SEX AND GENDER

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The provocative title, “Sex and Gender in the Classroom,” is meant to provoke awareness and thought about gender and sex issues in academe. These issues can range from sexual harassment to gender disparity and from classroom conversations about sex to policies on beliefs about sex.

In this issue of lessons, our undergraduate and graduate writers have tried to touch on the complex and multi-faceted concerns regarding sex and gender that might arise in this microcosm of a university setting. Each article brings a new facet to light, helping us to understand the broad range of controversies that our ‘x’ and ‘y’ chromosomes might ignite.

I hope you enjoy this issue of lessons, and I hope herein you will find information that will stimulate thought about your own classroom and ideas for you to resolve issues regarding sex and gender.
DEALING WITH STUDENT GENDER DISPARITIES

BY LARA FAKHRAIE

There aren't many women in Jennifer Krebs' physics class at the University of Utah. In her class of roughly 300 people, only 15 are women. Gender inequality in the classroom is still a lingering problem at many universities, and the lack of women is common in most of the science and engineering classes here at the University of Utah.

Historically, women have always had a place at the University of Utah, despite the fact that many other national institutions did not admit women until the 20th century. In 1892, when the University of Utah was established, education was assumed to be an important part of life for all people. Women were allowed to attend college as well as men. However, in her dissertation for her doctorate in philosophy, published in 1976, Shauna McLatchy Adix argues that the inclusion of women did not change the gender inequality in academia, but instead highlighted it.

In her Differential Treatment of Women at the University of Utah, From 1850 to 1915, she says that though women were included, "this inclusion had a pragmatic base ... [it] was not rooted in a basic commitment to the equal education for both men and women." The first majors formulated for women were domestic science and kindergarten training, which were female-exclusive. Though women weren't barred from entering math and science classrooms, one professor decreed that female students weren't allowed to accompany his class on field trips.

The idea of women in the sciences doesn't come up much, even now, during a time when female enrollment in the college classroom is gaining ground on—and sometimes surpassing—male enrollment. The National Center for Education Statistics reports that in the 2000-2001 academic year, 57.3 percent of all bachelor's degrees conferred by degree-granting institutions went to women. So, why aren't there women equally represented in engineering and science-related jobs?

Though women are earning more degrees, they are not graduating in the sciences. Women outnumber men in majors such as psychology, nursing, education, English, art and, still, home economics (Family and Consumer Studies here at the U), whereas men continue to earn degrees largely in business, engineering, agriculture, mathematics and physical sciences.

The National Science Foundation, in its Characteristics of Recent Science and Engineering Graduates, 2001, reports that female students only walked away with 20.9 percent of the total engineering bachelor's degrees. Women earned the fewest degrees in mechanical, electrical and computer engineering.

Female students seemed to do better in science. Of the total science bachelor's degrees conferred, 56.2 percent of recipients were women. However, under the science umbrella are subjects such as psychology, sociology and nursing, which aren't traditionally male-dominated. The majority of these degrees went to women. This explains why female students graduated with the slight majority of science degrees.

Male students still earned the majority of degrees in physics, computer and information sciences, chemistry and economics.

With such high female enrollment in college, why are women almost non-existent in certain majors? Think about which classes they're shying away from. The number of
female students in English, communication, psychology, education and history classes rival or surpass male enrollment, even here at the University of Utah. But in engineering, science and technology classes, female enrollment is minimal.

Why are women avoiding these majors?

Krebs thinks that women don’t feel welcome in certain degree programs, because they are outnumbered. “In my physics class, I sometimes feel secluded by my peers because the majority of them are male,” she says.

But Dr. Patty Reagan, a Gender Studies professor who recently retired from the University of Utah after teaching for 23 years, says the problem starts subtly and earlier than when a woman decides to major in chemistry or engineering.

She thinks inequality arises from an earlier age. “Parents, to begin with, don’t have much imagination in terms of their female children. Little girls never get messages about the many possibilities about the careers that have been traditionally male. When you get a girl that’s good at math, no one ever says, ‘You should be an engineer;’ they say, ‘You should be a teacher.’ Men are prepared for this [science and engineering]. Parents and teachers give [their male children] opportunities and encouragement in that direction. They’re already two steps ahead.”

The traditionally male-dominated departments themselves agree they need more equality in gender enrollment. Dr. Mark Miller, a professor in the Department of Electrical and Computer Engineering, admits that only 10-15 percent of students enrolled in his department are women. “It’s a sure bet there will be a disparity [in the classroom],” he says, adding, “There’s a consensus that we want more female students. The biggest issue is coming up with ways to get women into the field.”

Dr. Cynthia Furse, an adjunct professor in the Department of Electrical and Computer Engineering, agrees. “There are occasional debates about what we can or should do, and they are always along these lines of ‘we would like to have more female or ethnic minority students, but how?’ The bottom line is women don’t start out in engineering because they
don't think they will like it, and they drop out in rates much higher than men at all levels of their careers, and there just aren't many left after all of that."

Reagan thinks that since most young women don’t know that they could do well in the sciences, they withdraw from them before they get a chance. The crossing into a science or engineering major is unintentional: “What happens is [a female student] trips into an experience: a young woman comes to the [University of Utah], takes a math class and finds she’s really good at this, and then she accidentally becomes an engineering major.”

Dr. Lisa Diamond, a current Gender Studies professor at the University of Utah, agrees. “A lot of this has to do with women’s own attitudes with what they’re good at and expectations of what topics girls are supposed to like. [Women in college] may talk themselves out of [engineering and science majors].”

In Adrienne Rich’s 1979 essay, “Taking Women Students Seriously,” she describes the effects of gender disparity in the classroom on female students: “Listen to the women’s voices. Listen to the silences, the unasked questions, the blanks. Listen to the small, soft voices, often courageously trying to speak up, voices of women taught early that tones of confidence, challenge, anger, or assertiveness, are strident and unfeminine. Listen to the voices of the women and the voices of the men; observe the space men allow themselves, physically and verbally, the male assumption that people will listen.”

This idea seems familiar to many professors. How can professors, students and institutions change these quiet voices and empty seats? How can a woman’s presence in the classroom become equal to a man’s? The University of Utah has, since 1892, adopted a discrimination policy which outlines discrimination based on sex, age, race or ethnicity unacceptable. Is this enough?

For Furse, awareness is the first step to catching up. She goes to junior high and high schools in an effort to recruit, letting younger women know that they can have a career in engineering. She also is a faculty advisor of the University of Utah chapter of the Society of Women Engineers. The web site at www.utah.edu/swe/ describes SWE as an “opportunity for women majoring in engineering to get together for social activities ... professional development, networking with company representatives, industry visits and scholarship opportunities. Members benefit by learning useful career skills, gaining experience and support from other members, [and] learning from seminars and other activities.”

