

## Returning Students at IUB

By Katie Boswell

A significant number of students returning to school after an absence of several or more years encounter challenges which impact not only their own lives, but also the lives of those around them. Returning Students Services (RSS) assists in making their time at Indiana University productive, while serving as a lieu in which returning students may come together for advice and camaraderie.

Assistant Director for Returning Students Services and Outreach, Helen Fagan, advises students during their first twelve credit hours of study until the student has chosen a major where they will receive their permanent advisor. A lack of time and few financial resources are usually the biggest obstacles facing returning students. Fagan says that they are also sometimes intimidated by required mathematics courses and are frequently uncertain about their technological knowledge. Helen Fagan explains, "I usually suggest that a student start out with a writing class, an English class, and a computer class because those are things that you are going to use throughout your career at IU."

A returning student is usually someone 25 years or older who has not yet completed a Bachelor's Degree, but RSS is available to any returning student who is an undergraduate and regardless of their discipline. Students whose GRE scores are high or who are coming to IU from another university may not necessarily need to go through RSS, yet many students who have never taken any college credit are referred to Helen Fagan at RSS.

Some students choose to obtain an Associate's Degree, while others enroll in the General Studies Program until they determine what it is they would like to pursue in more depth. A General Studies degree is specifically designed to meet the needs of adults with other responsibilities by offering courses which are taught in the evening on- and off-campus, online and correspondence study, and among other benefits.

RSS, a division of Indiana University's Continuing Studies, is located on the third floor of Owen Hall where a lounge with computers, couches, and a resource center makes for a welcoming environment. This

office was first created in the 1970s to assist returning women students during an era in which there was an influx of women returning to school. Today, the office serves both men and women, although women continue to constitute the majority returning students at IUB. Fagan notes that lay-offs in the Bloomington community have resulted in men enrolling in school as returning students in greater numbers than before with about 90% of these students coming from Bloomington.

RSS is a part of the community and continues to perform community outreach through returning to college workshops. Additional resources offered by RSS include scholarship workshops in December where students receive assistance with conducting searches and filling out scholarship forms. Peer advisors, who are also returning students, work in Owen Hall to advise newer returning students with a variety of issues. Luncheons focusing on timely issues such as stress management allow a variety of non-traditional students to come into contact with one another where they may exchange advice about particular courses.

A number of returning students are Indiana University, Bloomington employees who have taken advantage of the university fee courtesy available to all full-time employees. This fee courtesy provides staff with a full fee remission for three credits each semester with a reduced rate of 50% for three additional credit hours. These students must receive permission from their supervisors or department heads in order to attend classes during working hours. In some cases, it is these exact people who have encouraged their colleagues to return to school.

For more information, go to, [www.continue.indiana.edu](http://www.continue.indiana.edu)

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### The Students' Experience:

Continuing Education at IUB  
Childcare Concerns All  
Focus on WIS Fellows  
International Students at IUB  
"No Excuse"  
IUB Mirrors National Average  
New Dean Sought for the Office for Women's Affairs  
OWA Welcomes More New Women Faculty  
The Majority Index

# Childcare Concerns All

## Graduate Students Search for a Balance Between the Personal and the Professional

Publications such as the *Majority Report* and the recently released *Report on the Status of Women at IUB* have drawn attention to the difficulties of balancing a professional life with a personal one. The emphasis has predominantly been on women faculty, but women graduate students also experience this burden with sometimes fewer resources and perhaps even more restrictions than some of the other women previously featured in these publications.

Graduate students must frequently combine their education with the duties of teaching which is not only an important component of their professionalization, but it is also a means by which students make a living. Thus, the availability of competent childcare in which parents do or do not have confidence naturally can affect their abilities as Graduate Assistants and Associate Instructors: Associate Instructors teach and assist undergraduate students and professors.

