Spring 1989

Taking Women Students Seriously: A Study of the College Experiences of Women

The College at Brockport

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TAKING WOMEN STUDENTS SERIOUSLY

A Study of the College Experiences of Women

A Report Issued by the
Standing Committee on Women's Issues

State University of New York
College at Brockport

Spring 1989

Report Compiled by Beth E. Vanfossen
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The findings of the student survey presented in this report reflect the labors of a great many people contributed and donated over a two-year period. The Standing Committee on Women's Issues, which originated, developed, and executed the survey and this report, was chaired initially by Marion D. Schrank, Assistant Vice President for Student Affairs. She pursued the Committee's idea for a survey, developed resources for its execution, and oversaw the completion of the collection of data. Beth Vanfossen was the questionnaire's strategist and designer, the data compiler, and the primary author of this report. Richard Black was heavily involved in the artistic design and production of the survey instrument, and secured resources for the printing. President John Van de Wetering and his staff provided support for the entire project. Dr. John H. McCray, Vice President for Student Affairs, and the Office of Student Affairs gave material and moral encouragement. A Brockport student, Nicki Seeler, contributed a number of hours of her free time in one stage of the statistical analysis to develop and make several detailed analyses. All members of the Standing Committee on Women's Issues reviewed and made changes in the conceptual model, drafts of the survey instrument, and drafts of the final report. Jean Hitzeman, Elaine Miller, Susan Parrino, and Ginny Studer, among others, made substantial editorial contributions. Mary Ellen Brown provided editorial review of one chapter. Production of the final report was completed under the leadership and guidance of Ginny L. Studer, Dean of the School of Arts and Performance.

Members of the Standing Committee on Women's Issues, which commissioned the survey, developed its themes, monitored its progress, and provided much labor in its execution, have included:

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CHAPTER 1

INTRODUCTION

"Suppose we were to ask ourselves, simply: what does a woman need to know? Does she not, as a self-conscious, self-defining human being, need a knowledge of her own history, her much politicized biology, an awareness of the creative work of women of the past, the skills and crafts and techniques and powers exercised by women in different times and cultures, a knowledge of women's rebellions and organized movements against our oppression and how they have been routed or diminished? Without such knowledge women live and have lived without context, ... estranged from our own experience because our education has not reflected or echoed it." (Adrienne Rich, "Taking Women Students Seriously," 1979:241.)

A major truth which has emerged from the new scholarship on women is that what is true for men is not always true for women. While men and women are members of the same species, and thus think, feel, and behave in similar ways, in other respects they may face social treatments that are worlds apart. Historically, women as a class have been subservient to men as a class, and thus they have been treated as though they were less important and less powerful. Through the centuries, they often have been ignored, silenced, and commanded. How does a
society convince one-half of its members to willingly accept its subordination? It is a herculean task, accomplished through training, control, and coercion. In ancient, medieval, and contemporary societies, the training of young girls and the controls placed upon adult women have developed, reinforced, and maintained women's inferior economic, political, and social positions.

The pervasive systems of gender inequality which permeated the agricultural societies out of which our own current society grew continue to have an effect upon modern women's experiences and perceptions. It is women's special place within the gender hierarchy that has created differential experiences and behavioral responses of women in comparison to men. What the world appears to be is not the same for a young girl as it is for a young boy. It thus is necessary for those who are in positions of responsibility in the major institutions of modern society to examine how the life conditions and circumstances experienced by women differ from those experienced by men. It is not enough to assume that the practices instituted to facilitate the transition of young people through college affect women and men in the same ways. They may, but they may not. It is one purpose of the study described in this report to begin an investigation of how women students at the College at Brockport perceive and experience their academic, social, and economic worlds, and to compare their experiences and perceptions with those of men students. With a sensitivity to the recent scholarship of and about women, the Committee underlines the importance understanding that the term WOMEN includes all women of different races and classes. Committee recommendations issued in this report therefore do not refer to women as monolithic group, but rather intend to incorporate the agenda, priorities, needs and interests of women of different races and classes. In the study, we wished to identify those areas in which women encounter disadvantages because they are women.

At this point, you, the reader, may be saying to yourself that you do not believe that women in higher education in this day and age experience any substantial disadvantage because they are women. It is certainly true that in contemporary America, the recent reemergence and energy of the women's movement has resulted in some important improvements in the political, economic, and social status of women. However, many of the changes have been cosmetic rather than deep, and several basic
INTRODUCTION

and important inequalities persist. We should not be misled by glib media-sponsored sentiments such as “you’ve come a long way, Baby,” into believing that gender equality has been achieved. Yes, the majority of women are now working outside the home, but they still bear primary responsibility for domestic labors and the rearing of children. Yes, women now have the vote, but they still are barely present in the smoke-filled rooms of power. Yes, women have become as educated as men, but they still face substantial discriminations in income and job placement. Yes, some women are on the fast-track, but the poor are increasingly female.

As an organization devoted to the preparation of all its students for citizenship in a complex world, it is morally imperative that a college such as the College at Brockport be concerned that its women students are not inadvertently being accorded differential treatment by faculty, staff, administration, and peers. It is important that women students learn of the obstacles they may face in the adult worlds of work, family, and community, and, even more important, learn how they may as individuals and as members of a gender class work to overcome those obstacles. It is important that men students learn of the societal treatments accorded to women, of the presence and pervasiveness of gender inequality, and of the gender barriers likely to be experienced by the women who may be their future wives, coworkers, and clients. It is important that all students be encouraged to develop an understanding of and even compassion toward the struggles women must undergo to achieve their fullest development and self-realization.

History of the Study

In 1981, the newly appointed New York State Assembly Task Force on Women’s Issues was given the task of evaluating issues of concern to women, with an eye to potential legislative remedy. Within four years, allocations in the state budget had been made for rape crisis centers, child-care resources and referral services, and day care on SUNY and CUNY community college campuses. Funds were provided for prenatal care, nutrition programs, family planning, and a wide variety of child-care services. But many women and men continued to speak out for educational equity, recognizing that educational achievement is
closely linked to economic status and that sex stereotyping still dominates the educational system.

In the early spring of 1985, President John Van de Wetering of the SUNY College at Brockport established a task force composed of faculty, staff, and student members to examine the climate on campus for women students and to make recommendations to him by mid-June. Accordingly, the Standing Committee on Women’s Issues held fact-finding meetings with administrators, the Brockport Student Government, the managers of the Cooper day care center, student support services, counselling personnel, athletic directors, recreation staff, food services personnel, residence hall personnel, and members of the Brockport Adult Student Organization. Some 20 recommendations went forward to the President.

However, the opinions and anecdotal accounts expressed to the committee were poor substitutes for hard data. Very few women students came forward at open meetings to recount their experiences, despite the repeated assertion of such incidents as rape and sexual harassment on the campus. The reality checks being made seemed inadequate for the magnitude and subtlety of the task. The Committee was reappointed for the academic year, 1985-1986, to determine more accurately the status of the climate on campus for women and to determine what resources were needed for academic and social change on campus.

While the Committee expended considerable efforts to sensitize the campus community to women’s issues, the curriculum was being expanded to include the substantial new scholarship on gender issues. The Office of Affirmative Action moved to develop clear policies for dealing with sexual harassment and promulgating these. The resolution on student relationship violence was passed by the Faculty Senate. However, the unresolved issues of sexual harassment and the degree of its pervasiveness still troubled committee members. Should they accept, by their silence, what other colleges were reporting and taking steps to rectify? Or should they provide a non-oral method of anonymous reporting that might come closer to an accurate portrayal of the actual climate women were experiencing on the Brockport campus? The desire for hard data provided the germ of the idea, and thus the questionnaire was born. The following chapters provide the methodology of the survey, interpretations of the data, and further recommendations for action.
METHODS

History of the Survey Development.

Concept identification.

In 1986, the Standing Committee on Women's Issues decided to conduct a student survey to examine the conditions on the campus which particularly affect the quality of life for women students at Brockport. It was anticipated that such a survey would allow the Committee to:

- describe the state of the campus climate at Brockport;
- compare the effects of the campus climate on women and men;
- identify the differential effects of campus climate on several other categories of students (compared not only across sexes but also across ages, type of residence, and family status, for example);
- and relate group differences to other important variables for a better understanding of the complex campus environment.

The Standing Committee first developed the major concepts which would be measured in the survey. It was aided in this process by the study of transcripts of two student focus groups,
one composed of eight returning adult students, the other of eight freshmen and sophomore women students. Several important issues and problems were identified by the students in these two groups.

The Committee defined "climate" as the conditions, opportunities, and constraints inherent in the college environment, within which students must operate, and which may affect their academic, social, and personal development. It subdivided the concept of climate into five important dimensions: academic, social, physical, economic, and developmental climate. The Standing Committee further decided that relevant and measurable subparts of these dimensions should be identified. The measurable subdivisions identified by the Committee were:

**Academic Climate:**

(1) Classroom dynamics. Here the interest was in how students experience the classroom. Particularly important were measures of the degree to which the student feels free to become involved in classroom activities, and of the response of the faculty member to the student. Some of the survey items reproduced in Appendix B of "The Classroom Climate: A Chilly One for Women?" were adapted for the purposes of the survey.

(2) Faculty/student interaction. Questions were designed to tap the quality of the interaction between faculty and students outside the classroom as well.

(3) Academic emphasis. The concern here was with all other aspects of the campus environment which might have an impact upon academic work. Such subjects as study conditions, ease of use of library, course load, interferences from social demands, and residence hall conditions were included for measurement.

**Social Climate:**

(1) Same sex relationships. Measures of the availability, supportiveness, value orientations, and perceived importance of same-sex peers were useful here.

(2) Opposite sex relationships. Here, many of the same issues as mentioned in the item above were assessed. In addition, measures of several problem areas in male/female relationships were included, e.g., relationship violence, the influence of opposite sex relationships upon academic and career development,
and degree of dependency promoted by opposite-sex relationships.

(3) Campus social activities, both formal and informal. Here measures were developed to address the following questions: how easy is it for students to find social outlets, and what degree of control do students have over the availability and nature of the social outlets.

Physical Climate:
(1) Safety. Previously identified problem areas were elaborated.

Economic Climate:
(1) Degree of financial difficulty. It was believed that measures of the students' financial conditions would permit meaningful group comparisons and the identification of particularly needy subgroups.

(2) Family obligations. Of particular relevance to continuing adults, measures of family obligations might reveal the degree to which these affect the academic progress of parenting students. The quality and proximity of day care facilities had already been identified by the Committee as important.

(3) Work obligations. Indicators such as number of hours per week would allow for meaningful group comparisons of the degree to which outside employment interferes with the students' college goals.

Developmental Climate:
(1) Future aspirations. These measures would reveal in what ways students structure their career goals and family plans while they are at Brockport.

(2) Autonomy development. Items here may overlap with items listed above under other dimensions. These measures would attempt to determine the degree to which the college environment helps students develop autonomous and independent self-concepts, orientations, and habits.