Programs like Furse’s and others in junior high and high schools may be working. But when female students realize that a science or engineering major is for them, the challenge has just begun. Reagan says that an unfriendly classroom environment can still exist for women in certain majors. She says it’s a combination of the institution, the (possibly male) professor, the majority of male students, and the female student herself. “Virtually everyone is male: the dean of the engineering department, the professor. It’s a combination of institutional sexism, a professor’s sexism, and a student’s internalized sexism—none of it is conscious. It’s not malicious, it’s just a tradition that not enough people have changed. [There are] male faculty who are uncomfortable with female students because they haven’t seen many. I’ve sat with those male faculty members and I’ve heard them talk in language that doesn’t include women. They don’t understand the implication of using gender terms. Those people have never been trained themselves; they have followed a path of academic preparation that has never given them awareness.”

Miller disagrees, saying that he believes most professors in his department are aware of the gender disparity and do their best to bridge that gap. “I try to make my class friendly for all students: I get to know their names and where they’re from. My most vocal students have been female students,” he says.

But Miller teaches mostly upper division and graduate courses, which are designed to be smaller classes. Reagan believes that, in larger classes especially, women can feel more unequal and intimidated.

“Women never say anything. She’s [the female student] not going to shine in the classroom except for the tests; the professor doesn’t take her under his wing, and doesn’t mentor her,” Reagan says, noting that female students need to take a more active role in changing the status quo.

Reagan says that changing classroom dynamics is tricky.

“[Professors] have to recognize that the negative classroom environment exists. Most professors don’t realize that it’s there, and they’re trying really hard to be conscious. But until professors have confronted it or had had a student call them on it, it’s almost impossible to figure it out by themselves. Institutions have got to spend some time addressing the problem. More female faculty need to get tenured and call their male colleagues on it.”

Diamond insists that female students can take matters into their own hands by seeking out mentors. “Establishing an image in a student’s mind, the ‘I can do that,’ is important. Having someone inform you about opportunities and scholarships; that can be provided by anyone.”

She also believes that male professors have no excuse for not providing that mentoring.

“For awhile, it was thought that the absence of female mentors was the problem, but it’s really that any mentor is good. If you see a high-performing female student, encourage her. It might not occur to the professor that a little encouragement helps.”

“I try to make my class friendly for all students: I get to know their names and where they’re from. My most vocal students have been female students.”
"My sense is that everyone loves to talk about and think about sexuality no matter how many opportunities they have to do it ... I've never found a group of people who wasn't intrinsically interested in a lot of questions, and so I think it's kind of a universal thing!"

Lisa Diamond
Department of Psychology

"Basically, I tell people in training we're not out to legislate love, we're just saying that if there is this power relationship and a consensual relationship occurs, you have to get out of the power difference or the relationship."

Julene Persinger, Associate Director
Office of Equal Opportunity and Affirmative Action

"The Accommodations Committee does not prescribe a moral attitude to the staff, students, or faculty of the university. All it does is outline to students what is within their rights to do if they feel they deserve an accommodation. It's virtuous policy. It covers all the necessary bases. Faculty have the rights just as students do. This policy protects both sides."

Devan Hite
Accommodations Committee Member

"Talking explicitly about sex is very rare, especially for women ... there are huge taboos against women speaking explicitly about sex or speaking about desire in the body, and I think I didn't get that in class because we don't do that as Americans."

Elizabeth Clement
Department of History

"There are occasional debates about what we can or should do, and they are always along these lines of 'we would like to have more female or ethnic minority students, but how?' The bottom line is women don't start out in engineering because they don't think they will like it, and they drop out in rates much higher than men at all levels of their careers, and there just aren't many left after all that."

Dr. Cynthia Furse, Adjunct Instructor
Department of Electrical and Computer Engineering

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Julie Herdic
Female Student Athlete

"There's a consensus that we want more female students. The biggest issue is coming up with ways to get women into the field."

Dr. Mark Miller, Professor
Department of Electrical and Computer Engineering

"When it's related to your teaching, incorporating sexuality and gender in the classroom is easy, but when it's not related to teaching it gets very complicated. But we're all people. Sex and gender issues will arise in the classroom. It's about setting boundaries—setting them and keeping them."

Stephanie Richardson
Director, CTLE

"It is stereotypical that the men should always be the athletes, so they get more attention."

Raquel MacArthur
Female Student Athlete
GENDER AND ATHLETICS: THREE FEMALE UTES TELL THEIR STORIES

BY EMILY HAUSMAN
PHOTOGRAPH BY STEFANIE SORENSEN

The gap in the quality in men and women's athletics programs has traditionally been a problem for collegiate sports. With the passing of Title IX, work has been done to help alleviate this situation at many universities.

According to the University of Utah website, there are four female head coaches and many assistant coaches as well as graduate assistants, directors of relations for certain sports and academic advisors, athletic trainers and graduate assistants.

But what do these statistics mean about the situation of women's athletics at the U?

To understand what it means to be a female student-athlete at the U, three women athletes were interviewed as presented below. They express their thoughts on females in coaching positions and how it is to be a female athlete in general. Here is how these three women athletes feel about gender issues in sports.

Julie Herdic

Julie Herdic is 22 years old and has been playing soccer since she was three. She grew up in Connecticut until she was 12 and then moved to Peachtree City, Georgia. Herdic majored in Exercise and Sports Science, minored in Nutrition, and recently graduated.

"I have only had a female head soccer coach my freshman year at the University of Utah," Herdic said. "I really enjoyed having her as a coach. I felt as if she could relate to women in sports."

About her experience with male coaches, "[With that one exception] I have only had men head coaches. I have had good experiences with men being head coaches except for one. It seemed as if he had a hard time communicating to us, and it was really frustrating. I also felt like he thought he had to sugar coat everything, so he wouldn’t ‘upset’ us. He was very easy on punishment because I think he didn’t want to upset anyone, when really we still need to be disciplined."

Communication is an important aspect of athletics. "I don’t really feel like it is easier communicating with men or women. It is about the same for me. But, it does depend on the coach. If their personality makes it easy to talk to them, then I don’t have a problem. In the past I feel like I have had better relationships with male coaches."

Women have worked hard for many years to reach the level of men’s sports. About the level women’s athletics is achieving, "... I think recently women are catching up to men with sports. We are getting the same opportunities men do, and it is really exciting ... It is really exciting to be a girl in sports, because you can see the many possibilities it gives you in the future."

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Women have worked hard for many years to reach the level of men’s sports. About the level women’s athletics is achieving, "... I think recently women are catching up to men with sports. We are getting the same opportunity men do, and it is really exciting. I still think women have a lot of catching up to do especially in pro sports. But as for youth and college athletics, I feel that we have come a long way. It is really exciting to be a girl in sports, because you can see the many possibilities it gives you in the future. Also, they have a lot of role models to look up to now."

"I think if you are a female in a ‘male’ sport, you have to work harder to prove yourself. Other than that, I don’t feel women have to work harder in their sports. We are getting a lot of recognition these days. I think as long as you work as hard as you can than great things will happen."

In conclusion, with women and sports, "I think it is
important to send information out to young girls about the advantages of playing sports. If we can recruit girls at a young age, then when they get older, their level of skills should be pretty high. I think our society needs to condition girls, so that they think that it is okay for women to get dirty and sweat."

Raquel MacArthur

Raquel MacArthur is 19 years old and grew up in Salt Lake City, Utah. She is majoring in Biology and has been swimming competitively for 6 years but has been swimming for 13 years total. MacArthur said that the only female coaches she's had have been assistant coaches. Other than that, all of her head coaches have been male.