Women graduate students frequently speak of the lengthy wait at many campus childcare facilities and report that it is necessary to be put on the waiting list as soon as one becomes pregnant. This lack of adequate spaces for infant and toddler childcare has led them to pursue off-campus daycare where reputable and licensed facilities with available space are equally difficult to find. Graduate students are, of course, not the only individuals to experience these frustrations, but the expense of placing a child in daycare is often a burden which exacerbates the already financially strapped graduate student who is pressed to complete a degree in a timely manner for a variety of reasons.

Michelle Metro-Roland, a third year doctoral student in Geography, has two children currently enrolled in the IUB facility Campus View where she and her graduate student husband pay \$1,300 a month in fees. Michelle and her husband, who is in Education, are also Associate Instructors earning about \$2,400 a month. She notes that the excellent care which her children receive at Campus View allow her to fulfill her departmental responsibilities with a peace of mind that makes more tolerable not only this overwhelming expense, but also the time which she is not able to spend with her children.

Bloomington's Methodist Church runs a program known as Parents Day Out which has proven to be a workable solution for many mothers who need very flexible childcare because it offers hours that are compatible with the hectic schedule of an Associate Instructor. Parents Day Out offers options such as care Monday, Wednesday, Friday, or Tuesday and Thursday, as well as the possibility to have childcare five days a week. This enables Emily Frank, a third year graduate student in Anthropology, to schedule the childcare of her one-year old son around her teaching and office hours. Frank notes that the waiting list for this facility can be as long as that at University facilities, but openings can become available at the last minute.

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### The Majority Report

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*The majority of students enrolled at IU Bloomington are women,  
who constitute 52.3% of the student body.*

## FOCUS ON WIS FELLOWS

By Kim Mealy

There are currently 28 Women in Science Fellows here at Indiana University, Bloomington. They are diverse in their research interests. When asked to share their research interests and their experiences here at IUB as graduate students and WIS Fellows, here is what they had to say:

Julia Scherschligt of the Physics Department says that the "camaraderie between (WIS) grad. students in other disciplines is very appreciated." Julia's working topic for her dissertation is "Anisotropic Magnetoresistance in Gallium Manganese Arsenide." Her plans include going into academia and "preferably a teaching position at a liberal arts college." When asked about her experiences here at IUB and as a WIS Fellow, Julia has this to say: "I have had a great time at IU as a WISP Fellow. I most appreciate the chance to get together with other WISP Fellows. . . It helps to be reminded that I am not alone in this. My department is very accommodating of women."

Lori Watson is a graduate student focusing on inorganic Chemistry. The title of her dissertation is "Synthesis, Characterization, and Computational Studies of Unsaturated Transition Metal Complexes." She, too, hopes to "pursue a position in academia, hopefully as a professor at a liberal arts college or comprehensive university." For Lori, her experiences here at IUB have been positive. She states, "I have found a positive environment for women graduate students within my research group and department. I have found faculty to be very willing to provide advice and encouragement, and be good mentors for both teaching and research. Other graduate students, both those within my department and those I've met through WIS fellow events, have willingly offered their own perspectives and support concerning issues which face women in science today."

Kelli Paul, a student in the Department of Counseling and Educational Psychology, focuses on Educational Psychology with an emphasis on Inquiry Methodology. Of her experience as a WIS Fellow and IUB graduate student, Kelli says, "My first year as a WIS fellow I was paired with a WIS mentor and another new WIS fellow. It was beneficial to meet other women scholars outside of my own department and helped me to experience what other women in other disciplines experience. It also allowed me to realize that we all share similar experiences and face similar challenges. . . in the School of Education, most of the students are women . . . To be surrounded by women was encouraging!"

**Please see our next issue for more profiles  
of the WIS Fellows.**

Susan Osborne has worked at IUB for almost twenty years and returned to school in the late 1980s with the encouragement of her colleagues in Gender Studies such as Professor Audrey McCluskey. She completed a self-designed degree in Speech Communication, while caring for two young children with the moral support of her husband. Susan took classes in Folklore, English, SPEA, and the Business School where she encountered students similar to herself. There were occasionally obstacles to Susan's studies like burnout, and she felt the impatience of younger, traditional students at times as well.