(3) Leadership skill development. Items here would reveal, for example, the degree to which the student gains practice in speaking before groups, leading groups, chairing meetings, and working with groups on projects.
(4) Indices of personal development. Adaptation to the prevailing campus climate may be reflected in the emotional state, academic success, social success, and family problems of the students. For example, measures of depression and anxiety would help the Committee assess the seriousness of inhibitions or impairments in the areas of social life, classroom dynamics, financial hardship, or family obligations, among others.

These concepts and subdimensions are portrayed in Figure 2.1.

Review of the literature.
A number of reviews of the literature pertaining to the main concepts were conducted prior to the development of survey items. These reviews enabled the Committee to narrow its focus to questions which prior research had indicated would be fruitful for further exploration. In addition, the results of the biannual surveys of the resident student body, conducted in the Sociology Research Methods courses between 1982 and 1986, were inspected.

Item development.
The items to be included in the survey were developed over a four-month period. Originally a pool of 600 items was created, all items relating to one of the main concepts under investigation. Some items were adopted from other research instruments, to see how Brockport students compared with others across the country. Others were created as the need became apparent.

The 600 items were reduced by half, arranged topically and structured in survey form. Pretests of the survey were given, and the instrument was revised based upon the pretest results.

Sample selection.
The Office of Institutional Research provided 1706 usable names and addresses of students randomly selected from the total student body enrolled at Brockport during 1986-1987. This sample included 54.5 percent women students and 45.4 percent men students. The sample consisted of 74.1 percent undergraduates and 26.9 percent graduates.
Figure 2.1. Conceptual Framework  
Campus Climate Survey

Survey administration.
The first mailing of the survey was accompanied by a cover letter from Marion Schrank, Chair of the Standing Committee on Women’s Issues, explaining the purpose of the survey. Also in that mailing was a return postcard with the respondent’s name on it. Respondents were asked to mail the post card separately when they placed their anonymous completed surveys in the mail. Two weeks after the first mailing, the Committee sent a postcard to all people in the sample, requesting that they return the survey. Three weeks after the postcard was mailed, a second mailing of the survey went out to all persons in the sample who had not
mailed in the postcard indicating that they had completed the survey.

860 surveys were returned, 843 of which were usable. (Seventeen were not usable because they were substantially incomplete, or crucial information such as gender was missing.) This gives a 50.4 percent response rate. The final sample was slightly over-representative of women, upperclassmen, and whites. As prior research on response rates has suggested, we assume that the underrepresented groups include those people who have less interest in the results of the survey, and for whom the content of the survey might have seemed less relevant.

Figures 2.2 and 2.3 show comparisons of the composition of the sampling frame and of the final sample.

Data recording.

Data were entered by student assistants into the computer using the Entrypoint software, which enabled checking for extreme and impossible values. Spot checks of the accuracy of data entry work were made. The raw data then were transformed into a SPSS-X system file, and converted to a SCSS system file for statistical analysis.

Figure 2.2. Sampling Frame and Sample
Brockport Climate Survey, 1987

![Figure 2.2. Sampling Frame and Sample](image)
Data analysis.

Frequencies and descriptive statistics were obtained for all discrete variables. A correlation matrix of all variables by sex was produced to help in identifying areas where significant differences between female and male respondents existed. Scales were created for some concepts where multiple measures had been obtained. Cross-tabulations by sex were created for many variables. In several cases, multiple regression analyses were run to look at simultaneous effects of several variables on a dependent variable. Unless otherwise indicated, all differences described in the body of this report are statistically significant.

The following chapters present the major findings, organized by chapter according to climate dimension. Chapter 8 presents a summary of both findings and recommendations. Chapter 9 provides an overview of the major findings, and presents the conclusions of the Standing Committee on Women's Issues.
CHAPTER 3

THE ACADEMIC CLIMATE

"In teaching women, we have two choices: to lend our weight to the forces that indoctrinate women to passivity, self-deprecation, and a sense of powerlessness, in which case the issue of 'taking women students seriously' is a moot one; or to consider what we have to work against, as well as with, in ourselves, in our students, in the content of the curriculum, in the structure of the institution, in the society at large." (Adrienne Rich, "Taking Women Students Seriously," 1979:240.)

The first purpose, the raison d'être, of the College at Brockport is to educate its students. The overarching importance of this purpose is manifested by the degree to which the central energies of faculty, staff, administration, and students revolve around the educational activities of the College. Students demonstrate their desire for an education through the time, effort, and financial resources they spend on the educational experience. Hence, the perceptions of nearly 850 undergraduate students about the nature of their academic experiences clearly is of interest to faculty, administrators, and students alike.

A provocative report entitled "The Classroom Climate: A Chilly One for Women?" suggested that education may not be as accessible to women as it is to men. The report, written in 1982 by Roberta Hall and Bernice Sandler of the Project on the Status
and Education of Women of the Association of American Colleges suggested that some faculty, often unknowingly, treat men and women students differently in the classroom and in related learning situations. Citing the summary of Astin's research (1977), the report pointed out that education at the undergraduate level may serve more to preserve stereotypic differences between men and women in behavior, personality, aspirations and achievement than to reduce them.

The report raises the question, Why would education at the undergraduate level fail to enhance women's aspirations and achievements, or to develop the expansion of their personalities? We must look for the answer by examining the structures of education — its curriculum, advisement practices, financial support, and environment — and its practices — its treatments of students in the classroom, campus, and residence halls.

While some of the sources of women's static aspirations undoubtedly originate outside the academic world, Hall and Sandler suggest that there are a number of reinforcing practices that occur on the college campus, both inside and outside of the classroom, that continue a societal pattern of limiting the opportunities available to women. For example, Hall and Sandler suggest that men and women faculty may inadvertently communicate to their women students low expectations about abilities, career directions and personal goals — expectations that are based on sex rather than on individual interests and ability.

Such treatments often are entirely unconscious. To identify unrecognized behaviors that may provide a chilly classroom climate for women, faculty could ask themselves the following questions regarding their own treatment of their students in the classroom (from “The Chilly Classroom Climate, p. 2”):

- Am I less likely to call directly upon women students than men students?
- Do I give women as much informal feedback, encouragement or praise as men for their academic efforts?
- Are women in my classrooms interrupted more often than men during class discussion?
- Do I tend to make more eye-contact with men when I ask a question of the class as a whole?
Do I assume that women students are uncertain about what they want to say because women may tend to state their classroom comments hesitantly or in "overly polite" fashion?

Do I remember the names of the men students in my classes more than those of the women students?

Do I discourage women from enrolling in traditionally "masculine" majors or from pursuing the "harder" subspecialties?

Am I sometimes guilty of "gender harassment," including using sexist humor to "spice up a dull subject," or making disparaging remarks about women as a group?

To address these matters and others, Brockport’s Standing Committee on Women’s Issues developed survey indicators of student perceptions of classroom patterns in order to explore the nature of the academic climate experienced by women and men students at Brockport.

The Curriculum

Until recently an almost universal ignorance of women’s contributions to the social, political and economic advancement of human society has been the norm on most campuses. However, in the last decade, a wealth of scholarship by and about women has emerged that promises to rectify the unidimensional view of "man and his universe." To what degree is that new scholarship reflected in the curriculum?

At the time of the survey, over half of Brockport’s undergraduate students reported that they had not taken any courses that devote some time to the discussion of women’s roles, or of gender issues (Figure 3.1).

Perhaps courses that do not devote classroom time to a discussion of women’s and gender issues instead include reading assignments that deal with women. Students were asked to think about the first class they attend in a typical week, and to answer questions pertaining to that course.
Over 60 percent of them indicated that the first class they take in a week has *never* included assignments that contain material about the ways women's roles in social, economic, and political systems. (Figure 3.2.)

**Recommendations.**

The Standing Committee on Women's Issues recommends that:

- the Academic Vice President and the Deans give priority to a review of the content of the curriculum for the inclusion of scholarship of and about women.

- The Faculty Senate adopt a resolution to support this reform.

- The General Education Coordinating Committee consider ways in which the new scholarship can be incorporated into the General Education curriculum.

- The Curriculum Integration Project be expanded to involve more departments and subject areas.
- The Women's Studies Board develop a three-year plan for incorporating scholarship about women into the total curriculum.

**Classroom Climate**

**Role models.**

One of the ways in which the educational institution can encourage students to expand their conceptions of self and future is to provide for them examples of professional women with whom they can identify. Unfortunately for the developmental growth of women students, the classroom environment primarily presents the male as the role model of academic expertise.

- Women students are far less likely than men students to have an instructor of their own sex. In describing their first weekly class, for example, around 80 percent of women and men students indicate that the instructor is a male. (Figure 3.3.)
Similarly, when students were asked how many of the courses they were taking that semester were taught by a man and how many by a woman, 77 percent of the women students and 84 percent of the men students indicated that three to five of their courses were taught by a man. Thirty-seven percent of the women students and nearly half of the men students were taking no courses taught by a woman professor. Thus, the perceptions of both sexes of students that the world of the intellect and scholarship is predominantly a male world is reinforced by the sex imbalance of the faculty.

**Silence in the classroom**

Students were asked a series of questions regarding their participation in the classroom of the first class in the week. They were asked how often they contributed to class discussion, did not ask questions or make comments even when they wanted to, and raised their hands but were not called upon by the instructor. The findings show that freshmen women, in particular, seem inhibited in their classes.
37 percent of freshmen women as compared to 13 percent of freshmen men indicated that they had never contributed to class discussions or answered any questions during class for the first course they attend each week, as shown in Figure 3.4.

![Figure 3.4. Silence in Class, by Class Level and Gender, N = 602](image)

It is not clear from the data whether the reason freshmen women are so silent in class is due to the lack of faculty encouragement at the freshman level, or to an inhibition bred out of the high school experience. That faculty treatment might be involved is suggested by additional findings that show that participation varies according to the sex of the instructor.

- In classes taught by female instructors, only 20 percent of the freshmen women indicate that they never contribute to class discussions (in contrast to 41 percent of the freshmen women enrolled in courses taught by a male instructor).

As shown in Figures 3.5.A and 3.5.B, both men and women students participate more in class discussions when they have a female instructor. Women students are particularly affected by the gender of the instructor, especially in more advanced courses.

An additional survey question asked how the instructor's response to questions or comments the respondents made in class typically affected them.
Consistent with the above finding, both male and female students feel encouraged by the instructor's response particularly when the instructor is female (Figure 3.6). The student who is least likely to feel encouraged is the female student in a class taught by a male— for this category, there is no increase as class standing level increases.

This makes the statistic mentioned above that only one-fifth of the instructors at Brockport are women even more salient for Brockport's goal of educating all of its students.

For some of the other measures of student-faculty interaction in the classroom, no notable gender differences were found: being recognized by the instructor when raising a hand; the instructor's probing for elaborations of the respondent's remarks in the classroom; feeling squeezed out from viewing a laboratory demonstration; and frequency of desiring to participate in class but not doing so.

**Classroom Remarks**

Students were asked if the instructor in the first class the student attends in the week had stereotyped women in lectures, presentations, or remarks. Women students are apparently more sensitive to the presence of such remarks than men students, as suggested by the findings that 21 percent of the women have noticed such remarks, compared to 14 percent of the men. In light of the fact that the survey was completed by most students
in March of the spring semester, when classes had only been meeting for six weeks, these percentages suggest that the amount of negative content about women presented by faculty would be even greater over the course of the semester.

