

# Unit 1

## Leadership Choices: Know Your Campus

**B**y now, you have had a few Leadership Alliance meetings and read through the prologue of the Study and Action Manual (SAM). Excited to begin creating feminist change, you are ready to launch the *Choices* campaign! The first step in creating that change involves taking a closer look at your college campus – what we call “Know Your Campus.” **Feminists who “know” their environments are feminists ready to effectively change those environments, their surrounding communities, and our world.** By learning which choices you do and don’t have on campus, you are prepared to win the choices we all deserve.

In order to create lasting and profound change, feminists, regardless of their respective campuses, communities, or countries, must utilize all available resources. As feminist activists on campus, this means understanding your college environment on several levels. Know what resources are available for your use and what resources are still badly needed. Know who holds the power on campus and how you can influence their decision-making processes. Finally, begin to critically re-examine your college environment and its policies in terms of Reproductive Choices, Leadership Choices, Career Choices, and Saving Choices. Determine if it does or does not embody the feminist change you are working to create through the Choices campaign.

In the study component of this unit of the SAM you will first learn about how colleges and universities traditionally divide decision-making power among influential **boards, administrators, faculty, and student groups**. Moreover, you will be alerted to the consistent under-representation of women and people of color in these power positions. After gaining a national perspective on campus leadership, you will be introduced to the **Campus Feminist Agenda**. This model of feminist change on campus will help prepare you to envision change on your campus.

In the action component of the unit, you will get to “Know Your Campus” – the first step in applying the change you envision. This exercise involves a thorough investigation of your campus to determine the extent of its feminist-friendliness. Finally, after “Know Your Campus,” you will be given a number of ideas to help you share your findings with the rest of your campus community, help you direct efforts toward improvements, and prepare you to utilize this knowledge during the rest of the Choices campaign.

### Decision-Making Bodies on Your Campus

Each campus employs its own decision-making hierarchy, has different administrative offices and boards, and incorporates student input in a unique manner. There are several avenues of influence common to most colleges and universities. Becoming familiar with these offices and organi-

zations, as well as their respective spheres of influence, is the first step in understanding how your campus works and taking a leadership role.

#### **OFFICE OF THE PRESIDENT**

The office of the president is perhaps the most visible position of power common to all colleges and universities. The college or

university President is the spokesperson for the institution, representing the opinions and policies of the institution to people and organizations within the campus community and beyond. The college President is not simply a figurehead, but has a variety of responsibilities and powers that enable her or him to greatly influence campus policy and student life.

Among these responsibilities, the President of a college or university:

- is Chief Executive Officer (CEO) of the college institution;
- is Chief fundraiser for the college or university;
- conveys all recommendations from general faculty assemblies to the Board of Trustees;
- sits on the Board of Trustees;
- sits on general faculty assemblies;
- is entitled to attend any meeting of any subordinate committee in the college;
- supervises the work of all college faculty and may suspend any member of the faculty;
- grants leaves of absence;
- prepares an annual budget for the institution to be presented to the finance committee of the Board of Trustees;
- represents the college to all institutions outside the college

Presidents of colleges and universities wield a tremendous amount of power and influence on their campuses. The decisions they make affect everything from program funding, curriculum planning, and faculty appointments, to student life. Presidents must voice and understand the concerns of their student and faculty constituencies.

**In 2002, women made up only 21% of all college presidents nationwide and just 18% of presidents of 4-year colleges.** Minority presidents led just 13% of colleges. In stark contrast, women made up less than 40% of faculty and senior staff and minorities were 15% of faculty and senior staff (American Council on Education).

College presidents clearly did not reflect the gender make-up of their student bodies with women accounting for 58% of all undergraduates in 1996 (National Center for Educational Statistics). This imbalance is even more striking when you consider that just 13% of women Presidents oversee doctorate-granting universities. (American Council on Education). Furthermore, in 1990 almost a third of all women Presidents led women's colleges and over half of the African American college Presidents led historically black institutions (The Fund for the Feminist Majority 3).

Women are clearly not presiding over our nation's major higher education institutions. White male leaders are still running the overwhelming majority of large coeducational, multicultural institutions of higher learning.

