actually used force. The researchers find a strong correlation between sexually coercive behavior and acceptance of "macho" attitudes. These attitudes include a callous attitude toward sex, a belief that violence is manly, and a belief that danger is exciting.

In another study, researcher Neil Malamuth of the UNIVERSITY OF CALIFORNIA found that 40 percent of the men surveyed said they might force a woman to have sex against her will if they thought they could get away with it. When the question was rephrased using the word *rape*, 15 percent of the men surveyed still indicated that they would use force if they thought they could get away with it.

These were among the findings presented at a three-day conference on sexual aggression held January 7-9, 1987, which was sponsored by the New York Academy of Sciences. A summary of conference proceedings is expected to be available in early 1988. For more information, contact the New York Academy of Sciences, Publications Department, 2 East 63d St., New York, NY 10021; 212/838-0230. □

SEXUAL HARASSMENT

HARASSMENT: JUST A MISUNDERSTANDING?

Researchers at KANSAS STATE UNIVERSITY have studied a significant contributing factor in sexual harassment incidents: men's misinterpretations of women's intended friendliness as a sign of sexual interest. In several studies of college students, psychologist Frank Saal and colleagues found that men were more likely than women to read sexual innuendo into everyday interactions between men and women. In two situations involving a male professor and a female student and a male manager and a female trainee, men tended to rate the interactions as more sexy, seductive, and flirtatious. Women viewed the same exchanges as merely friendly. Saal speculates that men tend to oversexualize what women say and do; thus a friendly gesture by a woman might seem sug-

gestive to a man and he might respond with a comment or action that could be construed as "sexual harassment." □

DREXEL PRESIDENT ACCUSED OF HARASSMENT RESIGNS

William S. Gaither, president of DREXEL UNIVERSITY (PA), has resigned his position following six months of controversy that erupted when he was accused of sexually harassing a Drexel employee on a business trip. After the incident occurred the faculty council voted "no confidence" in him but the board of trustees voted to allow him to remain, while noting that in spite of his "extremely bad judgment" he had a "record of contributions" to the university and the community. That decision by the board of trustees had come under fire during the past six months and so the board was not expected to renew Gaither's contract, which was about to expire. Gaither resigned just twenty-four hours before the board of trustees was to vote on renewing his contract.

Gaither had admitted he had put his hand on the woman's knee but had claimed he was merely being friendly. He had subsequently apologized to the woman. Those who opposed Gaither claimed that this was not the first such incident. At least three women employees had told a trustee subcommittee that they, too, had been harassed by Gaither but that they had not filed formal complaints. Gaither had said in an interview that while he may have had physical contact with other women, he had never meant to offend anyone. □

HELPING INSTITUTIONS DEAL WITH SEXUAL HARASSMENT

Elements of Sexual Harassment is a twenty-page training manual for employers, especially institutes of higher education, published by KENT STATE UNIVERSITY (OH). It discusses current federal regulations, laws, and basic legal principles established by federal courts and the Equal Employment Opportunity Commission; identifies the main elements in a sexual harassment case; and recommends steps

a university can implement to limit exposure and liability for charges. The manual also includes Kent State's position statement and policies regarding sexual harassment that might serve as a useful model for other colleges and universities. Copies of the manual are available free from the Office of Affirmative Action, 106 Kent Hall, Kent State University, Kent, OH 44242. □

POSTER OUTLINES THE PROBLEM

The UNIVERSITY OF WISCONSIN-EXTENSION has developed a poster that spells out the levels of sexual harassment—from sexual coercion to subtle and overt behaviors—that contribute to a hostile working environment. It also lists a variety of examples of these behaviors such as a promise of work-related benefits in return for sexual favors, pictures of scantily clad women posted on office walls, or sexist language. For more information on the poster and how it is being used on campus, contact Affirmative Action Programs, UW-Extension, 432 N. Lake St., Madison, WI 53706. □

REGENTS REQUIRE ANNUAL REPORTS ON SEXUAL HARASSMENT

The board of regents of the UNIVERSITY OF WISCONSIN System, at its April 1987 meeting, voted to require each institution in the system to submit an annual report concerning sexual harassment. The report is to include information on the effectiveness of current sexual harassment grievance procedures, sanctions, and remedies; and descriptions of educational programs provided to address sexual harassment. The report is to be made in conjunction with the institution's annual report to the board on equal opportunities in education. □

CORNELL SURVEY ON SEXUAL HARASSMENT

A survey conducted by the Institute for Social and Economic Research at CORNELL UNIVERSITY (NY) finds that 61 percent of upperclass and graduate women students have experienced "un-

wanted sexual attention" from someone in authority at the university. The most frequently cited form of harassment were sexist comments that a majority of respondents report having experienced one or more times. More than 12 percent have avoided classes with faculty members who have a reputation for harassing students, and 7 percent said that unwanted sexual attention has interfered with their academic performance. According to the report, when students wrote about their feelings many used words such as "scared," "intimidated," "self-conscious," "isolated," "disgusted," "nervous," "frightened," and "threatened." Less than 1 percent of those who experienced harassment filed a complaint. Copies of the report are available free from the Office of Equal Opportunity, Cornell University, 234 Day Hall, Ithaca, NY 14853. □