***"I have to contribute all of my success in getting the two educational degrees that I have secured . . . to my husband's support and encouragement."***



Susan is now the Administrative Assistant in the English Department where she has worked for the past several years. Susan found a mentor in Susanne Bair, a former supervisor in HPER, and she would like to return to school one day for a Master's Degree in fundraising and development as a result of her past work with Professor Bair and her position in HPER.

Susan's two sons are now grown and students themselves here at IUB. Susan notes that both of them "see the value in and education."

Liz Cox has lived in Bloomington since 1996. Liz was the Administrative Secretary in the Minority Achievers program during the first few years of her studies, but she has since chosen to focus entirely on completing her studies as of last January. Liz was encouraged to return to school by her colleague, Qwen Paulk, who was completing a Master's Degree when Liz began her studies in 1999. Liz is working towards a B.A. in informatics as her husband completes his degree at Ivy Tech. in graphic design. Liz also has two young children who provide her with additional encouragement.

***"The professors have been really accomodating for me . . . it's rare that I even have to approach them as a non-traditional student."***



Liz began her education at Ball State and opted not to continue because she felt that she needed to travel and experience more before continuing. She believes that by taking a break she is now a more serious student. She says, "I take it much more seriously. . . I value it because I am writing the checks. I manage my time a little better because I am forced to." Liz has selected to concentrate on her studies so that she and her husband may finish more quickly in order to begin their careers. She, like Susan Osborne, believes that receiving an education sets a positive example for her children.

*Good in Bed* by Jennifer Weiner  
Review by Mary Borensztein

*Girl with the Pearl Earring* by  
Review by Katie Boswell

*The Coquette* by Hannah Webster Foster  
Review by Kasey Drew

Candice (Cannie) Shapiro is the protagonist of this funny, warm and endearing debut novel. Cannie is in her late 20's and works as a reporter for the Philadelphia Examiner; she hates her job and her mother's lesbian partner and was abandoned by her father. Cannie also struggles with body image and self-esteem problems so she is very surprised when she finds herself the focus of an article entitled "Loving a Larger Woman." The article is the first in a series written by her pot-smoking, loser, just-recent ex-boyfriend who somehow managed to land a magazine column. Cannie is humiliated and outraged, despite this she desperately tries to get back together with her ex. After one night of break-up sex she finds herself pregnant and reading about her ex's new girlfriend by the month. Cannie eventually finds her way to contentment (without dropping to a size 6) and she proves to be a strong, remarkable character all the way to the last page. "Good in Bed" is a great novel; it manages to be an easy, entertaining read without being "fluff." I raved so much about this novel that all my friends have bought or borrowed it. In fact, I might have to buy a new copy because I don't know where mine is!

## WINTER BREAK READING SUGGESTIONS

### OWA STAFF PICK SOME OF THEIR FAVORITES

*The Coquette* was written in 1797, and it is just as spellbinding as it was more than two centuries ago. Written after the American Revolutionary War, this novel articulates the social rules that led to the subordination of women in the New Republic. Throughout the novel, Foster reveals the varied roles to which women were expected to adhere in the late eighteenth century. A high-class young lady from Massachusetts, Eliza Wharton, throughout her lifetime does not follow these and so she is labeled a coquette, or flirt. This novel endeavors to interpret society's expectations for women. As the novel unfolds, Foster makes known what was proper behavior for women at that time, and what penalties women may have incurred if they stepped "out of line." Politically, socially, and legally, the New Republic promoted the subordination of women. Women needed to become conscious of themselves as a group so as to liberate themselves from discrimination and the patriarchal system upon which the New Republic was structured. Women are today more politically conscious, having more political and economic resources to draw upon. Eliza was clearly ahead of her time.