**Recommendations.**

The Standing Committee on Women's Issues recommends that:

- The Academic Vice President, the Deans, and the Departments continue efforts to appoint, tenure, promote, and retain qualified women faculty.
- The Faculty Senate establish a Center for Teaching Excellence, supported by released time for a Director and a budget for bringing in outside speakers, who will hold workshops on classroom interaction, discussion techniques, learning styles, and sensitivity to the diversity of student needs.
- Funding be sought to continue the Curriculum Integration Project to schedule faculty participation in scholarship and practice regarding the teaching of women.
FACULTY-STUDENT INTERACTION

Discussions Outside the Classroom

Students were asked several questions about their relationships with the faculty outside of the classroom. It is often in the extraclassroom relationships that the most powerful learning experiences can take place.

The results indicate that men students are more likely than women students to talk with their instructors on an informal basis outside of class. It is not that women do not ever approach faculty for discussions outside of class; it is that they do not approach them more than a few times. Perhaps women students are somewhat reluctant to seek out male instructors on a continuing basis.

- As shown in Figure 3.7, 39 percent of the men students, but 29 percent of the women students report having five or more informal conversations with a faculty member during a semester.

Furthermore, men value these discussions as conducive to their academic growth more than do women.

- As shown in Figure 3.8, 35 percent of men students as compared to 22 percent of women students found their discussions with male faculty to have been very important in their academic growth. (Many students also found discussions with female faculty to have been very important,
but they were less likely to have had such discussions, given that there are fewer female faculty than male faculty.)

The greater approachability of faculty to male students is reflected in the responses to an additional question about recommendations:

- 43 percent of men students have asked a faculty member for a recommendation, while only 37 percent of women students have done so. Of those who asked faculty for recommendations, three times as many men students as women students asked three or more faculty for recommendations.

Recommendations.

The Standing Committee on Women's Issues recommends that:

- The Center for Teaching Excellence, recommended above, include programs that would alert faculty to the hesitancies that women students might feel in approaching male faculty outside of the classroom for informal conversations.

- Programs be developed to help women students learn to be more assertive in their relationships with faculty. They should be encouraged to initiate informal
Figure 3.8. Importance of Discussions
With Male Faculty, N = 599

How important have discussions with male faculty been in your academic growth at Brockport?

Sexual Harassment by Faculty

A series of questions were asked in the survey about the degree of personal inquiries (short of sexual inquiries), physical advances, and requests for sexual activities with and without threats, made by faculty toward students. (The sex of the instructor was not investigated.) The results suggest that sexual harassment is not a frequent occurrence on the Brockport campus, even in its more innocuous forms. In answer to the question, "Has an instructor been particularly personal but short of sexual inquiries?", 94 percent of the men and 87 percent of the women students responded "Never." The responses to the questions about the more serious forms of sexual harassment revealed even smaller percentages of students who had had the experiences:

- Ninety-nine percent of both women and men students responded that never had an instructor asked her or him to engage in sexual activities, either with or without threats of influence on grades and letters of recommendation.

But that there are any cases at all is of concern.

- Looking at the raw numbers, we see that 17 women and 7 men (out of the 561 undergraduates who answered this question) reported that their instructors had made physical advances such as touching, hugging, or kissing. In response to the last question, four women and four men
reported that their instructors had suggested that their grades or letters of recommendation would be influenced by whether or not they were willing to engage in romantic or sexual activities.

To gain information about the mutuality of such contacts, the survey asked students how many times they had ever flirted with or made sexual advances toward an instructor. A cross-tabulation of the two questions reveals that none of those students who had been threatened by an instructor reported that they had flirted with or made advances toward an instructor.

Students harassed by the faculty member are likely to talk with their friends or family, and some of the women also talked about their experience with a different faculty member or the chairperson. However, they were unlikely to talk to a counselor, affirmative action officer, or residential advisor. About 10 percent of both women and men students recorded the incident in their diaries, a practice that Dziech and Weiner in The Lecherous Professor suggest is most useful in helping the student perceive a pattern, and in helping her devise a response to the faculty member. Informal communications among women students may result in the avoidance of classes of a known or alleged harasser. Six percent of the women respondents indicated that they had avoided taking a class from or working with a faculty member who was known or rumored to have made sexual advances to students.

As the issue of sexual harassment is one of violence against the person, the harassed student may have recourse to the courts. The College’s latest policy (September 23, 1988) is quite explicit in condemning sexist and racist bigotry, and in stating the disciplinary actions consequent upon offenses of this nature. At the time of the survey (1987), 66 percent of the students were aware of a College policy that promised disciplinary action and/or termination in a case of faculty sexual harassment. However, 60 percent were uncertain about the formal proceedings through which they could approach the College regarding incidents of sexual harassment.

**Recommendations.**

The Standing Committee on Women’s Issues recommends that:

- The College publicize its position and procedures regarding sexual harassment.
• The College establish a roster of faculty contacts who can be approached for advice and counsel by a student who is being harassed by an instructor, and that the names of the faculty contacts be routinely made known to students.

**CAMPUS CONDITIONS**

The survey revealed no significant gender differences in the ability to find a quiet place to study at the residence when needed. Women are more likely than men to use their apartment or residence hall room for studying. Women also are significantly less likely to risk their academic status by permitting the consumption of alcohol to interfere with class attendance or with time spent on studying. (Women students are less likely than men students to prefer social activities that involve a great deal of drinking, to drink several or more times per week, and to drink large volumes of alcohol per week.)

Women students are much less likely than men students to take a night class, or to use the library late in the evening if they have to walk home alone, for fear for their safety. The availability of the escort service and the blue campus telephones should help to overcome this fear. Likewise, the knowledge that women in general are assaulted in a social situation, usually off campus, and by a man they know rather than by a stranger, as this survey suggests, may also allay some of their anxiety. Data regarding fears about safety are presented in greater detail in the following chapter on the physical environment, while data regarding assault are presented in the chapter on the social climate.

**SUMMARY**

The academic program and environment is the core focus of a College's existence. While there are many areas in which the education of women and men appears to be equitable, several problematic areas in the academic climate for women students have been identified, areas in which the education of women students is indeed less rich than education of men students.

Taken as a whole, the academic curricula and classroom content still are deficient in addressing the fact that women are and have been one-half of the human species. The survey findings
reveal that about half of both sexes report having taken no courses that devote time to a discussion of women's experiences or gender issues. Over 60 percent of courses do not have any assignments that include material about the ways women's lives relate to social, economic, or political systems. Between 15 and 20 percent of the students indicated that their instructor had engaged in "gender harassment" by stereotyping women in lectures, presentations, or remarks.

Accomplished women as role models in the classroom are relatively scarce on the Brockport campus, as suggested by the fact that only one-fifth of courses are taught by women. Not only are there few faculty women, but women faculty tend to be concentrated in particular departments, thus being unavailable as teachers for the majority of the student population. Many departments have no women faculty at all. These facts, in conjunction with the information just presented on the curriculum, reinforce the idea that the world of the intellect and scholarship is predominantly a male world.

In the classroom itself, we found that freshmen women in particular tend to be silent and voiceless. Women students (as well as men students) do participate more, however, in classrooms with a female instructor. An uneasiness in the interaction between a student and a faculty member of a different gender might be indicated by the finding that women students are less likely to approach the predominantly male faculty for extended informal conversations outside of the classroom. Female students not only are less likely to carry on such conversations over a period of time, they also are less likely to ask faculty for recommendations, and to ask many faculty for such recommendations. While the incidence of sexual harassment of students by faculty appears to be quite low, several cases were uncovered in the survey, suggesting that the publicity regarding the College's definition of sexual harassment and penalties for violations should be continued.
"I would say the most important experience that gave me more respect, as a woman, throughout my education was my involvement in campus activity and athletics." (Survey respondent)

"When you don't live on campus it is difficult to feel like a part of the college. We feel like outsiders." (Survey respondent)

"Need more social activities so people can meet easier than at a bar scene in town!!" (Survey respondent)

"I did not feel very welcomed as a transfer student. Everything was new, strange, and a very lonely experience." (Survey respondent)

The quality of the social experience is often the part of college that a student remembers the most. The establishment of meaningful friendships can determine whether the college experience will be rewarding or unsatisfactory.

We expected to find that women and men do not differ a great deal on many measures of social relations with same-sex peers. For example, we expected that there would be no gender differences in the number and quality of social relationships revealed by the survey data.
At the same time, we anticipated that we would find that women students who live off-campus are more likely to have difficulty in establishing rewarding relationships than are women students who live in the residence halls because the off-campus students find it more difficult to meet friends, and because many of those with families have limited free time.

We also expected to find that women students experience certain social disadvantages due to social custom and economic resources. For example, off-campus social activities perhaps are less appealing to women students, who are less attracted to bar culture, and are more fearful about going off-campus at night and returning alone from off-campus evening activities. We expected to find that males are more likely to sponsor informal social activities in their suites or apartments, thereby being able to exert some control over the nature of social events, such as what beverages to serve and what agenda to promote.

We wondered if women students are more vulnerable in opposite-sex relationships because: (1) they tend not to pursue relationships, but rather wait to be pursued; (2) they are physically less strong, and therefore can be aggressed against; (3) they are more likely to view marriage as their major life goal, and therefore may have more invested in the continuance of relationships; (4) they are less likely to own automobiles, and must therefore depend upon males for transportation in the evenings; (5) they are more likely to be financially deprived, and therefore are more likely to depend upon males for payment for social occasions and food. We asked a number of questions to investigate these thoughts.

**LONELINESS ON CAMPUS**

The survey asked a series of questions about the quality of social relationships. Students were asked how often they: find it hard to make really close friends at Brockport; do not have enough friends of the opposite sex to go out with; are without anyone they can share experiences and feelings with; do not have a chance to have fun; find it difficult to initiate contacts with prospective dates; wonder if they may not be an interesting person; and go out with someone of the opposite sex for entertainment purposes. Following a factor analysis that showed that responses to these items tend to be consistent, an index of social
isolation was created by adding together the scores on these items.

- The average undergraduate feels socially isolated once in a while.
- Males and females do not differ on the social isolation index.
- Students in the following categories are the most likely to feel socially isolated: students who live with their relatives; separated spouses; seniors.

We looked at the distributions for the following question: "How often do you find it is hard to make really close friends at Brockport?" We found that isolation is greater for students living in some situations than for those living in others.

- Students who live in their own home, or in the home of relatives, are the most likely to find it difficult to make close friends. Those who live in residence halls are least likely to find it difficult to make close friends.
- There are differences between male and female responses for several of the residential categories. More females than males find it difficult to make close friends if they live in off-campus rooms or apartments, or in their own homes. Figure 4.1 shows this graphically.

![Figure 4.1. Difficulty Making Close Friends By Gender and Residence](image)
There are no significant sex differences in difficulty of making close friends for those men and women who live in residence halls, in which case both sexes find it relatively easy to make friends, or in homes of relatives, in which case both sexes find it difficult to make friends.