### THE BOARD OF TRUSTEES

Members of the Board of Trustees, while less visible on campus than the President, are every bit as powerful. The Board of Trustees has ultimate authority over all administrative decisions on campus, and plays an instrumental role in setting the institution's agenda and establishing future goals. While each Board has slightly different responsibilities, they all have influence over the same general areas. Request a copy of your college bylaws in order to find out the exact jurisdiction of the Board at your college or university. The following is a list of some functions common to many college and university Boards of Trustees. It is an

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example based on the Oberlin College Bylaws (1997).

The Board of Trustees usually controls:

- all college finances, including the setting of tuition and the annual budget;
- all college investments;
- all physical property and material assets belonging to the college or university;
- curricular issues including course changes, and the creation or dissolution of academic divisions, programs, and departments;
- the welfare, conduct, and discipline of students;
- faculty and administrative appointments;
- changes in tenure status, salary, rank, and retirement of faculty and administrators;
- all lawsuits and legal questions asked of the college;
- nominations for positions on the Board of Trustees;
- all buildings and grounds for the college;
- specific enrollment affairs.

Board of Trustee members nationwide, like college presidents, poorly reflect the gender and racial make-up of their colleges and universities. According to the latest figures on Boards of Trustees compiled in 1991, **women comprised 23% of all Board of Trustee members at independent colleges**, while people of color were only 9% of those board members (Ingram, "Governing Independent Colleges" 369). Boards of Trustees at **public colleges were only marginally more representative of their students, with 27% women and 17% people of color sitting on boards** (Ingram, "Governing Public Colleges" 386). Those individuals

making the final decisions on issues of critical importance to students, therefore, only rarely share their perspective.

In an effort to incorporate student input, however, the Boards of Trustees at some schools have created observational or voting student seats. These student representative positions offer an excellent entry point for student opinion. Your Board of Trustees must have exposure to feminist input, so make sure that there is feminist student representation on the Board at your school!

### FACULTY POSITIONS AND FACULTY BODIES

Of all of the decision-makers on campus, faculty members have the most consistent contact with students. Their influence on students is tremendous. Faculty turn students on to new subjects. They expose students to new ideas, scholarship, and career possibilities. Still, faculty influence on campus extends beyond what is taught in the classroom and how papers are graded. College faculty help make decisions that influence their students' academic careers well beyond the doors of their classrooms.

Faculty members:

- design and teach classes;
- head academic departments;
- provide academic advising and counseling;
- participate in and advise student-run extra-curricular activities;
- help make departmental and university-wide curriculum decisions;
- help plan student programming;
- sit on scholarship and awards committees;
- grant internship credit;
- affect the academic standing and reputation of the university.

While faculty members hold some of their power on campus as individuals and through their departments, they also work collectively in decision-making bodies to exert greater influence on campus policy. Generally, faculty members at a college or university are organized into several different types of decision-making bodies. One such group is likely to be a general faculty assembly. This general faculty assembly makes decisions regarding faculty and student conduct, course approval, and academically oriented student associations. The general faculty assembly is often divided into committees and sub-committees, which handle different issues.

Some common faculty committees that directly affect student life include:

- an affirmative action committee or taskforce;
- a lesbian, gay, bisexual and transgender issue committee;
- a branch of the Judicial Board;
- a curriculum steering committee;
- specific scholarship or grant committees.

We should be concerned, then, that women and people of color make up a disproportionately small number of college and university faculty members. In 2002, **women constituted only 40% of all faculty members at post-secondary institutions, and people of color were 15%** (American Council on Education).

These numbers don't tell the whole story. College faculty, like all other large institutional staffs, are given decision-making power based on their place within a hierarchical structure. At universities, that faculty hierarchy consists of full versus part-time appointments, tenured versus non-tenured faculty, department chairpersons, and deans. The more prestigious the

appointment, (i.e. a full-time, tenured chairperson of a department), the more influence that person has over academic and student life. The higher up on that ladder one looks, however, the harder it is to find women and people of color.

Breaking down the percentages of women in college faculty further reveals their compromised position in higher education. In the 1998-1999 academic year, only 52% of women faculty members had tenure, compared with 71% of male faculty members (USDE, "Digest"). Women of color were only 4.6% of full-time faculty in 1993 (USDE, "1993 National Study"). Overall, as the status of faculty positions increases, the number of women, and particularly women of color, occupying those positions decreases.