MINORITY WOMEN

PROJECT HELPS MINORITY WOMEN DOCTORAL STUDENTS

Minority Women Forward, a project at COLUMBIA UNIVERSITY-TEACHERS COLLEGE (NY), assists minority women doctoral students in completing their doctorates through dissertation support services, faculty advisement and mentoring, and special seminars and workshops. The Women's Educational Equity Act Program funded the one-year project, which has awarded twenty-three fellowships to minority women in a wide range of fields. The project will also support research on minority women's issues at the college. For further information, contact Joyce A. Luhrs, research associate, at 212/678-4088 or 212/678-3758. □

GUIDE TO BLACK WOMEN ORAL HISTORY PROJECT

The Black Women Oral History Project was initiated in 1976 by the Schlesinger Library at RADCLIFFE COLLEGE (MA) to record the memories of older living Black women who had made a substantial contribution to improving the lives of Afro-Americans and all people. Over

a six-year period, seventy-two women from all over the United States were interviewed. *Black Women Oral History Project: Guide to the Transcripts* was developed to assist researchers, teachers, and students using the transcripts, and to provide cataloguing information for archivists and librarians. Each entry includes a brief biography of the interviewee, a summary of the primary subjects covered in the transcript, and information on access to the transcript and interview tapes. Copies of the guide are available for \$9 from the Black Women Oral History Project, Schlesinger Library, Radcliffe College, 10 Garden St., Cambridge, MA 02138. □

BLACK WOMEN'S NETWORK

The Black Women's Network at the UNIVERSITY OF KANSAS-TOPEKA meets once each month to address the personal and professional concerns of its members. It is open to women and men of all races and ages. For more information, contact Priscilla Mayes at 913/232-2884. □

DISABLED WOMEN

NEWSLETTER ON DISABLED WOMEN

The Association on Handicapped Student Service Programs in Postsecondary Education publishes *A Women Disability Newsletter*. One feature of the newsletter is a list of programs for disabled women and girls offered by various colleges and universities across the country. The list includes names and addresses of contact persons for each program. The editors are interested in knowing about more of these programs. To notify them about a program or obtain subscription information, write to AHSSPPE, P.O. Box 21192, Columbus, OH 43221. □

COMPUTERIZED CLEARINGHOUSE

The National Clearinghouse on Women and Girls with Disabilities, established by Educational Equity Concepts, is creating

a computerized means of gathering information, providing resources and referrals, developing a communications network, and conducting public education regarding women and girls with disabilities. The clearinghouse will help those with physical, sensory, language, cognitive, emotional, and health disabilities. Various constituencies (including those in postsecondary institutions) can call on the clearinghouse for help in conducting research, providing services, and developing programs and materials to assist disabled women and girls.

Educational Equity Concepts is a national nonprofit organization that develops programs and materials to eliminate bias due to sex, race, and disability. For further information, contact Educational Equity Concepts, 114 East 32d St., New York, NY 10016. □

VIDEOTAPES AVAILABLE

Ready, Willing and Able . . . is a career and life planning series of videotapes and guidebook for women with disabilities. Carolyn Michalski of NORTH CENTRAL TECHNICAL INSTITUTE (WI) coordinated production of the videotapes, which were shown on Wisconsin Public Television. Statewide offices of the Wisconsin Division of Vocational Rehabilitation (DVR) have trained staff with the videos. The series has a wide range of potential uses for educators and is effective in sensitizing family members and others to the concerns of women with disabilities.

The videos depict ten women with disabilities who are interviewed in their homes or at work. The first video concentrates on personal growth issues with discussions focusing on accepting the fact of being disabled. The second video explores career issues in terms of deciding on careers and various issues to be considered once a career field is chosen. The third video focuses on how to find employment. The videotapes are available in VHS format and cost \$89 each; a two-volume staff handbook costs \$65 a set; a student workbook costs \$16 per copy. All can be ordered from the Vocational Studies Center, University of Wisconsin-Madison, 1025 West Johnson St., Madison, WI 53706. □

WOMEN BY DEGREES

WHO'S GETTING WHAT DOCTORATES?