As these figures show, the ease of developing an adequate social life is affected by where a student lives. Figure 4.2 shows the residential location of the undergraduate survey respondents. Thirty percent are in the socially vulnerable categories of living in their own home or in their parent’s home.

Figure 4.2. Residential Location Brockport Undergraduates, Percents

Number of Friends

Women and men undergraduates do not differ appreciably in the number of male friends they have.

- The average number is 6.0 for males and 5.4 for females (not a statistically significant difference).

Nor do they differ greatly in the number of female friends they have.

- The average number of female friends that women have is 6.3, the average for men is 5.0.
Time Spent on Social Activities

Women and men do not differ in the frequency with which they visit friends. Two-thirds visit their friends at least several times a week (62 and 71 percent of women and men respectively).

Locus of acquaintanceship

Both men and women are most likely to meet the person who will become their best friend in the residence hall, the classroom, or off-campus (but not at a party or bar). Males are a little more likely to make that contact in the residence hall, females in the classroom. All but 2 percent have a close friend who is a student.

Social activities in the living quarters

Women and men both watch television in their rooms or homes several times a week. They both use their residences several times a week for studying, although the women are more likely to do this. They both have friends in their room or homes a little over once a week.

- But males are more likely to use their rooms or homes for "partying," with males throwing a party a little more than once a month, on the average, and females throwing a party less than once a month.

Self-ratings of popularity and attractiveness

Women and men do not differ in their self-ratings of popularity. On the average, both sexes indicate that they are somewhat popular with the same sex and with the opposite sex, and are somewhat physically attractive (although slightly more males rate themselves as attractive than females).

Recommendations

The Standing Committee on Women's Issues recommends that:

- A Task Force be established to consider ways to strengthen existing programs or develop new programs that would help off-campus and transfer students develop rewarding social networks. The Task Force should include representatives of the Offices of Continuing Education and Student Affairs.
CAMPUS SOCIAL ACTIVITIES

One way that students can become involved socially is through participation in organized campus activities. A number of questions were asked in the survey to determine how much students avail themselves of the opportunities on campus that do exist.

In one series of questions, students were asked, "About how often in a typical month do you do the following things for relaxation?" The average numbers of times per month undergraduate women and men students engage in certain social activities are shown in Figure 4.3.

- As can be seen, in all categories, the average number of times per month spent on the activity is higher for males than for females, although not a great deal higher.

The lower female percentages in part reflect the facts that 10 percent more females than males are married, and more live off-campus, and thus would be less likely to party or visit in the residence halls.

Figure 4.3 Relaxation Activities
Average Times Per Month, N = 602

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays or movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intramural sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit in dorm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Party in dorm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit off-campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Party off-campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to bars</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*About how often in a typical month do you do the following things for relaxation?*
The findings support the hypothesis that females are less likely to become involved in off-campus activities such as visiting, partying, and going to bars.

In another set of questions, students were asked if they had participated in organized campus activities. The responses are indicated in Figure 4.4, which shows that for many activities, the percentages of participating males and females do not differ appreciably.

- For males, the most common activities are nonvarsity athletics and residence hall activities. For females, the most common are residence hall activities, nonvarsity athletics, and church groups.

**Figure 4.4 Participation in College Activities, Percents, N = 602**

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varsity athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonvarsity athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debating or drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band or other music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honorary clubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence hall act.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frats/Sororities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*How much have you participated in the following activities either in or out of school this year?*

**Attitudes and behavior regarding alcohol use**

Several questions about the role of alcohol in student life were asked. The responses are summarized in Figure 4.5. In general, strong gender differences are found regarding drinking behavior.
- 34 percent of males and 17 percent of females prefer social activities that involve a "good supply" of alcohol. (Over half of both sexes prefer those with only a moderate supply.)

- 53 percent of the undergraduate males and 37 percent of the undergraduate females drink alcoholic beverages once a week or more often. Twenty percent of the males and 10 percent of the females drink more than twice a week.

There thus is a strong gender difference in the amount of alcohol consumed. Students also were asked how many glasses or cans of beer or wine they normally drink in a week.

- The average number of glasses or cans of beer or wine normally drunk in a week for males is 10.8, for females is 4.8. They also were asked how many "shot glasses" of liquor they normally drink in a week. The average for males is 3.4, for females is 2.1.

Students were asked how often their drinking interferes with attending class, studying, and taking exams.

- The results shown in Figure 4.5 indicate that heavy drinking is a problem for 20-30 percent of males, interfering par-
particularly with time for studying, and also occasionally with class attendance. It is much less likely to be a problem for females.

SOCIAL RELATIONSHIPS WITH OPPOSITE-SEX PEERS

Preliminary to examining the findings, it is helpful to understand the marital status of undergraduate students. Figure 4.6 compares the marital status of women and men students.

![Figure 4.6. Marital Status of Undergraduates by Sex](image)

- More males than females are single, more females than males are married, and the number of undergraduates who are separated, divorced, widowed, or cohabitating is relatively small.

Also, it is pertinent to note the kinds of relationships in which the single students are involved.

- 57 percent of the single men and 66 percent of the single women indicate that there is a person of the opposite sex they see or go out with on a regular basis.
Social Initiative

Men students are more likely than women students to say that they are willing to take the initiative in pursuing a relationship with someone of the opposite sex.

- For example, 28 percent of the men and 18 percent of the women would be willing to call a person on the phone; 44 percent of the men and 21 percent of the women would be willing to invite a person to an event.

Commitment to a Relationship

There are no differences between men and women undergraduates in the exclusivity of their relationships, levels of commitment, or expectations about the future. Of those who say they are in a regular relationship, 67-70 percent indicate that it is an exclusive relationship. Fifty percent of the males and 44 percent of the females have been in the relationship less than a year. Sixty-two percent of the males and 56 percent of the females rate the relationship as very serious. While 44 percent plan to marry, 28 percent are not certain what will happen.

Marital relationships

In order to create a single score for multiple items relating to spouse relations, a factor analysis suggested that two indices would be appropriate, one for spouse intimacy (combining the two items: "My spouse/partner is someone I can really talk with about things that are important to me", and "My spouse/partner is affectionate toward me") and one for marital power ("My spouse/partner insists on having his/her own way", and "Generally, I give in more to my spouse's/partner's wishes than he/she gives in to mine").

- The results show that there are no significant differences between men and women students in their evaluation of the intimacy and power relations in their marriages. Between 50 and 65 percent of both sexes feel that their spouses are responsive and non-domineering.

Sexual Victimization and Aggression Experiences Since Attending Brockport

A series of questions on "unwanted sexual intercourse" in the survey tapped a continuum of coerciveness ranging from the use of continual arguments and pressure on the one hand to the threatening or using of some degree of physical force on the other.
The wording of the survey questions differed according to whether the respondent was a woman or a man. Women were asked, "How often have you had sexual intercourse when you didn’t want to because . . . ", while men were asked, "How often have you engaged in sexual intercourse with a woman when she didn’t want to because . . . ". Thus, women were asked how often they were forced into intercourse, while men were asked how often they had forced a woman to have intercourse.

- Seventy-nine of the 363 women undergraduates, or 21.5 percent, indicated that they had had unwanted sexual intercourse for one or more of the five reasons indicated in the questions. The corresponding figures for the male undergraduates, those who indicated that they had coerced the women, is 29 out of 223, or 13 percent.

Attributed causal factors for the unwanted sexual intercourse are indicated by the following percentages of respondents:

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman overwhelmed by a man’s continual arguments and pressure</td>
<td>13.4</td>
<td>9.9</td>
</tr>
<tr>
<td>Man threatened to end relationship</td>
<td>3.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Man used position of authority</td>
<td>2.5</td>
<td>0.4</td>
</tr>
<tr>
<td>Man gave alcohol or drugs</td>
<td>7.7</td>
<td>5.8</td>
</tr>
<tr>
<td>Man threatened/used physical force</td>
<td>4.1</td>
<td>1.3</td>
</tr>
</tbody>
</table>

Using a stricter interpretation of what rape is, we created a "rape" sample consisting of all undergraduate students who indicated in the rape-identification questions that they had participated in unwanted sexual intercourse one or more times since they had come to Brockport because the man in the situation had given the woman alcohol or drugs or he had threatened or used some degree of physical force.

- 35 undergraduate women and 13 undergraduate men turned up in the "strictly-rape" sample. These represent 9 percent of the undergraduate women and 6 percent of the undergraduate men in the total sample.
(The 9 percent is less than the 17 percent figure found by Koss et al. in their national college samples, but the 6 percent figure is similar to Koss’ 5 percent for men.) While the discussion below pertains to the "strictly-rape" sample, the findings are roughly similar to those for all the people who responded other than "Never" to the five questions listed above.

What were the circumstances surrounding the experience?

See Figure 4.7 for a graphic portrayal of some of the following percentages:

- The social situation surrounding the experience tended to be a date (59 percent), or a party (24 percent).
- In only 5 percent of the cases was the man a stranger. In 61 percent of the cases, the man was a non-romantic acquaintance or a first date. In 30 percent of the cases he was a romantic acquaintance, and in 5 percent, a spouse.
- In 52 percent of the cases, the two people were slightly or moderately acquainted, in 33 percent they were very well acquainted. In only 11 percent of the cases did the two people not know each other at all.
- In 9 percent of the cases, more than one man was involved.
- Consistent with the information that the two people were acquainted with each other, the question on where the experience occurred indicated that 55 percent occurred in the room, home, or car of the woman, and 40 percent in the room or home of the man. About 40 percent of the experiences occurred on campus and 60 percent off-campus.
- In over 90 percent of the cases both the man and the woman had been drinking alcohol. Additionally, about 50 percent of the men and 25 percent of the women had been using drugs of some sort.

What kinds of actions did the people take during the incident?

The figures for the kinds of coercion the man used, according to the female respondents, are as follows:

- Twisting the arm or holding the woman down, 52 percent; hitting or slapping the woman, 13 percent; choking or beating, 3 percent; using a weapon, 0 percent.
• According to the women’s responses, 45 percent of them resisted by turning cold; 72 percent reasoned, pleaded, quarrelled, or told him to stop; 38 percent cried or sobbed; 9 percent screamed for help; 9 percent ran away; 53 percent physically struggled by pushing the man away or hitting or scratching him.

Respondents were asked what effect the woman’s resistance appeared to have.

• In over half of the cases, the actions caused the man to stop completely or to become less aggressive; in 28 percent, they appeared to have no effect; in 16 percent, they prompted him to become more aggressive.

These figures suggest that resistance on the part of the woman is unlikely to increase the aggression, an interpretation that is consistent with Bart and O’Brien’s (1984) study of women who were and were not raped; this idea is counter to much of the common opinion about what to do in a case of rape.

To whom did the people talk, and what kinds of support did they get?

• Fifty-eight percent of the women talked to their friends, most of whom were somewhat or very supportive. Only 10 percent talked to their families. Other categories of con-
fidants were: spouse or lover, 26 percent; counseling center counselor, 4 percent; campus police, 1 percent; outside police, 1 percent; crisis center or emergency staff, 1 percent; residential advisor, 3 percent; professor, 1 percent. In almost all cases, these people were somewhat or very supportive.

Strategies for avoidance.

