Salary-equity report issued

By Diane L. Borden

George Mason University lacks a consistent, identifiable system to address salary-equity grievances, according to the first report of the university’s Salary Equity Study Committee.

The report documents the failings of the grievance process throughout the university and recommends that the President’s Office re-establish the position of university ombudsman to address the problem.

“We’re recommending that [the university ombudsman] would be the appropriate person to see that recommendations are implemented in a timely fashion,” said Ann M. Palkovich, chair of the study committee.

Other members were Ann Cary, Charles Thomas and David Wong.

The committee presented its report, which lists average, minimum and maximum salaries for all faculty ranks in all departments, to the Faculty Senate, the Provost’s Office and the Salary Equity Office earlier this month.

According to the report, the committee invited all GMU faculty to report their concerns about salary-equity issues. Thirty-four faculty members (25 women and nine men), representing all academic units, contacted the committee.

Concerns about the grievance process generally fell into four main categories: issues of justice (how just is the system in assessing and correcting issues of salary inequity?); ethical issues (how ethical is the system in upholding the spirit and the letter of the law when addressing salary inequity?); issues of fidelity (how faithful is the system to basic, well-communicated values or promises made to individuals?); and issues of process (how clear and consistently applied are the procedures by which salary inequities are evaluated and how effectively are these procedures made publicly available?).

The report also focuses on four broad areas of concern and lists six recommendations for improvement. The Faculty Senate has voted to endorse all six recommendations; the next step is for the Provost’s Office and the Equity Office to follow up.

“If the university is going to use this as its main mechanism for addressing salary issues, then it must take seriously the task of implementing a consistent process for reviewing salary grievances,” Palkovich said.

She said that the committee also found that restricted and administrative faculty face salary-equity issues within the university but feel even more reluctant than

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A note from the director
By Anita Taylor

I write this column with mixed emotions. I would like to use it for an annual report of activities of the WMST program for 1997-98. And it may become that, in part. But upon reflection it seems a better use of the resource to share with you some thoughts about the future, since this may be the last column I write in Matrix as director of Women's Studies.

I have, with reluctance, resigned from that position after only two years and feel some considerable amount of guilt for doing so. I took an offer I couldn't refuse.

The opportunity arose to spend a year at Evergreen College in Olympia, Wash., on a faculty exchange. Working in that environment will be much like returning to school, an irresistible attraction to me.

In some ways, women's studies has never been stronger. We have more faculty involved and more students studying about or working for women and women's issues each year. George Mason's Women's Studies Program is truly wonderful. The more than 40 people who are women's studies faculty and affiliates give their time and energies to improving conditions for women both on and off our campus. Not only do they teach courses about women and women's issues; they also volunteer to present lectures and give workshops, and they willingly share their time and wisdom outside the classroom with students and colleagues.

Hundreds of students take women's studies courses or volunteer in the center or participate in a variety of campus and community organizations associated with women's issues. Our students are a delight to be around, pushing us constantly to ensure that our work and our teaching are relevant, timely, realistic and intellectually challenging.

Note the successes: The highest court in the land has said to universities, you will meet Title IX requirements; and it has said to all institutions, employers and educators alike, you will not permit sexual harassment to interfere with students' learning climate or with the ability of women to work in a safe and equitable environment. The National Science Foundation has seen that the shortage of women in the sciences and in technology careers is so critically in need of correction that it is worthy of multi-year efforts supported by multi-millions in funding.

Women are the majority of all undergraduates in institutions of higher education, and are nearing parity in enrollments in many professional schools and post-baccalaureate programs. More women than ever before are in management roles in businesses; more own their own businesses; they are closer to parity with men in average annual income than ever before in the United States. More men than ever before are sharing the "private" labor of that second job in the home that women have always done in addition to whatever paid employment they have had. Girls can now aspire to play in a national professional basketball league, and we can all cheer the teams on.

And within our field of study itself, we have learned not to universalize woman; our study has become more sensitive to issues of class, race and ethnicity, age, and physical disability and how they affect how we experience gender. We are much more nuanced and wise in our analysis of the causes and ways to change the conditions in which women live their lives.

I could go on. The list is quite long. But our very successes carry with them costs. And thus, in some ways, we have never been more vulnerable.

