

stanford
women's
community
center

scholarship

leadership

activism

resources

a
**woman's
guide**

to
stanford

forward

“I’m not a feminist, but...”

are words that frustrate many people who identify with the movement to end sexism and empower women. “I’m not a feminist” still perplexes me because I think it’s bizarre that many people who think critically about how the media misconstrues other issues still buy into its negative images of feminists. That aside, I have begun to train myself to listen to what is after the “but” in “I’m not a feminist” because it usually goes something like this:

“...but I’m worried about going into a high-pressure field when I want to have kids someday and know I will be the one expected to take the hit to my career.”

or

“...but I am the only female in my computer science class and have to listen to sexual jokes during study sessions if I want have anyone to study with.”

or

“...but I got hired as the same time as a guy friend and know he is making more money than me because he was really aggressive in negotiating salary and I was too uncomfortable to do this.”

Statements like these indicate that many people experience sexism as a problem that has serious repercussions in their lives. These are just some of the examples of issues that persist for women despite all the progress we have made since effectively eliminating most forms of legal discrimination in the 1970s. The advancements women have made in this time are nothing to scoff at; we are 46% of the U.S. workforce (<http://www.dol.gov/wb/stats/main.htm>) and 57% of those holding bachelor degrees (<http://nces.ed.gov/fastfacts/display.asp?id=72>) in the U.S. At Stanford, the undergraduate student population is about 50% women, though the percentages go down when looking at the graduate student population, which is only 36% women.

No one denies that women have moved forward in achieving parity in many aspects of our personal and professional lives, but there are issues that continue to present barriers to

women. The issues are often more subtle now; for example, outright wage discrimination is illegal, but women often still end up earning less than men due to discomfort with negotiating salary, lack of access to the informal networking that happens on golf courses or in bars, and socialization into “pink collar” work that is often undervalued and underpaid.

Women managers made 79.7 cents to a man’s dollar in 2000: .7% less than they made in 1983.

A study by the University of Minnesota found that 20% of girls surveyed had used diet pills by the age of 20.

Only about 9% of sexual assault cases lead to felony convictions.

800,000 people are trafficked across international borders each year; 14,500–17,500 are trafficked into the United States.

It is for this reason that it is vital to not become complacent, but rather to move to the next stage in the process of attaining equity for women. This is the ultimate goal of the Stanford Women’s Community Center, (WCC) which exists to facilitate the success of women students at Stanford by providing innovative opportunities for scholarship, leadership, and activism. *A Woman’s Guide to Stanford* is offered in the spirit of advancing this mission through providing women students with tools for facing the issues that confront women with confidence and support. What follows is a handbook of sorts to serve you in achieving your goals at Stanford and beyond.

— Laura Harrison, Ed.D.
Director,
Women’s Community Center

Note: quotations in the grey boxes throughout the guide (unless otherwise noted) are taken from Maloney, C. (2008). Rumors of our Progress have been Greatly Exaggerated. Modern Times: New York.



table of contents

2
4
6

16

22

28

preface

the history of women at stanford, 1885–present

scholarship

- michelle r. clayman institute for gender research
- the woodhull institute
- the program in feminist studies
- self-directed study
- women in technical fields
- graduate women at stanford
- graduate life office (glo)
- the center for teaching and learning (ctl)
- sexual harrassment
- the university ombuds
- worklife office

leadership

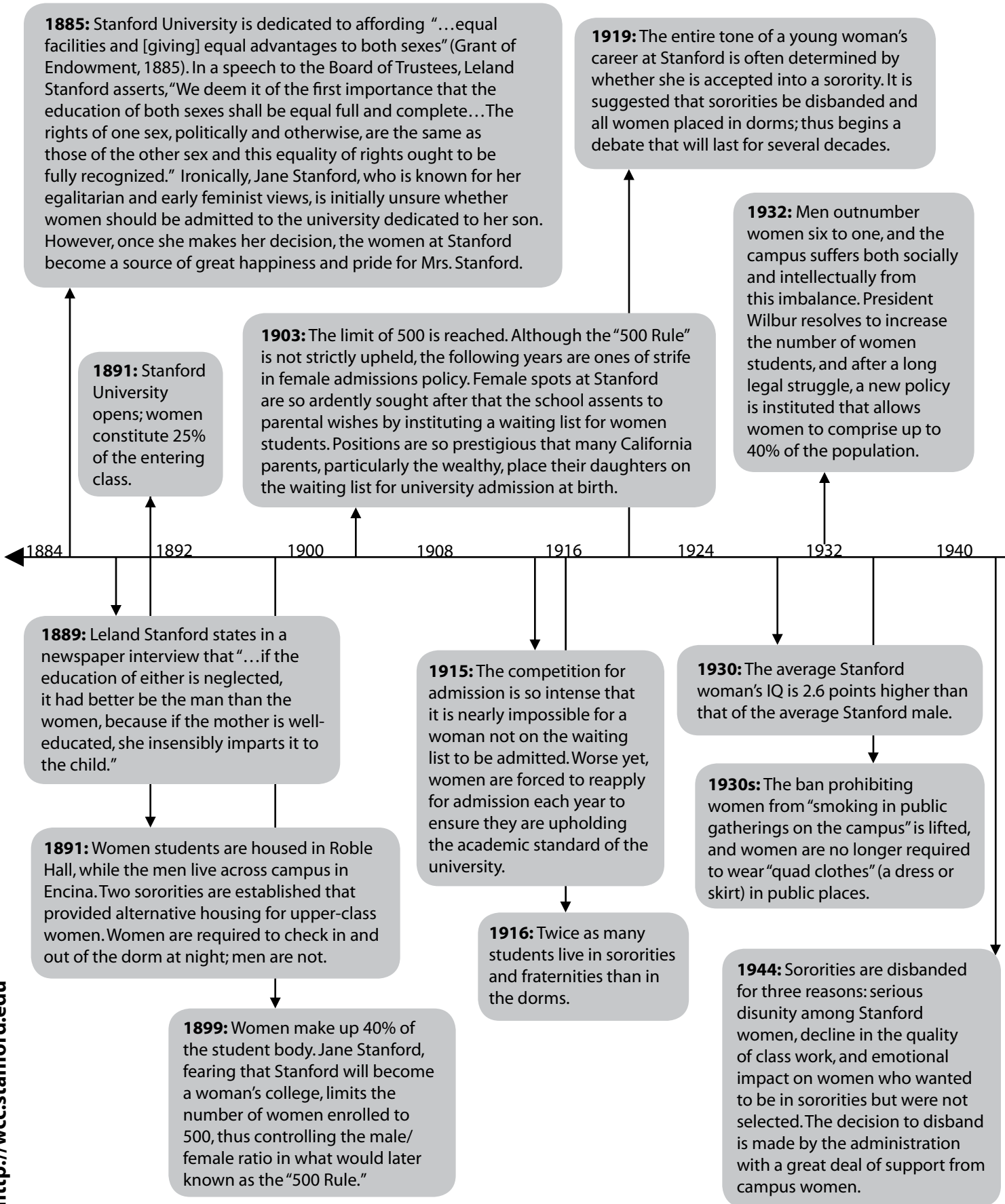
- women's voluntary student organizations (wvso)
- want to start your own wvso?
- women at work program
- stanford women's leadership conference
- five ways to get involved at the wcc
- faith and feminism
- community centers

activism

- herstory
- v-day
- take back the night
- sexual advisory board
- men against abuse now (maan)
- promoting women's health and human rights
- stanford students for choice
- women & youth supporting each other (wyse)
- health promotion services
- the bridge
- ywca sexual assault center at stanford

resources

the history of women at



stanford, 1885–present

1953: The Association of Women Students creates a new “standard of conduct.” The “Lone Woman Rule” (enacted around the founding of the university and prohibiting a woman from entering a male residence alone, regardless of the nature of the visit) is changed so that a woman can enter the downstairs of a men’s residence alone unless she violates the Fundamental Standard (which is still different for women than for men).

1965: Women are given a more liberal curfew; the quota system is also challenged.

1972: The Women’s Collective begins, marking the official beginning of what is now the Women’s Community Center.

1975: All campus residences— with the exception of Roth House (which remains a women’s residence), Story House, and the fraternities—are coed.

1990: The Gender Distribution Requirement is established.

1991: The Women’s Community Center moves into the Old Firetruck House.

2002: Stanford releases a new Sexual Harassment Policy “strongly discouraging” relationships between supervisors and subordinates, especially students and teachers.

1956

1964

1972

1980

1988

1996

2004

1964: Students begin lobbying for the elimination of the standard of conduct because it implies that women are incapable of making independent decisions. Surprisingly, more men than women fight to eliminate the rules. Many women do not object to the rules at all and feel that women must earn the right to act on their own judgments.

1971: The Lone Woman Rule is repealed; women are allowed to join the eating clubs and the Band.

1974: The Center for Research on Women, which later becomes the Institute for Research on Women and Gender, is established. The Women’s Self-Defense Collective is also founded this year. The first edition of *A Woman’s Guide to Stanford* is published.

1978: In compliance with federal anti-discrimination laws and Title IX, sororities return to Stanford. There are nine sororities recognized by the university.

1980: The Program in Feminist Studies is created.

1993: Stanford initiates the Women Needs Assessment Committee, which recommends establishing a full-time Assistant Dean position in the Women’s Community Center, upgrading safety features on campus, and implementing mandatory gender sensitivity training, among other measures.

2005: Stanford welcomes a new YWCA Rape Crisis Center as part of Vaden Health Center.

