

ASSOCIATION
of AMERICAN
COLLEGES

ON CAMPUS WITH WOMEN

WOMEN'S STUDIES

FACULTY SENATE ELEVATES STATUS OF FEMINIST STUDIES

The Faculty Senate of STANFORD UNIVERSITY (CA) in March 1990 gave Stanford's feminist studies program degree-granting status. The program's faculty also was granted the authority to approve "honors certification" in feminist studies which allows students majoring in other fields to write a supervised honors thesis in an area of feminist studies. Professor Peter Duus, chair of the Committee on Undergraduate Studies, called the program "well-designed, intellectually demanding, and administered by a highly dedicated group of faculty members." The program includes six tenured faculty members who either chaired the program or taught its core courses and "a growing number of associated faculty whose research or teaching in other departments or programs has a feminist focus." The faculty review committee acknowledged that feminist—or gender—studies have become an internationally recognized field in the last decade and that feminist researchers have had a "substantial impact in developing intellectual trends in the humanities and social sciences." □

POWER AND PEDAGOGY

In a new book, *Gender in the Classroom: Power and Pedagogy*, editors Susan L. Gabriel and Isaiah Smithson examine the subtle connections among gender, language, and power. Contributors Carolyn G. Heilbrun, Cheris Kramarac, Paula A. Treichler, Nina Baym,



Rosalynn Carter has been named distinguished fellow of the Emory Institute of Women's Studies at Emory University in Atlanta. The institute has created the Rosalynn Carter Honorary Fellows in Public Policy and Global Affairs Program as well as an intern program and lecture series in her honor to support the study of public policy and social issues affecting women. Elizabeth Fox-Genovese is the institute's director.

CONTENTS

WOMEN'S STUDIES	1
WORKING IN ACADEME	2
ON THE CAMPUS	4
TRADITIONALLY MALE FIELDS	5
SEXUAL ASSAULT ON CAMPUS	6
WOMEN'S SPORTS	9
RESOURCES	10

Above: Photo courtesy of the Carter Center, Emory University, Atlanta, Ga.

On Campus With Women is a newsletter containing information prepared by AAC's Project on the Status and Education of Women. Published quarterly, it also appears four times each year in *Liberal Education*.

Robert Con Davis, Myra Sadker, and David Sadker analyze the different ways female and male students write, interpret what they read, participate in classroom discussion, and interact with male and female faculty members. The essays illustrate the disadvantages experienced by many women university students and argue for educational reform that recognizes the importance of gender in learning. *Gender in the Classroom* (196 pp.) is available for \$27.50 (cloth) or \$10.95 (paper) from the University of Illinois Press, 54 East Gregory Dr., Champaign, IL 61820. □

RESTRUCTURING THE ACADEMY

Foundations for a Feminist Restructuring of the Academic Disciplines discusses the impact of feminist scholarship on the academy and answers questions about feminist education, its evolution, importance, and the differences between feminist education and more traditional education. The writers and editors examine the development of women's studies as a direct response to the failure of the academy to present an investigation of human behavior that recognizes and values women's contributions.

The volume includes essays that examine common images of women in literature and contrasts the views of male writers with women's views of their own gender. Other essays examine major feminist challenges to political science theory, traditional and contemporary approaches to women in psychological theory and research, and the teaching and practice of medicine and their relation to women and women's health issues. Edited by Michele Paludi, associate professor of

psychology at CITY UNIVERSITY OF NEW YORK-Hunter College, and Gertrude Steuernagel, associate professor of political science and coordinator of the women's studies program at KENT STATE UNIVERSITY (OH), *Foundations for a Feminist Restructuring of the Academic Disciplines* (276 pp.) is available for \$24.95 (cloth) or \$17.95 (paper) plus \$2.50 shipping and handling from Harrington Park Press, Inc., 10 Alice St., Binghamton, NY 13904-1580. □

EMPHASIZING GENDER IN ANTHROPOLOGY

The American Anthropological Association has published *Gender and Anthropology: Critical Reviews for Research and Teaching*, a practical guide to bridging the gap between research on women and the relative absence of such research in the curriculum. The author, Sandra Morgen, developed this volume as part of a three-year curriculum transformation project funded by the Fund for the Improvement of Post-secondary Education. According to Morgen, teaching on women generally is restricted to the areas of kinship, family, sex roles, and reproduction despite the wealth of material available on other women's issues.

Gender and Anthropology combines a review of important literature and debates about women and gender in a particular subfield or ethnographic area with suggestions for bringing these insights to the teaching of anthropology. The book also provides a useful model for other disciplinary organizations seeking guidance on gender issues. Copies are \$15 from AAA, 1703 New Hampshire Ave., NW, Washington, DC 20009. □

TRANSFORMING KNOWLEDGE

A new book by Elizabeth Kamarck Minnich, professor of philosophy and women's studies at the Union Graduate School, UNION INSTITUTE in Cincinnati, challenges conventional wisdom. *Transforming Knowledge* iden-

A NEW PARTNERSHIP FORMS

Beginning January 1, 1991, organizations and individuals will be able to join both the National Association of Women's Centers (NAWC) and the National Women's Studies Association NWSA) and take advantage of a reduced joint membership rate. Through education, technical assistance, and advocacy, NAWC works to support established women's centers, promote the formation of new centers, and enhance each center's effectiveness. NWSA is a feminist organization founded to enhance women's studies and promote feminist education in both the classroom and the community.

For information, contact the National Women's Studies Association, University of Maryland, College Park, MD 20742-1325.

tifies some basic intellectual errors that pervade informal as well as formal education. Minnich examines the tradition created primarily by white Euro-American men who considered themselves and their values the ideal for all humankind and illustrates how this tradition works to distort and limit knowledge. She cites work by feminist scholars and activists but also incorporates ethnic, peace, and ecological studies into her analysis. Minnich offers a philosophical appraisal of the cultural, intellectual, and political tradition behind our curriculum.