The National Research Council recently published *Summary Report 1985: Doctorate Recipients from United States Universities*. The report contains numerous charts and tables with analyses of the data. The report finds:

- While the overall number of doctorate recipients has remained approximately the same over the last ten years, the number of male recipients declined and the number of female recipients increased 39.2 percent, from 7,684 in 1976 to 10,699 in 1985;
- The proportion of women among non-United States citizens earning doctorates increased, albeit slowly, from 12.4 percent in 1975 to 17.7 percent in 1985;
- Although Asian-American women constituted the smallest share of doctorates earned by United States citizens, that number increased slowly from 0.2 percent of the total in 1975 to 0.8 percent in 1985;
- Black women earned 1.3 percent of all doctorates in 1975 and 2.3 percent in 1985—more than half of the doctorates awarded to Black Americans in 1985;
- Hispanic women earned 0.2 percent of all doctorates in 1975 and 1.1 percent in 1985;
- For Black, Hispanic, and white women the majority of doctorates were earned in education; Asian-American women earned more doctorates in life sciences;
- Minorities and women had different sources of support than the non-minority and male candidates;
- A greater proportion of women than men relied on personal income (their own or their family's) as their primary means of support in graduate school; and
- Women and minorities experienced a longer time between receipt of the baccalaureate and doctorate degrees.

Copies of the sixty-five page report are available free from Doctorate Records Project, Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

**Total Enrollment in Undergraduate and Graduate Schools by Race/Ethnicity
and Sex of Student, United States: Fall 1980 and Fall 1984**

Control	1980		1984		Percent of Change
	Number	Percent	Number	Percent	
<u>Undergraduate</u>					
Total	9,262,003	100.0	9,451,066	100.0	2.0
Men	4,488,357	48.5	4,518,645	47.8	—
Women	4,773,646	51.5	4,932,421	52.2	—
White, non-Hispanic	7,466,278	80.6	7,549,607	79.9	1.1
Men	3,632,900	—	3,620,973	—	—
Women	3,833,378	—	3,928,634	—	—
Black, non-Hispanic	932,254	10.1	897,185	9.5	-3.8
Men	393,397	—	368,089	—	—
Women	538,857	—	529,096	—	—
Hispanic	390,463	4.2	436,614	4.6	11.8
Men	190,224	—	206,337	—	—
Women	200,239	—	230,277	—	—
Asian/Pacific Islander	215,002	2.3	301,167	3.2	40.1
Men	112,522	—	160,564	—	—
Women	102,480	—	140,603	—	—
American Indian/Alaskan Native	67,917	0.7	68,815	0.7	2.6
Men	30,542	—	37,973	—	—
Women	37,375	—	30,842	—	—
<u>Graduate</u>					
Total	1,096,455	100.0	1,100,353	100.0	0.4
Men	568,969	52.0	569,469	52.0	—
Women	527,486	48.0	530,884	48.0	—
White, non-Hispanic	898,698	81.0	882,253	80.2	-1.4
Men	452,886	—	436,893	—	—
Women	445,812	—	445,360	—	—
Black, non-Hispanic	59,993	5.5	52,834	4.8	-11.9
Men	22,795	—	19,961	—	—
Women	37,198	—	32,873	—	—
Hispanic	24,263	2.2	24,402	2.2	0.5
Men	12,173	—	11,676	—	—
Women	12,090	—	12,726	—	—
Asian or Pacific Islander	23,494	2.1	28,543	2.6	21.5
Men	14,473	—	17,865	—	—
Women	9,021	—	10,678	—	—
American Indian/Alaskan Native	3,882	0.4	3,634	0.3	-6.4
Men	1,909	—	1,706	—	—
Women	1,973	—	1,928	—	—

NOTE: Some 214 institutions did not report the racial/ethnic status of their student body. Data for 195 of these nonreporting institutions, representing about 5 percent of total enrollment, were imputed. For those institutions which reported race data in 1982, data have been estimated by applying their 1982 race distribution to their total enrollment reported in 1984. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, Center for Statistics, "Fall Enrollment in Colleges and Universities" surveys, as cited in *Minorities in Higher Education* (American Council on Education, 1986), p. 24.

The council also published a separate report, *Humanities Doctorates in the United States: 1985 Profile*, that states:

■ Of the total humanities Ph.D. recipients in the United States in 1985, 29.7 percent were women, compared to 21.9 percent in 1977;

■ For all fields combined, men had a median salary of \$35,800 compared to \$30,700 for women. Across all humanities fields, the median salaries of the men were higher than those of the women;

■ Median salaries of men and women became more disparate with the increase in the number of years since the doctorate was awarded. There was an average difference of \$1,300 for those having their degrees for eleven to fifteen years and \$4,600 for those having their degrees for twenty-one to thirty years;

■ Men were more likely to be full professors than were women in the same field; for assistant professor and instructor positions, the reverse was true; and

■ More women were in nontenured jobs and in nontenure-track positions than men: 24.1 percent of women were in these positions compared to 9.5 percent of men.

Copies of the seventy-three page report are available free from Survey of Doctorate Recipients, Office of Scientific and Engineering Personnel, National Research Council, at the address above. □

NURSING DOWN, MEDICINE UP

The number of full-time students in baccalaureate nursing degree programs fell 12.6 percent—from 76,232 in 1985–86—to 66,654 in 1986–87. The number of students enrolled part time also declined from 34,763 in 1985–86 to 34,083 in 1986–87, a drop of 2 percent. This represented a 9.2 percent overall drop in enrollment, according to a report by the American Association of Colleges of Nursing. Women comprise the majority of nursing students. For more information, contact AACN at Suite 530, One Dupont Circle, Washington, DC 20036.