"Male coaches are little more intimidating, but my relationships with male and female coaches have been pretty much the same."

MacArthur feels female athletes work harder. "Yes, I feel like female athletes have to work harder. Male athletes tend to get more money for their programs and more spectators for their games. It is stereotypical that the men should always be the athletes, so they get more attention."

The popularity between men and women's sports is usually quite different. In a sport like swimming, however, male and female athletes seem to be on an equal level popularity wise. "Actually, not this year, I think that because the girls have done so much better than the guys that the girls' program is more popular. But I think in general, any guys' sport tends to be more popular than the girls' same sport."

Finally, MacArthur said, "I just want to make it clear that even though I may feel like the men of the program are more favored, I love and respect all the coaches I have ever had, because they have made me feel good about myself by making me feel like a part of a team."

Erin Pruitt

Erin Pruitt is a 21-year-old senior who has been playing soccer for 15 years. She is majoring in mass communication with an emphasis in public relations and is originally from southern California. She has only had one female head coach and two female assistant coaches throughout her soccer career.

When asked about her preference for male or female coaches, she said, "I like having female coaches a lot better. They are way easier to talk to, they know how to handle girls a lot better than men. Girls are emotional and need to be handled different than guys. Taking direction from both genders is the same for me."

Pruitt feels that male athletes have an advantage. "Male athletes totally have an advantage over female athletes. For example, during the summer, our team did running workouts on the football practice field. When the football coach found out we were running on his field, he told our trainer that if we ever ran on it again, he would be fired. But the boys' baseball team can practice on it all they want - total advantage. Girls' sports are just not looked upon as highly as boys sports are."

She also said, "We have to work harder in the sense to get people excited about our sports and to want to come watch us."

"Take football, for example. I mean, football or soccer - it's very obvious what the more popular sport would be. Here at Utah, soccer girls get good attention, but we have the same season as football does, so, sometimes they get all the attention, and we are sometimes forgotten."

In conclusion, the gap between men and women's sports can still be a problem at the University of Utah. Teachers and coaches need to be aware of the real and perceived gap in treatment on the field and in the classroom.
CORNERING SEX: 
DISCUSSING PERSONAL EXPERIENCE 
IN THE CLASSROOM 

BY JENNIFER LARGE 

There is an invisible, ineffable line between the appropriate and inappropriate delivery of personal experience in academia, both for instructors and students. In my opinion, given our country’s current political conservativism on the subject of sex, when the topic in the classroom turns even obliquely toward sexuality, our imperative to remain on the appropriate side of that line is magnified. Thus, as instructors, we model an acceptable way of presenting personal experience in class. We present the self as case study, or as symbolic—pointing to a politic greater than our own—aestheticizing ourselves in an attempt to generalize or epitomize the implications of a text. We carve ourselves up, as it were, as Picasso may have done, presenting a heart here, a toe there, in a cubist representation of experience relevant to course issues.

But sometimes students just don’t get it. With material as personal and as sensitive as sexuality, instructors must make absolutely clear what will be covered, what will be acceptable, and most importantly, what aspect of sexuality will be discussed in their courses. These discussions, as Elizabeth Clement of the History Department put it, “will help my students learn what I want them to learn.”

A few months ago, at an end-of-term party for Kathryn Stockton’s graduate literature seminar in Canonical Perversions, I began a conversation with my peers about the way we approach sex in the classroom. It seemed the perfect setting, given that we had all just finished fifteen weeks of discussing inverted, perverts, and pedophiles in canonical texts. My opening questions were: “Does it bother you at all that we discuss these texts in such an objectified and distanced manner ... that we don’t discuss the fact that they affect us personally—that they touch on, flaunt, irritate and otherwise scratch at issues we ourselves face in the most intimate moments of our lives, and yet we attempt to discuss them in class with the same academic objectivity we might bring to a math class?”

Our conversation touched on the professionalism with which we had all attempted to approach the works presented in class—works that ranged from Brontë’s Villette to Masoch’s Venus in Furs. We had all, for the most part, found ourselves contributing in the proverbial “out there,” away from our feelings about the subjects, in
an attempt to access texts in an evaluative, academic manner that left many of us pricked in a peculiar way—"penetrated by ideas," as Professor Stockton might say, and looking outside of class for a discussion of our experience of that penetration. I wondered, "What would a class that could address these issues in a way that would not deny our personal experience—that would not attempt to facetiously abstract or objectify sex—be like?" One of my peers spoke up. She said, "But haven't you ever been teaching [a writing class] and had a student who does get personal and who goes on and on about a personal experience that you all just didn’t want to know about?" We all looked at each other, grimacing a communal "Ugh!" We decided that personal narrative is not an adequate substitute for theoretical, intellectual discussion in an English class.

I remember one encounter I had with personal narrative in my second semester teaching English 101 at an Orange Coast Community College in Southern California. On an in-class essay final, students were required to write three short essays, using three different writing strategies, one of which was narrative. Apparently, my modeling had confused a particular student, who chose, in order to complete an essay illustrating a particular point through a narrative strategy, to narrate his first sexual experience. The essay proceeded in progressively more graphic detail until I closed the bluebook, a few pages shy of—well, I don’t know what. I racked my brain to figure out what I possibly could have said or done to incite such a bluebook narrative. Was it simply the candor with which I had treated the texts we examined? Was he hoping to improve his grade by providing a sensational account? Was he thinking I wanted to read this? In the end, his grade was determined by the lack of a thesis and general disorganization of the essay, not the subject matter. But I did think to myself, I had better do something different next time to make sure that students are clear about what is appropriate.

Since my peers and I all agreed that while our course in Canonical Perversions had left us somewhat desirous of more personal discussion outside the classroom about the issues brought up in the classroom, it became clear to me that Professor Stockton had done a perfect job of protecting pedagogic integrity in her course. By focusing every discussion with specific writing prompts that prepared us to discuss different plot associations and aesthetics, she provided us a guideline of what was and was not appropriate. Only once were we asked in class how a particular passage made us "feel," and that only led to a discussion of the seductive aesthetics of Nabokov’s text—no confessions or personal narratives. What developed in nearly all of our meetings was a discussion of literature and language, stimulated by topics undeniably connected to “perversions,” but in the end literary rather than sexual—about ideas rather than experiences.

As a student in Professor Stockton’s class, I know I reacted differently to Lolita and Fight Club than my peers, given my own past and perspective. I approached the texts from my own academic point of view, colored by personal experience. And in an odd way, perhaps that was not as “facetiously objective” as I originally thought. I had reactions that were both appropriate and inappropriate for the classroom, but I behaved professionally in class, and simply found an outside forum in which to discuss personal experience. In our sometimes post-structural academic world, we know it is impossible to expose that elusive core, the absolute center of any topic, and so we choose which associations to expose at specific times, whether they are those aesthetic and literary aspects of perversions as in Kathryn Stockton’s class, or the psychology of gender and sexual orientation, as in Lisa Diamond’s course or the history of sexuality as in Elizabeth Clement’s class.