Note the dangers: There is a widespread belief that discrimination against women has ended; affirmative action is under attack across the country; efforts to end discrimination are labeled as preferences; women's rights as autonomous beings, in control of their own bodies, are being eroded; to succeed in a patriarchal, capitalistic economy women are learning all too well to assume the gendered behaviors of masculinity rather than making a system learn to value the feminine in both women and men; a society built upon commodification uses women's bodies to sell virtually everything.

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Helgesen: Workplace changing

By Ann Marie Higgins

The workplace of the 21st century will break down barriers between men and women and result in a flourishing of the human spirit, author Sally Helgesen told a George Mason University audience on March 24.

Helgesen is the author of four books on women's roles in business and on lifestyles. Her latest book, *Everyday Revolutionaries: Working Women and the Transformation of American Life*, was the basis of her speech given at the Harris Theater as part of the campus's Women's History Month Celebration.

"The status of women in the United States is the most significant event of the 20th century in terms of potential impact on the 21st century," Helgesen said. "The permanently unemployed housewife is becoming obsolete."

Helgesen referred to a confluence of changes, including social, economic and technological shifts. The social change focuses on women's presence in the workplace and results in the breakdown of the traditional sequential stages of life: school, work and retirement, she said.

She pointed out that U.S. citizens could no longer gauge a person's home life by his/her age. To illustrate, she described sitting at a luncheon between two women who were approximately the same age. One of the women was having her first baby, while the other had children in college.

There is no longer a "generic family life," she said.

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Middle East feminisms topic

By Mindy Pajak

Gender activism transcends ideological boundaries, University of Chicago Professor Margaret Badran told a Women's History Month audience at George Mason University on March 3.

Badran's topic, "Comparative Feminisms in the Middle East," drew interested observers to the event, jointly sponsored by the Women's Studies Center and the Department of History.

Badran discussed feminism and Islamism in the Middle East and focused on women's activism in Egypt, Yemen and the Persian Gulf, where she has been conducting research. In her paper, titled, "Gender Activism: Feminists and Islamists in Egypt," Badran explained that activism transcends ideological boundaries of typical politically articulated feminism and Islamism. More simply, she said, "It is a response by women deciding for themselves how to conduct their lives in society."

Badran said she believes the third wave of feminism in Egypt is a convergence of feminist, pro-feminist and Islamist viewpoints regarding women's roles. Historically, she said, feminists have advocated advancement in society or at least "holding on" to what progress has been made, whereas Islamists have internalized and in a sense accepted patriarchal supremacy. She said that young Islamist women are beginning to question and challenge male dominance, which she said, could initiate a reconfiguration of women in Islamic society.
NCC plans girls’ science camp

Girls from area middle schools will be participating this summer in the first-ever weeklong camp devoted to science, engineering and technology.

The SET Day Camp, developed by students and faculty in George Mason University’s New Century College for girls in grades seven through nine, will be August 5-7 at the main GMU campus.

Karen Oates, associate dean of New Century College, said one of the key objectives of the camp is to encourage young girls to “keep both the mental and academic doors open to futures in science, engineering and technology at this critical time when many girls begin limiting their options.”

Oates, along with NCC Professor Yvette Perry and students in the dean’s honor seminar, developed the program and the camp curriculum, which is designed to “nurture the girls’ interest in science, engineering and technology through activities, field studies and experimentation while providing a friendly, fun and can-do environment.”

“These activities, combined with exposure to positive female role models with careers in science, engineering and technology, are our attempt to support and encourage the development of a more diverse future workforce in science, engineering and technology fields,” Oates said.

The focus of the camp’s curriculum will be in four areas: computers and technology, the natural sciences, leadership, and fun. Girls will learn how to design home pages for the World Wide Web and how to create newsletters using graphics and internet images, as well as take field trips to the space shuttle Challenger Center and the National Zoo Research Center in Washington, D.C.

Camp goers also will participate in activities to identify their leadership skills and enhance their self-esteem and will learn to identify and understand cultural influences and media stereotypes.