In response to the heated debate prompted by people such as William Bennett and Allan Bloom, who claim that a return to "the classics" is necessary, Minnich warns that "it is in and through education that a culture, and polity, not only tries to perpetuate but enacts the kinds of thinking it welcomes and discards and/or discredits the kinds it fears." *Transforming Knowledge* (256 pp.) is available for \$29.95 from Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122. □

MAKING HISTORY HER STORY AS WELL

In one generation, women's history has become the fastest-growing area of scholarship on U.S. history. Where women's issues were once glaringly absent in scholarly journals, most history journals now publish articles on women's work, domestic settings, family relations, household matters, and female politics and organizations. Edited by Nancy F. Cott, professor of American studies and history at YALE UNIVERSITY (CT), *History of Women in America* is a collection of 490 articles from the field, almost all written in the past twenty years and more than half published during the 1980s. It brings together, in twenty topical volumes, essays that otherwise might be widely dispersed, since women's historians publish in numerous regionally and topically oriented history journals as well as in feminist publications and other social science journals.

The *History of Women in America* catalogue is available free from Meckler, 11 Ferry Lane West, Westport, CT 06880. □

WORKING IN ACADEME

DARTMOUTH GRANTS TENURE TO MORE WOMEN

Fifteen of twenty-one faculty members at DARTMOUTH COLLEGE granted tenure in the arts and sciences in 1990 are women, bringing the number of women faculty members holding tenured positions at Dartmouth to fifty-one. (As of 1989, 213 faculty members of Dartmouth's 311 full-time faculty members were tenured.) Dartmouth leads fifteen selective U.S. universities, including all Ivy League schools, in the ratio of tenured female to tenured male faculty members (excluding medical schools). For more information, contact Alex Huppe, Dartmouth College News Service, 23 South Main St., Hanover, NH 03755. □

**WOMEN IN ECONOMICS—
INCHING UPWARD**

According to the American Economic Association's Committee on the Status of Women in the Economics Profession, the proportion of women faculty members in graduate economics departments has increased since 1974. The proportion of those receiving tenure remains somewhat low, however.

The committee's 1989 annual report examines the status of women economists in academe from 1974 to 1988 and includes statistical data measuring the growth of women's representation among the ranks of assistant, associate, and full professors in undergraduate and graduate institutions and among students receiving undergraduate or graduate degrees. The report notes that the proportion of female assistant professors tripled between 1974 and 1988. During those same years, the proportion of women faculty members receiving tenure averaged 4 percent, 6 percent, and 9 percent in three five-year periods although the proportion of female assistant professors in economics had been over 10 percent since 1977 and at least 13 percent since 1979.

The full report is reprinted in the May 1990 issue of *American Economic Review*, 486-89. □

**ASSESSING THE IMPACT
OF E.O. 11246**

The Spring 1990 issue of the *College and University Personnel Association Journal* includes an article on Executive Order 11246 and its effect on hiring for administrative positions in colleges and universities. Signed into law twenty-five years ago, Executive Order 11246 forbids employment discrimination based on race, color, religion, sex, or national origin. In their article, "Executive Order 11246 and the Demographics of Academic Institutions," A.E. Johnson, Jr., and Jerry E. Hutchison conclude—with regard to the law's effect on women—that there has been little apparent progress in increasing the number of women who hold positions in academic management. In 1972, 14 percent of all

successful candidates for the positions of academic vice president, dean, and chair were women, compared to only 18 percent in 1989, an average increase of just 4 percent over seventeen years. For information on obtaining a copy of the article, contact the College and University Personnel Association, 1233 20th St., NW, Suite 503, Washington, DC 20036. □

**FEMALE LAW PROFESSOR
WRONGFULLY FIRED**

The Minnesota Department of Human Rights has found probable cause in a charge alleging that WILLIAM MITCHELL COLLEGE OF LAW discriminated against Mary E. Dean, an untenured female professor. Dean, hired as an associate professor of tax law in 1987, alleged that the college refused to renew her contract for the 1989-90 academic year because she spoke out at faculty meetings in the fall of 1988 in support of a Black professor's racial discrimination suit against the school and several faculty members and administrators. Also a factor in her termination, Dean alleged, was her request for informal mediation of a dispute with a male colleague under the school's discrimination and sexual harassment policy.

The college denied that Dean's support for her colleague or her effort to seek mediation for the sexual harassment charge were factors in her termination. William Mitchell cites poor job performance as the reason for Dean's dismissal. An investigation by the Human Rights Department revealed that Dean's performance was rated positively by other faculty members and by student evaluators, and, in fact, the college had awarded Dean an above-average pay increase for her second year based on its rating of her performance as "strong." The investigation substantiated the charge that serious questioning of Dean's performance by the school's administration and some of its faculty did not begin until Dean's show of support for the racial discrimination suit. The law school will

have the opportunity to settle the matter through the human rights department's conciliation process. □

**SEX DISCRIMINATION
CLAIM DISMISSED**

A three-judge panel of the U.S. Seventh Circuit Court of Appeals threw out a sex discrimination claim against the UNIVERSITY OF WISCONSIN-Milwaukee and three of its employees but upheld a damage award against one of its professors. The judges split two to one over a sex discrimination claim against professor Stephen Sonstein with the majority finding that Sonstein's sexual advances toward plaintiff Katherine King, an untenured faculty member, constituted sexual harassment. "His actions were based on her gender and motivated by his libido," they ruled. The dissenting judge agreed with the Wisconsin assistant attorney general representing the university and its employees that Sonstein did not make advances toward King simply because she was a woman and should not be found guilty of sex discrimination. The judges in *King v. Board of Regents of the University of Wisconsin System* (88-3481) reduced the jury's award of \$345,000 against the university and its employees to an award of \$90,000 against Sonstein for pain, suffering, and punitive damages. □

**BIBLIOGRAPHY
ON SEX DISCRIMINATION**

Sex discrimination in the academic workplace in areas such as compensation/pensions, hiring practices, promotion, and work environment is the subject of a new annotated bibliography. *Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography* includes 124 citations that appeared from 1984 to 1988. It excludes court cases and focuses instead on the professional literature in the field. Author Mary Donovan is director of the CITY UNIVERSITY OF NEW YORK-Baruch College Library.