In contrast, enrollment of women in medical schools has been increasing steadily, according to the Association of American Medical Colleges. In 1985–86 there were 21,650 women enrolled in

medical schools (32.5 percent of the total enrollment of 66,585) while in 1986–87 there were 22,100 women enrolled (33.4 percent of the total enrollment of 66,125). For more information, contact AAMC at Suite 200, One Dupont Circle, Washington, DC 20036. □

WOMEN A MAJORITY IN ADULT ED COURSES

In 1984, women were the majority of adult education participants compared to 1969 when men were the majority, according to a report by the U.S. Department of Education. Women represent a slight majority of those enrolled in job-related courses—a significant change from 1969. Women are still twice as likely as men to take courses for personal or social reasons, a figure that has not changed over the fifteen-year period. Two-thirds of adult education courses are taken for job-related reasons. Copies of *Digest of Education Statistics 1987* (stock no. 065-000-00293-1) are available for \$18 from the U.S. Government Printing Office, 710 N. Capitol St., NW, Washington, DC 20402. Make checks payable to Superintendent of Documents. □

EMPLOYMENT

PART-TIME AND TEMPORARY WORK: NOT ALWAYS GOOD

The increase in part-time and temporary work is eroding the full-time work base, creating a more marginal work force, and threatening the stability of families and the economy as a whole, according to a report by 9 to 5, the National Association of Working Women. Karen Nussbaum, executive director, states that part-time and temporary work has been described as good for workers since it provides greater flexibility, but that in reality this flexibility is on management's terms. "It enables employers to cut their costs, but at the expense of the . . . worker, who is left to cope with lower pay and a frightening lack of benefits, pensions, job security, and chances of advancement," says Nussbaum. In many cases, employers replace full-time workers

with part-time workers.

The report finds that two-thirds of part-time workers are women who work mostly in clerical, sales, and lower-paid service jobs. Women comprise 62 percent of all temporary workers, mostly in clerical positions. *Working at the Margins: Part-Time and Temporary Workers in the United States* is available for \$8 (individuals) and \$11.50 (institutions) from 9 to 5, National Association of Working Women, 614 Superior Ave., NW, Cleveland, OH 44113. □

INCREASED PERCEPTION OF JOB BIAS

Compared to a decade ago, fewer women today believe that women and men have equal job opportunities, according to a recent Gallup Poll. In 1975, 49 percent of the women surveyed believed job opportunities to be equal; in 1987, only 35 percent share that belief. Men did not change their opinion significantly during this time. The survey also finds that in 1975, 59 percent of the women surveyed thought that women were denied access to executive positions; in 1987, 50 percent think this is true. Men also think things are improving: In 1975, 54 percent thought women were denied executive positions, compared to 42 percent in 1987. □

WHEN IN DOUBT, USE MS.

Married executive women prefer to be called "Ms." rather than "Mrs.," according to a survey conducted by Heidrick and Struggles, an executive search firm. According to company president David R. Peasback, 42.7 percent of married respondents choose "Ms." as a title, compared to 39.8 percent who choose "Mrs." The study also finds that younger women prefer "Ms." more than older women: 54.8 percent of the married executives under age 40 choose "Ms." while 17.9 percent over age 50 choose it. □

SALARY GAP FOR WOMEN ENGINEERS

The 1987 salary survey of the Institute of Electrical and Electronic Engineers

(IEEE) discloses that women earn less than men after their first two years on the job. Past surveys have accounted for the male/female wage gap by saying that women had not been in the field long enough to earn higher incomes. However, this survey finds that even at higher experience levels, men consistently earn more than women. The 1987 *IEEE U.S. Membership, Salary, and Fringe Benefits Survey* is available for \$55.95 (members) and \$69.95 (nonmembers) from the Institute of Electrical and Electronic Engineers Service Center, 445 Hoes Lane, P.O. Box 1331, Piscataway, NJ 08855. □

WORKING IN ACADEME

HOW DOES YOUR SALARY COMPARE?