1972: Congress passes Title IX, prohibiting sex discrimination on campus. Stanford is sued for discriminating against women in admissions and financial aid. The Santa Clara County Supreme Court orders Stanford to drop the 40% quota on female students that had been in place since the “500 Rule” was abolished in 1932. The revised admissions policy requires that students be selected based on the applicant pool of each year and not on a predetermined ratio. The administration evaluates the entire school for discriminatory practices and conditions as a result of Title IX. Female professors are hired, and women are given better benefits, including maternity leave and part-time positions for working parents.

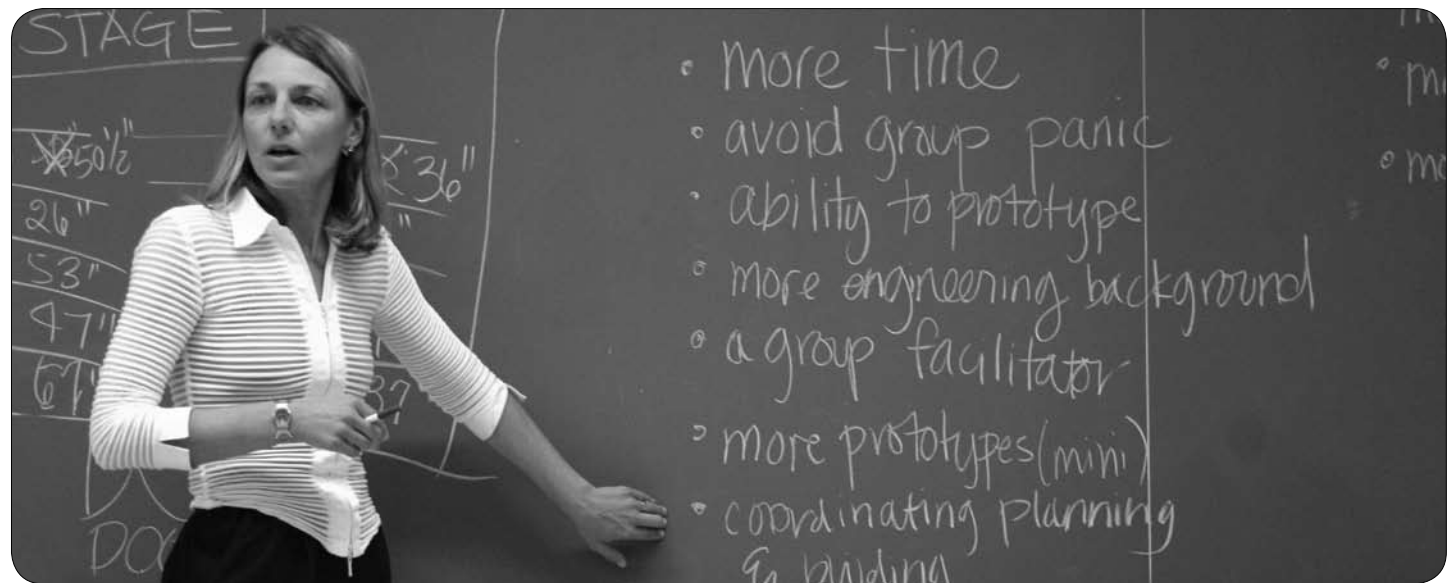
scholarship

Though there are now more women than men in colleges and universities in the United States, barriers to success at different levels and within specific fields—such as engineering, the sciences, and mathematics—persist. In addition, unlike their undergraduate counterparts, graduate women at Stanford are a numeric minority who face another set of challenges which at times require additional resources and support. Such situations can present special difficulties for women, causing them to feel outnumbered, self-conscious, and reluctant to ask questions or make comments. Women in mostly male fields are also more likely to encounter sexist behavior such as gender-insensitive classroom comments or more serious forms of sexual harassment. Stanford women are among the most intellectually curious students in the world, and it is important to understand the resources, research trends, and the tools to overcome gender bias in the academic setting. There is an array of feminist scholarly writings which can supplement your educational experience. There are also numerous opportunities at Stanford through academic departments, the research institute, or student services that can provide women on campus with the necessary tools for success both inside and outside of the classroom.



michelle.r.clayman institute for gender research

The Michelle R. Clayman Institute for Gender Research is one of the nation's oldest and most eminent research organizations devoted to the study of gender. The Clayman Institute contributes to the development of a more equal society for women and men through the creation of innovative research studies and the dissemination of its findings to key decision-makers in universities, business, communities, and government.



The current focus of the Clayman Institute is women and gender in science, engineering, technology, and mathematics, both in an academic and a business setting. The Institute partners with many organizations on and off campus to create and disseminate research findings, including the Anita Borg Institute for Women in Technology, the National Council for Research on Women, the National Council for Women in Technology, the Stanford Office of Science Outreach, the Stanford Center on Ethics, the Association of American University Women, and the Science and Engineering Graduate Women's Association.

Since its founding in 1974, the Institute has offered many different lecture, research, and fellowship opportunities. The Institute's current programs include research fellowships for leading gender scholars based both at and outside Stanford University, research studies on issues of importance to the future of science and the high-tech industry, annual exhibits by emerging artists on gender themes (including current Stanford students) and a Women Artists' group, and public programming.

The Clayman Institute is highly committed to public education on gender issues. As well as offering a program of lectures and seminars, each year it presents at least one major event aimed at the local community. Past events include a mini-conference on women in mathematics, and more than a hundred local high school and middle school students

joined the Institute for a screening of "The Gender Chip Project" and discussion of women's experiences as scientists. The Institute sponsors many events and exhibits on campus, with particular focus on encouraging student-led activities. Projects have included an exhibit of photographs by HIV positive women in South Africa (in association with the Black Community Services Center), a major conference on Title IX (in collaboration with the Stanford Center on Ethics), and a conference on developing women as leaders (in association with the Women's Community Center).

the woodhull institute

The Clayman Institute partners with the Woodhull Institute for Ethical Leadership and Stanford's Women Community Center to offer full scholarships to three Stanford University female students to participate in an ethical leadership workshop.

Founded in 1998 by author Naomi Wolf and journalist Margot Magowan, the Woodhull Institute for Ethical Leadership provides training, mentoring, and support for young women, and works to develop their potential as ethical leaders. At each retreat, a team of committed professionals presents basic empowerment skills that prepare young women for leadership roles in their community and workplace. The three-day Young Women's Retreat includes Woodhull's core program modules: Ethics and Leadership Development, Public Speaking, Negotiation, Financial Literacy, Advocacy, and Identity/Voice workshops. Meditation, hiking, journaling, and group discussions are encouraged. Graduates of Woodhull Institute ethical leadership trainings become alumnae of the 1,300+ growing network of women across the U.S. and the world.

Michelle R. Clayman Institute for Gender Research
Serra House, 589 Capistrano Way
<http://gender.stanford.edu> • (650) 723-1994

the program in feminist studies

For centuries, women in Western cultures were excluded from academic life. Few women had the opportunity to pursue intellectual interests, and thus, the founding fathers of academia were just that: fathers. The bias that resulted from this male domination permeates academia even today. Research in scientific, and thus supposedly objective, areas have long been based on male thought and male subjects, to the exclusion of women's experience. Stanford has taken many encouraging steps in recent years to reduce the institutional bias in education and create equal opportunities for men and women.



Founded in 1980, the Program in Feminist Studies was formed after the Task Force on the Study of Women at Stanford urged the development of curriculum guidelines for students interested in women's studies. Rather than instituting a "women's studies" program, however, the founding chairs, Anthropology Professor Michelle Rosaldo and History Professor Estelle Freedman, chose the term "feminist studies." Instead of an exclusive focus on women, as "women's studies" would imply, the Program in Feminist Studies seeks to understand gender differences and gender inequality across all disciplines.

It was not until 1990 that Stanford approved it as a degree-granting program. Before 1990, students majoring in Feminist Studies had to apply for an individually designed major. Also in 1990, the general education requirements were revised to include the Gender Studies Area Requirement for all students.

Although gender equality is one of the program's main goals, Feminist Studies courses cross all disciplines, including English, philosophy, dance, and foreign languages. Feminist Studies majors attest to the interdisciplinary approach the program takes to foster critical thinking skills and intellectual growth in students. Furthermore, arising from the feminist political movement, feminist thought promotes the continual questioning of assumptions and the reevaluation of the conventional point-of-view.

The Program in Feminist Studies has continued to grow, offering both majors and minors in the field. Unlike some other academic departments at Stanford, the Program in Feminist Studies allows its students much freedom, creativity, and an open-minded academic forum. The major in Feminist Studies requires twelve courses for a minimum of sixty units, and the minor requires six courses for a minimum of thirty units. The major core curriculum consists of an introductory class in feminist studies, a theory course, and a methods course. The minor core curriculum similarly requires an introductory class and a theory or a methods class. Students are required to take classes that approach feminism from different perspectives: a humanities perspective, a social science perspective, and a cross-cultural perspective.

One of the unique requirements of the Feminist Studies major is the practicum experience. This requirement allows students to undertake an independent research or public service project and then analyze their experiences in the form of a paper. Prospective majors must also enroll in Feminist Studies 104, a bi-weekly senior seminar in which students present on the relationship of the practicum to their academic work. The practicum lets students apply academic theory learned in class for practical purposes to deepen their understanding of their course work. Internship opportunities have included working at the Battered Women's Services of San Mateo and the YWCA's Child and Teen Assault and Prevention Project. In addition, many similar programs and internships are available through the Haas Center for Public Service. Students who are not Feminist Studies majors or minors can still complete an honors thesis in Feminist Studies.

While Stanford does not offer a graduate degree program in Feminist Studies, there are still many related opportunities for graduate students. These include positions as teaching assistants in Introduction to Feminist Studies, or as instructors for their own courses. Undergraduate majors and graduate students may also hold year-long positions as representatives on the Feminist Studies Program Committee.