We created a subset of cases in which the respondents indicated that a man had attempted unwanted sexual intercourse but it did not occur, and then compared the responses of the attempted subset to the responses of those cases where the unwanted sexual intercourse did occur. Only 15 undergraduates fit the "attempted" category, so the findings below must be viewed as very tentative.

Many of the responses are similar. For both subsamples, the incidents were more likely to occur off-campus, and between acquaintances.

- However, 23 percent of the men and 31 percent of the women in the "attempted" subset had not been drinking or taking drugs, compared to zero percentages for the "occurred" subset.

Other comparisons:

<table>
<thead>
<tr>
<th></th>
<th>Attempted Subset</th>
<th>Occurred Subset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man twisted arm</td>
<td>46.2</td>
<td>52.0</td>
</tr>
<tr>
<td>Man slapped or hit</td>
<td>0.0</td>
<td>13.0</td>
</tr>
</tbody>
</table>

Thus, violence was slightly more likely in the "occurred" subset.

The woman’s responses fell into the following categories:

<table>
<thead>
<tr>
<th></th>
<th>Attempted</th>
<th>Occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman turned cold</td>
<td>69.2</td>
<td>53.1</td>
</tr>
<tr>
<td>Woman reasoned, pleaded</td>
<td>84.6</td>
<td>71.9</td>
</tr>
<tr>
<td>Woman cried or sobbed</td>
<td>7.7</td>
<td>38.5</td>
</tr>
<tr>
<td>Woman screamed</td>
<td>0.0</td>
<td>9.4</td>
</tr>
<tr>
<td>Woman ran away</td>
<td>23.1</td>
<td>9.4</td>
</tr>
<tr>
<td>Woman physically struggled</td>
<td>61.5</td>
<td>53.1</td>
</tr>
</tbody>
</table>
Effects of woman’s responses on the man:

<table>
<thead>
<tr>
<th>Response</th>
<th>Control Group</th>
<th>Occurred Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man stopped completely</td>
<td>8.3</td>
<td>14.9</td>
</tr>
<tr>
<td>Man became less aggressive</td>
<td>83.3</td>
<td>37.0</td>
</tr>
<tr>
<td>No apparent effect on man</td>
<td>8.3</td>
<td>37.0</td>
</tr>
<tr>
<td>Man became more aggressive</td>
<td>0.0</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Summary

In both the control group of cases where unwanted sexual intercourse was attempted but did not occur, and in the group where it was attempted and did occur, about half of the incidents involved physical coercion of twisting arms, holding the woman down, hitting, or slapping. The control group of attempted rapes, however, was different from the occurred group in two ways: (1) in the “attempted” subset, both the man and women were less likely to have been drinking or taking drugs; and (2) the woman was more likely to be active in resisting. The most successful strategies for avoiding rape seem to have been struggling or hitting back, arguing or reasoning, running away, and turning cold. For both the attempted and occurred groups, the man did not tend to become more aggressive as a result of the resistance.

These findings are similar to those of Bart and O'Brien (1984), who compared 51 attempted rape incidents to 43 rape incidents. They found that the more strategies of resistance used by the woman, the more likely she was to avoid rape. The avoiders were more likely to scream, use physical force, flee, or be aided by environmental intervention. Raped women were more likely to plead. Both equally used cognitive verbal techniques. The modal and most successful strategy, then, for women who stopped their rapes was a combination of screaming/yelling and physical resistance. Their findings also showed that the women whose primary concern lay in avoiding death or mutilation were less likely to avoid rape, while those who had a gut reaction of rage were more likely to avoid rape. These tactics were effective in a number of cases even when the would-be rapist was bearing a weapon. (See Bart and O'Brien, 1984. Several additional sources with similar findings are mentioned by Bart and O'Brien: Sanders, 1980; Block and Skogan, 1982.)
**Recommendations.**

The Standing Committee on Women’s Issues recommends that:

- Educational programs on rape be scheduled that not only transmit the information that most rapes are acquaintance rape situations, but that also report the new literature on active avoidance strategies.

- The Committee on Relationship Violence be encouraged to present educational programs on rape avoidance, and to pursue additional resources for programs to combat violence. Such programs should be targeted toward both men and women students, and both campus and off-campus students.

- The College allocate resources to the Committee on Relationship Violence to set up a resource center for the further education of students, and for workshops aimed at both perpetrators and victims of relationship violence.

**SUMMARY**

In this chapter, we have been concerned with the quality of the social life a student experiences while at college. We found that men and women do not differ in the degree to which they feel lonely, with the average undergraduate feeling lonely once in a while. But certain categories of students are particularly likely to experience social isolation: students who live with their relatives; separated spouses; and seniors. We did find that women students are more likely than men students to have difficulty in making close friends, particularly if they live off-campus in apartments or their own homes.

The social life of males is more likely than that of females to revolve around the use of alcohol, resulting in 20-30 percent of males having drinking patterns which interfere with time for studying and class attendance.

While women report greater inhibition in initiating a relationship they might like to have with someone of the opposite sex, there are no differences in the percentages of men and women who are involved in significant relationships with the
opposite sex, and no differences in the exclusivity of the relationships they are in.

Twenty-two percent of the women undergraduates reported that they had had unwanted sexual intercourse since attending Brockport. Nine percent indicated that the unwanted sexual intercourse occurred under the most extreme conditions of coercion (rape). The rape experience was most likely to have been perpetrated by someone the victim knew, and to have occurred on a date or following a party. The rapist was a stranger in only five percent of the cases. Sixty percent of the rapes occurred off-campus, 55 percent of them in the room or home of the woman. Resistance by the women did not usually increase the man's aggression, and in many cases caused it to decrease.

Comparisons of the rape experiences with 15 cases where rape was attempted but was prevented suggest that when the man or the woman (or both) had taken alcohol or drugs, the probability of rape was increased, and that physical, active resistance by the woman may have helped to prevent the rape.

Student responses to a wide battery of questions on social life suggest that a number of our original hypotheses were supported. We found, as we expected, that women and men do not differ a great deal in the number and quality of their social relationships. We did find, again as we expected, that women students who live off-campus are more likely to have difficulty in establishing rewarding relationships than are women students who live in the residence halls, and than men (with the exception of men who live with their parents). We did find that off-campus activities pose a special problem for women, who are less attracted to bar culture, and are more fearful about going off-campus at night (see the next chapter for more detail about women's fear for safety). We did find that men are more likely to sponsor informal social activities in their suites or apartments, to serve higher quantities of alcohol at the events they sponsor, and to drink greater quantities of alcohol and more frequently. We found that rape is most likely to occur following drinking situations, and to be perpetrated by someone the victim is dating or knows. We found suggestive evidence that attempted rape is most likely to be avoided when the man and the woman have not been drinking, and when the woman uses active strategies of resistance.
The findings imply that there are two major areas of concern regarding the climate of college social life: the difficulty of developing friendships experienced by students (particularly women students) who live off-campus; and the threat of sexual aggression against women by men they know and/or date. It is particularly difficult for a college to have any practical impact on the incidence of rape, since rape occurs in the private lives of college students. Nevertheless, educational programs directed particularly at males but at females as well should be instituted. As one study has indicated, the college male most likely to become a date rapist has "callous sexual attitudes," is more accepting of violence in his relationships than the average student, believes that some women enjoy being raped, and is most likely to commit the rape on the fourth or fifth date (reported in On Campus With Women, 1988:6). Educational programs aimed at combatting these values and myths would be appropriate.

The College's Committee on Relationship Violence has already begun preventive and educational work. The Committee should be supported with additional resources for its work, and encouraged in particular to develop educational strategies aimed at men students.
"I've encountered problems with walking alone at night and have been approached a few times." (Survey respondent)

"I think the way the parking is set up for the college library is poor. I usually try to avoid going to the library after dark. I don’t like the long walk in a poorly lit area." (Survey respondent)

"I am uncomfortable walking on campus for my night courses. I live in this community but feel the campus is not safe." (Survey respondent)

"I feel the college should move its night course over towards Tuttle. Women complain because they get harassed or molested. Well, it doesn’t seem to help having classes over on Holley Street." (Survey respondent)

"Jocks are arrogant and come to leer in at dancers just to see their bodies. Then yell and make remarks. Women are blamed for their "role" in rape. What to wear, where to walk, etc." (Survey respondent)

"Concerning the degree to which I feel safe at night walking on campus. I am a male 6' 2", 190 lbs. One is viewed as guilty before innocent. It's very frightening to me when women walk fast or even run when a single male walks on campus at night. Is the rape problem really this serious? It's a shame. (Survey respondent)"
A basic human need is the need for physical safety. The Brockport campus is located in the village of Brockport, surrounded by rural countryside, and thus should afford its students the feeling of being safe from physical assault. However, prior surveys of student life have suggested that a fear on the part of women students regarding the safety of their physical surroundings is quite strong. Whether or not there actually is danger for the students is a separate issue. As studies of the elderly have shown, fear that such danger exists is sufficient to constrain the activities of the group that has the fear.

In the survey, we asked questions regarding the areas on campus where students might be fearful, and about the consequences for academic activity of such fear.

Feelings About Safety

The responses confirm what prior research has suggested:

- Women are considerably more likely than men to feel fear about walking alone on campus, to and from Stage XVI, and to and from town. Only 5-10 percent of women undergraduates always feel safe when walking in these areas, compared to over 67 percent of men undergraduates. (See Figure 5.1)
Consequences of Fear for Academic Behavior

The presence of the fear has profound consequences for the academic behavior of the women students.

- Half of the women students, but only 4 percent of the men students, have avoided using the library at night when they have had to walk home alone. Forty percent of the women students, and 5 percent of the men students, have not taken night classes so that they would not be out alone at night. (Figure 5.2.)

![Figure 5.2. Avoid Library at Night, Avoid Night Classes](image)

Use of Campus Protective Resources

Since the time of the survey the College has instituted a network of phones around the campus, identified by a brilliant blue light. The phones are hardwired to the Public Safety Office. As a result of the findings mentioned above, the Administration increased its publicity efforts regarding the presence of the phones and the escort service. Additionally, extra night lighting has been in-
 stalled around the campus, and in several cases, trees have been cut down near parking lots.

In spite of the fear, women students have not been inclined to use the campus protective resources that are available. An escort service was instituted in 1985 that provides for an escort of students to their residence halls or automobiles if they call for the service.

- Only eleven percent of the students indicated they had ever used the service. Yet, that some students have used the service at least once indicates that it is a useful service.

Recommendations

The Standing Committee on Women's Issues believes that the presence of a fear so strong that it keeps students from using the library during the night hours (when they are most likely to have the time for studying) and from taking night courses is a very serious matter for the College community to consider. The Committee therefore recommends that:

- The results of these findings be publicized so that women understand the circumstances under which assaults occur, the character of the potential assailant, and the strategies to employ.

- Additional phones be placed where they may be more accessible.

- Escorts be located in the library as well as at the Public Safety Office to escort women students home at the time of the library closing and at the conclusion of night classes.