The thirty-two page booklet, published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions, is available for \$10 from NCSCBHEP, CUNY-Baruch College, New York, NY 10010. □

LOOKING FOR WOMEN AND MINORITY CANDIDATES?

To assist academic departments in their search for women and minority faculty candidates, the IOWA STATE UNIVERSITY Affirmative Action Office has compiled the names of more than twenty-five hundred women and minority persons enrolled in advanced degree programs. More than one hundred higher education institutions cooperated with Iowa State in the development of one or more of the four directories.

Women and Minorities Enrolled in Doctoral or Terminal Degree Programs at Selected Institutions of Higher Education will facilitate early identification of prospective female and minority faculty members so that departments can cultivate a continuing relationship with them prior to their availability for employment. Each directory lists, by discipline, the student's name, address, telephone number, major, minor, projected date of graduation, dissertation title if known, as well as the name, address, and telephone number of the student's major professor.

Prices for the directories are: Life Sciences, \$15; Engineering and Physical Sciences, \$15; Education and Professional Fields, \$20; Biological Sciences, Physical Sciences, Social Sciences and the Humanities, \$20. They are available from the Affirmative Action Office, 214 Beardshear, Iowa State University, Ames, Iowa 50011. □

LACK OF MINORITY WOMEN TRIGGERS PROTEST

Professor Derrick Bell, the first Black professor to secure tenure at HARVARD UNIVERSITY (MA) Law School, has declared that he will take

an unpaid leave of absence until a woman of color is tenured at the law school. Although the school has made efforts to increase faculty diversity, the sixty tenured faculty members include only five white women, three Black men, and no women of color. One Black woman with tenure at another institution was a visiting professor at the law school but was not offered a permanent position.

The Coalition for Civil Rights, a group of law students at Harvard, has been protesting the lack of minority, female, homosexual, or disabled professors on the law school faculty. In the spring of 1990, law students held two overnight sit-ins in the office of the dean. The coalition also has announced that it is creating an "alternative" investment fund for donations to the law school. Donations will be held in escrow until a woman of color receives tenure and the school implements a "comprehensive plan to diversify the faculty." □

ON THE CAMPUS

GENDER AND LEARNING

In March 1990 the Harvard Danforth Center for Teaching and Learning and RADCLIFFE COLLEGE (MA) sponsored a one-day conference, "Gender and Learning: Improving the Harvard Classroom for Women and Men." The conference was designed to raise awareness of gender and classroom issues among faculty members and offer practical advice for improving the classroom environment at Harvard. The session topics included: experiences of women students in Harvard classes; gender dynamics in the classroom; the gap between women's experience and educational theory; and mentoring and advising women. For more information on the conference, contact Corrie Norman, Program Director, Harvard University, Danforth Center for Teaching and Learning, Science Center 317-319, One Oxford St., Cambridge, MA 02138. □

NAVAL ACADEMY COMES TO ATTENTION

The U.S. NAVAL ACADEMY (MD) is undergoing a series of investigations—some conducted by Congress—all of which were prompted by the hazing of a female student. The incident involved a nineteen-year-old woman who was handcuffed to a urinal, heckled, and photographed by a number of midshipmen in December 1989. The two students directly responsible for the incident were punished with demerits and temporary restrictions; the woman involved left the academy because of the incident and the administration's response to it. The former Naval Academy student also said she had been harassed previously.

The Armed Forces Committees of both the House and Senate, as well as school officials, are investigating charges of sexual harassment, hazing, and general misconduct, including an alleged on-campus rape. Some immediate changes proposed for the academy include the revival of the Women Midshipmen Study Group to assess the status of female students at Annapolis, "sensitivity training" for midshipmen, and an improved system for investigating discrimination and harassment complaints. Although the academy became a coeducational institution in 1976, school officials are still expressing concerns over the underrepresentation of women in the student body and the open opposition to the presence of women expressed by some male students. □

FREE SPEECH AT ISSUE?

Several students and one instructor filed a lawsuit against the Board of Regents of the UNIVERSITY OF WISCONSIN System over a policy barring comments that are demeaning to a person's sex, race, or ethnic background. The students, backed by the American Civil Liberties Union, claim that their First Amendment rights are endangered by a policy that is non-specific, aimed only at students, and hampers free discussion of potentially

charged topics. The university maintains that the policy, in effect since the fall of 1989, does allow for free speech because it excludes class discussions and dramatic performances. □

MAKING THE COMPUTER LAB FEMALE-USER FRIENDLY

LYNCHBURG COLLEGE (VA) is making efforts to warm the climate for women and minority groups in its computer center. Dean James Traer reported that he had received complaints regarding software programs that contained explicit graphics of women and therefore ordered that the inappropriate materials be removed. In an April, 1990 memo, he stated: "Lynchburg College prides itself on affording a hospitable learning environment to men and women, younger students and older students, and individuals generally whatever their geographic, religious, racial, or political persuasions or their gender. To put into the computer graphics or other programs which are offensive because of their representations of women, minorities, or any other group is inappropriate." □

CAMPUSES STILL CHILLY FOR NONTRADITIONAL STUDENTS

According to a new report from the Association for the Study of Higher Education (ASHE) and the Educational Resources Information Center (ERIC) Clearinghouse on Higher Education, if the last several decades offer a single lesson about diversity on college campuses it is "to simply add and stir is not enough." Author Daryl G. Smith, associate professor of education and psychology at CLAREMONT GRADUATE SCHOOL (CA), examines the status of minority students, older students, disabled students, and women—among others—on the nation's college and university campuses and finds that nontraditional students generally feel like outsiders. In addressing the needs of these students, Smith proposes to promote research to examine cultural diversity in higher

education; create role models by encouraging nontraditional students to enter teaching professions; and increase funding of local, state, and national financial aid programs for nontraditional students.