Among tenured or tenure eligible faculty in 2001, women were most well represented among assistant professors and least well represented among full professors. Women made up 46% of assistant professors, 36% of associate professors, and 21% of full professors. Male full professors made up 28 percent of all faculty (men and women combined); female full professors accounted for 7%. Male associate professors made up 18% of all faculty; female associate professors accounted for 10%. Male assistant professors made up 14% of all faculty; female assistant professors accounted for 12%. Men who were instructors, lecturers, or in unranked positions make up for 5% of all faculty, while women who were instructors, lecturers, or in unranked positions accounted for 6% of all faculty (American Association of University Professors).

Women and people of color aren't only kept out of the highest faculty positions in U.S. colleges and universities, but they are also simultaneously siphoned into traditionally female areas of study, less prestigious schools, and non-tenure track posi-

tions. For example, **98.5% of full-time faculty in nursing are women, while engineering professors are only 6.1% female and 2.2% women of color** (USDE, “1993 National Study”).

In 2001, women were most well represented at institutions without rank and least well represented at doctoral-level institutions. Women made up 50% of faculty at institutions without rank, 48% of faculty at 2-year colleges with rank, 40% of faculty at general baccalaureate institutions, 38% of faculty at comprehensive institutions, and 31% of faculty at doctoral-level institutions (American Association of University Women) These inequalities are particularly disturbing because they are not simply the product of past prejudicial hiring practices, but reflect a continuation of such practices today.

Although women are teaching at the college level more now than ever before, they are being hired into lower, less permanent positions. Women make up a greater portion of the part-time faculty (44.6% in 1993) than they do the full-time faculty at institutions of higher education (USDE, “1993 National Study”). Part-time, non-tenure-track teaching status means fewer classes to teach, a smaller salary, and less job security.

In 2001, full-time male professors of all ranks earned an average of \$80,860, while full-time female professors of all ranks earned only \$71,419. Female faculty at every level earn less than their male counterparts. At the lowest faculty rank, the average male lecturer earns \$41,486, while the average female lecturer earns \$37,503 (American Association of University Professors).

Although women faculty and faculty members of color are underrepresented, under-promoted, underpaid, and occupy less influential positions than do their male counterparts, they are making head-

way. **Between 1975 and 2000, the percentage of full-time women faculty members rose from 24.7% to 35.6%.** This increase is more than six times the rate of increase for male faculty during the same time period (American Association of University Professors). However, the rate of growth has slowed in the past decade.

**The increasing numbers of feminist women faculty have made a visible difference on college campuses,** by incorporating gender, class, and race perspectives into the curriculum. The growth of new progressive areas of study such as Women’s Studies, Ethnic Studies, and Queer Studies largely reflects this influence.

Since the first Women’s Studies program was created in 1970, there has been constant growth in the number of colleges offering coursework in Women’s Studies. By 1977, just seven years after their inception, Women’s Studies Programs were on 276 campuses nationwide. In 1988, 519 colleges reported having Women’s Studies Programs. Today, there are approximately 700 programs nationally. (National Women’s Studies Association). This reflects the increasing value universities place on women’s scholarship, teaching, history, and perspectives.

Despite their popularity among students and academics, these interdisciplinary studies, such as Women’s Studies, are often the target of right-wing attacks on campus. Inaccurately portrayed by anti-feminists as being “less academic” than the more traditional disciplines, these areas of study are frequently criticized in conservative campus papers, or excluded from core curricula. They are often the first to suffer budget cuts during times of economic stress. **Consequently, many Women’s Studies Programs don’t have adequate resources to fully implement their programs.**

Women’s Studies, Ethnic Studies, and Queer Studies also tend to be “Programs”

rather than “Departments,” which means that they receive less funding, fewer (or no) full-time faculty appointments, and diminished status on campus. They are, as a result, in difficult positions to defend themselves and lobby for greater resources. Regardless of their relative infancy, Women’s Studies Programs have made an impressive impact in university scholarship by introducing feminist perspectives. Students and faculty on college campuses nationwide, in courses from Feminist Theory to Physics, feel this impact every day.