In addition to these work experience opportunities, each year the Michelle Zimbalist Rosaldo and the Francisco Lopes Prizes recognize the best essays and honors theses on women, gender, or feminism written by an undergraduate or co-terminal student. Monetary awards of \$250 are given for two different divisions: the honors thesis division and the essay division. These awards not only attempt to recognize and encourage exceptional work dealing with women's issues, but they also exist in honor of two very influential women in the history of feminist studies at Stanford. Rosaldo, who died in 1981, was an anthropologist and co-founder of the program, and Lopes, who died in 1994, was a member of the program committee for several years.

The Program in Feminist Studies
Main Quad Building 110, 450 Serra Mall
<http://feminist.stanford.edu> • (650) 723-2412

self-directed study

Students frequently express an academic interest in feminist issues but do not always have time in their schedules to take courses in the Program in Feminist Studies. What is offered here are two reading lists for do-it-yourself introductions to feminist issues. The first is a general introduction to how feminism has evolved over time as well as current issues in feminist theory. The second list provides texts focused on representations of women and men in the media and offers insight into the implications of these images in our lives. It was difficult to distill whole bodies of feminist literature down to a few pieces, but these selections were chosen based on their appeal to students and ability to get at the heart of issues that continue to confront all of us in the twenty-first century. The amount of reading is designed to correspond roughly to a ten-week quarter in which a student would read on average about half of a book per week. All texts are available in the Women's Community Center library.

Introduction to Feminist Theory Reading List

Anzaldúa, G. & Keating, A. (2002). *This Bridge We Call Home: Radical Visions for Transformation*. Routledge: New York.

This anthology provides essays by a diversity of women writing on the intersections of gender, race, class, and other markers of identity in the form of personal narrative. It is a sequel of sorts to *This Bridge Called My Back*, a seminal work in the development of third wave feminism by Gloria Anzaldúa and Cherrie Moraga published in 1981.

Freedman, E. (2007). *The Essential Feminist Reader*. Random House: New York.

This collection of historical documents traces the development of feminist thinking and influence in world history. It fills the gaps that exist in most of our historical education and illuminates how activists throughout history have moved forward agendas of gender equality.

hooks, b. (2000). *Feminism is for Everybody: Passionate Politics*. South End Press: Cambridge, MA.

This slim book provides a great "101" into how sexism and racism have worked in the past, continue to work in the present, and can be confronted for a better future. This is a very accessible read that can also serve as a great gift for all the "I'm not a feminist, but..." friends and relatives in your life.

Mohanty, C. (2006). *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press: Durham.

This text tackles some of the more complex issues in feminist theory, including questions of a universal female experience, postcolonial feminism, links between theory and practice, and feminist pedagogy. This is an excellent bet for those looking for something beyond the "101" who want to delve into the big questions guiding contemporary, transnational feminist thought.

Roth, B. (2004). *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave*. Cambridge University Press: New York.

This text offers an analysis of the second wave feminist movement, challenging the idea that it was largely a white, middle class phenomenon. This book offers a great description of the African American, Chicana, and white feminist movements as simultaneous events.

Representations of Gender in the Media Reading List

Faludi, S. (2006). *Backlash: The Undeclared War Against American Women*. Doubleday: New York.

This text offers a disturbing trip through the 1980s and early 1990s as the mainstream media reacted to second wave feminism by creating scare campaigns around concepts like the man shortage and infertility epidemic. This book answers a lot of questions students tend to have about why things are the way they are for women today and is a very accessible read.

Kilbourne, J. (1999). *Can't Buy My Love: How Advertising Changes the Way We Think and Feel*. Touchstone: New York.

This book makes explicit the hidden link between sexism and consumerism in our society. It shows how advertisers colonize our collective minds in an effort to sell more products by making all of us feel inadequate and therefore in perpetual need of improvement.

Jensen, R. (2007). *Getting Off: Pornography and the End of Masculinity*. South End Press: Cambridge, MA.

This book offers a powerful critique of pornography as media, arguing skillfully that there are serious holes in the argument that pornography is sex-positive or feminist in any way. This book is an excellent read for unpacking the complexities involved with objectification and offers fresh insight into an issue that has a long history, but is almost invisible as a social justice issue in our current society.

Pascoe, C.J. (2007). *Dude, You're a Fag: Masculinity and Sexuality in High School*. University of California Press: Berkeley and Los Angeles.

This book provides the results of an ethnographic study conducted in a California high school around the ways in which masculinity and femininity are constructed during the adolescent years. It does a great job of defamiliarizing the reader with rites of passage that most of us have come to see as simply normal and shows how they reinforce notions of sexism and heteronormativity.

Wolf, N. (2002). *The Beauty Myth: How Images of Beauty Are Used Against Women*. HarperCollins Publishers, Inc: New York.

A classic in the feminist canon, this book offers a critique of the ways in which women are pressured to expend a huge amount of their time and energy trying to achieve impossible standards of beauty. In an era of soaring rates of eating disorders, this book offers deep insight into this important issue and demonstrates how it continues to hold women back in reaching their full potential.

women in technical fields

The School of Engineering has worked hard in recent years to recruit underrepresented groups—including both women and minorities—and to improve the support and retention rates for such students and faculty. Approximately 30% of engineering undergraduates are now women, and one half of the participants in the Stanford Summer Engineering Academy (for entering frosh) are women. The Engineering Diversity Program includes outreach and recruitment, advising, scholarships, job fairs, student support groups, summer research fellowships, financial support, tutoring, and mentoring opportunities. The school also offers an engineering seminar for graduate students titled Women's Perspectives in Engineering: Theory and Practice.

Faculty and staff role models and student support groups can provide women students with guidance and remind them that they can succeed in any field. Student support groups include the Society of Women Engineers, an active group of undergraduates which offers programs based on women's issues in engineering from professional, personal, and social perspectives; promotes corporate involvement by encouraging recruitment and participation on weekly meetings and events; and creates programs and projects that allow students to explore engineering careers. The Women's Science and Engineering Network, a program that brings together undergraduate and graduate students, post-doctoral fellows, faculty, and professional women in industry, is based in the Women's Community Center.

In January 2005, Lawrence Summers stated that the innate differences between men and women enable men to more easily succeed in technical fields, reflected by the gross under-

representation of women in math, science, and engineering. These remarks, made at a Conference on Diversifying the Science and Engineering Workforce reflect hegemonic opinions in the United States about women in technical fields, and unfortunately may contribute to the representational imbalance between men and women in math, science, and engineering. This is also a pervasive trend at the graduate level of most disciplines. These popular attitudes towards women in academia, combined with insensitive behavior of peers and professors, and the already vast inequity in representation are all obstacles women encounter when deciding to pursue study in a technical field, and Stanford and elsewhere.

As of 2007, women comprise one third of the Stanford undergraduate engineering population, the highest it has ever been at Stanford. In 2000, this number was 26%. Though we still have a long way to go, these statistics signify a gradual but significant increase in female enrollment in technical fields over the past decade. These statistics are encouraging for women entering Stanford, were more representation could translate into empowerment to thrive in niches historically reserved exclusively for men.

There are also many support networks available for women in these predominately male fields. Groups and resources are summarized in the chart on the following page.

**Nearly half of all
undergraduates in math and
science courses are now women.**



science & engineering wvso**description****Science and Engineering
Graduate Women's Association (SEGWA)**

<http://segwa.stanford.edu>

SEGWA is the umbrella organization for all graduate women in science and engineering at Stanford. Its mission is to promote interdisciplinary communication and collaboration between women and women's organizations for increased efficiency and impact of organizational efforts.

Mechanical Engineering Women's Group

www.stanford.edu/group/mewomen

The Mechanical Engineering Women's Group is committed to fostering a sense of community and environment of support among graduate women in engineering at Stanford. The ME Women's Group address topics such as professional relationships, planning for a career and family, challenges of breaking into male-dominated fields, finding mentors in the workplace/academia, and opportunities that science and engineering provide for women.

Society of Women Engineers (SWE)

<http://swe.stanford.edu>

Stanford's student section of the National Society of Women Engineers is an undergraduate and graduate society that seeks to stimulate women to achieve their full potential as engineers and leaders. They promote corporate involvement; host programs based on women's issues in engineering from professional, personal and social perspectives; seek to spark interest in engineering and science at the pre-college level through outreach programs; and create a supportive environment within Stanford.

Women in Electrical Engineering (WEE)

<http://wee.stanford.edu>

WEE aims to provide community, mentoring, and enrichment for women students in EE at Stanford. WEE addresses women-specific issues and provides a place for networking among current graduate women and EE alumnae.

**Stanford Chemistry Women's Committee
on Graduate Life (WCGL)**

<http://wcgl.stanford.edu>

WCGL aims to improve the experience of female graduate students and postdoctoral scholars in the Chemistry Department and to increase their chances of success in future academic, industrial, and "non-traditional" careers.

Women in Computer Science (WICS)

<http://wics.stanford.edu>

WICS is a group for students in CS and related fields striving to support and promote women in computer science by raising awareness of issues they face and fostering communication. WICS sponsors a mentoring program and seminar series.