The Challenge of Diversity: Involvement or Alienation in the Academy? is available for \$15 from ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, NW, Suite 630, Washington, DC 20036. □

HELPING THE HOMELESS

Homeless women are being offered a chance at education at CENTRAL PIEDMONT COMMUNITY COLLEGE (NC) through its Adult Basic Literacy Education Program. The college offers training in literacy, job skills, and child care services to women in shelters or emergency housing and coordinates with state and local agencies to provide food, clothing, housing, and medical care. Transportation to and from a local community center also is provided. The center offers homeless women the opportunity to learn math, reading, and basic life skills. The program is funded by a \$125,000 grant from the federal government and is administered through the North Carolina Department of Community Colleges.

For more information on the project, contact Laura Beam, CPCC, P.O. Box 35009, Charlotte, NC 28235. A report on the project will be available in February 1991. □

SEXIST NEWSLETTER BRINGS SUSPENSION

SANTA CLARA UNIVERSITY (CA) has suspended the Lambda chapter of Sigma Phi Epsilon for at least four years for using offensive language in the chapter's newsletter. James I. Briggs, vice-president of student services, described the newsletter as "repugnant, obscene, and wantonly degrading to women, racial minorities, and homosexuals." □

NEWSLETTER INCURS \$15,000 FINE

The Engineering Undergraduate Society at the UNIVERSITY OF BRITISH COLUMBIA in Canada has been fined \$15,000 for publishing material described by the university's Alma Mater Society, an umbrella student organization, as racist, sexist, and homophobic. The Alma Mater Society, which imposed the fine, also ordered the group to issue an apology in campus and local newspapers.

The university's president, David Strangway, called the material "offensive and vulgar" and suspended further publication of the newsletter pending the outcome of disciplinary hearings. □

TRADITIONALLY MALE FIELDS

FINDING STUDENTS FOR THE SCIENCES

In an effort to alleviate the projected shortage of scientists and address the nation's general lack of science literacy, educators are calling for a restructuring of science curricula in elementary and secondary schools. Sheila Tobias suggests that educators also focus on college course design, teaching, curriculum, recruitment, rewards, and opportunities in science in order to reach out to those students who have demonstrated an ability in science but who have chosen to move from the sciences to pursue other disciplines—students that Tobias dubs "the second tier."

They're Not Dumb, They're Different—Stalking the Second Tier examines the findings of six graduate students and one professor, all from nonscience fields. These participants were recruited to audit introductory physics or chemistry courses and record their personal encounters with the courses and classroom culture of beginning college science. The booklet, the first of a series on neglected problems in science education to be published by

the Research Corporation, contains excerpts from the field notes of these seven auditors, data from a study of Harvard-Radcliffe students who transferred out of science courses, and reports from a University of Michigan study of science students.

A limited number of copies of the booklet are available free from Science Education Booklet, Research Corporation, 6840 East Broadway Blvd., Tucson, AZ 85710. □

WOMEN IN BUSINESS

Although great strides have been made by women in administration and management, some literature reveals that women continue to encounter barriers and new challenges. *Women in Administration and Management: An Information Sourcebook* identifies and describes the wide range of both scholarly and popular literature on the topic of women in business.

The 240-page book includes annotated listings of recent books, journal articles, and bibliographies in addition to government documents, ERIC documents, and dissertations. Entries, arranged under main category headings, include the progress and status of women in management, mentors, networking, sex-role stereotyping, Black women managers, career and family, obstacles, and comparisons of female and male managers. Other sources of information such as associations and directories also are included in the nine hundred listings.

Women in Administration and Management is available for \$39.50 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483. □

SURVEYS ON WOMEN IN ENGINEERING AVAILABLE

A national survey of undergraduate women engineering students has found that 93 percent of those surveyed are highly satisfied with their decision to study engineering and that they do so because they believe the

profession will offer interesting work, and give them opportunities to solve problems and grow professionally. The survey was one of two conducted in spring 1989 by THE COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART (NY). Conducted by mail, it randomly sampled 4,000 members of campus chapters of the Society of Women Engineers (SWE). Results were based on a 48.6 percent response or 1,945 people. While the survey reflected positively on women's attitudes on and experiences in engineering, most respondents did cite major obstacles including gender issues in college and the workplace, lack of encouragement—especially in high school—for their career choice, and lack of female role models and mentors.

Forty-three percent of the respondents said their high school guidance counselor supported their decision to study engineering in college (45 percent were neutral and 9 percent discouraging). Sixty-two percent said their high school teachers were supportive (31 percent neutral and 4 percent discouraging). The respondents indicated they received a great deal of support from family members and friends—41 percent had family members who were engineers.

Support for the survey respondents improved at the college level; just over half said their college math and science professors supported their choice to study engineering, and 60 percent considered their engineering professors supportive.

Many engineering students answering the survey expressed concerns about gender issues not only in college but also in the workplace. One-third were apprehensive about sexual harassment on the job and more than half were concerned about interacting with men at work. Many did feel that coworkers and others are threatened by their being female engineers.

Overall, the respondents are achievement-oriented young women who perceive themselves as leaders—assertive, popular, and confident. Most female engineering students do not believe that studying engineering decreases their femininity and most

perceived themselves as physically attractive.

Only 6 percent indicated a strong interest in pursuing a teaching career in engineering. This continues to be a problem since most women engineering students have few female role models and expressed a strong wish for female mentors.

A second survey, also conducted by the Cooper Union for the Advancement of Science and Art, randomly sampled 4,000 professional engineers who are members of SWE and found that most respondents reported a high level of job satisfaction, a positive self-image, and high self-esteem; those responding found engineering to be a rewarding career choice for women. However, respondents did cite persistent gender issues such as on-the-job harassment and insufficient support while still in school as continuing problems.

