The Lecherous Professor: Sexual Harassment on Campus, by Billie Wright Dziech and Linda Weiner. Boston: Beacon Press, 1984. vii + 219 pp. $16.95

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The Lecherous Professor is a competent overview of the problem of sexual harassment of women by male professors. Dziech and Weiner spent many months sifting available surveys and studies and relevant fiction, interviewing around the country, and analyzing their data. Indeed, one of the strengths of the book is that the subject of sexual harassment is illuminated in depth by the different professional skills of the authors: Dziech is professor of literature, Weiner is vice provost for student affairs at the University of Cincinnati.

The book is far more serious than its unfortunate title. Chapter by chapter, it discusses the roles of the major actors: female students, male faculty, female faculty. There is a compelling and agonizing compendium of first person stories. The appendix includes a useful overview of relevant laws and examples of good university policy statements, and the bibliography is among the best in recent works on the subject. There is one first class feature among many good ones. The last chapter contains separate, thoughtful, balanced, compassionate, skillful lists of suggestions for students, parents of students, administrators, professors, deans, and department heads. The last chapter alone is worth the cost of the book to anyone in any of these groups (although it has an unfortunate subtitle: "Ebony or Ivory Tower?").

There is a wide number of subjects not covered: sexual harassment by women, harassment of men, harassment of women professors by male students, and other kinds of harassment (anti-Semitism, racism of all kinds, anti-gay harassment). Harassment of women professors is only touched, and harassment of women employees is not discussed. All of these problems could not be covered in depth in any one book. Yet the omissions are painful, some are theoretically problematic, and they pose some mild practical problems. Omitting discussion of the harassment of adult women in academe is especially painful because available evidence indicates that employees and faculty are harassed as often as students but have received far less attention. These omissions are theoretically problematic because they weaken understanding of sexual harassment as a systematic problem for all women and because the adult women (secretaries, staff, and faculty) in an educational institution are the role models (whether intentional or unintentional) for women students. Failing adequately to discuss the harassment of frequently very vulnerable women employees may contribute to the common college practice of failing to have adequate complaint mechanisms for women employees. Many institutions only have procedures covering students. What should women students learn from this about how important they themselves will be? Practically speaking, omitting a wider discussion of other kinds of harassment may weaken an institution's ability to deal with sexual harassment. There is some reason to believe, in the 1980s, that an institution may gain wider acceptance and understanding of its stance on harassment if there is also comparable attention paid to racism and other forms of human meanness as well.

This last is a controversial point but deserves mention because many in academe will fight harder to stop all harassment than one kind of harassment.

The book is appropriately bleak. Sexual harassment, both mild and grim, continues to be reported in every institution I know. But there is one more omission that some readers may find painful. Almost nowhere is there discussion of the deep dismay of educational administrators and of professors who have spent a great deal of time and soul on this subject. A number of institutions continue to have cases despite dedicated attempts to follow *all* the wise suggestions of this book. It appears that we are beginning to be able to help stop most common harassment, especially by means of letters from the offended to the offender. Some institutions can see some headway. But all of us know one or two exceptionally difficult cases where we are not making much progress and where the problem is by no means a lack of attention by a department head or college president. So I wish there had been a little more recognition of the dedicated work of several hundred courageous educational leaders—like Dziech and Weiner themselves—even if success is not yet at hand. However, the shortcomings should not keep anyone away from this book. I recommend it highly.

Changing Practices in Faculty Evaluation, by Peter Seldin. San Francisco: Jossey-Bass, 1984. xxiv + 200 pp. $15.95

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The tremendous interest in faculty evaluation and development during the past decade or so has spawned, understandably, an extraordinary amount of research and literature on the topic. A rough count of articles listed in the ERIC system on student ratings of instruction alone totals well over 1,000 since the mid-1960s. Peter Seldin's book, *Changing Practices in Faculty Evaluation,* is one more addition to the field. Intended for faculty members and administrators, particularly those involved in establishing or transforming their own policies and practices, the book's aim is to update what we know about assessing faculty performance. The book will disappoint those expecting to learn about new or different practices. The message is that colleges are doing more of the same and trying to do it more systematically.

The book has five chapters. In chapter 1, Seldin examines the causes of today's fiscal crises in higher education and their consequences for faculty. The causes are well known: reduced state appropriations, reduced government aid to students, increased costs, the imminent decline in the college-age population, and competition from corporations moving into the education business. Because of the need to cut costs, and because of the large percentage of institutional budgets devoted to salaries, Seldin concludes that institutions have no alternative but to find objective means "to separate the wheat from the chaff."