*This list may not be exhaustive, but the most up-to-date information about Stanford's Women's Voluntary Student Organizations (WVSO) can be found at www.stanford.edu/group/womenscntr/community/wvso.html.

graduate women's life at stanford

Graduate study at Stanford has a significant set of pressures. It is more focused than undergraduate work, especially if students are trying to complete academic coursework quickly. Relationships must be built within academic departments and fields of study that will contribute to the intellectual endeavors of the student. The intensity of an environment that presses one to become an expert in a particular field has the potential to create tunnel vision which minimizes the relevance of life outside of the academy. The experience of competing urgencies of academic and personal life may lead to a sense of frustration or incompetence. The graduate student consistently faces decisions in the course of her study that seem to carry the weight of one's entire professional and personal success. It is often during these intense periods that graduate women begin to find a shift in their relationships with family, partners, long-time friends, and social groups. The emergence of an identity that exists in relation to the academy becomes a separate life for many women. This life often consists of triumphs and struggles that are not appreciated, understood, or valued by those who are not a part of this separate sphere. Therefore, many graduate women who actively pursue opportunities outside of the professional realm of academia to gain insight on how to reconstruct the established patterns for balancing career and personal life.

Balancing Academic Life and Personal Life

In the Women's Community Center 2002 Needs Assessment Survey of Women at Stanford, approximately 900 graduate women responded that the top area of concern for them was negotiating the balance between academic and personal life. This response reflects the difficulty that faces many graduate women who confront the choices of career and family. Graduate women are often intensely passionate about their academic endeavors, and determining when to exercise one's



reproductive freedom in the course of an academic career is a major challenge for women who choose to have children. This pressure has left some women feeling that their commitment to their careers is determined by the personal choices they make about their lives. Through the Women at Work Series and specialized graduate programming, efforts are made to offer women opportunities to discuss the myths, realities, and consequences of their choices.

When balancing academic and personal life it is important to recognize the presence of graduate women who arrive with children or decide to have a child during their time in graduate school. Women who come to campus with children face the challenge of identifying affordable childcare, balancing studies with parenting, and maintaining a quality of life that supports the needs of their children. Women with children are often isolated as graduate students and must develop networks and alliances among colleagues on campus that support their presence. The ability to attend after-hours programs, special networking opportunities, and social engagements with peers cannot always happen if childcare is not available or if the events do not welcome children. The WorkLife Office and the Graduate Life Office (GLO) have resources to assist graduate student parents. There are few formal campus networks available to support graduate parents; those support groups that exist were often developed through informal networks with peers. Certainly, this only begins to address the complexities of being a graduate woman with a child. The Women's Community Center is interested in supporting the needs of graduate women with children and encourages students to contact them with programming ideas and observations to address this issue.

Throughout the time women spend at Stanford engaging in graduate study, they are challenged, as all graduate students are, to demonstrate the relevance of the research they produce. This process can lead some to feel that their intellectual abilities are being minimized, which creates a decline in one's self-esteem and confidence. Some women also experience marginalization and intense isolation within their academic departments. This feeling is experienced by some women through observing more casual interactions between male students and faculty, not being invited to certain gatherings, and having few female peers within a particular field. Often graduate women have advanced to graduate study with the support of student services administrators, friends, family, and mentors. The support from these individuals does not necessarily diminish, but the nature of the graduate work itself can often be isolating and lead a student to feelings of disconnectedness. Fortunately, it is common for graduate students to participate in specialized study workshops that are open to individuals outside of the department, and informal gatherings and routines are organized by graduate women.

Graduate women of color at Stanford may experience another layer of marginalization. The Women's Community Center has graduate students on staff who coordinate Graduate Women of Color Programs, offering a variety of venues for social and professional engagement. These programs are open to

graduate life office (glo)

The Graduate Life Office (GLO) is a division of the Dean of Students Affairs Office. The office serves as the central resource for information, advice, and assistance in all aspects of graduate student life outside of the class room.

GLO helps students who experience personal difficulties, relational issues, health problems, or crises. GLO staff assist and support the students by helping to problem-solve, offering support, consult and coordinate with academic department, and connecting them with helpful offices or resources on campus. The GLO deans are accessible twenty-four hours a day, seven days week through its on-call pager (723-8222, ID# 25085) to respond to graduate student crises or emergencies.

GLO is also responsible for responding to reported incidents of university policy violation. GLO staff respond by conducting investigation into the alleged incident, offering support and resources to the students involved, and taking appropriate administrative actions to address the violation.

Graduate Life Office (GLO)
750 Escondido Road
<http://glo.stanford.edu> • (650) 736-7078

The number of women who earn Ph.D.s in science and engineering fields has increased significantly since the 1980s, but they still make up only 10% or mechanical engineering Ph.D.s, 13% of physics Ph.D.s, and 27% of math Ph.D.s.



all women on campus. To receive weekly announcements about Graduate Women of Color programs, subscribe to gradwomenofcolor@lists.stanford.edu. There are also other graduate student organizations representing a variety of racial and cultural identities.

The Women's Community Center provides numerous social and academic programs throughout the year so that students from different academic disciplines may come together with a common goal of finding support and resources among one another. Examples of programs through the WCC include:

- Graduate Women's Welcome dinner in the fall
- Graduate Women of Color study nights or luncheons
- dissertation workshops
- oral communication workshops
- stress/time management workshops
- night on the town
- community service
- movie nights
- navigating academic job searches

WCC programs are designed to meet the needs of students, so if you have an idea for something that would benefit graduate women at Stanford, please feel free to contact us.



the center for teaching and learning (ctl)

The Center for Teaching and Learning (CTL) exists to support the effective communication of knowledge and the love of learning by faculty inside and outside the classroom, by graduate students in their roles as apprentice scholar/teachers, and by undergraduates as they take their place in the community of scholars.

In its broadest terms, the purpose of CTL is to promote excellence in teaching at all ranks and excellence in student learning inside and outside the classroom. Its goal is to see teaching equally valued with research as a professional commitment of faculty and teaching assistants and to provide the training and resources to make excellent teaching possible. Effective teaching encompasses more than just the transmission of subject matter, however. Excellent teaching, first of all, gains the students' attention and convinces them of the importance of what is being taught and learned. It goes on to communicate not only information and concepts but to develop powers of analysis, synthesis, judgment, and evaluation, all in a context of considered values. When teaching has truly succeeded, students leave with an ability to learn, question, and commit on their own.

The Center for Teaching and Learning (CTL)
Sweet Hall, Fourth Floor, 590 Escondido Mall
<http://ctl.stanford.edu> • (650) 723-1326

sexual harassment

Living in a co-ed environment may occasionally lead to situations in which a woman may feel uncomfortable due to the actions of others. Sexual harassment consists of unwanted behavior of a sexual nature that interferes with an individual's work or academic performance. Sexual harassment may include anything that creates a hostile environment for other residents, from displaying sexually explicit pictures in public areas to sexually suggestive words or actions. Any problem that arises should be brought to the immediate attention of a resident assistant, resident director, or resident faculty. The staff and students can work together to promote educational awareness to the dorm community in general and speak to specific individuals when necessary. Further advice may be obtained by contacting the Sexual Harassment Policy Office.

Sexual Harassment Policy Office
Mariposa House, 585 Capistrano Way
<http://harass.stanford.edu> • (650) 724-2120

Women filed 10,174 sexual harassment complaints with the Equal Employment Opportunity Commission (EEOC) in 2006, compared to 9574 in 1992.



the university ombuds

The Ombudsperson is an impartial dispute resolver who strives to see that faculty, staff, and students at the university are treated fairly and equitably. Any Stanford faculty, student, or staff member can seek the advice of the Ombuds Office. The Ombudsperson is impartial, neutral, and confidential. The rights and interests of all parties to disputes are considered, with the aim to achieving fair outcomes.

"No person should be treated like this. I need to figure out what to do."

"I'm caught in an administrative snafu. No one seems to be able to fix it."

"What happened to me is unfair. No one listened to my point of view."

The Ombuds Office provides services that can help individuals resolve and cope more effectively with tough situations that may arise in academic or workplace environment. The Ombudsperson will hear and discuss concerns, identifying and evaluating options to resolve problems. The office can also help to open avenues of communication and gather more information about an individual situation. The Ombuds Office also serves as a neutral mediator to solve problems and resolve conflict, striving for fairness, equitable solutions and adherence to university policies.

When is it appropriate to contact the Ombuds Office?

- when you need someone to listen
- when an awkward situation or uncomfortable feelings are bothering you
- when you are unsure of Stanford policy or you believe a policy procedure or regulation has been applied unfairly
- if you wish to work through an intermediary, the Ombudsperson can serve that role
- when you are worried about favoritism or afraid of retaliation
- when you think you have been treated unfairly, harassed or discriminated against
- when you think someone has engaged in misconduct or there has been an ethical violation

Office of the Ombuds
 Mariposa House, Room 210
 585 Capistrano Way
www.stanford.edu/dept/ombuds • (650) 723-3682

Businesses with family-friendly benefits experience higher productivity and lower absenteeism and attrition.

worklife office

The WorkLife Office exists to help members of the Stanford community achieve a comfortable balance in work, study, personal, and family life. As a part of Human Resources at Stanford, the WorkLife Office supports the university's academic mission through direct services and by developing collaborative partnerships within Stanford and the surrounding community to assist faculty, staff, and students in reaching a comfortable balance between their work, study, personal, and family lives.

Services include:

- on-site child care resources, information, and referral
- Emergency and Backup Childcare Program
- Child Care Subsidy Grant (CCSG)
- Adoption Reimbursement Program
- parent education and consultation
- elder care and caregiving support
- strategies and resources for navigating work and life

WorkLife Office
 655 Serra Street
<http://worklife.stanford.edu> • (650) 723-2660

60% of male managers have children; 40% of female managers have children.