Corporate and industry sponsors for the program include the Century Club of GMU, Advanced Technology Systems, AMS, Lockheed Martin, Hazel & Thomas Attorneys, BTG, George Mason Bank, Cool VA, Datatel, the Challenger Center, and the Northern Virginia Technology Council.

Cost of the day camp is $200, which includes tuition for five days, all lab fees, facilities, transportation and a T-shirt. More information is available by sending an e-mail message to Yvette Petty, associate director of the camp, at ypetty@gmu.edu or by calling her at 703-993-1690. Information also is available at the camp website, found at www.ncc.gmu.edu/users/ypetty/SummerCamp.

Salary-equity report issued

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Tenured faculty to file a grievance.

"Restricted and administrative faculty noted to us that they are never in a position to file grievances," Palkovich said, "since doing so could place their annual contract renewals in jeopardy." For administrative faculty, she added, the problem is compounded by the lack of any grievance process in the administrative faculty handbook.

The four broad areas of committee concern this year were:

■ Establishing a database of information relevant to a salary study.
■ Seeking advice about the legal requirements of a salary-equity study.
■ Compiling salary information about restricted faculty.
■ Conducting salary-equity interviews.

The committee recommended that:

■ The Provost’s Office provide an annual salary report to the Faculty Senate.
■ Merit evaluation information be incorporated into a data field when conducting a salary study.
■ Resources be dedicated to obtaining "optimal methodologies" for examining legal criteria against which salary equity can be measured.
■ The university review its policy on long-term employment of restricted faculty.
■ The position of university ombudsman be re-established.
■ Interviews be conducted annually by the university ombudsman to assess progress on salary-equity issues.

Copies of the 1997-98 salary-equity report are available in the Women’s Center.
Walker keynotes conference

By Mindy Pajak

Writer and activist Rebecca Walker, daughter of author Alice Walker, shared excerpts from her own book with those attending the eighth annual women’s leadership conference at George Mason University on Feb. 28.

The theme of the conference, sponsored by the Women’s Studies Research and Resource Center, was “Generation of Leadership.” The daylong event included a series of lectures and workshops focusing on personal, identity and leadership skills.

Rebecca Walker, a recent graduate of Yale University, read from a collection of essays in her book, To Be Real: Telling the Truth and Changing the Face of Feminism. As founder of the Third Wave of Feminism and Direct Action organization, which conducts fundraising activities for activist groups, she recently received the “Feminist of the Year” award from the Fund for the Feminist Majority. Many consider her to be a leader of the young women’s movement. She described herself as a “60s idealist who acts with 90s pragmatism.”

The audience consisted primarily of women undergraduate students from local colleges and universities, including the University of Richmond, Johns Hopkins University, Virginia Tech, Garrett, Notre Dame-Maryland, Mary Washington, and Trinity. Women from the local community also attended the conference.

During the day’s events, participants learned about the “third wave” of the women’s movement, explored the meaning of the term “feminist,” discovered the differences in leadership and activism between the past and the present, and discussed leadership issues with a global perspective. Conference participants were encouraged to examine the relationships between generations of women leaders and activists.

The plenary session addressed women’s activism in the second and third waves. The panel included five women between 20 and 80 years of age.

The panelists were: Flora Crater, editor, The Woman Activist; Alejandra Domenzain, educational specialist, National Council of La Raza; Marjorie Grace, co-director, United College Ministries at GMU; Jane Troxell, owner, Lamm’s Women’s Books & More; and Dana Shelley, vice president, Edelman Public Relations.

They described the women’s movement a generation before and a generation after the advent of television and detailed how television has influenced the movement. During a question-and-answer session, panelists related how their experiences were shaped by the influences of their generation; how they perceived the changes that have occurred since the “second wave” of the women’s movement; how notions of leadership and the quality of activism have changed; and how they viewed the next century and the generation of women.

Student feminists organizing at GMU

By Mindy Pajak

The Feminist Majority Leadership Alliance is interested in starting a program for young feminist activists at George Mason University.

The alliance, a program of the Feminist Majority Foundation, puts together students and faculty who are interested in furthering women’s rights. Typically, field representatives work with students involved in women’s studies programs; multicultural centers; and lesbian, gay, and transgender groups at public and private four-year colleges or at community colleges. One goal of the program is to unite young feminists nationwide.