- Educational programs be targeted to change attitudes and behaviors of men students. (See the recommendation suggested in the previous chapter.)
"Equal opportunity continues to be an essential variable in justifying the existence of student aid programs, but not much attention has been focused on the degree to which this objective is being achieved for women." (Moran, 1986)

As the quote above suggests, studies and reports on the status of college women have not often looked at whether women experience greater difficulty than men in paying for their college education. But what little research there is suggests that for every dollar a man receives, women receive 68 cents in college earnings, 73 cents in grants, and 84 cents in loans for low-income undergraduates (U. S. Department of Education, 1983). Women are most likely to be in those categories of students who face the greatest obstacles in finding support for their education -- adult, part-time, independent, and unclassified students, for example.

The Campus Climate at Brockport survey asked a number of questions about financial support, economic need, and work situation.

Financial Need

Following a factor analysis of a number of items concerning the student's economic situation, an index of "financial need"
was created by summing the responses to the following items: "How often do you find it difficult to get enough money for tuition and books? Basic necessities? Recreation and leisure? The kind of medical care you should have? The kind of clothing you should have?" and "At the end of the month, do you find that you usually end up with enough money to make ends meet?"

Consistent with earlier research reports, 36 percent of Brockport women students compared to 26 percent of men students indicated that they are in great financial need (Figure 6.1.).

**Figure 6.1. Financial Need Based on Four Questions about Finances**

<table>
<thead>
<tr>
<th>Level of Financial Need</th>
<th>Percent of Students Who Have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Need</td>
<td>35% Females, 27% Males</td>
</tr>
<tr>
<td>Moderate Need</td>
<td>32% Females, 28% Males</td>
</tr>
<tr>
<td>Low Need</td>
<td>24% Females, 25% Males</td>
</tr>
</tbody>
</table>

Sources of Inequities in Financial Support

There are a number of reasons why women students have less access to economic resources than men students. Further analysis of the survey data indicate that women students are more likely than men students to:

- Be looking for a job
- Make less per hour on the job, if working
- Have less money for college expenses in their savings account
• Be in debt (that is, to have money for college expenses from a non-governmental loan or grant)
• Receive less financial support from their families
• Have support for college from summer work earnings
• Have support for college from earnings during the school year

Thus the inequities for women begin before they get to college and continue during their college stay.

As one woman wrote on her questionnaire, "When is this college going to accept the fact that there are people here who do not rely on their parents for anything?"

**Parental Support**

While men and women undergraduates do not differ significantly in the economic status of their parents, women undergraduates are less likely to receive money from their parents for support of living and college expenses than are men undergraduates. This is particularly the case for women who come from poorer families. Figure 6.2 indicates the amount of support single women and men students receive from their parents when the

![Figure 6.2. Financial Support From Families With Incomes Below $15,000 For Unmarried Undergraduates](image-url)
parental income is less than $15,000.

**Summer Earnings and Savings**

In the summer prior to the survey, women students were much less likely than men students to have earned enough money to support their college attendance.

- Eighty percent of the women students but only 42 percent of the men students earned less than $1000 during the prior summer.

Consequently, women students were much less likely than men students to have entered college with substantial savings.

- Seventy-nine percent of women students in contrast to 64 percent of the men students had less than $500 in savings.

**Loan Support**

- Men and women students did not differ in the amount of support they received from government grants, other grants or loans, college work-study grants, or Social Security, V.A., or AFDC benefits.

**Current Earnings**

Students were asked how much money they were making in their current job, and how many hours they were working. The responses indicate:

- For the most part, men and women students work about the same number of hours. The only exception occurs in overtime: women undergraduates are less likely to work more than 41 hours per week.

- Women undergraduates make less per hour than men undergraduates, as shown in Figure 6.3.

**Consequences of Gender Differences in Economic Support**

There are several rather serious consequences of women's lower levels of economic solvency.
Dropping Out of College
- Fifty percent of women and 39 percent of men students are not certain that they have enough money to complete their college degrees (Figure 6.4).

Emotional Distress
Financial need is significantly correlated with:
- Depression
- Anxiety
- Anger

A certain amount of the gender difference in depression rates (higher for women) can be explained by the fact that women are more likely than men to experience economic deprivation.
Family Obligations and Role Overload

Role Overload

Students were asked a series of questions about how difficult it was for them to take care of matters in their life outside of the academic realm. They were asked how often they had more to do than they could handle, too little time for cleaning and laundry, and no free time for themselves. The responses to these three items were summed to provide a scale of “role overload.” High scores indicate that students do not have time to handle the everyday matters of self-maintenance.

- The results indicate that women students are more likely than men students to experience high overload (Figure 6.5)

In part, the higher rate of overload for women students is related to the fact that higher proportions of women students are married (as discussed in Chapter 4).

- Around half of all married students, male and female alike, report high levels of overload, compared to less than a third of single students.
The higher overload experienced by the women students is also related to their taking greater responsibility for the care of the home.

- Sixty-seven percent of the married women students reported that they perform over half of the housework, in contrast to 22 percent of the men students (Figure 6.6.). For both sexes, those students who indicate that they do half or more of the housework are more likely to report high levels of overload.

The responsibilities married women continue to bear for housecare tend to lead to conflict in the marriage.

- Sixty-six percent of the married females who report high levels of role overload indicate that their going to college has resulted in disagreements about household chores, in contrast to 44 percent of the married males.

These figures suggest that while, for the most part, spouses are supportive of the college student, women students are a little less likely to receive support from their spouses for the disruption of household activities due to their going to college.

The "double duty" that women experience in dealing with responsibilities for domestic activities while trying to attend college is exemplified as well in the statistics on child care. First of all, women students are more likely to have children.
Twenty-one percent of the undergraduate women students have children at home, compared to 8 percent of men students.

Secondly, student mothers have greater difficulty in finding care for their children while they are at school.

One-fifth of student mothers but none of the student fathers responded that the arrangements they were able to make for the care of their children while attending college were only fair or not at all good.

In part, this difference between the student mothers and fathers in the perceived adequacy of childcare may be due to the fact that the student fathers are considerably more likely to have their children cared for by their spouses.

Sixty-four percent of the student fathers but only 22 percent of the student mothers indicated that their children are cared for by their spouses.

In spite of the greater responsibility that the student mothers feel for the care of their children, only sixteen percent take advantage of the services offered by the Brockport Day Care Center. (Eighty-eight percent of these mothers believe that the
arrangements they have made for the care of their children are very good or good.) The survey did not explore why the Brockport Day Care Center is not utilized by larger numbers of mothers, and this remains an area that needs further investigation, particularly with regard to the cost of the day care, and the flexibility of hours during which children can attend.

Recommendations

The Standing Committee on Women’s Issues recommends that:

- A fund be established for scholarship aid for needy women students

- A review of campus data on financial aid, scholarships, loans, and student employment be conducted to determine the extent to which women students are being supported by these programs.

- A review of new regulations regarding financial aid be conducted by the Bursar with an eye to eliminating potential for discrimination against women.

- Information about financial aid for women from ASHE and AAC be distributed to appropriate administrative offices for incorporation in campus financial aid information.

- The Retention Committee investigate the reasons for dropping out of college with a view toward establishing the importance of financial need as a factor, and the differential importance of financial need as a factor for the two sexes.

- A study committee be charged with the responsibility of investigating the cost and hours flexibility of the Brockport Day Care Center.
As pointed out by Lafontaine (1988), there may be costs to leadership for women. He indicates that "Males have been found to punish, discredit, devalue, demean, and otherwise confront women who are 'too' intelligent, competitive, or assertive, or who significantly deviate from their traditional roles," and that women who are leaders may experience negative pressures from other women as well, who "have been found to bitterly resent and envy those among them who break out of confinement, and are frequently shrewish and vindictive towards them."

In a time of rapid and extensive change in gender relations, it is to be hoped that the words above would no longer describe the experiences of women who are potential leaders. Yet, as Machung (1987) has suggested, much change is peripheral and superficial, while traditional norms relegating women to passive and dependent adult roles maintain an underlying strength. We were interested in the question, What are the future aspirations, developmental states, and leadership opportunities of today's Brockport students?
Future Aspirations

Educational plans
Women at Brockport are fully developed in their ambitions for a college education. Almost all of the undergraduate sample, both men and women, plan to complete college and earn a bachelor’s degree. More women than men, in fact, plan to attend graduate school.

- Specifically, 51 percent of the women undergraduates and 43 percent of the men undergraduates plan to go to graduate school.

Career plans
Nine-tenths of both men and women undergraduates report that being successful in a line of work is very important to them.

- When asked to think ahead to ten to fifteen years from now, 83 percent of the women and 95 percent of the men indicated that they hope to be employed full-time outside the home. Around 70 percent of both sexes had a career or occupational goal in mind at the time of the survey.

Clearly, Brockport’s women undergraduates expect to be fully involved in the labor force, a realistic expectation given modern employment trends. About half are planning to enter traditionally female jobs. When asked to indicate the career or occupational goal that was clear in their minds at the time of the survey, forty-five percent of the Brockport women undergraduates reported they wanted to enter careers in elementary and secondary school teaching (27 percent), nursing (10 percent), and social work (8 percent). The other forty-five percent of women students aspired to a variety of occupations, including accounting (5 percent), management (4 percent), psychology (3 percent), public relations (3 percent), and law (2 percent).

The occupations desired by the men undergraduates are not as clustered (a characteristic that portrays the distribution of men among jobs in general). The largest percentages of men planned to go into teaching (11 percent), police work (10 percent), computing (8 percent), management (5 percent) and law (5 percent); and 4 percent each into accounting and social work.
Family plans and work

Almost all women and men students at Brockport plan to marry. Almost all plan to have children. Almost all think that creating a happy home life is very important.

They do differ, however, in their view of how the tasks necessary to maintain a family and raise children should be divided. Three questions that have been used to measure gender role orientation were used in the survey. Students were asked the degree of agreement with the following statements: A working mother of pre-school children can be just as good a mother as the mother who doesn’t work; it is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family; most women are happiest when they are making a home and caring for children.

On all three questions, more men than women undergraduates express traditional views on the role of women in domestic matters. Figure 7.1 portrays the percentages.

![Figure 7.1 Attitudes About Women's Roles, by Sex of Respondent](image)

The greater traditionalism of male students is also revealed in the questions about spouse’s working patterns. While 83 percent of the women respondents would prefer to be working outside the home full-time 10-15 years from the time of the
survey, 52 percent of the men respondents would prefer that their spouses be working only part-time at that time, and 12 percent would prefer that their spouses not be working at all.

These striking differences between men and women undergraduates in their views of women’s economic and domestic roles certainly suggest that a number of young couples will experience marital conflict about just how the women will focus their energies in young adulthood. The stage is set for interpersonal debates relevant to whether the husband will be supportive of the wife’s pursuing a career rather than a job. The findings parallel those from numerous other studies, all of which paint a picture of great change in the last two decades in the roles of women in modern society, but little change in the roles of men, who still are inclined to view domestic responsibilities as primarily of female concern.

The outcome, at least to date, has been the burden of double or triple roles for the women, as they are overwhelmingly likely to carry main responsibility for parenting and housekeeping, while also contributing in a major way to the economic viability of the family.