Leadership

There has been an explosion in recent years of interest in women's leadership styles, capacities, and progression toward equality. In many ways, we have advanced from the pre-second wave feminist era when women and men alike questioned whether women were biologically capable of leading. There is now a cottage industry of periodicals written with the premise that not only are women able to lead, but perhaps there is something that makes us even better leaders. Books like *The Female Advantage* champion the notion that traditionally feminine qualities such as empathy, ability to listen, and tolerance of ambiguity position women to be highly effective leaders in a quickly changing, globalized world. But is this a helpful premise? While it's both novel and flattering to think of femininity in terms of a benefit rather than a deficit, equating qualities like sensitivity with women essentializes gender into fixed polarities that make it easier for people like Harvard's ex-president to make statements about women's supposed genetic inferiority with regard to scientific reasoning. Yet there are activists like Mohammad Yunis, the father of microlending, who argue convincingly that there are qualities of women in communities that make them more likely to use resources to benefit the common good. The issue of gender and leadership is complex and we're still in the very early stages of wrapping our head around the changing roles of women and men as a society. What follows are some resources for helping you think through what it means to develop your own leadership potential as a Stanford woman as well as some concrete opportunities to exercise your talents on this campus.



women's voluntary student organizations (wvso)

Getting involved in a women's voluntary student organization is a great way to meet new people, develop your leadership skills, and work on issues that are important to you. Stanford has more than thirty-five different women's organizations, ranging from academically focused groups to sororities, community service groups, ethnic women's organizations, and more. The Women's Community Center is committed to providing service and support to active WVSO and serve as a vehicle in which students may connect to the groups.



Here is a listing of the current WVSO at Stanford (for group websites, visit <http://wcc.stanford.edu>):

- Cap and Gown:** academic group/women's honor society
- Chi Omega:** sorority
- Chinese Women's Collective:** ethnic/cultural group
- Counterpoint:** women's a cappella group
- Delta Delta Delta:** sorority
- Delta Sigma Theta:** sorority
- Inter-Sorority Council (ISC):** umbrella group for ISC sororities
- Jewish Women's Collective:** religious/cultural group
- Kappa Alpha Theta:** sorority
- Kappa Kappa Gamma:** sorority
- Mechanical Engineering Women's Group:** academic/pre-professional group
- Pi Beta Phi:** sorority
- Promoting Women's Health and Human Rights (PWHHR):** awareness/community service group
- Saheli—Stanford's South Asian Women's Collective:** ethnic/cultural group
- Science and Engineering Graduate Women's Association (SEGWA):** academic group
- Sigma Psi Zeta:** Asian interest sorority
- Sigma Theta Psi:** multicultural sorority
- Society of Women Engineers (SWE):** academic group
- Stanford Chemistry Women's Committee on Graduate Life (WCGL):** academic group
- Stanford Students for Choice:** political/social awareness group
- Stanford V-Day:** awareness/community service group
- Stanford Women in Business (SWIB):** academic/pre-professional group



- Stanford Women's Rugby:** athletic group
- Women and Medicine:** academic/pre-professional group
- Women & Youth Supporting Each Other (WYSE):** mentoring/community service group
- Women in Business:** academic/pre-professional group
- Women in Computer Science (WICS):** academic/pre-professional group
- Women in Electrical Engineering (WEE):** academic/pre-professional group
- Women in Management:** academic/pre-professional group
- Women in Stanford Law:** academic/pre-professional group
- Women's Coalition:** women's voluntary student organization umbrella group
- Lambda Theta Nu Sorority, Inc.:** sorority
- Stanford Women's Club Soccer:** athletic group
- Stanford Women's Club Volleyball:** athletic group
- Stanford Women's Ultimate:** athletic group
- Stanford Squash Women's Intercollegiate Team:** athletic group



want to start your own wvso?

While there are many women's groups on campus, there may be a need for a group with a different focus. If you are interested in starting a WVSO, you can visit the WCC for general advisement and to see if a similar group already exists. Then you can take your proposal to the Office of Student Activities. New student organizations are approved a few times a year, so make sure to check this office's calendar and procedures.

Top ten things the WCC can do for your WVSO:

- 1 provide meeting, program, mailbox, and storage space
- 2 enhance exposure to the campus through the WCC website
- 3 provide advertising through the WCC online calendar, quarterly postcards, displays on interior bulletin boards and external display case
- 4 provide leadership workshops, networking, and other resources on an as needed basis
- 5 help you recruit new members through connection with the WCC
- 6 collaborate with you on a program for Herstory in the spring, with the benefits of publicity, funding, and venues
- 7 collect your suggestions for speakers and events to bring to campus
- 8 connect with ProFros at Admit Weekend and new students at Orientation
- 9 offer computer resources and the ability to fax out information pertaining to your student group business
- 10 provide general support and assistance from WCC staff

The Women's Community Center (WCC)
Firetruck House, First Floor, 433 Santa Teresa Street
<http://wcc.stanford.edu> • (650) 723-0545

women at work program

Women at Work is a series of Winter Quarter workshops designed to help Stanford women develop skills for the workplace and other professional situations. This well-attended series has grown to be one of the largest programs offered by the Women's Community Center, often drawing in first-time visitors to the center. Examples of past programs include:

- Gender and Weather: A Decade of Changing Climates
- Confronting the Imposter Phenomenon
- Building Social Capital: Connecting with Others
- Financial Literacy: Achieving Fiscal Independence
- Assertive Communication
- Developing a Relationship with Your Mentor
- Effective Oral Presentation: Claiming the Public Space

Women at Work benefits from ongoing collaboration with other Stanford departments, particularly the Career Development Center, Oral Communication Program, and Financial Aid Office, who provide presenters and help publicize the series. The series also brings in professional women from a diverse array of disciplines, spanning academia, government, the corporate sector, and the nonprofit sector. Workshops are designed to solicit active participation from audience members to build skills relevant to each individual's background and provide her with concrete takeaways for ongoing development.



On average, companies with the highest percentage of women board directors have a 53% higher return on equity than those with the least.

stanford women's leadership conference

Stanford women are among the most intellectually curious, productive, and motivated people in the world. The Stanford Women's Leadership Conference was created to provide a powerful opportunity for these talented women to come together to make connections, learn strategies for overcoming the barriers that still persist for women leaders, and develop ways to move innovative ideas into creative action.

In 2006, the WCC revived the Stanford Women's Leadership Conference in an effort to create a space for women at Stanford from across campus to explore issues that face women as leaders. This program has grown over the years and provides an opportunity for Stanford undergraduates, graduate students, alumnae, faculty, and staff members to come together to explore pertinent topics as well. Previous themes have been:

- Defining Success (2006)
- Embracing Change (2007)
- Visionary Women: Imagining New Futures (2008)

Typically held the third or fourth Saturday in Spring Quarter, a major highlight of this one-day program is the alumnae who come back to campus and share their various life experiences and career paths. This event provides a great opportunity for networking, mentoring, and a connection to other women at Stanford and beyond. The conference is open to all Stanford students, faculty, staff, and alumni.

Planned and organized by WCC student staff and interns, the Women's Leadership Conference is definitely a program you won't want to miss. For the most up-to-date information, to see the format of the day, and to review previous year's sessions, please visit <http://swlc.stanford.edu>.

"I'm so inspired that I feel like doing a million things to improve my life and those of other women."

"I learned that the roads to success are, indeed, winding, and that there is always a solution to obstacles like gender discrimination"

—from conference attendees

five ways to get involved at the wcc

1 Working at the Women's Community Center: Working at the WCC provides students with the opportunity to practice and develop further their potential as individuals committed to positive social change. Students work on a variety of projects ranging from educational programming to publicity to event planning. Student employees at the WCC also benefit from participating in an annual leadership retreat, working as part of a staff team, and gaining the professional skills necessary to lead effectively in their lives at Stanford and beyond. Recruitment takes place during the first half of Spring Quarter each year.

2 Interning at the Women's Community Center: Interning at the WCC allows students to gain many of the benefits of working at the WCC with more mentoring and less time commitment. Interns are paired with staff members according to interest area and work with the WCC leadership on mutually agreed upon projects and initiatives. Intern recruitment happens during Autumn Quarter each year.

3 Attending a Program at the Women's Community Center: Whether it's an assertiveness workshop or a self-defense class, the WCC is your one-stop shop for educational programs on issues relevant to college women. Check out the program calendar on the website for a full listing of all the quality programs available to you as a Stanford student.

4 Getting Help at the Women's Community Center: While great strides have been made to improve the lives of women students, we understand that there are situations where it is helpful to talk with someone about an issue or concern. Professional staff are available at the WCC to consult and help troubleshoot any problem you might have as a student.

5 Hanging out at the Women's Community Center: Whether you want to plug in your laptop and get some work done or unwind after a long day of classes, the WCC is a space that has been described as "warm and inviting" by many students. There is often food, fellowship, and fun happening in the WCC between programs and meetings, so feel free to stop by just to hang out.

Women start small businesses at four times the rate of men. Women-owned businesses employ 19 million workers and generate 2.5 trillion in sales.

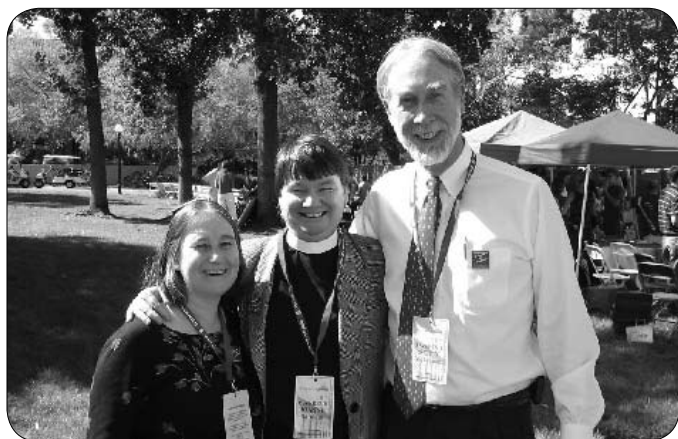
faith and feminism

Seeking spiritual understanding as a woman can be challenging, particularly in the face of patriarchal religious traditions. In the last two decades, women have reinterpreted and challenged structured religion and created a spiritual life outside the bounds of religious tradition. As women have assumed leadership roles in more and more religious communities, individual women's experiences of spirituality have become increasingly noticed and valued at Stanford and beyond.