Every year *Academe*, the journal of the American Association of University Professors (AAUP), publishes its "Report on the Economic Status of the Profession" comparing faculty salaries across the country. Each year women have consistently earned less than their male counterparts. The 1986-87 edition is no exception. At every level—professor, associate professor, assistant professor, instructor, and lecturer—and at every type of institution—public, private, and church-related—women earn less than men. The information was obtained from 1,871 institutions. The March/April 1987 issue of *Academe* is available for \$25 from AAUP, attn: Alesia Pope, 1012 14th St., NW, Suite 500, Washington, DC 20005. □

\$1.4 MILLION FOR WOMEN IN MASSACHUSETTS

In a settlement of a sex discrimination suit, more than 400 women faculty members and librarians at nine Massachusetts state colleges were awarded \$1.4 million in back pay and salary increases. A court order awarded \$930,000 in back pay and \$465,000 in pay increases to women at BRIDGEWATER, FITCHBURG, FRAMINGHAM, NORTH ADAMS, SALEM, WESTFIELD, and WORCESTER STATE COLLEGES; MAS-

SACHUSETTS COLLEGE OF ART; and the MASSACHUSETTS MARITIME ACADEMY. □

CALIFORNIA STUDY FINDS SEX BIAS AT MAJOR INSTITUTIONS

A study by the UNIVERSITY OF CALIFORNIA system shows that women seeking teaching jobs in universities still suffer from discrimination. The study of nine California campuses and fourteen comparable research institutions finds that women are clustered in lower academic ranks and in nontenure-track positions; women faculty members are paid less than male professors at all ranks; women are promoted more slowly than men; and women receive tenure at lower rates than men. Joyce Bennett Justus, who conducted the study, said that on many campuses "vigorous" action is needed to bring women to parity. "Not by leaving the situation alone will it correct itself," she said. Copies of the ninety-five page report, *The University of California in the Twenty-First Century: Successful Approaches to Faculty Diversity*, are available free from the Office of the President, University of California, Berkeley, CA 94720. □

TASK FORCE CITES POOR EQUITY RECORD

A UNIVERSITY OF VIRGINIA task force to study the status of women employees has found the school's affirmative action goals "inadequate even when intelligible." The hard-hitting preliminary report noted that 7.4 percent of the university's tenured faculty in 1985 were women, which was the lowest percentage among twenty-one public institutions surveyed across the country. The number of women students, in contrast, had increased from 13.7 percent in 1970 (when the school began admitting women) to 48 percent in 1986. The task force also found that women were paid an average of \$5,873 less than men in comparable jobs.

The task force recommended setting aside money to recruit more women, help spouses find employment, exclude maternity and paternity leave from the

maximum seven-year tenure period, and provide day care. To change the university's affirmative action policy, it advocated a three-stage approach: Use the existing affirmative action guidelines; match the percentage of women faculty to the percentage of women students; and eventually match the percentage of women faculty to the percentage of women in the U.S. population—52 percent. These changes would be goals rather than quotas.

The full report of the task force is being published in December 1987. □

PUTTING WOMEN CANDIDATES IN THE RUNNING

Acting on his concern about the university's ability to attract qualified women and minorities for academic administrative posts, PENNSYLVANIA STATE UNIVERSITY President Bryce Jordan wrote in a letter to the Council of Academic Deans, "I have written the chairpersons of each of the search committees currently seeking candidates for academic administrative positions at the university. I have asked that those committees forward to me at least one woman candidate and at least one minority candidate who are fully qualified for the job. If a committee should not find it possible to do this, I have indicated that I will ask for the credentials of the leading woman and the leading minority candidate in the pool." President Jordan went on to suggest that similar guidelines be used for searches for department heads since they are a primary source of candidates for administrative positions. □

ON THE CAMPUS

FEMALE VALEDICTORIANS STYMIED BY MULTIPLE ROLES

Karen Arnold and Terry Denny, two researchers at the UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, have been studying a group of eighty male and female high school valedictorians as they proceed through college and into adulthood. When we first reported their

study (*On Campus With Women*, 15:2, Fall 1985), the researchers had found that the women's self-esteem had dropped significantly below the men's after just one year of college.

Now the researchers have found that although the women maintained a 3.7 grade point average through college, only 35 percent of them plan to engage in continuous full-time work. The study finds that the women performed at a higher level throughout college but fell behind the men when pursuing career goals. The reason for this discrepancy, according to the researchers, is that the women began changing and modifying their career goals during their sophomore year to plan for being wives and mothers. Many of the women have "come to a halt while they try to figure out how they are going to combine all their adult roles while most of the valedictorian men are sailing smoothly ahead," says Arnold. □

PRACTICAL HELP FOR REENTRY WOMEN

The Re-entry Services Program at the UNIVERSITY OF CALIFORNIA-SANTA CRUZ has a Parent Locator File for which parents fill out a form listing the time and location of their classes each quarter. The file has been helpful in locating parents when emergencies arise.