### STUDENT GOVERNMENT AND STUDENT ORGANIZATIONS

The most visible student-run organization on campus is usually the Student Government or Student Legislature (the name varies widely). The precise role of the Student Government differs from campus to campus, as does the extent of its interaction with the general student body. Nonetheless, it is often the most powerful student body on campus and is largely viewed by faculty, administrators, and outsiders as the “voice” of the student body. Consequently, the Student Government is given the power to determine and articulate the official student stance on a variety of issues. The following are some of the most common responsibilities and privileges allotted to Student Governments and their officers.

#### **Student Governments:**

- allocate money to all other student groups (these student activities budgets often exceed over 1 million dollars annually);
- make decisions on the funding and development of student facilities such as recreation centers and student unions;
- coordinate student services like legal

aid, financial aid, health care, and housing;

- plan major campus events and community activities.

#### **Officers of the Student Government:**

- often get seats on faculty committees or decide who will represent the student body on committees such as the athletic board, the judicial board, educational policy committees, or the affirmative action committee;
- have access to other influential campus figures, including administrators, the president, and prominent faculty;
- receive remuneration on some campuses, especially at the larger universities.

As this list demonstrates, Student Governments have considerable influence on campus. Student Government officer “privileges” benefit these leaders as they work to create change on campus, and also prove helpful as these leaders graduate. Even on campuses where the Student Government is perceived as inactive or out of touch, members tend to have frequent contact with college administrators, and input regarding significant campus decisions. Still many Student Governments have a long way to go before being fully integrated. **Progressive feminist opinion is often left out of Student Government debate and policy making.** In these cases, student “representatives” may not be representative of students at all.

It is vital that feminists, who work to ensure social, political, and economic equality for all women, are involved in representing their student body through active participation in the Student Government. While Student Governments at many colleges and universities are viewed as “conservative” or “not progressive,” the polls

indicate that the overwhelming majority of college-aged students are progressive and feminist. **Fully 63% of women under age 30 self-identify as “feminist,”** while an even larger number agree with the definition of feminism, “the advocacy of the social, political, and economic equality of women” (Feminist Majority Foundation). If your Student Government does not reflect the diversity and open-mindedness of your student body, see to it that it does!

## The Campus Feminist Agenda

### INTRODUCTION

*“We hold these truths to be self-evident: that all men and women are created equal...”*

*[But] he has denied her the facilities for obtaining a fair education—all colleges being closed against her...As a teacher of theology, medicine, or law, she is not known.”*

### **Women’s Rights Convention, Seneca Falls, New York, 1848**

*“The effects of an educational system that discriminates against women have not only damaged those who have pursued teaching as a profession but also have been devastating for many women...In textbooks, classrooms, and gymnasiums, women have been taught to undervalue themselves. At every level, they have been offered more limited options than men; they have been denied the training that would enable them to enter higher paying, more rewarding fields of work...With so few women in leadership positions, it is not surprising that women students are often inadequately prepared for the world of work.”*

### **National Plan of Action, National Women’s Conference, Houston, Texas, 1977**

By now it should be clear that women have made significant gains on college campuses throughout the country, but are still highly underrepresented in decision-making bodies. The above quotes, while

spoken years ago, still ring true. Feminist women and men have always recognized, and continue to recognize, the importance of establishing a strong feminist presence on college campuses.

In 1977 some 20,000 women participated at the National Women’s Conference convened by the National Commission on the Observance of International Women’s Year. The conference, sponsored by the federal government, was the largest, most representative body ever to draft a comprehensive feminist plan of action.

This Campus Feminist Agenda is based upon the 1977 plan, the 1988 Project on the Status and Education of Women recommendations, and the Feminist Majority Foundation’s 1990 Feminization of Power Campaign. By actively supporting the Campus Feminist Agenda through conducting the actions in the Choices campaign, your Leadership Alliance will help finish work that was started by feminists before you, and will create further critically needed change.

### **THE CAMPUS FEMINIST AGENDA SUPPORTS Equality**

- The Equal Rights Amendment (ERA) to the U.S. Constitution to ensure equality for women in education and employment;
- Vigorous enforcement of and compliance with Title IX of the Education Amendment of 1972;
- Equal representation for women and people of color in governance and decision-making, including students, faculty, and staff;
- Non-discrimination in education and employment on the basis of gender, race, ethnicity, sexual orientation, religion, physical disability, or age.