Field representatives work with alliance members on issues of interest to the particular campus as well as national issues. A current nationwide campaign is about choices. The program consists of four major components: leadership choices; career choices; reproductive choices; and preserving one’s right to choose.

The Feminist Majority Foundation is a nationwide organization for the advancement of women’s issues and choices. It was founded in 1987 by women’s rights leaders Eleanor Smeal and Peg Yorkin, with the goal of sponsoring feminist research, education and training to further women’s equality and empowerment.

Those interested in helping start an alliance program at GMU should e-mail Kristin Sostowski at kristin@feminist.org or call her at 703-522-2214.
Women in Bluegrass launched

By Mindy Pajak

Graduate student Murphy Henry is not ready to accept that the future of bluegrass music will be all male.

About five years ago, Henry, an MAIS student at George Mason University and a bluegrass musician herself, discovered that the Bluegrass Youth All Star Award had been given to five young men, who were chosen to represent the future of bluegrass music. Henry's daughter had attended the awards ceremony, along with other female musicians who had won certificates of merit but had not been considered for the all-star award.

Later, Henry, who knew many female bluegrass musicians, was inspired to start a database of female bluegrass musicians. That database led to the production of a quarterly newsletter, Women in Bluegrass, which she has published since 1994.

The newsletter advocates for women to be recognized in bluegrass music. In the fall 1996 issue, Henry urged the leaders of the international bluegrass music organization to schedule more women to perform at the annual awards show, even if they had not been nominated to receive awards. She also encouraged her readers to write letters expressing their concerns.

In the fall 1997 newsletter, Henry was able to report that more women were participating in the annual awards show and named all 16 of them, including those who presented awards as well as those who performed. In addition, the newsletter reported that women were nominated in nine of 15 awards categories.

Henry told her readers in the winter 1997 newsletter that she “did not advocate voting for women simply because they are women but because many women are excellent bluegrass musicians who deserve the recognition.” She received three replies, all from officials of the international bluegrass organization.

In one, the group's executive director invited Henry and newsletter readers to assume “leadership and responsibility” for enhancing women's visibility and presence in bluegrass music. In another, the group’s president urged women musicians to develop their talents because “talent leads to recognition.” He also commended Henry on doing the right thing by playing bluegrass music herself.

Summer conferences slated

Several conferences focusing on issues of gender are scheduled for this summer and fall. Here are a few:

**June 9-12:** The National Women's Studies Association Conference is slated for June 9-12 at the State University of New York in Oswego. For a registration form, please contact the GMU Women’s Center, 703-993-2896.

**July 11:** The British Society for the History of Science will host a meeting on gender and science on July 11 at St. Edmund Hall at Oxford University. The program will include presentations on gender and visual skill, wives and daughters in scientific biographies, and women in the scientific instrument trade during the industrial revolution. Inquiries and registrations should be directed to Dr. R. Watson, Wolfson College, Oxford, OX2 6UD, and should arrive no later than June 18.

**Sept. 18-20:** Exeter College at Oxford University will be the site of the third annual International Congress on Sex and Gender, Sept. 18-20. The interdisciplinary conference will focus on the transgender agenda for the end of the millennium. Registration forms must be completed by July 1 and should be sent to Jan Cobb, FPC, EM Network, London, WC1N 3XX. For more information, phone +44(0)1473-421386, or e-mail Cong.book@pfc.org.uk
Research, creative activity

Ann C. Baker was invited by the Department of Organizational Behavior at Case Western Reserve University in Cleveland, Ohio, to lead an integrative seminar for doctoral students and faculty. The paper, which she presented for seminar discussion on March 26, was titled, "Conversation at Experiential Learning."

Debra B. Bergoffen has authored a chapter, "Mourning, Woman and the Phallus: Lacan's Hamlet," which was published in Cultural Emosis: Tracing the Signifier, edited by Hugh Silverman and published by Routledge in 1998. She also gave several lectures this semester, including "Mourning the Autonomous Body" at the "Thinking the Limits of the Body Symposium" at the George Washington University March 6-7; "After Beauvoir" at American University April 22; and "Freud at the End of the Centuries" on April 18.