The Cooper Union 1989 National Survey of Professional Women Engineers and *The Cooper Union 1989 National Survey of Undergraduate Women Engineering Students* are available for \$3 each from the Office of Public Affairs, The Cooper Union, 41 Cooper Square, New York, NY 10003. □

SEXUAL ASSAULT ON CAMPUS

INTERNATIONAL CONFERENCE ON SEXUAL ASSAULT

Organizers of the First International Conference on Sexual Assault on Campus are calling for papers, panel sessions, model programs, and demonstration projects for the conference to be held October 3-5, 1991, in Orlando, Florida. Practical strategies and innovative approaches to solving problems of sexual assault on campus are especially welcome. Those interested should submit a five-hundred-word abstract by February 15, 1991 to Alan McEvoy, Department of Sociology, Box 720, Wittenberg University, Springfield, OH 45501. □

RAISING RAPE AWARENESS

The Rape Education Program at the UNIVERSITY OF CONNECTICUT has been employing creative methods to raise awareness about rape on campus. During a week of awareness activities, organizers constructed a large wire wreath which was placed in the student union mall. Members of the community tied one red ribbon to the wreath, called the "Circle of Healing," for each person they knew who had been a victim of sexual assault. By the end of the week, three hundred ribbons covered the structure. The series of events also included a "speakout" in which people publicly shared personal experiences with sexual assault, a "Take Back the Night" march, and a program called "Men Talk to Men About Sexual Assault." For further information about the Rape Education Program's activities, contact the Women's Center, 417 Whitney Road, Box U-118, The University of Connecticut, Storrs, CT 06269-1118. □

FRATERNITY: A BOND OF VIOLENCE?

When a woman is raped in a fraternity house, much more occurs than a straightforward crime of violence. In *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*, Peggy Reeves Sanday, professor of anthropology at the UNIVERSITY OF PENNSYLVANIA, discusses the problem of fraternity rape and documents several actual incidents through interviews with rape survivors, rapists, administrators, and fraternity members. She identifies some common patterns of rape in fraternity settings and examines how the atmosphere cultivated by fraternities may provoke rape.

Sanday posits that aspects of sexism—pornography, degrading jokes, sexist initiation rituals, and rape itself—become the basis of the "fraternal" bond that is created at the expense of the rape victim. Sanday also examines how young men and women are defining, or failing to define, their sexuality. The book is available for \$19.95 from Columbia University

**CALL FOR INFORMATION:
PSEW PLANS GUIDE
ON CONDUCTING
CLIMATE WORKSHOPS**

PSEW is developing a guide to help administrators and faculty members conduct workshops to assess equity and effectiveness in college teaching. Funded by a \$155,000 grant from the Lilly Foundation, the guide will build on PSEW's previous work on climate issues, especially its 1982 report, *The Classroom Climate: A Chilly One For Women?* which identified more than thirty behaviors considered inequitable to female students.

Research brought to light by PSEW and others as well as studies on individual campuses have shown that women are interrupted more frequently, are called on less often, and receive less eye contact than men. These behaviors and others often hamper women's participation in the classroom and can have an adverse effect on women's self-esteem and aspirations.

PSEW is seeking information about climate workshops that may have already taken place on campus, materials that would be useful as models, and resource persons who have conducted these workshops and who may be able to provide advice about useful strategies as well as pitfalls. Please send information and materials to Bernice R. Sandler, Executive Director, Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Anyone interested in receiving future mailings regarding this project and information on classroom climate materials and training should send his or her name to PSEW at the address above.

Press, 136 S. Broadway, Irvington, NY 10533. For more information, call 914/591-9111 or Fax 914/591-9201. □

PERCEPTIONS OF RAPE

The office of counseling and student development at BENTLEY COLLEGE (MA) recently surveyed its students about date rape. The Women's Sexual Experiences Survey, completed by 492 women in the spring of 1989 and 373 men in the fall of 1990, found that in the previous year, the women reported having experienced a total of 569 incidents of sexual assault including unwanted sexual contact, sexual coercion, attempted rape, and rape. The men questioned reported having committed 241 such acts.

Bentley's newspaper, *The Vanguard*, published further results of the survey. Based on the male students' responses, one in fourteen had committed or attempted rape since the age of fourteen; more than one-third of these incidents took place on campus.

- 92 percent of the men who, according to their responses had committed rape, did not believe that the act was rape while the remaining 8 percent said that some people would describe the incident as close to rape.

- 54 percent of those men who had committed rape admitted to having some sense of pride at the time of the incident.

- 93 percent of the men reported that they had been drinking or taking drugs when they had committed rape.

Several responses suggest that women who, according to their survey responses had been rape victims, had different perceptions of rape situations than the men the survey considered rapists.

- Women reported that in 81 percent of the rapes the man used threat or mild force while 35 percent of the men reported having used force or threats.

- Women reported that they told the man to stop, reasoned, pleaded, or argued with him 81 percent of the time while men reported that the woman did this 58 percent of the time.

- Women responded that they physically struggled and resisted 66 percent of the time. According to the men, the woman struggled in only 10 percent of the cases.

The study's findings—similar to those conducted on other campuses—suggest that while women may have a

hard time realizing, believing, or admitting that an incident of assault constitutes rape, men are even less likely to do so. By surveying those who may be committing rape as well as those who are victims of it, the questionnaire explores the psychology behind sexual assault and may be used as a model for other schools wishing to collect such information. For further information, write to Bentley College, Office of Counseling and Student Development, LaCava Campus Center, Room 265, 175 Forest St., Waltham, MA 02154. □

GANG RAPE RESEARCH

Claire P. Walsh, program director of the Sexual Assault Recovery Service at the UNIVERSITY OF FLORIDA—Gainesville, is organizing a research project concerned with the phenomenon of gang rape. The project seeks to determine the circumstances surrounding gang rape, community responses to the incident and to the survivor, and the effects of the attack on the individual. She also is setting up a national network of counselors and other professionals interested in working with the survivors of gang rape. Survivors of rape by two or more offenders who wish to participate in the research project or who are interested in finding counselors or others who may be of assistance to them in their local areas may contact Claire Walsh, 2306 S.W. 13th St., Suite 9, Lakeshore Towers, Gainesville, FL 32601. All requests for information will be confidential. □