Spirituality involves the paradox of the oneness of self and other, whichever "other" one chooses. The term spirituality is often used to describe the human desire to nurture and sustain a relationship with God or divine entity/entities. This has historically been problematic for women, as God has often been defined as male. Many who do not wish to adhere to a hierarchical and/or masculine-dominated image of God have looked elsewhere for inspiration. Many feminists are now seeking expanded notions of God, including creating new names and interpretations of deities.

Women's spirituality encompasses all forms of beliefs and theories as to how and why the universe operates and one's place in that universe. Women's spirituality is a part of every spiritual tradition and journey of which women are a part. Feminist theologians are constantly redefining and re-contextualizing masculine-dominated traditions and are embracing and publicizing the contributions of women that have been historically buried and oppressed.

Of the three Deans for Religious Life, two are women. They provide leadership for such events as Women's Soul Matters, Herstory University Public Worship, scripture study, a grief and bereavement group, and sexuality and spirituality discussions. Both Rabbi Patricia Karlin-Neumann and Reverend Joanne Sanders practice an open door policy and have offices on the third floor of the Old Union Clubhouse.



The Office of Religious Life
Memorial Church
<http://religiouslife.stanford.edu> • (650) 723-1762

community centers

The Asian American Activities Center (A3C)

What we know today as the A3C arose from extremely humble beginnings. In 1970, it was not so much a center as it was a group of student volunteers operating out of the Old Firetruck House. In 1989, the Dean of Student Affairs formally institutionalized the A3C by hiring a full-time director, Richard Yuen (Dean Rick). In 1991 Cindy Ng was hired as Program Coordinator, now Director. Although it has been a long and arduous process, the A3C has finally fulfilled its namesake—it is truly a center for the entire Stanford community. Students come to the A3C for information about campus resources and community service opportunities, meetings, cultural and educational programs and workshops, research materials, organizational and personal advising, and just relaxing and hanging out between classes. The Asian American Resource Library includes Asian American literature and reference texts, hard-to-find Asian periodicals, university documents, newspaper clippings, and videos.

Asian American Activities Center (A3C)
Old Union Clubhouse
<http://a3c.stanford.edu> • (650) 723-3681



Bechtel International Center (I-Center)

When Stanford's doors opened in 1891, students from fourteen nations were among the registrants. In later years, homes of local families became gathering places for international visitors. Today the Bechtel International Center (I-Center) stands to provide assistance to international scholars and foreign-born faculty with immigration and adjustment issues. Through a variety of social, cultural, and educational programs, the I-Center facilities are utilized to involve both domestic and foreign students and scholars in the life of the university and the community. The I-Center emphasizes the international and multicultural dimensions of Stanford through counseling and programmatic services.

Bechtel International Center (I-Center)
584 Capistrano Way
<http://icenter.stanford.edu> • (650) 723-1831

The Black Community Services Center (BCSC)

The BCSC, fondly referred to as “The Black House,” still exists today to ensure that Stanford is a comfortable place for black students to thrive and reach their full potential. Over a thirty-year span, Stanford’s student population has grown and its needs have changed. Currently the BCSC provides academic advising and support, leadership development, and training for approximately twenty-five Black Volunteer Student Organizations (BVSO), organizational support to the African American Staff Group (AASG), community service outreach, and various cultural and educational programs. The BCSC emphasizes a holistic approach to supporting the intellectual life of undergraduate and graduate students at Stanford. It provides academic, cultural, and social support from recruitment to graduation. Through its involvement in Admit Weekend and Graduate Diversity Admit Weekend or its active participation in Black Liberation Month events and lectures, Martin Luther King, Jr. Celebration, Academic and Service Resource Series, Imagining Graduate School Series, and more, the BCSC provide out-of-the-classroom experiences that help shape the Stanford experience for black students.

The Black Community Services Center (BCSC)
418 Santa Teresa Street
<http://bcsc.stanford.edu> • (650) 723-1587

El Centro Chicano

El Centro Chicano serves to catalyze Chicanos and Latinos at Stanford into a proactive community that celebrates and promotes the history, contributions, intellectual heritage, education, growth, and empowerment of all Chicanos and Latinos at Stanford and beyond. El Centro provides its students with a comfortable meeting space where they can relax, but also receive personal or academic advising. The center also has resources concerning community service, student organizations, as well as performance and pre-professional groups.

El Centro Chicano
Building 590-F, Old Union Clubhouse
<http://elcentro.stanford.edu> • (650) 723-2089



Lesbian, Gay, Bisexual, Transgendered Community Resources Center (LGBT-CRC)

Whether you’re out and proud, questioning or allied, the LGBT-CRC is a great place to meet other queer and allied students, join one of the LGBT student organizations, chill, study, check email, browse books and magazines, watch DVDs, or learn about campus resources. The center offers a range of programs including CASA (a small-group mentoring program for queer, questioning, and allied frosh) and OutTalk (a support group for people of all gender identities and sexual orientations), as well as lecture series, colloquia, seminars, and mini-courses; dorm programs; support groups; health education workshops; diversity trainings; social and cultural events; community activities; leadership development; and support for LGBT voluntary student organizations and student-driven initiatives. Professional center staff are there to answer questions, address concerns, and help students have a great experience at Stanford.

Lesbian, Gay, Bisexual, Transgendered
Community Resources Center (LGBT-CRC)
Firetruck House, Second Floor, 433 Santa Teresa Street
<http://lgbt.stanford.edu> • (650) 725-4222



Native American Cultural Center (NACC)

The Stanford University American Indian, Alaska Native, and Native Hawaiian Program (AIANNHP)/Native American Cultural Center (NACC) serves a diverse and under-represented student population. The primary mission of the program/center is to recognize the needs of the Native community and create programs that address the factors that influence degree progress and completion. The AIANNHP/NACC works to significantly reduce the cultural and educational barriers Native students may encounter in transitioning from their high school or other university experience to the rigors of attending Stanford. To achieve these goals, the program initiates a series of interventions that begins with the earliest contact with students and continues until their university goals have been met and beyond. Some services provided are advocacy, advising, counseling, and programming.

Native American Cultural Center (NACC)
Clubhouse #12, 524 Lausen Mall
<http://nacc.stanford.edu> • (650) 725-6944

activism

Both “feminist” and “activism” are concepts that have proven admirably flexible and adaptive over time. Put them together and “feminist activism” is an idea that embodies this quality of change even more so. Although no one ever actually burned a bra in a feminist protest,* the image of a crazed woman angrily torching her undergarments has been etched in our minds by the mainstream media. Yet anyone who has even dabbled lightly in the feminist activism of today knows that the movement is comprised of women and men of every color, religious and not religious, make-up wearing and non make-up wearing—basically, anyone who believes that women should be treated equally in all aspects of society is welcome to join. Feminist activists work on a wide range of issues from reproductive rights to anti-human trafficking legislation to mentoring programs for children in underserved communities. We know that issues of oppression intersect, so whether you want to focus on ending racism, eradicating poverty, or promoting environmental responsibility, those are feminist activities, too, because women are a part of every community. What follows is by no means an exhaustive list of resources for those interested in moving from theory to practice in their commitment to feminism.

* Faludi, S. (2006). *Backlash: The Undeclared War Against American Women*. Doubleday: New York.



herstory

Nationally, March is designated as Women's History Month, but at Stanford finals and spring break happen during that time. In order to maximize the opportunity to learn about issues and celebrate accomplishments on campus, Herstory is a series of events and programs held during the month of April. Herstory serves as a forum for educating the Stanford community about the contributions of women as well as the issues that persist in our effort to achieve full equality. Herstory is a well-established tradition on the Stanford campus and is even listed in the "100 things you have to do before leaving Stanford" guide. Programs during Herstory range from talks with journalists such as KPFA's Andrea Lewis about representations of women leaders in the media to panel discussions about issues in queer women's health. Women's Voluntary Student Organizations host many of the Herstory programs as well, making this event a true community collaboration.



The Women's Community Center (WCC)
Firetruck House, First Floor, 433 Santa Teresa Street
<http://wcc.stanford.edu> • (650) 723-0545



v-day

Every year around Valentine's Day as part of a concerted global effort, Stanford V-Day holds an on-campus anti-violence awareness and fundraising campaign. *The Vagina Monologues* is a part of this effort to end gendered violence. A play written by Eve Ensler, founder of the national V-Day movement, *The Vagina Monologues* is based on a series of interviews Ensler conducted in which she asked women of various demographics about their vaginas' history. What resulted from those interviews was a profound look into women's sexual lives, ranging in topics from discovered sexual empowerment to the devastating experience of gang rape. The majority of the play centers on reenactments of these interviews coupled with "vagina facts" such as the prevalence of female genital mutilation. The play's monologues range in tone from comedic and light to gripping and heart-wrenching. All monologues seek to educate women to claim control over their bodies and lives.