### **Economic Justice**

- The right of workers to collective bargaining, a livable minimum wage, decent health and safety standards and pension rights;
- Pay equity— elimination of the salary gap by race and gender;
- Parental leave and on-site, affordable child-care for all campus employees and students;
- Comprehensive plan to increase the percentage of women and people of color in senior administrative positions, tenure tracks, and department chairs;
- Equality in scholarships (both athletic and academic), financial aid grants, work/study jobs, college loans for students, fellowships, teaching/research assistantships.

### **Reproductive Freedom**

- Provision of abortion and women's health services;
- Adequate counseling programs for contraception, AIDS, and pregnancy;
- Full health insurance which covers ob/gyn services for students, faculty, and staff;
- Increase in contraceptive and health research.

### **Diverse Curriculum**

- Integration of the perspectives, contributions, achievements, and experiences of women and people of color into all aspects of the curriculum
- Use of non-biased, feminist textbooks and primary sources
- Expansion of African American, Latina/Latino American, Asian American, Ethnic, and Queer Studies

- Establishment of a fully funded Women's Studies department which provides internships, scholarship and research opportunities, and major and minor degree programs

### **Recruitment and Admissions**

- Elimination of standardized tests such as the SAT which discriminate on the basis of gender, race, ethnicity, and culture;
- Active recruitment programs to increase the number of women and people of color in traditionally male or anglo-dominated fields;
- Strong affirmative action programs to attract a diverse student body;
- Non-discrimination in the admission of students needing financial aid.

### **Safe and Secure Campus**

- Self-defense courses and safety-awareness programs, and grievance procedures for rape, sexual harassment, sexual assault, and battering;
- Establishment of specific policies to punish assailants and rapists;
- Emergency telephones with lights and well-lit buildings, paths, and parking lots;
- Free 24-hour safety-escort service.

### **Peace and Disarmament**

- Substantive shift in research budgets to decrease emphasis on military and increase spending on social and health fields;
- Independent curriculum to promote peace education and alternative conflict resolution.

### **Civil Rights**

- Elimination of racial and ethnic discrimination of all kinds;

- Divestment of college funds from companies that use sweatshop labor or otherwise violate human rights;
- Workshops to combat racism, sexism, and homophobia.

### ***Lesbian and Gay Rights***

- College policy for non-discrimination on the basis of sexual orientation;
- Institutional policies to stop harassment based on sexual orientation;
- Full recognition and university funding of campus lesbian and gay groups.

### ***Rights of the Disabled***

- Barrier-free access to all campus facilities, transportation, housing, communication, and special events.

### ***The Environment***

- Campus recycling, waste reduction programs, and environmental consciousness education;

- Programs directed at the preservation of the environment, clean air and water, the elimination of smog, toxic and hazardous waste, chemical and nuclear weaponry.

### ***Student Activities***

- Gender, racially, and culturally balanced student programs, especially those featuring major speakers, performers, and artists;
- Sports programs for women and men that have equal funding, promotion, facilities, and opportunities for participation;
- Fully funded women's resource center on campus to provide information, assistance, and support programs;
- Non-discrimination and equal representation in campus media publications and programs for women and people of color.



### Know Your Campus Survey

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You now have a national perspective on university decision-making bodies and the individuals who are a part of them, as well as an idea of the changes feminists seek. How can you apply this knowledge to your own campus? More specifically, who are the people that hold power and make decisions on your campus? Are they feminist? How can you gain access to them? What institutional policies and resources are available to women, people of color, and feminist community members? In what ways does your campus support or neglect the feminist agenda?

These are just some of the questions the “Know Your Campus” survey will help you answer. There are many creative and innovative ways to find the answers to the questions put forth in the Know Your Campus survey. We encourage you to work in teams and experiment with your investigative techniques. Solicit the help of your faculty advisors, as well as the leaders of other progressive organizations on campus as you complete the survey.

The Know Your Campus Survey is quite comprehensive, covering a broad range of campus departments, services, and programs. But don’t be overwhelmed. It is not intended to be completed in its entirety at this stage of the *Choices* campaign. Rather, **try finding the answers to the most intriguing questions, while using the others for discussion purposes or further thought.** Return to those incomplete portions of the Know Your Campus Survey as you need them throughout the rest of the *Choices* campaign.