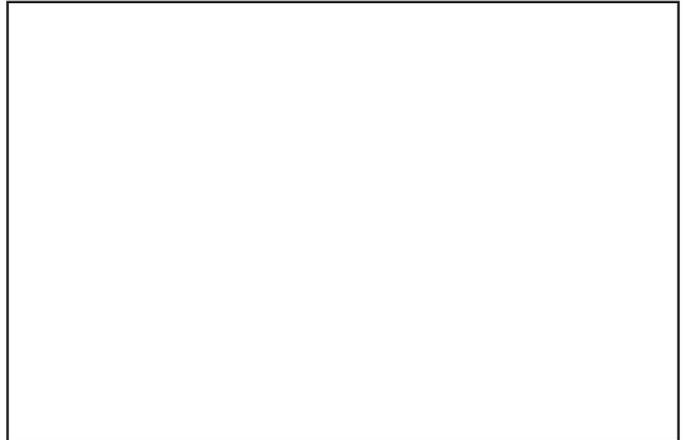
**“No Excuse”**  
**New Sexual Assault Awareness and Prevention Programming**  
**Created by Men and for Men**

**By Mary Borensztein**

The Office for Women's Affairs has worked toward campus safety and provided sexual assault prevention programming at IUB for many years. Our sexual assault awareness and prevention program has gone through several incarnations (and as many names), now "Raising Awareness of Interactions in Sexual Encounters," or RAISE.

RAISE is a group of male and female student volunteers from Indiana University, Bloomington, who have been trained to educate other students and facilitate discussions about sexual assault prevention. RAISE provides "He Said...She Said" for residence halls, fraternities, sororities and classrooms. "He Said...She Said" is an interactive, role-play presentation that addresses acquaintance rape, communication between genders, gender role socialization, and the connection between alcohol and drug use and sexual assault. This program also provides tips on how to help prevent sexual assault and information on how to help a survivor, including resources available to women and men who have been assaulted. "He Said...She Said" is a program designed for student co-ed groups.

OWA and RAISE are now developing a sexual assault prevention program specifically for men. It will be presented by male volunteers for all-male student groups, including fraternity houses and athletic teams. All-male sexual assault prevention programming has shown great promise in reducing men's rape myth acceptance and in lowering men's likelihood of raping. The men's program in development is entitled "No Excuse." We are fortunate to have a small, but very committed group of men working to develop a realistic and informative program. The format of the men's program is similar to the co-ed program and employs the role-play format to create a "real-life" environment. The presentations will highlight gender role stereotypes and myths about rape, how to help a survivor and how sexual assault hurts men. It is our hope that this program will allow male audiences to have informative discussions with other men about what they can do to prevent sexual assaults from occurring and how they can help survivors of sexual assault.



The "No Excuse" program volunteers recently attended a workshop led by Dr. Helen Neville of the University of Illinois, Urbana Champaign. The workshop was entitled "Sexual Violence in Context: General and Cultural Aspects of the Post-Assault Recovery Process and Rape Prevention Intervention Programming." Dr. Neville addressed topics related to multicultural facilitator competencies to prepare the volunteers to present to students whose races and/or cultures differ from their own. She challenged the volunteers to recognize their own biases and provided information on differences between White and Black students in their perceptions of sexual assault. This was the first of a planned series on issues related to racial and cultural issues for RAISE volunteers. We expect to have a pilot of the "No Excuse" program ready for presentation by the end of the semester.

**For more information about "No Excuse" or RAISE,  
please contact Mary Borensztein,  
Coordinator of Safety Programming for OWA,  
at 855-3849 or at [raise@indiana.edu](mailto:raise@indiana.edu).**

Human Fallability

## IUB Mirrors National Average Overseas Study an Integral Part of the Undergraduate Experience

Overseas study is an integral part of an undergraduate education for many, and its potential benefits can extend beyond the confines of four short years. This experience can act as a catalyst for those who pursue an interest initially piqued by this formulative experience more in depth in graduate school.