**Recommendations**

The Standing Committee on Women’s Issues recommends that:

- The Faculty Senate adopt curricular changes that will bring about greater educational exposure of male undergraduates to the need for gender role change for males as well as for females. (See compatible recommendations in Chapter 3.)

- The Division of Student Affairs create programs to be administered by the Resident Assistants and other groups that will emphasize the need for gender role change for males as well as for females.

**The Development of Autonomy**

Another dimension of development that is important to examine is that of individual autonomy. Here we are concerned with the question, to what degree does a college environment help students develop autonomous and independent self-con-
cepts, and enable them to become able to take independent action? The measurement of autonomy is a difficult feat. We approached the concept in several ways. One was a series of questions on how important it is that the respondent “find approval” from her or his parents, friends back home, college roommate, other college friends, or a romantic attachment.

- The percentages of both women and men undergraduate students who indicated that finding approval from others is important to them diminished from freshmen year to senior year. For whatever reasons, senior students are less dependent upon the opinion of significant others than freshmen students, and these findings do suggest that students develop strength in personal autonomy while they are in college.

- Undergraduate women and men students did not differ in the degree of importance they attach to finding approval. Both sexes indicated that finding approval from romantic attachments and parents is very important to them. Finding approval from friends back home, college roommates, and other college friends were rated as only somewhat important.

A second way to look for autonomy is to examine how susceptible a person may be to persuasions by others. Two questions asked how often friends interrupt studying or persuade the respondent to cut classes.

- Both men and women tended to report that once in a while friends interrupt their studying, but hardly ever do friends persuade them to cut class.

- There were no gender differences in whether or not the respondent allows friends to interrupt studying, or to persuade the respondent to cut class.

A third approach to the concept of autonomy is to look at measures of self-esteem and mastery. To what degree do college students grow in their positive evaluations of self, and their beliefs that they can handle the circumstances of their lives?

Self-esteem was measured by two questions that asked if the respondent agreed or disagreed with two statements: “I feel I am a person of worth, on an equal plane with others”; and “I feel I do not have much to be proud of.” The answers were scored so
that high scores indicate high self-esteem; the scores for the two items were added together to form a composite index of self-esteem.

- The self-esteem of both females and males is greater among seniors than among freshmen.
- Freshmen women in particular tend to have lower self-esteem than freshmen men. By the senior year, there is still a slight sex difference favoring males, but the difference is much reduced.

Mastery was measured by two questions that asked if the respondent agreed or disagreed with three statements: “I am able to do things as well as most other people”; “What happens to me is my own doing”; “When I make plans, I am almost certain I can make them work.”

- At all class levels, males are significantly more likely to score high on the mastery scale than are females. The gender difference is greatest for freshmen, and smallest for seniors.
- Mastery scores for senior women are significantly higher than those for freshmen women, while the mastery scores for senior men do not differ significantly from those of freshmen men.

With reference to both dimensions of self-concept, females enter college seriously disadvantaged in comparison to males with regard to how they view themselves. The results are consistent with other research, and suggest that the cultural devaluation of femininity that is an inevitable accompaniment of patriarchy has already taken its toll on Brockport’s entering freshmen women. That senior women fare much better in self-esteem and sense of mastery is encouraging, if we assume that the figures reflect real changes during college years rather than merely a tendency for those with low self-esteem and low mastery to drop out of college. (That the scores for men are similar for all class levels suggests that differential attrition is not a strong explanation for the higher scores among the senior women than among the freshmen women.)

**Correlations of self-esteem and mastery**

Correlations between the scores for self-esteem and mastery with all other variables measured in the survey were
computed. Many items on the survey showed no relationship at all to these indices of personal development. However, items in several areas did appear as having a relationship to self-esteem and mastery.

- Students who make higher grades, and who participate in class, tend to have higher self-esteem and sense of mastery. (Thus, those who are silent in class may not only be shy, but may also think poorly of themselves.)

- Those who experienced sexual harassment by faculty tended to have lower self-esteem, as do those who experienced rape by someone they did not know well.

- Married students who are appreciated by their spouses or partners, who find that their relationships with their spouses or partners give them the opportunity to become the kind of person they would like to be, and who do not have spouses or partners who insist on having their own way, have higher self-esteem and sense of mastery.

- Those women and men who perform most of the housework, and who believe that women are happiest in the home, have lower self-esteem and sense of mastery scores.

Recommendations

The Standing Committee on Women's Issues recommends that:

- Faculty be made aware of the self-esteem connotations of silence in the classroom, particularly among freshmen women.

- Faculty be trained in techniques of encouraging silent students to participate more in class, and in ways of giving positive encouragement to passive students.

Leadership

A basic underlying purpose of college education is to develop in students the potential for becoming leaders. College takes young people at a time when they are rapidly changing, reflecting on self, and trying out modes of action. The experiences undergone during the college years can have a crucial impact on formation of habits and self-conceptions.
To what degree do women students at Brockport have experiences that train them for leadership? The survey posed several relevant questions: "This year how often have you: spoken before an audience of 50 or more; explained or defended a position on an issue of some importance before a group; worked with a group of classmates on a project with little supervision; chaired a meeting; been directly asked to lead a discussion, and/or organize a panel or lab group?"

- The results show that women are as likely as men to report that they have worked with classmates on projects. However, men are more likely than women to report that they have organized a panel or lab group, spoken to an audience of 50 or more, chaired a meeting, and to have been asked to lead a discussion. Finally, men are considerably more likely to report that they have explained or defended a position on an issue of some importance before a group.

Thus, in terms of actual experiences of working with groups, men are more likely to report that they have had leadership training. (Figure 7.2.)

These differences are reflected in students' self-evaluations. When asked, "As compared with your perception of the average student of your own age, how much do you have leadership ability?", 49 percent of males responded "Very much," compared to 34 percent of females.
Leadership also can be developed through campus activities. In an earlier chapter, we reported on student reports of participation in various activities on campus. What we did not report at that point was student responses regarding whether or not they participated as a leader in those activities.

Students were asked if they had participated in a series of activities, and if so, as a leader or not. The percentage of participating undergraduate males and females who indicated they participated as a leader, are given below.

Table 7.1. Leadership in Campus Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varsity athletic teams</td>
<td>60.7</td>
<td>42.9</td>
</tr>
<tr>
<td>Other athletic teams</td>
<td>51.3</td>
<td>24.3</td>
</tr>
<tr>
<td>Debating or drama</td>
<td>63.5</td>
<td>28.6</td>
</tr>
<tr>
<td>Band, musical groups</td>
<td>69.0</td>
<td>25.9</td>
</tr>
<tr>
<td>Honorary clubs</td>
<td>43.7</td>
<td>24.2</td>
</tr>
<tr>
<td>Residence hall activities</td>
<td>19.4</td>
<td>13.2</td>
</tr>
<tr>
<td>College newspaper</td>
<td>18.3</td>
<td>11.1</td>
</tr>
<tr>
<td>College radio</td>
<td>22.2</td>
<td>8.3</td>
</tr>
<tr>
<td>Subject-matter clubs</td>
<td>17.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Church groups</td>
<td>54.2</td>
<td>34.7</td>
</tr>
<tr>
<td>Sororities or fraternities</td>
<td>42.4</td>
<td>40.9</td>
</tr>
<tr>
<td>Student government</td>
<td>16.3</td>
<td>24.1</td>
</tr>
</tbody>
</table>

Notice that the opportunities for leadership for women are most likely to occur in groups that are all-female: varsity athletics and sororities. In the other activity groups, the percentage of women who participate as leaders generally ranges between 10 and 25 percent. By contrast, the percentage of men who participate in mixed-sex groups generally ranges between 20 and 70 percent. Even in groups where women predominate, as in church groups, men are more likely to occupy leadership positions (half of those men who attend church groups say that they occupy leadership positions). These statistics suggest that a male student who participates in activities has a considerably greater probability of gaining leadership training than a female student who participates in the same activity, unless the activity is one-sex
only. As a general rule of thumb, we can say that about twice as many males as females can expect to gain experience in leadership through campus activities.

Perhaps some of the women students do not want to assume leadership positions. We do not have any data on what percentage of women students would desire to fill leadership positions but are unable to do so because the paths to leadership are blocked. But we can see the outcomes, which suggest that the College neither persuades women to undertake leadership nor provides equal opportunities for leadership. We see this area to be one of great need and priority, as well as one in which the College could most likely have an impact if it were to turn its attention to the matter.

**Recommendations**

The Standing Committee on Women’s Issues recommends that:

- Information on leadership training and improving self-esteem be forwarded to the Faculty Committee on Excellence in Teaching, and to all students employed by Student Affairs.

- Professionals within the Division of Student Affairs write for grants that are specific to leadership development for women students.

- The College set up a fund for sending women students to conferences related to leadership training, and for conducting leadership training seminars and workshops.

- Student groups be encouraged to increase the percentage of leadership positions for women to reflect the percentage of women in the group.

- Faculty be encouraged to provide leadership opportunities for women in the classroom.

**Emotional Health**

As our final topic of this report, we look at indices of emotional well-being, and relate those to problems encountered in everyday life as part of the college experience. The findings
from these measures reinforce the identification of problem areas in need of attention.

**Depression, anxiety, and anger**

Selected items that have been presented in prior research as measuring depression, anxiety, and anger were included in the survey. They were items that previously have been shown to have the highest loadings on factor analyses of multiple item indices. Four questions were included for the measure of depression: “How often during the past week did you: lack enthusiasm for doing anything; have trouble getting to sleep or staying asleep; feel downhearted or blue; feel low in energy or slowed down?” Four questions were used as well for the measure of “anxiety”: “How often have you had these health problems in the past week? Headaches or head pains; upset or sour stomach; tightness or tension in your neck, back or other muscles; felt tense or keyed up?” Finally, four questions were used to measure “anger: “How often during the past week did you: lose your temper; feel easily annoyed or irritated; feel critical of others; get angry over things that are not too important?” All these items were submitted to a factor analysis, which again supported the dimensions conceptualized in prior research. Then the three sets of four items were summed, creating the indices of depression, anxiety, and anger.

- As shown in Figure 7.3, women undergraduates are significantly more likely than men undergraduates to experience high levels of depression, anxiety, and anger. These results are consistent with a number of other studies.

The indices of depression and anxiety were correlated with all other items in the survey in order to identify patterns of problem areas. Many of the items show no relationship at all to the indices of emotional distress.

However, items in several areas showed up frequently as having relationships to one or more of the indices of depression, anxiety, and anger. The most frequently appearing areas of correlated items are those indicating problems in the following areas:

- **Academic progress.** The items correlated with depression include raising a hand in the class and not being called upon by the instructor; and being dissatisfied with grades.
Study concentration. Depressed or anxious students often find difficulty in getting their homework done, and in being able to concentrate on studying, and may feel that their living area lacks privacy.

Financial difficulty. Depression and anxiety are particularly likely to be felt by those students who do not have the financial resources to complete college, those who do not have their own car, married students who have arguments about money matters, and students who do not have enough money for basic necessities, recreation, medical care, and clothing.

Role overload. Respondents who report that they have more to do than they can handle, have little time for themselves, and have no free time are more likely to feel depressed, anxious, and angry.