In addition to finding out some interesting and perhaps startling facts about your college or university, the Know Your Campus survey will help you learn *how* to get information on your campus. This unit will help prepare your Leadership Alliance to access the university system and make it work for you as you conduct the *Choices* campaign. “Know Your Campus” is about understanding what “choices” (in leadership, careers, reproductive rights, and other areas) exist on campus, so you may use and expand those “choices” throughout this and future campaigns.

#### **KNOW YOUR CAMPUS SURVEY**

##### ***President***

- Is your current president a feminist? Pro-choice, pro-affirmative action, pro-gay and lesbian rights?
- How can you access your college or university president?
- Have there been any women or people of color who occupied the presidency at your school?
- Who were your historically progressive presidents and what policies did they enact?

##### ***Board of Trustees***

- What is the gender and racial breakdown of your Board of Trustees? What about their average age?
- Do Board members represent a prevailing political ideology?

- Are there any members receptive to feminist issues? Which ones and how can you contact them?
- Is there an official system for student input on the Board? Are there student seats on the Board? If so, who occupies those seats and how were they chosen?
- What is the system for student input?
- Are meetings publicized or open? How can you get an item on the agenda?

### **Faculty**

- How do faculty break down by gender and race?
- How is the gender and racial breakdown affected by subject area; tenure status; status as full or part-time, associate or full professor; department chairs?
- Do students have input in the faculty selection or tenure process? In the course approval process?
- Are there any openly gay or lesbian professors on campus? How do faculty and students treat them?
- Do faculty members advise and mentor students regularly? Are they given extra time in their schedules for this, financial or other compensation, service credit, or space?
- Are students required to fill out evaluation forms on faculty members and their courses? How are these evaluations reviewed and by whom?

### **Courses**

- Are majors and minors available in Women's Studies, Ethnic Studies, and Queer Studies?
- How many introductory and upper-level Women's Studies, Ethnic Studies, and Queer Studies courses are offered at your school?
- Are these and other progressive disciplines funded as departments or programs (departments tend to get a lot more money)? Do they have endowed chairpersons and full-time, tenured faculty members?
- Does the core curriculum or general distribution requirement at your school include courses in Women's Studies or other progressive fields?
- Are issues of gender, class, race, and sexual orientation fully integrated into the general curriculum? What about books written by women and people of color?
- What courses does your school offer in leadership?

### **Student Government/Student Committees**

- What is the racial and gender composition of the Student Government general body? What about the executive committee or other committee chairs?

- Do feminists hold any influential seats?
- Who are the most powerful figures in your student government? Are any of them feminist?
- Does your student government break up into any sub-committees? Do these committees respond to the needs of women, people of color, and gay and lesbian students?
- How are students appointed to these committees?

### **Administration**

- What is the gender and racial breakdown of your upper administration- the Dean of Students and other deans, the Director of Student Activities, provosts, vice-presidents, etc.? What about the age of most administrators?
- Are there any openly lesbian or gay administrators?
- Is the gender and racial imbalance more prevalent among the higher administrative offices, or in certain areas of the administration?
- Who are the most influential staff members and administrators on campus? Are any of them feminist?
- How accessible are the administrators? How can students give input?

### **Student Affairs and Activities**

- What is the composition of your student body by gender, race and ethnicity, age, and geographic area?
- Is your university taking proactive steps to foster diversity and its appreciation on campus? Does the university provide funding for multicultural events, speakers, dining options, and living groups?
- Does your university fund programming specifically geared towards women on campus?
- How can student organizations apply for funding? Do progressive groups receive less money than conservative, academic, or pre-professional groups?
- Are there right-wing groups on your campus? Which ones are they and how are they funded? Which national organizations are they affiliated with? Do their web sites have links to nationally known radical right organizations?

### **Judicial Board**

- Who sits on your college or university Judicial Board? Are women and people of color equally represented?
- Do students sit on the board? Do they have voting and questioning power during hearings (especially when charges are brought against faculty or other students)?
- How are judicial board members chosen?
- Are certain students and faculty given unfair leniency (like student athletes or honors students)?

- Does your university have official policies concerning sexual harassment, sexual and physical assault, rape, and hate crimes? What are they?
- What steps does your university take to ensure that members of the campus community know about these policies? Are members of the judicial board trained to respond to cases involving these policies?

### **Health Insurance**

- What is included in employee health insurance coverage? Does health care cover contraception, abortion, ob/gyn exams, confidential and anonymous HIV testing?
- Do domestic partner benefits extend to lesbian and gay couples?
- What about coverage for people with disabilities or terminal illnesses?
- What does student coverage include?