PRINCETON STUDENTS PROTEST

In April 1990, a group of twenty-five students at PRINCETON UNIVERSITY (NJ) spent thirty-two hours in the university president's office in a call for increased rape crisis resources. The sit-in came a few days after the campus "Take Back the Night" march protesting violence against women. The students were demanding that a

second full-time counselor be hired for the Princeton Sexual Harassment/Assault Advising, Resources, and Education (SHARE) Program. The university denied the request because it did not feel that another full-time counselor was needed in addition to the one full-time and one part-time counselor already working with the program. The university did agree to implement more educational programs on issues of rape and sexism including some specifically geared toward faculty members and graduate students. One student activist quoted by the *Princeton Press* responded to the decision, "The issue will not go away. We will not go away." □

UVA SUPPORTS RAPE CRISIS CENTER

When a committee studying rape at the UNIVERSITY OF VIRGINIA found that 10 percent of female students on campus were victims of sexual assault, university administrators took notice. The university, prompted by a suggestion from the committee, agreed to pay \$15,000 to a nearby rape crisis center because as many as one-fifth of its clients were UVA students. A school official explained that the university wished to support the center because some students may opt to use the local center rather than campus health facilities. Although campus services and the local rape crisis center offer similar services, some students feel the off-campus location affords them greater anonymity. □

RAPE RESOURCES

The Rape Treatment Center at Santa Monica Medical Center has produced three resources for rape education and awareness on campuses:

■ *Sexual Assault on Campus: What Colleges Can Do* explains the problem of campus rape and provides specific recommendations for prevention, security, and victim support. It also discusses instances in which colleges may

be held liable for rapes occurring on campus. The booklet is available for \$5, shipping and handling included.

■ *Campus Rape* is a twenty-minute video hosted by Susan Dey and Corbin Bernson of "L.A. Law" designed to reach students and faculty members. Created by Emmy award-winning writers and producers, the film gives facts about rape, the role of alcohol in campus sexual assault, the impact of rape on its victims, and methods of prevention. The accompanying discussion guide includes tips on presenting the film and handling questions and discussion afterwards. It is available for purchase only for \$50 (prepaid).

■ A series of printed items that address the definition of rape, legal ramifications for rapists, security and prevention, the vulnerability of college-age women to sexual assault, and the importance of reporting rape also are available from the Rape Treatment Center. Posters and smaller bulletin board size prints are available. Free television and radio public service announcements are available as well as premade print ads for newspapers. Orders for five posters are \$20, five large bulletin board prints are \$10, and five small bulletin boards prints are \$5.

Checks for all orders should be made payable to the Rape Treatment Center at Santa Monica Hospital Medical Center, 1250 Sixteenth St., Santa Monica, CA 90404. □

HELPING ASSAULT SURVIVORS

The Central Minnesota Sexual Assault Center has produced a series of posters on sexual assault that may be of interest to rape crisis centers, women's centers, and campus health services. Each poster includes a blank space so that agencies can insert their own addresses and phone numbers. The posters have increased exposure for the Minnesota Assault Center which reports an increase in the number of calls it receives. The center also has reported that the publicity for the center has led to an increase in donations. Three of the four posters which

individually target student audiences, sexual assault victims in general, male victims, and children, are appropriate for campus use. Minimum orders are for twenty-five posters at \$5 each (checks should be made payable to the Central Minnesota Sexual Assault Center). Order forms depicting poster designs can be obtained by writing to Awareness Posters, 705 Mall Germain, St. Cloud, MN 56301, 612/251-4357. Proceeds go to help sexual assault survivors. □

SEXUAL VIOLENCE INFORMATION

Future students in Wisconsin will be better informed about sexual violence and harassment thanks to a new law prompted by students themselves. The law not only increases students' access to sexual assault information but also makes the university responsible for student awareness of such issues.

The bill was set in motion when the United Council of UNIVERSITY OF WISCONSIN Student Governments went to the state legislature seeking the enactment of a law that would ensure that students are provided with information on sexual assault. The university did not object to publishing such information but had not created an official policy to do so. School officials opposed the bill, saying that it should be within the university's jurisdiction to decide how much information is given to students. Nevertheless, Governor Tommy G. Thompson signed into law the requirement that public colleges and universities provide both oral and written information on sexual assault, harassment, and "date rape" during student orientations. Wisconsin higher education institutions also must make campus and national statistics about such occurrences known to students. The law is effective as of fall 1990. □

VIDEO FOR RAPE SURVIVORS

Giving voices to the often unheard survivors of sexual assault is one of

the accomplishments of a new video produced by Rape Victim Advocates. *Why Am I Hiding?* allows survivors of rape and their families a chance to speak about the psychological impact of rape and their recovery from it. These personal accounts are framed by explanatory information from therapists, counselors, and legal experts. The video also presents the views of incest survivors and chronicles the emotional changes commonly experienced by those who were abused.

The video addresses persons who are trying to understand the sexual assault of a loved one, those counseling assault survivors, and survivors themselves. Hosted by Susan Ruttan of "L.A. Law," *Why Am I Hiding?* can be used in classrooms and by campus women's centers and rape crisis services. It is available from Rape Victim Advocates, Suite 2C, 222 South Morgan St., Chicago, IL 60607. Copies are \$99 each or \$49 for nonprofit organizations. Make checks payable to Rape Victim Advocates. □

"SEXUALLY STRESSFUL" EVENTS

A survey taken at the UNIVERSITY OF ILLINOIS-Urbana-Champaign has examined the role of alcohol and fraternity involvement in crimes of sexual assault and abuse. The office of the dean of students sponsored a "Sexually Stressful Events Survey," which showed that when instances of criminal sexual abuse occurred, 77 percent of the women and 82 percent of the men involved had been drinking.

Sorority members were slightly more likely to be victims of such crimes. While sorority members made up approximately 31 percent of UIUC undergraduate women at the time of the survey, they accounted for 45 percent of victims of sexual assault and 39 percent of victims of sexual abuse.