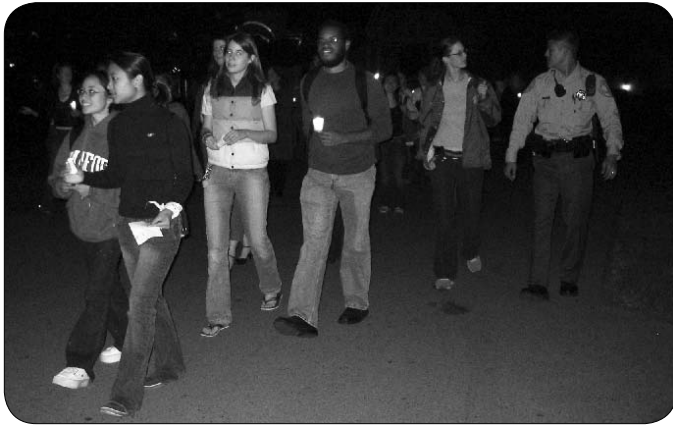
The event is a primary component of Winter Quarter for campus life. For two weeks, this campaign assumes the spotlight: the week leading up to the play is comprised of ticket and merchandise sales and the week following, V-Week, is host to a series of smaller anti-violence events. Merchandise during the first week includes "chocolate vaginas" and "vagina buttons" (pins with vagina-friendly slogans). Also occurring during the first week is the Clothesline Project, a symbolical "airing out" of Stanford's "dirty laundry." Stanford V-Day asks women on campus to anonymously share stories of sexual harassment/assault and sexual empowerment. These quotes are then written on old t-shirts and hung in White Plaza for a week. Anyone walking by the Clothesline Project is free to read the quotes and discuss them with V-Day representatives.

Stanford V-Day uses *The Vagina Monologues* ticket and merchandise sales each year to fundraise for a local women's organization. In 2008, the selected recipient was the Support Network for Battered Women (SNBW) of North Santa Clara County. At the end of the campaign, 75% of revenue is donated to the selected women's organization, 10% is donated to the national V-Day organization, and 15% is kept for the next year's campaign.

take back the night

In conjunction with the Stanford Women's Center, Vaden Health Promotion Services holds this annual march against sexual assault and abuse in April. While the first march in the United States was held in San Francisco in 1978, the march has been held on Stanford campus for the last sixteen years. Annually drawing a crowd of more than 200 students and staff, this event consists of student performances, testimony from those affected by sexual assault and those that fight against it, a candlelight vigil for survivors, and the empowerment march around campus. The march has been held in silence the past two years as a symbolical tribute to the voiceless.

The march begins in White Plaza, takes a turn around various residences and primary Stanford buildings (such as the Quad), and ends with a reception in the WCC. The goal is to educate participants about the prevalence of sexual assault not only around the world, but also on campus, and its effects on individuals and communities. In so doing, it aims to "shatter the silence" through educational empowerment.



9 out of 10 sexual assaults are committed against women; sexual assaults occur every 2.5 minutes in the United States.



sexual violence advisory board

The mission of the Sexual Violence Advisory Board is to reduce the occurrence of sexual violence on campus and to provide guidelines to help ensure consistent compliance with the university's Policy on Sexual Assault and related policies.

The Sexual Violence Advisory Board membership represents a broad spectrum of students, staff and faculty, who offer expertise and interest in sexual violence related issues, such as prevention education, response, and reporting. The board meets on the first Wednesday of every month.

How to get help for yourself or a friend:

An abusive relationship is characterized by one person exerting power and control over another, often displayed in instances of verbal, emotional, physical or sexual abuse. If you or someone you know is in an abusive relationship, there are many resources on campus that can help you find safety. The Stanford YWCA has a twenty-four hour confidential counseling and support hotline called the Sexual Assault Center which you may call at (650) 725-9955. The Center for Relationship Abuse Awareness (www.stoprelationshipabuse.org) has many helpful resources for how to recognize an abusive relationship, help a friend who you're worried about, tips on developing a safety plan, and how to apply for a restraining order. Finally, your Resident Assistant, Peer Health Educator, Resident Fellow, and Residence Dean are trained to provide empathetic and confidential support and resources for you and your friends.

How to get involved:

If you are interested in getting involved with organizations that work on domestic violence prevention and services, there are many opportunities on and around campus. The Center for Relationship Abuse Awareness offers internships and volunteer opportunities for students interested in working on relationship abuse prevention on campus. kNOW More (<http://knowmore.stanford.edu>) is a student group that promotes teenage relationship abuse prevention by giving presentations at local high schools. The Women's Community Center is the umbrella organization for a number of student groups that also work on many of these issues.

Sexual Violence Advisory Board
Laurette Beeson, Co-Chair • (650) 736-7088
lbeeson@stanford.edu
Carole Pertofsky, Co-Chair • (650) 723-0545
perto@stanford.edu
<http://svab.stanford.edu>

men against abuse now (maan)

Gender violence is a men's issue too. Men aren't just potential perpetrators but also potential allies who can confront abusive peers. MAAN (formerly Men Against Violence) is a group of men from the Stanford community who believe that men must join the movement to end violence against women and reach out to other men if the violence is ever going to stop.

It doesn't take a lot of make a difference in the movement to end violence against women. Here are some starting points:

- Take a proactive stand against sexism. Speak out against sexist jokes and anything else which degrades women. Treat all women like you would want the women you care about to be treated.
- Get verbal consent from a sober partner before engaging in any kind of sexual intercourse.
- Hold fellow men accountable. If you see a friend getting sexually aggressive at a party, find a way to stop him. Likewise, don't let your friends take a drunken women back to their room. Not only is it the right thing to do, but you are potentially keeping your friend from committing a crime.
- Get involved! Join MAAN or a similar organization working to end violence against women. Educate yourself so that you can become an effective agent of change. Organize a fundraising drive for a local women's shelter. Write an op-ed for *The Stanford Daily* speaking out against sexual assault on campus. Get creative!
- Make a personal pledge never to commit, condone, or remain silence about violence against women.

Men Against Abuse Now
Donnovan Somera Yisrael, Staff Advisor
dunnovan@stanford.edu
subscribe to menagainstviolence@lists.stanford.edu



promoting women's health and human rights

Promoting Women's Health and Human Rights (PWHHR) was founded in 2004 by a group of students interested in exploring and addressing critical issues in international women's health and human rights. Since then, PWHHR has become a source of student activism on campus hosting events and programs that raise awareness about a variety of issues.

PWHHR strives to educate the Stanford community about women's health and human rights, to partner with organizations and establish internship and job opportunities for students interested in working on these issues, and to fundraise and make grants to women's groups worldwide.

Programs have included:

- Global Exchange representative Chie Abbad speaking about sweatshops and their impact on women
- campus-wide flyering campaign highlighting key issues for college women's health
- an editorial in *The Stanford Daily* to inform students of current issues surrounding women and immigration laws
- bi-weekly film screenings where students of diverse backgrounds meet to view and discuss films related to women's health and human rights
- Judy Norsigian, co-author of *Our Bodies, Ourselves*, speaking on contemporary issues surrounding women's health and bodies

In 2008, a sub-group of the organization, thinkBIG, created a two-day conference on international women's health and human rights, which won the Dean's Award for service to the Stanford community.

Promoting Women's Health and Human Rights
www.stanford.edu/group/pwhhr



2/3 of those who lost their health insurance in 2004 were women.

stanford students for choice

From raising awareness about critical issues on the ballots to providing students with the basic information regarding access to contraceptives, Stanford Students for Choice is a visible group that makes things happen. Choice was founded in October of 1999 by five undergraduates. Given inspiration and tools for action by the Gloria Steinem Leadership Institute (a training offered by Choice USA to pro-choice student activists), the nascent group was disturbed by the lack of discussion on campus about reproductive freedom. The first members aimed to serve students by educating them about growing threats to choice and empowering them to take political action on behalf of their own rights and convictions.

Stanford Students for Choice
<http://prochoice.stanford.edu>

According to a Yale study on how daughters affect fathers' voting patterns, congressmen with teenage daughters are more likely to support reproductive freedoms.

<http://www.econ.yale.edu/faculty1/washington/genderpap10.pdf>

women & youth supporting each other (wyse)

WYSE is a curriculum-based group mentorship program that provides middle school girls in East Palo Alto with the resources, information, and support necessary to make responsible decisions, build self-confidence, and create community change. Through weekly interactive sessions and one-on-one mentorship, information is shared and participants are encouraged to express their opinions, ideas, and knowledge. WYSE encourages young women of all ages to unite for change and self-determination.

Women and Youth Supporting Each Other
wyse@service.stanford.edu



health promotion services

Vaden's Health Promotion Services offer many services to students, including alcohol and other drug abuse prevention, nutrition counseling and education, sexual assault and harassment prevention, the Sexual Health Peer Resource Center (SHPRC), AIDS awareness outreach, and more. There are many ways for students to get involved in health promotion. A student may become a Peer Health Educator (PHE) in a dorm, a peer counselor, or a member of the advisory board. The program also sponsors internships for students in fields of research concerning health promotion and disease prevention. The offices at Health Promotion Services serve as a center for health information. Students interested in getting involved in health education should contact Health Promotion Services.

Health Promotion Services
Sexual Health Peer Resource Center
Vaden Health Center, 866 Campus Drive
<http://shprc.stanford.edu> • (650) SAFE SEX

the bridge

The Bridge is a student-run peer counseling center. Founded in 1971 as a drug counseling center, the Bridge has evolved over the years into a twenty-four hour general counseling center, offering free and confidential peer counseling, as well as informational and referral resources. Volunteers who have completed a rigorous ten-week training course through the School of Education staff the center. LGBT and cross-cultural peer counselors staff the center, and a number of support groups meet there regularly, including a Wellness and Depression Support Group, Alcoholics Anonymous, Body Image Support Group, Overeaters Anonymous, Coming Out Rap Group, and Lesbian and Bisexual Women group.