Diane L. Borden has authored two journal articles, which were published this spring, "Reputational Assault: A Critical and Historical Analysis of Gender and the Law of Defamation" was published in Journalism and Mass Communication Quarterly, and "A [condensed] feminist critique of defamation and the legal research process" was published in Media Law Notes.

Sheila ffolliott is serving as President of the Society for the Study of Early Modern Women, an interdisciplinary group interested in women's lives from 1400 to 1800. She also maintains the organization's website, at http://chnm.gmu.edu/emw/

Kristin F. Samuelian has authored an article, "Pracy is our only option: Postfeminist Intervention in Sense and Sensibility," which was published last semester in the journal, Topos. She also presented a paper, "A mine of pure, genial affections' Money and the Construction of Class in Jane Eyre," at the Interdisciplinary Nineteenth-Century Studies Association Conference in New Orleans in April.

Terry Myers Zawacki was part of a panel discussion on "An E-mail Mentoring Program Linking Advanced and Freshmen Psychology Majors" at the 12th annual Conference on Undergraduate Teaching of Psychology: Ideas and Innovations, sponsored by SUNY-Farmingdale. She also presented a paper, "Telling Stories: The Subject is Never Just Me," at the annual convention of the Conference of College Composition and Communication, held in April in Chicago.

Copelman receives British book prize

By Mindy Pajak

Dina Copelman, of GMU's History Department, has been awarded the 1997 British Council Prize in Humanities for her book, London's Women Teachers: Gender, Class and Feminism, 1870-1930.

The prize was awarded last semester by the North American Conference on British Studies, a scholarly organization focusing on British history, politics and culture. The award is granted for the best book in any field of British studies covering the period after 1800.

Copelman said the book is the product of a "long journey," which began after she completed her undergraduate degree. During the 1970s and early 1980s, women's history was still a relatively new, undeveloped area of scholarly research, she said. She noted that although the majority of teachers in the late 19th and early 20th centuries were women, existing histories discussed the profession from the perspective of the minority male teachers.

In the early 1980s, while a graduate student at Princeton University, Copelman undertook research on women teachers in London for her doctoral dissertation. She conducted research in British archives, working with different kinds of primary documents. She also discovered a "treasure trove" of documents about a feminist teachers' group active in Britain during the early 1900s.

Based on this research, Copelman concluded that women teachers encountered significant discrimination and problems, but they also sought to develop meaningful independent lives and voiced a unique perspective on the educational needs of their working-class female students. Interestingly, women teachers frequently appropriated male language to describe themselves as workers and citizens.

Following completion of her dissertation in 1985, Copelman taught at the University of Missouri. She completed additional research in England and reworked the earlier project to deal more with the cultural and political world of teachers. The final product challenges the reader to con-

Spotlight on scholarship

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Fall 1998 courses

WMST 200 Introduction to Women's Studies (3)
Prereq: Completion of 30 hours
MW: 3 p.m.-5 p.m. T-713
Gilbert, PR

WMST 300 Current Issues in Women's Studies (Psychology of Women) (3)
Prereq: WMST 200 or permission of instructor
Cross-listed: PSYC 362-001
TR 9 a.m.-10:15 a.m. R-A248
Erdwins, C J

WMST 300 Current Issues in Women's Studies (Gay & Lesbian Communication) (3)
Prereq: WMST 200 or permission of instructor
Cross-listed: COMM 399-003
M 4:30 p.m.-7:10 p.m. AQ-105
Joffe, B

WMST 300 Current Issues in Women's Studies (Sociology of Sex Roles) (3)
Prereq: WMST 200 or permission of instructor
Cross-listed: SOCI 315-001
M 7:20 p.m.-10:00 p.m. R-A247
Pascarella, R B

WMST 300 Current Issues in Women's Studies (Sociology of Sex Roles) (3)
Prereq: WMST 200 or permission of instructor
Cross-listed: SOCI 315-002
M 4:30 p.m.-10:00 p.m. E-201
TBA

WMST 300 Current Issues in Women's Studies (Women and Media) (3)
Prereq: WMST 200 or permission of instructor
Cross-listed: COMM 365-001, STAM 340-003
R 12:00 p.m.-2:45 p.m. T-211
Lonc, C M

WMST 400 Internship (1-3)
Prereq: completion of 60 hours, WMST 200 or permission of instructor. Individualized section form required.