Fraternity members, who represent 25 percent of undergraduate men, are overrepresented as offenders in such crimes. The survey found that fraternity members were the perpetrators of 63 percent of the sexual assaults and 71 percent of the crimes of sexual

abuse recorded. Fraternity houses also were the most common location for such incidents to occur—25 percent of the time—with the woman victim's residence hall second most common—22 percent—and the offender's house or apartment the third most common—16 percent.

The survey was followed up by a report from the Campus Task Force on Sexual Assault, Abuse, and Violence that made recommendations for dealing with the problem of sexual abuse. Two suggestions include the creation and continued support of a group of campus opinion leaders who would work to combat campus discrimination and the development of a required "human relations" program for students and faculty members.

For information regarding the survey, contact Mary Ellen O'Shaughnessy in the Dean of Students' office at 217/333-0050. For information on the findings of the task force and its recommendations, contact Larna Rubinson, McKinley Health Center, 217/333-6877. □

WOMEN'S SPORTS

PARTICIPATION INCREASES, LEADERSHIP DECREASES

In an annual summary of the status of women in intercollegiate athletic programs at all four-year college and university member campuses of the NCAA, researchers at the CITY UNIVERSITY OF NEW YORK-Brooklyn College have found that while opportunities for women and girls to participate in sports have increased since 1977, opportunities for them as coaches and athletic administrators have decreased significantly. R. Vivian Acosta and Linda Jean Carpenter, both professors of physical education, in their study, *Women in Intercollegiate Sport: A Longitudinal Study—Thirteen Year Update*, report the following:

■ 5,718 coaching jobs now exist for head coaches of women's NCAA teams. Women hold 2,706 of these jobs. In 1988, women held 2,780 of

5,757 jobs. There are presently seventy-four fewer women coaching women's NCAA teams than in 1988.

■ Only 15.9 percent of women's programs are headed by a female administrator. In 1972, more than 90 percent were headed by a woman.

■ The average number of sports offered for women is 7.24 per school; thirteen years ago it was 5.61.

■ In 1972, more than 90 percent of women's teams were coached by women; now only 47.3 percent of women's teams are coached by women. (More than 99 percent of the coaches of men's teams are men.)

Researchers Acosta and Carpenter also are working on an ongoing study, "Perceived Causes of the Declining Representation of Women Leaders in Intercollegiate Sports." Copies of *Women in Intercollegiate Sport* are now available. Contact R. Vivian Acosta and Linda Jean Carpenter, Department of Physical Education, CUNY-Brooklyn College, Brooklyn, NY 11210. □

FIELD HOCKEY TEAM FILES SUIT

Fifteen members of the women's field hockey team have accused the UNIVERSITY OF TOLEDO's athletic department of sex discrimination in a complaint filed with the U.S. Department of Education. In April 1990, university trustees voted to disband the team on the recommendation of the school's athletic committee. The committee told the trustees that the \$103,900 spent in 1989-90 would be better spent on another sport with more potential recruits and opponents. Including the University of Toledo, six of the nine schools in the mid-American conference have women's field hockey teams.

The six-page complaint, filed by the athletes' attorney, Jean Ledwith King, details inequities between the men's and women's sports programs at the university including: money spent on athletes; scheduling of practices and access to the playing fields; provision of equipment; coaches' pay and number of coaches per team; transporta-

tion and accommodations for away games; and provision of locker rooms, restrooms, and showers. For more information on the suit, contact Jean Ledwith King, 277 East Liberty Plaza, Ann Arbor, MI 48103. □

UPS AND DOWNS FOR OU WOMEN'S BASKETBALL TEAM

Within nine days in March and April, 1990, the UNIVERSITY OF OKLAHOMA eliminated its women's basketball team and then, under intense pressure from the public and the state senate added to the threat of a civil rights lawsuit, reinstated the team. Trial lawyers for Public Justice, a public interest organization, had agreed to represent the basketball players and had planned to file a federal lawsuit charging OU with Title IX violations the same day that OU officials announced that the team was reinstated. University President Richard L. Van Horn admitted the decision to drop the sport was a mistake and conceded that university officials had underestimated the support for a women's basketball program. He said the threat of a lawsuit was not a significant factor in the decision. □

LEADERSHIP POSITIONS FOR WOMEN

Sex Equity in Sports Leadership: Implementing the Game Plan in Your Community is a guide for increasing women's participation in sports leadership as coaches, officials, athletic directors, and members of boards of control. The manual begins with a brief history of women and girls in sports and gives step-by-step instructions for implementing sports equity programs including setting goals, preparing a media plan, hosting community-wide conferences, offering sport clinics for coaches and officials, evaluating efforts, and providing ongoing support to women interested in coaching, officiating, and athletic administration.

Sex Equity in Sports Leadership draws its material from a model developed by Teresa Ann Isaac, an attorney in Lexington, Kentucky. It was funded

by the Women's Educational Equity Act (WEEA) Program of the U.S. Department of Education. The guide is available for \$8 plus \$2 shipping from the Education Development Center, WEEA Publishing Center, 55 Chapel St., Suite 200, Newton, MA 02160. □

RESOURCES

SEXUAL HARASSMENT: A LEGAL PERSPECTIVE

Sexual harassment has a legal definition, but the way it is described in a courtroom may be vastly different from the way a woman experiences it. In her article "Sexual Harassment: Women's Experience vs. Legal Definitions," Wendy Pollack discusses how the legal definition of harassment differs from some women's reality. She discusses fundamental legal concepts that must be challenged in order for courts to try harassment cases more equitably. Pollack addresses the problems that arise in prosecuting a charge of hostile climate in a workplace as opposed to a more clear-cut, quid pro quo case where a physical assault has occurred. She provides information and examples that can clarify whether an institution is potentially "at risk" for maintaining a hostile environment. Pollack's article also provides useful information for women who are pursuing a sex discrimination suit. She identifies certain double standards and discriminatory arguments that may arise in court.