The Bridge Peer Counseling Center
Rogers House, 581 Capistrano Way
<http://thebridge.stanford.edu> • (650) 723-3392



ywca sexual assault center at stanford

The YWCA Sexual Assault Center at Stanford is a partnership between Stanford University and the YWCA Rape Crisis Center of Silicon Valley, which works to assist students, staff, faculty, and other Stanford affiliates with the difficult issue of sexual assault. Highly trained advocates meet with and assist survivors and/or the family and friends of survivors regarding their options for responding to a sexual assault. They help coordinate easy access to a wide range of campus services related to the aftermath of an assault, such as medical assistance, law enforcement, legal and judicial services, and emotional support. The YWCA also enhances prevention programs related to sexual assault, dating violence, domestic abuse and stalking. Students will continue to be actively involved as peer educators, and activists.

Sexual assault can happen to anyone of any age, at any time, or at any place. Sexual assault does not discriminate and affects men, women, and children of all ages, races, ethnicities, socioeconomic backgrounds, and sexual orientations. Rape is a crime of violence not a crime of passion, motivated by the desire to gain power and control over another.

Services:

- Rape Crisis Hotline twenty-four hours a day to emergency assistance, confidential counseling, information, and referrals
- accompaniment for sexual assault survivors to the hospital, the police station, and through court proceedings and campus judicial services
- advocacy on behalf of survivors to public agencies, legal and judicial services, and law enforcement
- confidential counseling in person, on a limited basis
- information for the public on sexual assault and abusive relationships
- referrals to Stanford services, local clinics, counselors, and victim assistance organizations
- prevention education support with on-going campus prevention efforts

YWCA Sexual Assault Center at Stanford
Vaden Health Center, 866 Campus Drive
Drop-in Mondays through Thursdays from 2-4 pm
<http://rape.stanford.edu> • (650) 725-9955 (24 hours)

In the ten years after the passage of the Violence Against Women Act, overall intimate partner violence fell by more than half.

resources

a

Asian American Activities Center (A3C)

Old Union Clubhouse
<http://a3c.stanford.edu> • (650) 723-3681
see page 20

b

Bechtel International Center (I-Center)

584 Capistrano Way
<http://icenter.stanford.edu> • (650) 723-1831
see page 20

The Black Community Services Center (BCSC)

418 Santa Teresa Street
<http://bcsc.stanford.edu> • (650) 723-1587
see page 21

The Bridge Peer Counseling Center

Rogers House, 581 Capistrano Way
<http://thebridge.stanford.edu> • (650) 723-3392
see page 27

c

The Center for Teaching and Learning (CTL)

Sweet Hall, Fourth Floor, 590 Escondido Mall
<http://ctl.stanford.edu> • (650) 723-1326
see page 14

Michelle R. Clayman Institute for Gender Research

Serra House, 589 Capistrano Way
<http://gender.stanford.edu> • (650) 723-1994
see page 7

e

El Centro Chicano

Building 590-F, Old Union Clubhouse
<http://elcentro.stanford.edu> • (650) 723-2089
see page 21

f

The Program in Feminist Studies

Main Quad Building 110, 450 Serra Mall
<http://feminist.stanford.edu> • (650) 723-2412
see page 8

g

Graduate Life Office (GLO)

750 Escondido Road
<http://glo.stanford.edu> • (650) 736-7078
see page 13

h

Health Promotion Services

Vaden Health Center, 866 Campus Drive
<http://vaden.stanford.edu/wellness> • (650) 723-0821
see page 27

Herstory

<http://wcc.stanford.edu>
see page 2

I

Lesbian, Gay, Bisexual, Transgender Community Resources Center (LGBT-CRC)

Firetruck House, Second Floor, 433 Santa Teresa Street

<http://lgbt.stanford.edu> • (650) 725-4222

see page 21

m

Men Against Abuse Now (MAAN)

Donnovan Somera Yisrael, Staff Advisor

donnovan@stanford.edu

subscribe to menagainstviolence@lists.stanford.edu

see page 25

Mechanical Engineering Women's Group

www.stanford.edu/group/mewomen

see page 11

n

Native American Cultural Center (NACC)

Clubhouse #12, 524 Lausen Mall

<http://nacc.stanford.edu> • (650) 725-6944

see page 21

O

Office of the Ombuds

Mariposa House, Room 210, 585 Capistrano Way

www.stanford.edu/dept/ombuds • (650) 723-3682

see page 15

p

Promoting Women's Health and Human Rights (PWHHR)

www.stanford.edu/group/pwhhr

see page 25

r

The Office of Religious Life

Memorial Church

<http://religiouslife.stanford.edu> • (650) 723-1762

see page 20

S

Science and Engineering

Graduate Women's Association (SEGWA)

<http://segwa.stanford.edu>

see page 11

Science and Engineering Women's Voluntary Student Organizations

<http://www.stanford.edu/group/womenscntr/community/wvso.html>

see page 11

Sexual Harassment Policy Office

Mariposa House, 585 Capistrano Way

<http://harass.stanford.edu> • (650) 724-2120

see page 14

Sexual Health Peer Resource Center

Vaden Health Center, 866 Campus Drive

<http://shprc.stanford.edu> • (650) SAFE SEX

see page 27

Sexual Violence Advisory Board

Laurette Beeson, Co-Chair • (650) 736-7088
beeson@stanford.edu
Carole Pertofsky, Co-Chair • (650) 723-0545
perto@stanford.edu
<http://svab.stanford.edu>
see page 24

Society of Women Engineers (SWE)

<http://swe.stanford.edu>
see page 11

Stanford Students for Choice

<http://prochoice.stanford.edu>
see page 26

Stanford Women's Leadership Conference

<http://swlc.stanford.edu>
see page 19

t

Take Back the Night

<http://wcc.stanford.edu>
see page 24

v

V-Day

<http://wcc.stanford.edu>
see page 23

w

Stanford Chemistry Women's Committee on Graduate Life (WCGL)

<http://wcgl.stanford.edu>
see page 11

The Women's Community Center (WCC)

Firetruck House, First Floor, 433 Santa Teresa Street
<http://wcc.stanford.edu> • (650) 723-0545
see page 18, 19, 23

Women in Computer Science (WICS)

<http://wics.stanford.edu>
see page 11

Women in Electrical Engineering (WEE)

<http://wee.stanford.edu>
see page 11

Women's Voluntary Student Organizations (WVSO)

www.stanford.edu/group/womenscntr/community/wvso.html
see page 17, 18

Women at Work Series

<http://wcc.stanford.edu>
see page 18

Women and Youth Supporting Each Other (WYSE)

wyse@service.stanford.edu
see page 26

The Woodhull Institute

The Program in Feminist Studies
Main Quad Building 110, 450 Serra Mall
<http://feminist.stanford.edu> • (650) 723-2412
see page 7

WorkLife Office

655 Serra Street
<http://worklife.stanford.edu> • (650) 723-2660
see page 15

y

YWCA Sexual Assault Center at Stanford

Vaden Health Center, Second Floor
Drop-in Mondays through Thursdays from 2-4 pm
<http://rape.stanford.edu> • (650) 725-9955 (24 hours)
see page 27

about the women's community center (wcc)

The history of the Women's Community Center can be traced to the 1970s when a group of Stanford women started holding regular meetings to discuss common challenges of being women students in a male-dominated academic setting. As this group grew, they named themselves the Women's Collective and advocated for meeting space at the Toyon eating clubs. As was happening on many college campuses across the nation, these women worked together to advocate for a more equitable educational experience for women students. Issues they addressed include sexual harassment, pay equity, and discrimination in the classroom. In the 1980s, they appealed to the university for a half-time graduate student coordinator position to assist the group with providing programs and services to the greater campus community. They were successful in this appeal and, in 1991, the group was allocated space in the Old Firetruck House, where it was renamed the Women's Center. Through effective lobbying efforts, the center attained additional funding which allowed for the creation of a full-time director position as well as the addition of seven student staff members.

As the result of more recent efforts to develop quality programs and services for women students at Stanford, the Women's Community Center now employs two full-time professional staff members in addition to two graduate student coordinators and ten undergraduate student program coordinators. The Women's Community Center is now a university department under the Vice Provost for Student Affairs. The Women's Collective is currently known as the Women's Coalition and serves as an umbrella organization for other Women's Voluntary Student Organizations (WVSO).

The Stanford Women's Community Center exists to facilitate the success of women students at Stanford by providing innovative opportunities for scholarship, leadership, and activism. We work with both graduate and undergraduate students in a variety of capacities from programming to mentoring to advising to providing space and resources.

about this edition of a woman's guide to stanford

This thirteenth edition of *A Woman's Guide to Stanford* continues a legacy that began in 1974 with the publication of the first edition. Forty pages long, the first *Woman's Guide* had large, black letters emblazoned on the cover stating: **"You've seen your advisor six times and he still doesn't know your name. You're three weeks late. You want to play lacrosse, but there's no women's team. Your bike has a flat tire. You need a job, but the ads say 'male preferred.' What do you do?"** *The Stanford Daily* wrote that the *Woman's Guide* was being surreptitiously distributed, and people questioned the need for a women's resource guide. Despite all the skepticism with which the first edition was received, *A Woman's Guide to Stanford* became a valued resource for incoming women students for the following decades.

This edition of A Woman's Guide to Stanford was published in September 2008 and was made possible through The President's Fund. The murals on the covers are on the walls of the WCC and were created by Anna Leticia Mumford, '05, and the guide was designed by Katie Pfeiffer, '05. In the interest of environmentalism, this publication was printed with soy inks on recycled, post-consumer waste, chlorine-free paper in a union, wind-powered printshop. It is also available online at <http://wcc.stanford.edu>.