One classroom in which personal narratives of sexual experience and experience of sexual identity are appropriate is in Professor Diamond’s psychology seminar. When I asked her if she thought that psychology students put more credence in personal experience than, say, literature students, she said, “A part of the mission of psychology is to understand human experience and a part of the implicit text that we all use when we are reading psychological theory is, ‘does that ring true to what I know as a person in my own experience?’ So, [personal experiences are]
important ancillary piece of data.

It may not be that [psychology students] put more stock in it; it's that [personal experience] becomes part of the subject matter because what we are trying to understand and explain is human experience rather than, say, a literary trope or a particular historical event.” Because psychology tries “to explain a phenomenon that we all have access to,” studying experiences “becomes impossible to avoid.” In such a setting, Diamond considers very little inappropriate for discussion.

Besides providing an example of appropriate discussion contributions, professors often must decide when and to what extent they will reveal personal aspects of their own identities in class. For a gay instructor, coming out in class can hold pedagogic, scientific and political weight. Diamond points out that “the perspective of the researcher matters in terms of the framing of research questions and the interpretations of findings. Because there is no uniform interpretation of anything, the question of the sexual orientation of the researcher comes up, and it should, I think—at least in this historical moment it still matters.” It may be important for an instructor to reveal his or her own bias, even if that bias is intimately personal because, as Clement recognizes, professors are people “in a position of power.” Using that position, gay instructors may come out in order to “dispel stereotypes of homosexuality”—to engage in what is “sometimes a personal political act, but it is always already a community political act” that “has made an enormous difference” in the history of sexual tolerance in America.

Both Clement and Diamond agree that maintaining a respectful atmosphere is the most important aspect of managing a classroom in which sex and sexuality are main topics. The students need to feel “safe,” as Diamond puts it. She says she institutes the rule that students are not allowed to ask one another about their sexual orientation because she “want[s] to make absolutely certain that students feel safe, that they are in control of how much personal information that they are going to reveal.” Describing the guidelines she provides in class, she says, “people have to be respectful. Discussion is going to go wherever it is going to go and I’m in charge, and if I want to shut down a discussion or redirect it, I have the authority to do that, and I’ve never had to, but I do let them know that I will take that action if I feel the discussion is not respectful or something is going awry.”

Clement explains that “what’s interesting in managing this class, the History of Sexuality, is that part of it is managing the students who have both thought about it more, and/or have far more at stake. And so when we are explicitly talking about homosexuality or when we are explicitly talking about abortion, I have to manage the interactions between the students ... If anyone is disrespectful, whoever is being disrespectful gets slapped down ... I have a rider [to my syllabus] that says I expect my students to disagree, but I also expect them to be tolerant and respectful of other people.” Showing respect for diverse ideas, whether the course emphasizes literature, psychology or history, seems paramount to learning to think critically—which makes up the primary goal many instructors set for their students. Diamond says, “it is not to make you think like me ... it’s about me teaching you a way to think about material rather than teaching you what to think or what to conclude.”

When it comes to talking sex in the classroom or out, no one seems to agree entirely about any of it and probably never will.
Often, the opinionated positions of students can make teaching classes about sexuality difficult. As Clements says, “most people don’t come to their opinions in any rational way. Most people don’t come to their opinions about any topic with a great deal of knowledge ... What I try to do is provide more information”—information that will challenge those opinions. But when students don’t challenge one another or their instructor, professors have a hard time getting them to challenge their own ideas—especially about sex. Both Clement and Diamond agree that students in Utah are more likely to avoid confrontation and conflict than students they taught in other states. While Clement admits that this exhibits a certain “understanding of civility,” she laments that “civility is also a mask for power relations that need to be unmasked.” A good instructor’s job is to provide sound data that challenge common assumptions with what Diamond calls “cold, hard, facts.” Either because or despite the fact that they challenge and expand student opinions on intimate matters, Stockton, Clement and Diamond remain very popular instructors with both undergraduate and graduate students.

Sometimes students do express a degree of dissatisfaction with classroom discussion of sexuality on their instructor evaluations, however. Diamond humorously remarks that “I figure I must be doing something right if everyone’s unhappy!” Course material addressed in non-sexuality based classes seem to excite student unrest more than do classes like The History of Sexuality and Gender and Sexual Orientation, possibly because the students haven’t volunteered to study those issues. Clement explains “That’s when we get resistance, that’s when it’s the hardest to talk about these things and get our students to talk about them.”

In her required, general education American Civilizations course, Clement attempts to define ideological connections between the Civil and Gay Rights Movements. “The connection I’m making is that arguments about civil rights based on race are picked up by the gay rights movement,” she explains. She says her student evaluations have included comments like, “I loved all the stuff you taught us about civil rights, but I don’t understand why we have to do stuff on sexuality. Like, why we have to talk about homosexuality. That stuff is yucky; it’s immoral. I shouldn’t have to learn about it.” These students have shown a marked discomfort with discussing sexually-related material in courses that fulfill university requirements, yet, if teaching critical thinking skills is a key educational goal of the academy, it is imperative that instructors like Elizabeth Clement keep presenting students with material that challenges them to consider new perspectives on familiar topics—sexual or otherwise.

One reason Clement may receive negative comments about the homosexual topics in her class and not other topics, she admits, surrounds the fact that “a lot of [the other] readings deal with sexuality, but they just don’t think they do because students don’t actually think that heterosexuality is sexuality.” Take for instance, The Laramie Project, a film about a young gay man killed in Wyoming. Clement remarks, “There is not any sex in that movie at all, but because homosexuality is associated with sexuality, and is seen as a sexual identity, as opposed to heterosexuality, which is seen as just normal and the way people are, there are students who have had problems with that.” Her students regularly associate the rape and infanticide they encounter in texts with violence—not sexuality—instead of understanding that “the political position of rape is a complicated set of interactions that is always sexualized.”

In her history course, Clement points out, there is little discussion of the more personal aspects of sexual desire. She says, “Very few of the texts actually talk about desire, and in class I say, isn’t it weird that we’ve gone halfway through the semester and this is the first time we’re talking about desire? ... It just doesn’t come up that much ... and I try to bring it up in some ways by assigning them readings and by saying to them isn’t this weird that we talk about identity, and we talk about power, but we don’t talk about how it feels, and we don’t talk about what we want, and isn’t that kind of odd—it’s not in the academic literature, not in history anyway. Even in other literatures, the sex sometimes falls out of desire, and desire itself will become a topic that isn’t actually particularly sexualized.” Her point reminds me of that “weird” feeling my peers and I discussed at our party—the odd prickled feeling we had, unsettled. It reminds me of the feeling I had the first time I really read Derrida’s “Structure, Sign, and Play”—that first recognition of lacking a center, and the supplemental nature of all those conversational constructs that attempt to expose the core of a subject only to reveal a corner.

I guess, in the end, classes about history, politics, literature or psychology are all about studying corners, and sharing our views of the appropriate corner we’ve experienced. When it comes to talking sex in the classroom or out, no one seems to agree entirely about any of it and probably never will—that’s what makes it exceptional fodder for academia.