The program also developed the *Re-entry Services Yellow Pages* to provide information on "where to go for the best deals on everything from used children's clothes to outstanding classes." □

BULIMIA FOUND WIDESPREAD BUT NOT CHRONIC

Four out of every one hundred female first-year college students may develop the eating disorder bulimia but the majority quickly recover, according to a UNIVERSITY OF MICHIGAN study. Whereas other studies have indicated that between 1 and 5 percent of college women are bulimic (that is, they binge and then fast, self induce vomiting, or excessively use laxatives), Adam Drewnowski's study offers evidence that the condition may not be chronic among

DAY CARE AROUND THE CLOCK

The board of trustees at STANFORD UNIVERSITY (CA) have voted to open a twenty-four-hour-a-day child care facility that will be open to all university families but geared especially to the needs of hospital and medical school staff and students and others with irregular work schedules. The center will initially accommodate one hundred infants, toddlers, and pre-school children, with the possibility of expanding to include another sixty to eighty children. In addition to play areas and other facilities, the center will include a sleeping room, a "quiet" room where small groups of children can work on special projects, and, following a new trend in day care, a "get-well room" for non-contagious children who either have a mild illness or are recovering from an illness or injury. The planned facility is being described by university officials as "a model for other university teaching hospitals to follow."

college women because so many of them return on their own to normal eating habits. The turnover rate is like that of a contagious disease, with new cases constantly emerging as old ones disappear. "It remains to be seen what psychological or social factors prevent the development of or promote recovery from this disease," Drewnowski said. □

INTERNATIONAL

QUEBEC SEEKS MORE WOMEN IN SCIENCE AND TECHNOLOGY

The Council on Science and Technology, a Quebec government advisory panel, has written a report advocating

affirmative action and other measures to increase the number of women who study and work in science and technology. According to the council, there are fewer women than men in scientific fields, women have a harder time getting positions in these fields in the first place, and women are paid nearly 20 percent less than men when they are hired. Citing the ineffectiveness of voluntary affirmative action, the council recommends mandatory programs whenever public funds or government contracts are involved. It urges academic institutions to "do whatever is necessary" to place an equitable number of women in faculty and administrative positions; on committees that oversee hiring, promotion, and tenure; and on juries that award research grants and subsidies. It also calls for the use of special grants and loans to actively recruit women in science disciplines.

Other recommendations include making day care, evening courses, and part-time programs more widely available; offering paid maternity leave with full job security; changing the curricula to better reflect the experiences of girls and the contributions of women; and hiring more female science teachers and guidance counselors in public high schools. The council further advocates the appointment of a high-level administrator to oversee the implementation of its recommendations. For more information, contact the council at 2050 Boul. St.-Cyrille Ouest, 5e Etage, Ste.-Foy, Quebec, Canada G1V 2K8. □

WESTERN WOMEN WELL EDUCATED

Women comprise at least 50 percent of the enrollment in higher education in Canada, Finland, France, and the United States, and they represent at least 40 percent of the enrollment in most other industrialized Western countries, according to a report of the Organization for Economic Cooperation and Development (OECD). Enrollment of women is below 40 percent in just four out of the twenty-four OECD member countries (Japan, Luxembourg, Switzerland, and Turkey). The report also notes that many classes in higher education are still divided by sex, with women over-

whelmingly entering traditionally female courses, more so even than in the early 1970s. Before the end of the year, OECD plans to publish the full report, "Girls and Women in Education: A Cross National Study of Sex Differences in Upbringing in Schools and Colleges." For further information, contact OECD at 2001 L St., NW, Washington, DC 20036; 202/785-6323. □

WOMEN'S STUDIES IN EUROPE

Women's Studies in Western Europe: A Resource Guide includes a review and annotated directory of women's publishing in twenty-seven western European countries, as well as reviews of women's studies courses and research in Europe. Edited by Stephen Lehmann and Eva Sartori, the 129-page directory is available for \$15 (ACRL members) and \$18 (nonmembers), prepaid, from Association of College and Research Libraries, American Library Association, 50 East Huron St., Chicago, IL 60611. □

NAIROBI REVISITED

As a follow-up to the Nairobi conference, which was part of the United Nations Decade for Women, the American Association of University Women (AAUW) held its own conference. "Equity by 2000: Meeting the Nairobi Challenge" involved 800 women and men from America and all over the world who developed recommendations that give American women a practical equity action agenda for the next two years. Two documents related to that conference have just been published:

- *Equity by 2000: A Report and A Call to Action*, the final report of the conference, provides an overview of the process and proceedings. It includes the recommendations that emerged from the conference, as well as specific proposals for the future. It is available for \$6 (AAUW members) and \$7 (nonmembers) from the American Association of University Women, Sales Office, 2401 Virginia Ave., NW, Washington, DC 20037.
- *Meeting the Nairobi Challenge: An Action Agenda for American Women* is a

AAC SESSION ON WOMEN AND SUCCESS

Women often begin their careers, according to recent research, with unrealistic expectations about what they can look for in the workplace and about compromises and accommodations that may be necessary to have a successful career at all.

The Association of American Colleges, at its January 1988 annual meeting, will feature a session designed to explore these issues, and to consider whether preparing young women and men for roles in the workplace is a legitimate concern for higher education. The session, entitled "The Ambiguities of Success: Women and Power," will include a roundtable discussion and presentations by Sarah Hardesty, co-author of *Success and Betrayal: The Crisis of Women in Corporate America*, and Hedwin Naimark, director of a research project on the expectations of college students concerning the relations between family and career commitments. A tape will be sold by AAC. For more information contact the Annual Meeting Office, AAC, 1818 R St., NW, Washington, DC 20009 (202/387-3760).

workbook to help people create their own plan of action toward equity. It lists pragmatic suggestions for action as well as resources and materials. It is available for \$5 (AAUW members) and \$6 (nonmembers) from the address above. The two reports ordered together cost \$9.95.