The fifty-page paper provides an informative discussion of complex legal terms yet remains readable. It appears in the *Harvard Women's Law Journal*, Volume 13, Spring 1990. Contact William S. Hein & Co., Inc., 1285 Main St., Buffalo, NY 14209 about ordering back issues of the journal. □

LOOKING FOR MATERIALS ON WOMEN?

Researchers and librarians can consult a new reference tool for compre-

hensive research. *Women in LC's Terms: A Thesaurus of Library of Congress Subject Headings Relating to Women* contains more than 3,500 headings and cross-references to help locate titles related to women's issues that often are listed in non-gender specific cataloguing terms.

The 240-page clothbound book is available for \$28.50 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483. □

WOMEN AROUND THE WORLD

During the past two decades, women's movements have had a profound effect on political and social environments in nearly every nation on earth. *Women's Movements of the World* provides comprehensive information on more than 1,500 organizations worldwide. Each entry includes the name, address, and telephone number of the organization, along with the acronym and English translation of the organization name. Also included is information on the organization's ideological orientation, aims and objectives, a brief history, current activities, publications, and affiliations as well as an introductory section that summarizes the legal, economic, and social status of women.

Copies of the 402-page clothbound book are available for \$95 from Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483. □

AN OVERVIEW OF WOMEN IN HIGHER EDUCATION

Women in Higher Education: Changes and Challenges contains twenty-six essays highlighting the latest research findings on issues such as sex equity, mentoring, minority women, career mobility, support systems, two-career households, communication styles, and women administrators. The book, edited by Lynne B. Welch, the director of nursing programs for the South Carolina Area Health Education Consortium, is divided into six topic areas: "Women in Higher Educa-

tion" includes essays on support systems, choices and aspirations, and the compatibility of career and motherhood; "Women in Their Discipline" contains essays on theology, dance, engineering, nursing, and women's studies; "Women and Their Work" discusses family division of labor, commuter marriages, and women managers; "Women in Administration" covers team play and benefits and costs; "Mentoring and Women in Higher Education" explores the mentor/protegee relationship and some drawbacks of mentoring; "Equity Issues" discusses nontenured faculty members, minority women, inequitable treatment, and the fast track. *Women in Higher Education* is available for \$45 from Praeger Publishers, Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881. □

SLOW PROGRESS FOR WOMEN AT WORK

At the current rate of change, women will not be integrated fully into the workforce in America for another seventy-five to one hundred years, according to *The American Woman 1990-91*. The third in a series of reports documenting the social, economic, and political status of women published by the Women's Research and Education Institute (WREI), *The American Woman* focuses on the plight of minority women and the progress and pitfalls encountered by women in housing, employment, business, and the arts.

The American Woman is available in softcover for \$12.95 prepaid from WREI, 1700 18th St., NW, Suite 400, Washington, DC 20009. □

WEEA PROGRAM MATERIALS AVAILABLE

Each year the Women's Education Equity Act (WEEA) Program of the U.S. Department of Education funds projects to increase educational opportunities for women and girls. These range from systemwide stereotype

reduction programs and teacher-training efforts to special programs for displaced homemakers or elementary school mathematics students. WEEA also funds mentoring programs for Black adolescents and research studies on unintentional discrimination against women.

A catalogue of materials developed through grants from WEEA and distributed by the WEEA Publishing Center is available free of charge from EDC/WEEA Publishing Center, 55 Chapel Street, Suite 200, Newton, MA 02160. □

FEMALE COLLEGE STUDENTS AND BULIMIA

In *The Bulimic College Student: Evaluation, Treatment, and Prevention*, many of the nation's experts on eating disorders address the topic of bulimia nervosa among college-age women. The authors examine the causes of the disorder and propose a variety of approaches that are proving successful in the treatment and prevention of bulimia.

The book is available in hardcover for \$39.95 or paperback for \$29.95 plus \$2.50 postage and handling from Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580. □

NINETEENTH-CENTURY WORKS PUBLISHED

The Oxford University Press, in collaboration with the Schomburg Center for Research in Black Culture, has just released sixteen volumes of rare works by nineteenth-century African-American women. The publications provide a rich sampling by Black women writers including fiction, poetry, essays, autobiographical and biographical pieces, as well as journalistic works.

Copies of the catalogue of *The Schomburg Library of Nineteenth-Century Black Women Writers* are available from Oxford University Press, 200 Madison Ave., New York, NY 10016. □

ASSOCIATION
of AMERICAN
COLLEGES

CAN YOU TELL IF A JOB APPLICANT IS "GOOD" ON WOMEN'S ISSUES?

Yes, if you know what questions to ask. Our interview guide is designed to help campus search committees determine whether prospective employees are supportive of issues that affect women.

It's All in What You Ask: Questions for Search Committees to Use contains sixty-nine questions for potential faculty members and administrators. Most questions seek explanatory responses, not simply "yes" or "no" answers. For example:

- How would you work to achieve equity for women scholars in terms of promotion and salary?
- How have you demonstrated your commitment to women's issues on your campus?
- In what ways have you mentored, supported, or encouraged women on your campus?
- What scholarship about women have you read lately?

It's All in What You Ask is available for \$2 from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. All orders **must** be prepaid. Please make checks payable to AAC/PSEW. Bulk rates are available. □

Executive Director

Bernice Resnick Sandler

Program Associate

Mary De Mouy

Program Associate

Julie Kuhn Ehrhart

Administrative Associate

Karen Seebohm

Intern

Megan Bartsch

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 members, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state personnel, and women's groups.

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. *On Campus With Women* (ISSN: 0734-0141) 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).

The Association of American Colleges, founded in 1915, is the national voice for liberal learning. Its membership includes more than 620 public and private colleges and universities. Through programs, 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.

SUBSCRIPTION FORM

ON CAMPUS WITH WOMEN

Yes! I want to receive the quarterly *On Campus With Women* and important topical papers concerning women in academe. (Note: *On Campus With Women* appears in *Liberal Education* four times each year.)

**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 Subscriptions

- 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 Street, NW, Washington, DC 20009