### **Child Care**

- Does your university or college provide adequate child care for faculty, staff members (part and full-time), and students?
- If so, is this child care on the premises? Can staff who use public transportation access the child care easily? What about staff with disabilities?
- Is the child care costly? Is there a sliding fee based on ability to pay?

### **People with Disabilities**

- Does your campus comply fully with the Americans with Disabilities Act?
- Are major events such as sporting events, concerts, and speakers accessible to people with disabilities?
- Does your university take steps to encourage students with disabilities to attend?

### **Housing**

- How diverse is housing on campus? Are women and people of color concentrated in certain dorms?
- Is there a Women's Studies dorm or a Lesbian and Gay friendly living area?
- Can any student initiate a special interest house? What is the process?
- Does the first year housing questionnaire include a question about openness to living with a lesbian or gay roommate?

### **Admissions and Financial Aid**

- What are the official admissions and financial aid policies at your school? Is admissions need-blind? Are scholarships both need-based and merit-based?
- What is your college or university's affirmative action policy?



## Make Your Move!

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- Does your school actively recruit athletes? Honors students? International students?
- Are these recruits balanced in terms of gender and ethnicity?

### **Public Safety/Police and Security Policies**

- What is the gender and ethnic breakdown of campus police officers? What about the police administration?
- Do officers receive special training to respond to rape, sexual assault, harassment, and hate crimes?
- How safe is your campus? Is there sufficient lighting? Are there emergency phones in all isolated areas of campus? Do dorms lock or require campus identification for entry?
- Is there a free 24-hour student escort service?
- Are campus crimes publicized and are alerts put out in response to violent crimes on campus?
- Who keeps the crime statistics for your campus? What are they?
- What is the relationship between campus police and local law enforcement? What about the relationship between campus police and support services for victims of rape and sexual assault?

### **Newspapers and Publications**

- What is the gender and racial breakdown of the writers, editors, and photographers of your campus newspaper?
- Who are the key figures in all of the major campus publications and how can you contact them?
- Which press members are feminist?
- What is the prevailing political ideology of each paper?
- How frequently and in what manner do the front pages feature women, people of color, and/or progressive issues?
- Who funds your major campus newspaper? Does the funding source have a political interest?
- Are there anti-choice ads in the newspaper? If so, who funds them? (Often these ads are masked in headlines such as, "Pregnant and Need Help?")
- How can you apply for free student group advertising?

### **Women's Health Resources**

- Is there a women's health clinic on campus? (If not, use your student health clinic as the basis for answering these questions.)
- Are services free and confidential?
- Do women and people of color work at the center? Are they doctors?

- What resources does it provide? Does it provide free contraception, the morning after pill, ob/gyn care, reproductive health options counseling including information on abortion? What about help finding an abortion provider in your area, or help finding transportation to the clinic?
- Is the women's health center involved in any sexual assault or harassment prevention programming? Safer sex programming?
- Is there a 24 hour hotline for victims of sexual violence?

### **Women's Center**

- Is there a women's center on campus? Does it receive university funding?
- What resources and services can it provide to students? Does it have a library or career center for student use? Are there computers available with web access?
- How knowledgeable is the staff? Can staff provide appropriate referrals?
- Where is the women's center located and is it in a safe and easily accessible area?
- How can students give input regarding programming and services?
- Is the women's center introduced to incoming first year or transfer students?
- Does the women's center have a website? Does it produce any publications or literature?

### **Library**

- How knowledgeable is the staff regarding feminist research, women's and multicultural literature?
- Does your library receive a mix of women's and multicultural periodicals and newspapers?
- Does your library have much of the groundbreaking and newest feminist literature?
- How can students petition the library to purchase literature?

### **Career Development Center**

- How knowledgeable is the staff regarding nonprofit, alternative, and feminist careers?
- Is there a good career advisor for Women's, Ethnic, and Queer Studies graduates entering the workplace?
- Does the center carry information on feminist friendly corporations and companies that actively recruit women and people of color?
- Does the career center library include publications on feminism in the workplace or non-profit work?
- Do campus career fairs include non-profit or activist organizations?
- Do campus career fairs include organizations that discriminate on the basis of gender, race, or sexual orientation? What about corporations that are not unionized or use sweatshop labor?