Even the two women I interviewed left me with rather opposite closing remarks. Elizabeth Clement said, “Talking explicitly about sex is very rare, especially for women ... there are huge taboos against women speaking explicitly about sex or speaking about desire in the body, and I think I didn’t get that in class because we don’t do that as Americans.” On the other hand, Lisa Diamond laughed and commented, “My sense is that everyone loves to talk about and think about sexuality no matter how many opportunities they have to do it ... I’ve never found a group of people who wasn’t intrinsically interested in a lot of those questions, and so I think it’s kind of a universal thing!”
In light of recent litigation, students can now seek accommodation for any “sincerely-held core belief.” Due to this, the Accommodations Committee, formerly known as the Religious Accommodations Committee, removed “Religious” from the name because it is unlawful to create a policy accommodating religious issues without creating a way to accommodate ALL issues.

This poses some new questions. What kinds of sincerely-held core beliefs, other than religious, could exist that could necessitate accommodation? This large, diverse campus has almost innumerable areas of study. Obstacles for some students and their beliefs could present themselves around any corner.

Some examples include animal rights activists who refuse to dissect animals for biology classes. Many pre-veterinary students who care deeply about animals must take many animal science courses prior to application to veterinary schools. Anti-abortion activists in an OB/GYN field of study in the School of Medicine, are required to learn how to perform an abortion. Many students are fundamentally opposed to this. Film students who oppose violence or pornography may feel that their rights, as well as their core beliefs, are being violated when they are told the only way to earn credit for a required class is by viewing material that is offensive to them. Biology students may be required to write papers defending the theory of evolution. Some Jewish students may feel strongly against viewing graphic Holocaust footage. Some women dread viewing films that feature violence against women, due to childhood or past experiences they have suffered.

The Accommodations Policy is not asking, “Should students be allowed to protect themselves against offense? Should the university give more freedom to students to pick and choose what they can be taught in the classroom?” It is simply an outline of what to do when students feel their core beliefs are being violated.

Committee members acknowledge that it won’t be long until some students wanting out of an assignment or needing attention will begin abusing the policy.

First and foremost, Accommodations Committee members feel that students should be engaged in intellectually challenging activities in their course curriculums. In the case of a student seeking accommodation, the student must make a request, in writing, to the professor for an accommodation no less than one week prior to the class drop deadline. The professor has the right to deny the request. At that time, the student can appeal to the dean of the college, but the dean can also deny the request. The only way a dean may override the professor’s decision is if the dean can explicitly determine that the requirement is not a part of the course’s main objective, or that the professor is being “arbitrary, capricious or illegal.” This must all occur before the drop deadline of the semester.

Students must examine the syllabi closely in order to request their accommodation in time. They are encouraged not to take courses that will clearly require them to participate in something that compromises their sincerely-held core beliefs, and to consider all aspects of a major/curriculum before choosing a major.

In many cases there are alternative courses offered that do not have the same in-class requirements as others.

Because “sincerely-held core beliefs” can not be clearly defined, it is difficult to be able to truly determine someone’s beliefs.

“The Accommodations Committee does not prescribe a moral attitude to the staff, students, or faculty of the university.”
SEXUAL HARASSMENT
BY NATHAN BARLOW

PHOTOGRAPHS BY STEFANIE SORENSEN

Walking around on campus, students will notice in many of the buildings a green pamphlet, titled “Sexual Harassment,” provided by the Division of Human Resources at the University of Utah. Inside, this green pamphlet clearly describes what sexual harassment is, and what to do if an incident involving sexual harassment occurs.

In addition to describing sexual harassment, the pamphlet also lists the responsibilities of all members of the university community. These members include students, faculty members and staff, but with specific emphasis on faculty members and staff because of their special legal responsibility to stop sexual harassment.

So what is sexual harassment? According to the green pamphlet, and in line with the U’s Policy and Proceedings Manual, sexual harassment is defined as “unwanted, unwelcome behavior of a sexual nature. It is usually repeated behavior, but could be one serious incident. Likewise, while sexual harassment often occurs in situations where one person has power over another, this is not always the case.”

Sexual harassment falls into two categories: hostile work environment and quid pro quo. Sexual harassment is a form of discrimination. It can occur between men and women, men and other men, or women and other women.

Hostile work environment occurs when an individual is exposed to conduct that is sexual in nature (sexual jokes or remarks, unwelcome physical contact, etc.), pervasive or severe, and unwelcome or unwanted. In the case of hostile work environment harassment, a power imbalance may or may not exist.

On the other hand, quid pro quo involves a person with power over someone else who uses that power to either benefit or harm a person based on their willingness to participate in or tolerate some sort of behavior. Quid pro quo is a violation of University Policy 2-6A, sexual harassment/Consensual Relationships policy. This policy states that if a consensual/mutually agreeable romantic or sexual relationship develops between two people where authority, or perceived authority, exists, the power/authority must be taken out of the relationship. In order to remedy the situation, all professional, job-related or academic oversight must be reassigned to other qualified individuals.

“Basically, I tell people in training we’re not out to legislate love, we’re just saying that if there is this power relationship and a consensual relationship occurs, you have to get out of the power difference or the relationship,” said Julene Persinger, Associate Director for the Office of Equal Opportunity and Affirmative Action (OEO/AA).

Sexual harassment is not the most comfortable topic to discuss, nor is it an easy one. Given the nature of this topic, many people simply choose to ignore it. The seriousness of sexual harassment, however, remains clear. Perhaps knowing what to do if something related to sexual harassment occurs is the main issue. It is important to understand these problems, especially when working in an environment involving other people.

Not many faculty and students know that there is an Office of Equal Opportunity and Affirmative Action at the University of Utah. It is a resource for students, staff, faculty, and anyone within the University of Utah to learn more about issues regarding sexual harassment and discrimination.

“We are the only office in Human Resources, and maybe the only office in the university, that serves every possible member of the university community,” said Persinger, “including the hospital, the clinics, the Huntsman Cancer Center, and the graduate school.”

The OEO/AA offers training on various issues surrounding sexual harassment and discrimination as well as individual consultations to help prevent these types of incidents from happening. In addition to training, the OEO/AA also
investigates any complaints in illegal discrimination and harassment. The OEO/AA provides information and evaluates requests regarding the Americans With Disabilities Act, including access and accommodation requirements.

The OEO/AA provides many other services to the university community. One of them is to provide information and training to the university community regarding their equal opportunity and affirmative action rights and responsibilities. Others are to consult with any member of the campus community regarding equal opportunity and affirmative action issues and possible violations and to assist members of the university community in interpreting and implementing the University’s affirmative action program.

Persinger said that most of the time the way they find out about a consensual relationship violation is when a sexual harassment complaint is filed by the person in the subordinate position. Often times, the relationships end badly, and when they do, the person who is in the subordinate position may sometimes look back and says it really was “not consensual,” that they were “forced to say yes” to the advancements.

If that is the case, it then becomes a matter of investigation to see if it was a consensual relationship or sexual harassment. There have been some situations where a complaint was filed and investigation showed that it was not sexual harassment, but more likely a consensual relationship. In spite of that, the person in the power position still did not do what they were supposed to do, and are therefore still subject to disciplinary action.