The Commission of the European Communities has published its own overview of the Nairobi conference, *The Nairobi World Conference*. Written mainly from the point of view of the European community, the 59-page book is available free from the Commission of the

European Communities, attn: Publications, 2100 M St., NW, Suite 707, Washington, DC 20037. □

WOMEN STILL FEW ON OXFORD, CAMBRIDGE FACULTIES

According to a report in the *UK Times*, women at OXFORD and CAMBRIDGE are being hired as dons in roughly the same percentage as ten years ago, even though the number of women undergraduates has increased dramatically. Coeducation has not had a significant impact: The formerly all-male colleges still tend to hire male lecturers, and the formerly all-female colleges are now hiring a substantial number of men. For example, the proportion of male fellows appointed to former women's colleges at Oxford is about 44 percent, compared with only 4 percent of women fellows at former men's colleges. □

RESOURCES

BIBLIOGRAPHY ON HISTORY OF WOMEN

Gerda Lerner, a leading historian and women's history scholar, has compiled the fourth revised edition of *Women are History: A Bibliography in the History of American Women*. The bibliography includes 1,300 entries and covers a wide range of subjects such as minority women, theoretical works on women, motherhood, and lesbian history. Copies are available for \$5 from the Graduate Program on Women's History, History Department, University of Wisconsin-Madison, 455 N. Park St., Madison, WI 53706. Make checks payable to Women Are History Fund. □

PRACTICAL TIPS FOR WOMEN SCHOLARS

Career Guide for Women Scholars is a practical self-help guide for women graduate students and junior faculty that shows women how to obtain jobs and tenure and how to cope with the many issues that may emerge along the way.

Developed under the auspices of Division 35 of the American Psychological Association and thus geared toward women in psychology, the book is useful for women in all fields. Edited by Suzanna Rose, the guide is divided into three parts: the academic career path (contains information on such topics as how to apply for academic jobs, how to become tenured, and how to deal with a "publish or perish" situation); individual issues and solutions (topics include making the transition from graduate student to assistant professor, lessons learned from the first job, and the graduate school experience); and alternatives to academe. The 192-page guide is available for \$16.95 plus \$1.60 postage and handling from Springer Publishing Co., 536 Broadway, New York, NY 10012. □

PUTTING WOMEN INTO THE CURRICULUM

The Winter 1987 issue of *Signs: Journal of Women in Culture and Society* is devoted to the impact of women's studies on the curriculum. The issue, "Transforming the Academy," considers women's relationship to knowledge and offers a variety of perspectives that range from historical period, to discipline, to theoretical orientation, to prescriptions for and implications of change. Articles include "Changing the Curriculum in Higher Education," by Margaret L. Andersen; "The History and Philosophy of Women in Science: A Review Essay," by Londa Schiebinger; and "Educating Women in America," by Sally Schwager. Also included in the volume is a conference report on Black women's leadership and reviews of recent books on women's scholarship and the curriculum. The Winter 1987 issue is available for \$13.75 (institutions) and \$7 (individuals) from *Signs*, The University of Chicago Press, Journals Division, P.O. Box 37005, Chicago, IL 60637. □

FIRST ANNUAL REPORT ON WOMEN'S STATUS

The Women's Research and Education Institute, the research arm of the Congressional Caucus for Women's Issues,

BULK RATES AVAILABLE!

All PSEW publications are available at bulk rates for 15 copies or more. Order in bulk for conferences, classes, resource centers, or for distribution to employees or students, and save up to 50 percent. The rates are: a 30 percent discount for fifteen to ninety-nine copies, and a 50 percent discount for one hundred copies or more. For prices and shipping information, contact Karen Seeborn, AAC/PSEW, 1818 R St., NW, Washington, DC 20009; 202/387-1300. Please call or write early to allow sufficient time for shipping. All orders must be prepaid.

saw a need for one central source of information about the status of American women and decided to issue annual reports that would contain a wealth of statistical and analytical information. *The American Woman 1987-88: A Report in Depth* is the first of these reports. Edited by Sara E. Rix, the report includes essays on such topics as difficulties women face at work and at home; the advances women have made in business, science, and the military; and the climate for women in education. The report also includes statistical charts with brief interpretations of what the numbers really mean for women. Copies of the 351-page book are available for \$18.95 (hardback, code number 2384) and \$7.95 (paperback, code number 30388) from W. W. Norton and Co., 500 5th Ave., New York, NY 10110. Please refer to the code number when ordering. □