Few studies have been completed which specifically focus on the advantages of study abroad experiences. Language improvement is a quantifiable testament to the success of the overseas experience. Personal anecdotes note that it is a time of personal growth during which students have the opportunity to gain a global perspective. GPAs seem to be comparable before and after the program, but there is a tendency for GPAs to steadily improve during and after the time away.

IUB offers 50 affiliated and co-sponsored programs where students may receive Indiana University credit. IUB sends such a high volume of its students abroad that it is able to offer students discounted fees for some of its programs. The University also provides a few participants with need-based and minority scholarships, making this valuable experience available to a greater variety of inquisitive students.

Susan Carty, Associate Director of the Office for Overseas Study, explains, "Because we are so large and because we do so much, it does give us some options that are not necessarily available in other places."

### Host Regions of U.S. Study Abroad Students

Host Region	1999/00	2000/01
Africa	2.8	2.9
Asia	6.2	6.0
Europe	62.4	63.1
Latin America	14.0	14.5
Middle East	2.9	1.1
North America	0.9	0.7
Oceania	5.0	6.0
Multiple Regions	5.8	5.6
Students Reported	143, 590	154, 168

The Institute for International Education's annual report on international education, called *Open Doors 2002*, indicates that more students than ever are pursuing the study abroad experience and the events of September 11th have not hindered enrollment in overseas programs. According to the report, "... study abroad is more popular than ever among U.S. students in the year since September 11th, with 45% of campus professionals reporting increases in the number of their students studying abroad in fall 2002" ([www.opendoors.iienet.org](http://www.opendoors.iienet.org)).

Indiana University, Bloomington ranked eighth out of twenty-four U.S. campuses sending 1,000 or more students abroad in 2000/2001 with having sent approximately 1,268 students abroad during the 2000/2001 school year.

Yet, the majority of those taking advantage of this experience are women who make up 65% of the Indiana University, Bloomington students pursuing overseas study each year. This figure matches the national average which puts national enrollment for women at 65% as well.

### IUB Study Abroad Participants by Gender 2001/2002

Selected Term(s)	Female	Male
01-02 Semester 1	110	52
01-02 Semester 2	240	142
2001-02	82	38
1st Summer 02	192	97
2nd Summer 02	60	37
Gender Total	684	366
Grand Total	1050	

Theories attempting to explain the high enrollment of women in overseas programs include the belief that female students are more adventurous or risk-taking than males, but Carty thinks a more likely reason is that female students "are more willing to take the time to explore something that they have an interest in and not as concerned that a semester abroad is going to derail them from getting in that job path right away . . ."

This may also be connected to availability of study abroad programs which tend to focus on immersion in a foreign language, whereby language programs tend to be more populated by women. According to Carty, men are largely concentrated in the sciences "which are less obviously included in study abroad," and this might contribute to this discrepancy. However, the business school constitutes one third of those students from IUB studying abroad the majority of those in this male dominated field going overseas are women.

### IUB Office of International Programs Graduate Fellowships Awarded Summer 2002

IUB Grant	Female	Male
Pre-Dissertation International Enhancement Grant	4	3
	6	8

Susan Carty, who previously worked in IUB's Office of International Programs as a Program Association for fourteen years, explains, "A huge percentage of the students who are seeking graduate fellowships had studied abroad as undergraduates." Students develop more than a personal liking for a subject which they first experienced studying abroad. They are then drawn into the academic side of a particular interest which prompts them to seek out a graduate program once they return from a semester or semesters abroad.

Charles Bankart, a Program Associated in the Office of International Programs, explains that there is a correlation between individuals who receive smaller grants such as those offered by IUB and their future success in winning larger grants like an IIE Fulbright. Last year, there were 26 applicants for the Fulbright-Hays and IIE Fulbrights awards. These fellowships were then offered to 10 women and 3 men.