There is no formal timetable as to when the person in the position of power must remove the power from the relationship. However, according to the policy, if the person in the position of power gets into the relationship, that person better remove the power quickly.

“Regardless of whether the individual is married or not, that policy is still in place and needs to be adhered to,” said Annalie Greer, Investigator for the OEO/AA.

In addition to sexual harassment, the other bases of discrimination at the U include disability, ethnic origin, race, color of skin, sex, religion, age, veteran status, and sexual orientation. While sexual orientation is not state or federally protected, the U does include it in the non-discrimination
Sexual harassment is any unwanted, unwelcome behavior of a sexual nature.

Discrimination against any protected class, if serious enough, could lead to disciplinary action up to and including termination of employment or expulsion of an individual student," Greer said.

An annual report summary of complaints for the year of July 1, 2003 to June 30, 2004, published by the OEO/AA, states that 31.7 percent of new complaints handled by the office pertained to sexual harassment. This is an increase from the 28.1 percent reported just two years ago.

It is hard to get the word out about what the OEO/AA does, because people only notice it once they have an issue. To help with that, what they’ve been trying to do, especially since students are such a transient population, is to make sure the staff, faculty, and administrators at the University know about them.

“This way if a student comes and talks to them about a certain situation, they then know where to refer that person,” said Tom Loveridge, Director of the OEO/AA.

To help faculty and staff understand about sexual harassment, the OEO/AA provides training at all new employee and new faculty orientations. Training is available to all the university community. They are happy to provide training upon request to any University-affiliated group or individual for department meetings, faculty meetings, faculty search committees, student groups, and academic classes. They even offer free classes to university employees on topics such as preventing illegal harassment and discrimination as well as diversity awareness and sensitivity.

Moreover, there is an Open Discussion Policy at the U. This policy states that open discussion of issues or theories relating to sexuality or gender in an academic or professional setting, when appropriate to subject matter, will be presumed not to constitute sexual harassment. Violation of this policy happens when the discussion targets an individual, or the discussion is patently unnecessary and gratuitously offensive. “The whole issue of sexual discussions in the classroom is protected by academic freedom so we very rarely get involved,” Loveridge said.

The OEO/AA can provide information and consultation on available courses of action and can help with resolution. It can also assist with mediation/negotiation of sexual harassment complaints as well as investigate such complaints depending upon the circumstances.

If someone is harassed it is important to identify and control the situation by making an early effort to resolve it. There is no need to feel ashamed or intimidated. If there is uncertainty regarding an incident, don’t hesitate to talk to a supervisor, faculty member, University official, or contact the Office of Equal Opportunity and Affirmative Action. Complaints must be filed within 120 days of the incident otherwise it may be dismissed. This limit may be waived if appealed to the Director of the OEO/AA. More information can be obtained by contacting the OEO/AA, 135 Park Building, or calling 581-8365. Information may also be found on their web site (www.hr.utah.edu/oeo).
BY KENN WESSEL, PH.D.
TEACHING STRATEGIES DEVELOPER FOR CTLE

I was astonished. On faculty at a major university, I had served on hiring committees and often advocated equity in hiring practices. How could anyone of conscience do otherwise? But I was stunned when a male mentor (soon to become department Chair) cornered me in the hall one day. He spoke in muffled tones, off the record. “You talk about equal opportunity. But you may someday apply to a different institution,” he said. “Have you considered what will happen to the market if there is more competition?”

As a matter of fact, I had considered it. But having considered it, I concluded that equal employment opportunity is the only choice in a civilized community. It is both a question of ethics and a question of practicality. Everyone profits from diversity: we as individuals, our culture groups, society at large, and the academic subjects we study. It is also, of course, an appropriate question of law.

A diverse faculty is an institutional strength. But diversity is hardly uniform across campus. In those corners where my example might apply, the cause of low (or absent) diversity may not even be covert. Even when the cause amounts to a lack of thought, it must be addressed.

I'd like to address this mostly to campus leaders, who have a strong position to create change and who possess an energizing opportunity. The facts are these: diversity is constrained, some disciplines show lower numbers than others, some common justifications are imaginary, and the moment exists to move forward.

In spite of general progress, gender differences remain apparent in some specific disciplines, as shown in Table 1. In most departments within science, mathematics, engineering and technology, faculty gender differences at the University of Utah are more exaggerated than even the national average.

At the University of Utah, three colleges—Science, Mines & Earth Sciences, and Engineering (SME)—hired 157 tenure track faculty over the last 9 years. Of those, 15.3% were female, a promising number (UU-OBIA 2005). Still, across the 15 affected departments, just over 1 in 10 faculty are women. In general, female faculty representation in these departments is still below the national average.

An opportunity exists to repair this gap. At the University of Utah, the next five years will see a substantial number of hires in areas that remain predominantly male. In that time frame, the SME colleges are projected to bring 50 new employees into faculty ranks. This provides excellent occasion to become proactive for gender equity.

It is a time for action. Evidence is strong that candidates are “out there.” Today, more women than men pursue college degrees. It’s widely known that females receive over 60 percent of non-science bachelors’ degrees (NSF 2004a, Tbls. C-1, B-1). This dominance by women applies to science, too, a fact that is not so widely known. Since 2000, more women than men receive baccalaureate degrees in SME. In 2001, 50.6 percent of all science and engineering baccalaureate degrees were earned by women (NSF 2004a, Tbl. C-1). Among SME graduate students in 2001, women comprised 30.1 percent of enrollment in physical sciences, 37.7 percent in mathematics, 39.3 percent of computer scientists, 20.3 percent of engineers, and 53.8 percent in the biologi-
Table 1
Percent of Tenured/Tenure-Track Faculty Who Are Women:
National Averages and the University of Utah.
(NSF 2004a, Tbl. H-21; UU-OBIA 2005)

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<tr>
<td>Engineering</td>
<td>12.8%</td>
<td>15.0%</td>
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<tr>
<td>Mathematics</td>
<td>22.6%</td>
<td>4.9%</td>
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<tr>
<td>Physical Sciences</td>
<td>15.2%</td>
<td>9.5% (Physics, Geo, Sci, Chem.)</td>
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<tr>
<td>Life Sciences (Biology)</td>
<td>24.9%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>12.7%</td>
<td>7.1%</td>
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cal sciences (NSF 2004a, Tbl. D-1). That clog in the pipeline is dissolving.

In 2003, women earned 37.5 percent of science and engineering doctorates (NSF 2003, Tbl. 2). Nationally, an increasing number of women earn Ph.D. degrees in research areas in general and in SME areas specifically (NSF 2002, 6; NSF 2004a, Tbl. C-1). SME search committees often claim that women aren’t available for hire, but 28 percent of all SME doctorates seeking employment are women, a number that amounted to over 2000 candidates in 2001 (NSF 2004a, Tbl. H-10). Furthermore, although conventional “wisdom” says these women prefer part-time employment, this assumption is flawed. Of part-time scientists and engineers with doctorates in 2001, 83.4 percent of males preferred full-time status, but 89.2 percent of women preferred full-time (NSF 2004a, Tbl. H-11). With regard to qualified SME women who seek employment, the times they are a-changing.