WMST 401 Experiential Learning (1-3)
Coreq: Concurrent enrollment in a WMST course. Individualized section form required.

WMST 490 Independent Study (1-3)
Prereq: WMST 200 or permission of instructor. Individualized section form required.

Copelman receives book prize

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sider new ideas and to revise previous interpretations of British women's lives a century ago.

For instance, Copelman said, teachers, who were working class and lower middle class in social origin, became active in the women's suffrage movement and were connected to the feminist movement, which often has been considered the province of upper-class women.

However, women teachers' understanding of politics and feminism at times differed from that of middle- and upper-middle-class women, she said. They did not use the language of separate spheres; they did not claim that women had a separate special contribution to make because they were female or had certain "motherly" instincts. Instead, they believed they had an inherent value in society because of their individual worth.

In honoring Copelman's book, the British Council Prize Committee said the author "adds a new dimension to our knowledge of the New Woman and of her relation to London life and to feminism...London's Women Teachers is a nuanced, richly layered work that contributes to women's history, London history, and the history of education."

Currently, Copelman is working on another book and is active in faculty affairs, serving as chair of the College of Arts and Sciences Faculty Council. She teaches introductory courses as well as doctoral seminars. This year she has team taught History 101 and 102 with Professor Mack Holt.

Copelman and Holt joined forces to experiment with the basic survey Civilizations sequence by introducing weekly small discussion sections and writing with the Writng Center.

Copelman said she enjoys helping freshmen refine their learning skills and adjust to (and even enjoy) demanding college-level work.

A note from the director

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including the bodies themselves, even as they are corrupted, unhealthy images of feminine beauty being so used and sold.

I could go on. This list, too, is a long one. But I need not try to be exhaustive. The point is made. The patriarchy is alive and well. It now shows a different face, but it is still not kind to women. Indeed, patriarchal influences are perhaps even more difficult to resist now because the gender messages are so subterranean.

But resist we must. And we must do so collaboratively. Women support-ing women has never meant we are without controversies among ourselves; we will never agree completely with one another. But having achieved consensus or not, we have never more needed to work together, to deepen and extend our studies and our efforts to secure change. I am both apprehensive and optimistic about the future. If there is a place where the optimistic view should prevail, it is here at George Mason University, where we have an incredible depth of human resources interested in women's issues.

Success in our endeavors is not ensured, but "failure is impossible."

POSITION OPENING
DIRECTOR OF WOMEN'S STUDIES

This announcement is for the position of Director of Women's Studies Program and the Women's Studies Research and Resource Center at George Mason University. All full-time, tenure track Women's Studies faculty are eligible to apply.

This position guides the academic and student services facets of the university and links the university with the wider community. The director is responsible for overseeing the Women's Studies minor and for developing the Women's Studies academic offerings at the university. This includes developing curricula and promoting faculty development regarding issues of sex and gender, advising students, directing internships, arranging for speakers, organizing conferences (e.g. Women's History Month). In the capacity, the director is analogous to directors of other academic programs at the university. As the voice of and for women, however, the director is more than an academic program officer. She/he is intimately involved with student services offices of the university and actively engaged in institutional policies that affect women. Here the director is an advocate for students, faculty, and staff. Given that university policies and programs regarding women are influenced by and may have influences on issues in the surrounding community, the director must also be actively engaged with organizations outside the university (e.g. local women's organizations). This important relationship between the university Women's Studies program and the larger community is evidenced in the external Women's Advisory Board, a group of community leaders interested in supporting the work of the Women's Studies program and the Women's Center and in serving the interests of women on campus. On this board, the director serves as the link between the board and the university.

In all of these roles, the Director of Women's Studies and the Women's Studies Research and Resource Center sets the tone for women on campus. The director reports to the Dean of the College of Arts and Sciences.

Interested faculty should submit a letter of intent and cv to Jane Turner, Censor, Chair of Women's Studies Search Committee, History, MSN 331. The Search Committee will begin considering applications immediately. The deadline for applications is May 15.