[www.indiana.edu/~intlprog/](http://www.indiana.edu/~intlprog/)  
[www.indiana.edu/~overseas/](http://www.indiana.edu/~overseas/)

### Editor's Note . . .

The Majority Report is automatically sent to all women graduate students, staff, and faculty, and to all administrators, using mailing lists provided by (respectively) the Registrar, Human Resources, and Academic Affairs. If you know someone who should be receiving the Majority Report and is not, it means that their name is not on the mailing list we receive. In that case, please contact the appropriate office from the list above. If you are receiving multiple copies, or if your address is wrong, also please contact the Registrar, Human Resources, or Academic Affairs. Please do not contact the Office for Women's Affairs because the Office for Women's Affairs does not have the authority to change your mailing address, nor do we have the staff to make individual adjustments to the mailing lists. Thank you for your understanding.

DEAN, OFFICE OF WOMEN'S AFFAIRS  
INDIANA UNIVERSITY  
BLOOMINGTON, INDIANA  
(This description was the for 97/98 position)

The Bloomington campus of Indiana University is seeking applications and nominations for the position of Dean for Women's Affairs.

**Responsibilities:** The Dean is responsible for enhancing opportunities for women on campus by serving as an advocate for women students, staff and faculty; helping resolve grievances and complaints; dealing with sexual harassment, assault and personal safety issues; providing information, support and interventions about matters such as salary, promotion and tenure, career development, workplace conflict, and educational opportunities; and performing other related duties.

**Qualifications:** The ideal candidate will have a record of research and teaching appropriate for tenure. A record of administrative effectiveness and leadership is also required. The candidate should demonstrate an ability to work with diverse interest groups and have a demonstrated commitment to women's issues.

**Environment:** The Bloomington campus of Indiana University, founded in 1820, has 35,000 students, 1,539 faculty and 6,500 staff. The Office for Women's Affairs, which the Dean oversees, was established in 1972. Eight people report to the Dean. The Dean reports directly to the Chancellor/Vice President of the Bloomington Campus.

For further information about Indiana University visit its Web site at [www.indiana.edu/iub](http://www.indiana.edu/iub).

For further information about the Office for Women's Affairs visit its Web site at [www.indiana.edu/~owa/](http://www.indiana.edu/~owa/).

The suggested starting date is July 1, 1998. Applications and nominations should be received before December 1, 1997. Applicants should send a detailed letter of interest, a full vita, and names of three references to:

Dean Search Committee  
Indiana University School of Business  
1309 East 10th Street  
Bloomington, IN 47405

Indiana University is an Equal Opportunity, Affirmative Action employer.  
Women and minorities are urged to apply.

Childcare continued from page 2 . . .

IUB has several childcare cooperatives, existing as a flexible means by which parents are able to become more involved in daycare. Sunflower Plant Cooperative Day Care and Knee High Day Care Cooperative are predominantly staffed by parents who pay a nominal fee for their children to attend, while volunteering up to ten hours per week in the two facilities. Attendance at monthly meetings and at semi-regular events are additional requirements for participation.

Metro-Roland and Frank explain that, while campus childcare cooperatives are ideal for some working mothers, the commitment of ten or more hours a week is often more

time than a graduate student has to spare. Plus, they note that spaces are limited in these programs as well.

Individuals interviewed for this piece spoke of the need for a greater variety of childcare programs here at IUB. They referred to the model presented by the Bloomington YMCA, which provides its members a drop-off service so that parents may use the YMCA's facilities while their children are temporarily in daycare.

IUB lacks such a service, thereby making it more difficult for parents to use the facilities at the SSRC or HPER. This is frustrating to graduate student parents because they are charged each semester for the use of these

facilities in the form of fees, yet few are able to make use of the SSRC or HPER due to a lack of short-term childcare.