Still, many female SME faculty do not end up in institutions such as ours. Sadly, the top 50 institutions in research spending are not doing well hiring them. We certainly aren’t hiring women at the rate that women earn SME doctorates, nor even at the rate of female Ph.D. degrees who seek work. Given improving opportunities to hire women, we still don’t get them.

Women often “opt out” of these opportunities. Research institutions often lose them because the women don’t like what they see. By the year 2000 in chemistry, of all female assistant professors, 42 percent held positions at four-year colleges, but doctorate-granting institutions only employed 25 percent (American Chemical Society, cited in Schneider 12). By 1998 in physics, about half as many female assistant professors worked at research institutions as bachelor’s institutions (Ivie, Ray 10). Most other SME degree areas have similar concerns.

Among top institutions, SME suffers recruitment problems among women, which is compounded by an SME “brain drain” among women. Even among new SME hires at the University of Utah since 1996, the retention rate among women is only 83 percent, compared to 90 percent for men (UU-OBIA).

In short, in spite of substantial progress, the University of Utah must become more assertive to compete effectively for the hiring and retention of female faculty in SME. The challenges are complex. We need better understanding of the concerns in SME about hiring, retaining, and enhancing the growth and productivity of women. Understanding leads toward a more level playing field.

First, women face obstacles within a pervasive institutional culture. They face the muttered biases of men such as my would-be mentor. They also face much more subtle forces. In areas such as SME, the low number of women increases visibility of the few. Even the most conscientious department may place women, as members of an under-represented group, in positions of responsibility. Thus women may serve on more committees. They tend to acquire more advisory assignments. But such service is time-consuming, cutting into the more esteemed work. Since service is less rewarded at promotion and tenure time, those women encounter a particularly insidious obstacle to advancement.

Women usually count their foremost concern in SME employment as the need to balance career against parenting concerns (Rosser 2004, xxi). If there’s any campus on earth that one would expect to be family-friendly, it is ours, embedded in a family-friendly state. Indeed, although we
are alert to the need to support parenting, more can be done to implement the value.

The 1997 University of Utah Status of Women Report appropriately acknowledged improvements in campus conditions for women. More progress has been made since. But the report also identified two emergent themes: that many women reported "a lack of equity in their treatment" and that many found "lack of concern for the daily working conditions they face." It is time to re-examine those concerns.

Second, in science and engineering, women face an even more challenging culture. In *The Science Glass Ceiling*, Sue Rosser quotes one female faculty member saying "Men have no appreciation for the power and privilege of their whiteness and maleness" (xii). The speaker is an unidentified scientist.

However faulty such a categorical indictment may be, the burden surely falls to anyone in power to self-examine when the issue of inequity arises. In SME, the issue has been raised.

Women’s concerns about SME manners are no secret. The well-known 1999 report from the Massachusetts Institute of Technology validated suspicions of widespread discrimination of women in the sciences. Some women continue to report discrepancies in material support. For instance, they describe differences in funding, lab equipment, lab space, and available graduate students.

Predictably in male-heavy departments, SME tends to exhibit what one team of researchers calls the “masculinized climate of science” (Fassinger, Scantlebury, and Richmond 314). Anecdotally, there is evidence that SME women who migrate from research institutions to four-year colleges often do so to avoid a hostile climate (Schneider 12-14).

A key principle in this conversation is women’s frequent discomfort with prevailing SME achieving styles. Studies suggest that women work most productively in environments that are collaborative and mutually empowering, with evaluative standards based on mastery of tasks and performance excellence (e.g., Fassinger, Scantlebury, and Richmond 312-13).

In contrast, men seem to prefer competitive standards, with personal values that correlate to prevailing over others and to winning awards and external honors. In such male-dominant SME culture, many women are uncomfortable even when their work is exemplary.

In SME departments, women have historically played inferior roles. Inevitably, that will change. In *The Science Glass Ceiling*, Rosser writes of evidence that women in all SME areas across many institutions face “similar barriers
and problems.” She adds that “The problem is not with the women, but with the institution of science as it is currently practiced” (xxiv). Seymore and Hewitt, writing of SME student attrition, argue that the challenge to faculty may be “redefining something as ‘a problem’ which has long been taken for granted” as appropriate and normal (391). That critique may also apply to hiring and retention of female faculty.

Change is possible. At the University of Utah, a group of faculty women is working to secure a National Science Foundation ADVANCE grant. The ADVANCE proposal directly addresses many of the issues raised here. At other institutions, this resource has helped elicit an encouraging change of climate.

The University ADVANCE proposal for SME includes plans to recruit, promote and train faculty as leaders. It includes such far-reaching ideas as a family-friendly critical leave plan, critical period support, expansion of Biokids Child Career Center, a series to attract developing female scientists to campus, an SME recruiting packet, a recruiting manual and workshops for search committees. It includes programs for developing young female faculty and a mentoring program. It advocates leadership training to help grow the next generation of decision-makers.

Here at the University of Utah, we should ask this question: given our important gains in gender equity, what are the logical next steps? We could well examine our assumptions about gender, about effective professional behaviors, about the merits of diversity, in the sciences and engineering, gender equity is troubled. We may be at the vanguard of a sea change in these areas.

As a highly regarded research institution facing this issue, the University of Utah has an opportunity to assume a leadership role in academic equity. Today, we may be one step behind MIT, but with implementation of suggestions above, we could be even with or ahead of Harvard and CalTech. That would be prestigious company indeed.

With a potential for substantial SME hiring over the next five years, the conditions are ripe for change. Perhaps this is a moment for progressive action by people of conscience.

For those who keep score, let me mention the saga of my misguided mentor. The year after his anti-affirmative action remarks, he became chair. Among other misjudgments, he badly mangled a hiring process. In the middle of his second year in office, he was removed by the dean.

Justice is at least one part equal opportunity.

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TIME-INTENSIVE STUDIES FACE CHALLENGES AND REWARDS

BY CREIGHTON LOWE

For some at the University of Utah, the relationships developed between faculty and students whether positive or negative can be the most enduring aspect of the academic experience.

The amount of time spend developing relationships, the student-teacher ratio, the physical proximity between student and teacher, and the nature of the material taught can be some of the factors varying between departments and colleges that affect the student-teacher relationship.

Fear of the challenges associated with intimate student-teacher relationships may force teachers to keep students at a careful distance, but there are some who choose an alternative.

The ballet department is more than pink tights and tutus, just as the Department of Modern Dance, housed in the same building, is more than techno music and extreme body contortion experiment labs. In addition, the School of Music is more than marching bands, rock stars, and Beethoven wannabes.

These three departments are the core of one of the most highly recognized fine arts colleges in the Mountain West, but more than that, their hallways, littered with trophies, plaques, recognitions and other forms of praise, are a home away from home for the attending students who seem to nestle into this environment — a testament to the effort of faculty and staff who encourage closeness and community.

As an illustration, many of buildings on the University of Utah campus have a student lounge, but rarely are students found sprawled out on futons, listening to music provided through in-house sub-woofer-size headphones, silently playing out their next piece, and sprawled out on the floor in yoga-like stretching positions.