## Make Your Move!

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- Does the center include information on summer and semester activist internships? What about information on graduate scholarships for women and people of color?
- Does the center hold career panel discussions that equally represent women and people of color?

### **First Year Orientation**

- Is there a first year orientation program at your college or university? Who runs it?
- What students or campus organizations are involved in the program? How can students participate?
- Does the orientation include workshops or information on sexual assault, sexual harassment, sexuality tolerance, and date rape? Does it review campus policy on these issues and on hate crimes?
- Do students receive information about campus resources for women, people of color, and LGBT students? About campus safety?
- Is there a first year women's mentoring program? How can students become involved?
- Are there any programs included in the orientation that encourage student leadership?
- Are there first year Resident Advisor (RAs)? Do these RAs receive training on how to deal with rape and sexual assault, hate crimes, eating disorders, and other feminist issues?

### **Women's Athletics**

- What women's sports teams exist at your school?
- Does your school fully comply with Title IX? Are women's athletic teams receiving the same funding and resources as men's athletic teams?
- Does your college or university recruit female athletes as actively as it recruits male athletes? Is scholarship money equally allocated?
- Are women's and men's sports teams given comparable practice space, time, advertisement, and media coverage?

### **FOLLOW-UP ACTIONS**

You have likely found out some interesting and perhaps frustrating facts about the state of your college or university. Don't be discouraged— get organized! Use the information gathered in the Know Your Campus Survey to carry out the actions in the *Choices* campaign effectively on your campus. In doing so, you will improve conditions for feminists on campus today and pave the way for even greater strides in the future. Here are some immediate suggestions to get you started:

1. First and most critically, examine your findings broadly in terms of the four areas of choice outlined in the campaign. Get the big picture as it relates to the *Choices* campaign. Here are some questions to think about as you approach each section of the SAM:

## *Leadership Choices*

- Where is your campus strongest in feminist leadership? Where is it weakest?
- What programs, faculty, and administrators encourage such leadership?

## *Reproductive Choices*

- Which offices, resources, and academic programs explore the issue of reproductive rights?
- How do they deal with it?
- Where does anti-choice activity and propaganda on your campus come from?

## *Career Choices*

- Is your campus a feminist friendly employer for faculty and staff?
- Does your campus encourage students to enter feminist and progressive careers?

## *Saving Choices*

- Who is leading the anti-choice backlash on your campus?
  - Who on your campus is actively fighting the radical right? Which staff, faculty, administrators, students, programs, and offices can you mobilize to protect choice?
- 2.** Compare the results of your “Know Your Campus” action with the FMF’s Feminist Campus Agenda. This will help you identify those areas in which your campus is most feminist friendly, as well as those areas in which your campus needs the most work. Identifying the good with the bad is vital, as successful examples of feminist policy and procedure on campus can be emulated in other areas.
  - 3.** Publicize your most impressive and startling findings through letters to editor, an editorial, or an investigative article in your campus paper.
  - 4.** Conduct visibility campaigns, including flyering, chalking, and poster campaigns, to further publicize your results.
  - 5.** Take steps to respond immediately to some concrete issues. For example, if safety on campus is a problem, request a “Walk-Thru” of campus with the head of your campus police unit. If access to women’s health services is a problem, start a petition for a women’s health clinic. Encourage your campus newspaper to cover the results of the event.



### CONCLUSION

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In completing this unit of the SAM, you have begun taking steps to “Know Your Campus” on a different level, share your information with others on campus, and create positive change where it is most needed. Most importantly, you are preparing yourself and your fellow activists with the know-how to be effective and innovative in carrying out the rest of the *Choices* campaign. In fostering a keener awareness of the workings of your institution, you are placing yourself in a better position to use all of its resources – apparent and hidden. Additionally, you are making your school a friendlier place for future activists.

Throughout the *Choices* campaign, as you read about the history and progress that feminists have made through the years, think about the ways in which those feminists have benefited from “knowing” their environments. Moreover, as you learn about all of the work that still remains to be done, focus on the ways in which your new knowledge can help you accomplish your goals.

Think of your work in this Unit as trail-blazing. You are prepared to create exciting feminist change on campus now and increase the possibility of future feminist action. The headway you are making is more than your own.

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