Campus errands could more easily be completed if such a service were to exist because, according to some mothers, it is difficult to maneuver a stroller in buildings such as Ballantine and Franklin Hall, as well as the Main Library. For example, one must make arrangements with a member of the library staff in order to be let in with a stroller through the handicap entrance near the rear of the building, while narrow stacks make searching for books extremely difficult.

The Office of Women's Affairs Welcomes  
New Women Faculty

Part II

Paula Amad joins the Department of Communication and Culture this Fall 2002. She received her Ph.D. from the program in Cinema and Media Studies at the University of Chicago where her dissertation research focused on the Albert Kahn Archive and its influence on subsequent avant-garde, documentary, and historiographic movements in cinema. Professor Amad's additional research interests include early international film history and theory, documentary and avant-garde movements of the inter-war period, classical Hollywood cinema, French cinema, colonial and post-colonial media and theory, feminist film, and Australian and British cultural studies.



Bridget Kennedy Balint comes to the Classical Studies Department as an Assistant Professor after having received her Ph.D. in Medieval Latin from Harvard this past June. She is particularly interested in the literature of Europe during the long twelfth century (c.1050-c.1250) and will continue her work on the writings of Hildebert of Lavardin. Some of her other academic interests include the

study of dialogue in verse and in prose, and the classical tradition.



Assistant Professor Halina Goldberg is a professor of Musicology, and she studied Musicology at the Graduate School, City University of New York. Her research centers around the musical and cultural environment of Chopin's childhood and adolescence, performance practice issues, questions of reception, and the making of national constructs. Her book, entitled *Music in Chopin's*

*Warsaw*, is forthcoming from Oxford University Press. Professor Goldberg is also the winner of the 1998 Wik Award for Research in Polish Music, from the Polish Music Reference Center at the University of Southern California in Los Angeles.



Ellen MacKay is an Assistant Professor in the English Department. She obtained her Ph.D. from Columbia University and will be teaching dramatic literature of sixteenth- and seventeenth century Britain in 2002. In addition, Professor MacKay will offer courses in modern drama and theories of performance.

Health Sciences at the School for Health, Physical Education, and Recreation. She obtained a Master's in Public Health from Indiana University, and her past experiences include conducting behavioral therapy with children, and serving as a research associate and survey statistician. Jones-McKyer's research interests are in chronic disease prevention, and alcohol, tobacco, and other drug use prevention. Specifically, she is interested in methodological issues in these areas as they relate to minority and community health.

Amber Seligson is a new Assistant Professor in the Department of Political Science. She spent last year at the Princeton University Center for the Study of Democratic Politics, and the two previous years doing fieldwork in Argentina, Bolivia, and Venezuela. Her research interests are in comparative democratization and social movements with an emphasis on Latin America. Her current research, which was funded by two Social Science Research Council fellowships and the Institute for the Study of World Politics, studies why voters in Latin America have been electing former dictators, torturers, military governors, and coup-plotters. In 2002, Professor Seligson received her Ph.D. in government from Cornell University.



E. Lisako Jones-McKyer is an Assistant Professor in Applied

# The Majority Index

Years that the National Security Agency's new head of research held the same position at Disney: 2

Estimated number of U.S. high school graduates who will forgo college this year solely for financial reasons: 168,000

Percentage of U.S. college students who believe the "next Bill Gates" is among today's generation of college students: 50

Percentage who say they are the next Bill Gates: 24

Number of colleges that have organizations to elect John Cusack as U.S. president in 2004: 172

Number of federal trademark cases dismissed since July with opinions stating that the plaintiff is "advised to chill": 2

Average number of hours that the calories consumed in an American's Thanksgiving Day meal could power a 27" TV: 49

Number of Australians who listed "Jedi" as their religious affiliation on the country's 2001 census: 70, 509

Number of Hollywood films released in the last two years for which Senator Orrin Hatch has co-written songs: 2

Size in acres of a billboard that a Chinese town is constructing next to its ancient giant Buddha: 10

Percentage of Americans who say vacationing leaves them tired: 54

Sources for the Majority Index listed on page 7

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