WOMEN'S THESAURUS

A Women's Thesaurus: An Index of Language Used to Describe and Locate Information By and About Women contains 4,000 terms describing research, programs, and policies affecting women's

lives in such areas as employment, education, history, and sciences. Edited by Mary Ellen S. Capek, the thesaurus was developed by women's studies librarians, scholars, policy makers, and community activists and sponsored by the National Council for Research on Women and the Business and Professional Women's Foundation. The thesaurus sets national standards for developing bibliographic and filing systems, preparing book and periodical indexes, refining classification and cataloguing systems, and indexing and retrieving on-line database records. Terms are organized both alphabetically and by subject. The book is valuable as a reference tool for anyone involved in writing, cataloguing, or research. The 640-page book is available for \$34.50 from Harper and Row, Publishers. To order, call toll free 1-800/638-3030. □

REPORT CHARTS STATES' SEX BIAS COVERAGE

Beyond Title IX: PEER's State-by-State Guide to Women's Educational Equity Laws is a comprehensive analysis of the development, scope, and implementation of state laws that prohibit sex discrimination in education. Only thirteen states have laws specifically prohibiting sex bias in education while nineteen others have human or civil rights laws that could be adapted to cover such bias. Only eight states have laws that specifically protect college students.

The Project on Equal Education Rights (PEER) conducted the survey partly in response to the U.S. Supreme Court's decision in the *Grove City* case that restricted the coverage of Title IX to only those specific programs within an institution that receive federal funds. Since federal enforcement of laws prohibiting sex discrimination in education was so restricted by this decision, the importance of state laws grew accordingly.

The authors of PEER's report hope that it will be helpful for those working to bring about change at the state level to know what other states have done. Copies of the fifty-eight page report are available for \$14.95 (prepaid) from PEER, 1413 K St., NW, 9th floor, Washington, DC 20005. □

ACQUAINTANCE GANG RAPE ON CAMPUS

The scenario is often the same: A fraternity holds a party. A young woman often (but not always) has had too much to drink and/or too many drugs. She ends up in a bedroom with anywhere from two to eleven men. By the time she recognizes her predicament, her confusion has changed to fear and panic, and escape is impossible. Her ineffective protests are viewed as "consent." Even if her protests are vigorous, her "no" is interpreted as "yes." She is raped by the men present. In almost all instances, the men are unaware that their behavior is considered rape.

In the past, the woman blamed herself. Increasingly, the woman involved knows better—she was raped. **Campus Gang Rape: Party Games?** is the first comprehensive paper on acquaintance gang rape on campus; although it focuses on gang rape, it is also useful for dealing with other forms of acquaintance rape. The twenty-page paper is designed to be used by administrators, staff, faculty, student groups, and others. It covers:

- What an institution should do if a gang rape or other form of acquaintance rape occurs;
- Prevention strategies;
- The dynamics of campus gang rape;
- Fraternities and acquaintance gang rape;
- The role of alcohol, drugs, and pornography;
- Institutional responses;
- Legal remedies for victims; and
- Selected list of resources.

Campus Gang Rape: Party Games? is available for \$3 prepaid from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Please make checks payable to AAC/PSEW. Bulk rates are available: fifteen to ninety-nine copies are \$2.10 each (30 percent discount); one hundred copies or more are \$1.50 each (50 percent discount). For a list of other PSEW publications, send a self-addressed, stamped envelope.

Executive Director
Bernice Resnick Sandler
Research Associates
Mary De Mouy
Jean O. Hughes
Administrative Associate
Karen Seebomh

The Project on the Status and Education of Women of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations. Generous foundation grants, particularly from Carnegie Corporation of New York and The Ford Foundation, have supported PSEW's activities.

Publication of materials herein does not necessarily constitute endorsement by AAC or any of PSEW's sponsoring organizations. Prices and availability of resources are current at time of publication. This publication may be reproduced, in whole or in part, without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. 202/387-1300. ISSN: 0734-0141.

The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 590 public and private colleges and universities. Through grants, publications, and workshops, AAC strives to enhance liberal education and secure its integration with professional programs and courses of study. Its programs include the Project on the Status and Education of Women and the Council for Liberal Learning.

SUBSCRIPTION FORM

ON CAMPUS WITH WOMEN

Yes! I want to receive *On Campus With Women* and occasional topical papers concerning women in academe. (Note: Representatives at AAC-member institutions receive *On Campus With Women* as part of AAC's *Liberal Education*.)

For Individuals and Women's Programs

- \$20 for one year (four issues)
 \$35 for two years (eight issues)

For Institutions

- \$28 for one year (four issues)
 \$50 for two years (eight issues)

All Foreign Subscribers

- Please add \$7 per subscription for extra postage outside the U.S., its possessions, and Canada.

Name _____

Address _____

City _____ State _____ Zip _____

Prepayment is required

Checks should be made payable to AAC/PSEW

PLEASE RETURN THIS FORM WITH YOUR CHECK TO:

Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, D.C. 20009