The students who are enrolled in these programs are used to this non-traditional college environment and thrive on its flexibility, no pun intended.

Megan Vigil commented that being in the Department of Ballet had been a dream of hers for a long time, and the faculty and program directors have not let her down in the slightest.

"I love the program and all the instructors," she said with a smile.

She also acknowledged that it takes a certain kind of student to dedicate him or herself to this type of major.

"Some days I ask myself why I show up and work so hard every day, but at the end of the day or after a performance, I see the results and could not be happier with my choice," she said.

School of Music students agreed with the comments from the ballet and modern dance faithful about what it takes to succeed in their respective majors.

One student mentioned, "You have to have a pure love for the arts. I eat, sleep, and breathe music, and anyone who wants to get through this department had better learn to do the same."

In addition to the immense love for their majors, one thing that the Department of Ballet, Modern Dance, and School of Music all have in common is the concept of intense, intimate and individual relationships with their instructors.

In traditional college department buildings, large classrooms are commonly found with rows of desks or
was dating a guy really seriously, and we were having problems that distracted me a little from ballet. My professor told me that we should break up because I should be married to ballet,” she recounted.

While playing the role of matchmaker can be overwhelming for a professor, it is very rare that a case like this will appear, according to this same student. For the most part, students feel that a teacher who is very involved in their lives is the norm in such a situation.

“My voice is my body,” Michael Denos, a vocal performance major pointed out. “If I am partying too much, they have a right to say something, because it affects my performance ability. In my opinion, if they’re intruding too much, it is a good thing, especially in the arts.”

The idea that their bodies were intimately tied to their education and ability to perform was consistent with all those interviewed.

Jenny Wood, a student in the Department of Ballet mentioned, “I think it is a good thing to be so involved in our lives because of risks of eating disorders and anxiety.”

“Because my future depends on my body and ability to maximize its potential, I appreciate the guidance my teachers give me,” said another student, “even if it does come with the nagging intrusions of a professor.”

Abby Fiat, Director of Undergraduate Studies in the modern dance department, noted, “The nature of dance involves our whole body, the integration of the whole body, mind, and spirit. We believe strongly between the weave of mind and body.”

Professors in all three departments have been, or currently are professional musicians or dancers. “Because of this, there is a deep understanding of the artistic journey these students are going through,” Fiat added.

If concerns about sexual harassment arise, both the School of Music and the Department of Ballet have a strict policy and available remedies to curb any problems that occur.

Based on the interviews conducted, it seems that students and teachers in the Department of Ballet and the School of Music benefit from their close-knit relationships during and after their education at the U. Although this type of relationship is not always possible or advisable in other disciplines, it illustrates the extent and rewards such relationships may provide.
Professor JoAnn Lighty of the University of Utah's Department of Chemical and Fuels Engineering provided insight into why there is a lack of women in engineering. Many female instructors were hesitant to speak on the record for fear of backlash. Gender disparity is a sensitive issue at the U, and not just in the College of Engineering.

Professor Lighty is a member of Women in Engineering Leadership Institute, which is separate from the Women In Science & Engineering Leadership Institute (WISELI), and has received awards for her own work in recruiting women to engineering. Misconception is a main reason there is a lack of women in engineering. For example, many people do not know engineering is a very creative occupation. There is a cold, analytical stereotype of engineering. What engineers do impacts our quality of daily life. "If we are only designing for half the population because the majority of engineers are men, think what we are missing," Lighty said.

She also referred to the President of the National Academy of Engineering (NAE), William A. Wulf when he spoke about the "elegant solution." According to Wulf, "Engineering is one of those professions that materially affects the quality of life of every person in society. To the extent that engineering lacks diversity, it is impoverished. It is not able to engineer as well as it could. Since the products and processes we create are limited by the life experiences of the workforce, the best solution, the elegant solution, may never be considered because of the lack!"

From the Outside In

The NAE has listed possible solutions to the lack of women in the Testimony to the Commission on the Advancement of Women and Minorities in Science, Engineering, and Technology Development. The idea is to work "from the outside in."

- Institutionalize an appreciation for differences in perspective
- Create public service announcements that use the words "engineering" and "fun" in the same sentence.
- Develop K-12 and college curricula in which the engineer, and the engineering, in the lesson is explicit and not subsumed in the words "science" or "technology."
- Implement methods that keep the educational challenge, and remove the social hurdles over which some have to jump.

The NAE says the challenge to change the image of engineering will take long-term commitment to diversity the workforce, the involvement of more than just the engineering community and target not only the potential engineer, but also her parents, family, teachers, counselors, friends, and employers.
NATALIE BARFUSS is the lessons editor. She's a Ph.D. candidate in the Department of Communication with emphases in mass communication and integrated marketing communication. Natalie currently enjoys teaching Public Relations Cases and Campaigns and Introduction to Web Design courses.

NATHAN BARLOW is a senior in mass communication with a minor in Mandarin Chinese. He likes to eat and run around, not necessarily all at once. He enjoys songwriting and his collection of instruments, which include guitars, drums, kazoos, harmonicas, jaw harps, and accordions.

LARA FAKHRAIE recently earned her Bachelor of Arts in mass communication with a minor in Persian language. She graduated in Spring 2005 and hopes to go on to graduate school to get a master's degree in fashion design. She draws inspiration from Frida Kahlo, Madeleine Albright, and Benazir Bhutto, and loves a dark cup of Turkish coffee.

EMILY HAUSMAN finished her degree in communication in Spring 2005. She plans to professionally write for magazines in the future.

STEPHEN HOLT graduated with his degree in photojournalism with the communication department in spring. He has been shooting for more than three years and hopes to make it as a correspondent for a major newspaper or magazine.

KENDRA HORN is working on her bachelor's degree in mass communication in the Department of Communication.

JILL KLEKAS hopes to graduate with a B.S. at the end of Fall 2006. She's still working out the kinks on what exactly her bachelor's degree will be. She changes her mind a lot. This will be her first published story written for a magazine.

JENNIFER LARGE is a graduate student working on her second master's degree in English Literature. She also works as a Professional Development Instructor in the Department of Civil and Environmental Engineering through the CLEAR program, providing written communications support in engineering courses. She hopes to continue teaching writing and literature in a university environment.

CREIGHTON LOWE walked away from the University of Utah with a super cool black robe, matching cap, and a little piece of paper worth $30,000 in Spring 2005. He'll probably hang it on his wall in hopes that it will attract some local employer to give him a part time job flipping burgers for $5 an hour. And so therefore, this young lad will live happily ever after.

KIRSTEN MONTAGUE is a senior earning a Bachelor of Arts in News Editorial Mass Communication. She currently serves as the secretary for the Student Interfaith Council. She works in administration for the Department of Pathology in the School of Medicine.

MICHELLE PETERSON is working on a bachelor's degree in Pre Business at the University of Utah.

STEFANIE SORENSEN is a junior studying Communication with an emphasis in Public Relations. After graduation she hopes to accomplish many great things. This magazine has helped her accomplish one of her life goals to become a published author. Thanks for the opportunity!

OUR THANKS to the faculty and staff who assisted with this issue.
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