Childcare responsibilities. Respondents are more depressed and anxious when their children must be cared for by relatives outside the immediate family. They feel more anger when they have poor arrangements for childcare. On the other hand, students whose children are cared
for by the Brockport Day Care Center experience low levels of anxiety.

- Quality of social relationships. Students who find it hard to make close friends, to initiate contacts with prospective dates, do not have enough friends of the opposite sex, are without anyone to share their experiences with, and do not have a chance to have fun, are particularly vulnerable to depression.

- The experiencing of rape. Women students who were involved in attempted or actual unwanted sexual intercourse were more likely to experience anxiety or anger than those who were not, particularly if the man had been using alcohol, and had used physical force.

These findings reinforce the conclusions of earlier chapters that difficulties encountered in core areas of everyday college living — academic work, financial subsistence, work load, and social relationships — can have devastating effects upon the emotional well-being of the college student. As we have already seen, women are more likely to encounter such difficulties, particularly with reference to finances, overload, and sexual violence. They suggest that we do not have to look very far to find areas in need of attention and improvement.
CHAPTER 8

SUMMARY

In this section, we report first a summary of the major findings of the Student Survey of the Campus Climate, followed by a listing of the major recommendations of the Standing Committee on Women’s Issues.

Major Findings

The academic climate

- Over half of Brockport’s undergraduates have not taken any courses that devote some time to the discussion of women’s roles, or of gender issues.
- Over 60 percent of them indicated that the first class that they take in a week has never included assignments that contain material about the ways women’s lives relate to social, economic, and political systems.
- Women students are far less likely than men students to have an instructor of their own sex.
- Two-and-a-half times as many freshmen women as freshmen men indicated that they had never contributed to class discussions or answered any questions during class for the first course they attend each week.
• In classes taught by female instructors, only 20 percent of the freshmen women indicate that they never contribute to class discussions, in contrast to 41 percent of the freshmen women enrolled in courses taught by a male instructor.

• Both male and female students feel more encouraged by the instructor’s response when the instructor is female.

• The student who is least likely to feel encouraged by the instructor’s response is the female student in a class taught by a male.

• 21 percent of the women and 14 percent of the men reported that the instructor in their first class had stereotyped women in lectures, presentations, or remarks.

• Significantly more men students than women students reported having five or more informal conversations with a faculty member during a semester.

• Significantly more men students than women students found their discussions with male faculty to have been very important in their academic growth.

• More men students than women students have asked faculty members for a recommendation.

• Most women and men students indicated that they had never experienced sexual harassment by an instructor.

• However, there were some incidents of sexual harassment reported. Four percent of the sample reported that their instructors had made physical advances such as touching, hugging, or kissing. One-and-a-half percent responded that their instructors had suggested that their grades or letters of recommendation would be influenced by whether or not they were willing to engage in romantic or sexual activities.

• Students harassed by the faculty member are likely to talk with their friends or family, and some of the women also talked about their experience with a different faculty member or the chairperson.

• Six percent of the women respondents indicated that they had avoided taking a class from or working with a faculty member who was known or rumored to have made sexual advances to students.
The social climate.

- The average undergraduate feels socially isolated once in a while.
- Males and females do not differ on the social isolation index.
- Students in the following categories are the most likely to feel socially isolated: students who live with their relatives; separated spouses; seniors.
- Students who live in their own home, or in the home of relatives, are the most likely to find it difficult to make close friends. Those who live in residence halls are least likely to find it difficult to make close friends.
- There are differences between male and female responses for several of the residential categories. More females than males find it difficult to make close friends if they live in off-campus rooms or apartments, or in their own homes.
- There are no significant sex differences in difficulty of making close friends for those men and women who live in residence halls, in which case both sexes find it relatively easy to make friends, or in homes of relatives, in which case both sexes find it difficult to make friends.
- Males are more likely to use their rooms or homes for "partying," with males throwing a party a little more than once a month, on the average, and females throwing a party less than once a month.
- The average number of times per month they engaged in social activities is slightly higher for males than for females.
- For males, the most common activities are nonvarsity athletics and residence hall activities. For females, the most common are residence hall activities, nonvarsity athletics, and church groups.
- More males than females prefer social activities that involve a "good supply" of alcohol.
• More males than females drink alcoholic beverages once a week or more often.

• Males drink a greater quantity of liquor, beer, and wine than do females.

• For 20-30 percent of male students, heavy drinking is a problem, interfering particularly with time for studying, and also occasionally with class attendance. It is much less likely to be a problem for females.

• Men students are more likely than women students to say that they are willing to take the initiative in pursuing a relationship they might like to have with someone of the opposite sex.

• Among married students, there are no significant differences between men and women students in their evaluation of the intimacy and power relations in their marriages. Between 50 and 65 percent of both sexes feel that their spouses are responsive and non-domineering.

• Twenty-two percent of women undergraduates indicated that they had experienced unwanted sexual intercourse since they were a Brockport student. Thirteen percent of the male undergraduate respondents indicated that they had coerced a woman to have unwanted sexual intercourse.

• Nine percent of the undergraduate women had experienced rape since they had entered college. This figure is lower than the 15 percent found in a national survey of college students which inquired about experiences since age 14. Six percent of the undergraduate men reported they had perpetrated rape.

• The social situation surrounding the rape experience tended to be a date or a party.

• In only five percent of the cases was the man a total stranger.

• In 85 percent of the rape cases, the two people were slightly, moderately, or very well acquainted with each other.
In nine percent of the cases, more than one man was involved.

About half of the rapes occurred in the room, home, or car of the woman, and 40 percent in the room or home of the man. About 40 percent occurred on-campus and 60 percent off-campus.

In over 90 percent of the rape cases both the man and the woman had been drinking alcohol. Additionally, about 50 percent of the men and 25 percent of the women had been using drugs of some sort.

The following kinds of physical coercion were used in the reported rape incidents: Twisting the arm or holding the woman down, 52 percent; hitting or slapping the woman, 13 percent; choking or beating, 3 percent; using a weapon, 0 percent.

According to the women's responses, 45 percent of them resisted by turning cold; 72 percent reasoned, pleaded, quarrelled, or told him to stop; 38 percent cried or sobbed; 9 percent screamed for help; 9 percent ran away; 53 percent physically struggled by pushing the man away or hitting or scratching him.

In over half of the cases, the actions caused the man to stop completely or to become less aggressive; in 28 percent, they appeared to have no effect; in 16 percent, they prompted him to become more aggressive. These figures suggest that resistance on the part of the woman is unlikely to increase the aggression.

Fifty-eight percent of the women discussed the incident with their friends, most of whom were somewhat or very supportive. Only 10 percent talked to their families.

In the cases where rape was attempted but did not occur, twenty-three percent of the men and 31 percent of the women had not been drinking or taking drugs.

In cases where rape was attempted but did not occur, the woman was more likely to be active in resisting than in the cases where rape did occur.
The safety climate

- Women are considerably more likely than men to feel fear about walking alone on campus, to and from Stage XVI, and to and from town. Only 5-10 percent of women undergraduates always feel safe when walking in these areas, compared to over 67 percent of men undergraduates.

- Half of the women students, but only four percent of the men students, have avoided using the library at night when they have had to walk home alone. Forty percent of the women students, and five percent of the men students, have avoided night classes so that they would not be out alone at night.

- Only eleven percent of the students indicated they had ever used the escort service. Yet, that some students have used the service at least once indicates that it is a useful service.

The economic climate

- Eighty percent of the women students but only 42 percent of the men students earned less than $1000 during the prior summer.

- Consequently, women students were much less likely than men students to have entered college with substantial savings. Seventy-nine percent of women students in contrast to 64 percent of the men students had less than $500 in savings.

- Men and women students did not differ in the amount of support they received from government grants, other grants or loans, college work-study grants, or Social Security, V.A., or AFDC benefits.

- For the most part, men and women students work about the same number of hours. The only exception occurs in overtime: women undergraduates are less likely to work more than 41 hours per week.

- Women undergraduates make less per hour than men undergraduates.
Fifty percent of women and 39 percent of men students are not certain that they have enough money to complete their college degrees.

Women students are more likely than men students to experience high overload. In part, the higher rate of overload for women students is related to the fact that higher proportions of women students are married.

Around half of all married students, male and female alike, report high levels of overload, compared to less than a third of single students.

Sixty-seven percent of the married women students reported that they perform over half of the housework, in contrast to 22 percent of the men students. For both sexes, those students who indicate that they do half or more of the housework are more likely to report high levels of overload.

Sixty-six percent of the married females who report high levels of role overload indicate that their going to college has resulted in disagreements about household chores, in contrast to 44 percent of the married males.

Twenty-one percent of the undergraduate women students have children at home, compared to 8 percent of men students.

One-fifth of student mothers but none of the student fathers responded that the arrangements they were able to make for the care of their children while attending college were only fair or not at all good.

Sixty-four percent of the student fathers but only 22 percent of the student mothers indicated that their children are cared for by their spouses.

The developmental climate

Fifty-one percent of the women undergraduates and 43 percent of the men undergraduates plan to go to graduate school.

When asked to think ahead to ten to fifteen years from now, 83 percent of the women and 95 percent of the men indicated that they hope to be employed full-time outside the home.
Around 70 percent of both sexes had a career or occupational goal in mind at the time of the survey.

- Forty-five percent of the women undergraduates wanted to enter traditionally female jobs. The occupations desired by the men undergraduates are not as clustered.

- More men than women undergraduates express traditional views on the role of women in domestic matters.

- The greater traditionalism of male students is also revealed in the questions about spouse's working patterns. While 83 percent of the women respondents would prefer to be working outside the home full-time 10-15 years from the time of the survey, 52 percent of the men respondents would prefer that their spouses be working only part-time at that time, and 12 percent would prefer that their spouses not be working at all.

- The percentages of both women and men undergraduate students who indicated that finding approval from others is important to them diminished from freshman year to senior year.

- Undergraduate women and men students did not differ in the degree of importance they attach to finding approval. Both sexes indicated that finding approval from romantic attachments and parents is very important to them. Finding approval from friends back home, college roommates, and other college friends were rated as only somewhat important.

- Both men and women tended to report that once in a while friends interrupt their studying, but hardly ever do friends persuade them to cut class.

- There were no gender differences in whether or not the respondent allows friends to interrupt studying, or to persuade the respondent to cut class.

- The self-esteem of both females and males is greater among seniors than among freshmen.

- Freshmen women in particular tend to have lower self-esteem than freshmen men. By the senior year, there is still a slight sex difference favoring males, but the difference is much reduced.
At all class levels, males are significantly more likely to score high on the mastery scale than are females. The gender difference is greatest for freshmen, and smallest for seniors.

Mastery scores for senior women are significantly higher than those for freshmen women, while the mastery scores for senior men do not differ significantly from those of freshmen men.

Students who make higher grades, and who participate in class, tend to have higher self-esteem and sense of mastery.

Those who experienced sexual harassment by faculty tended to have lower self-esteem, as did those who experienced rape by someone they did not know well.

Married students who are appreciated by their spouses or partners, who find that their relationships with their spouses or partners give them the opportunity to become the kind of person they would like to be, and who do not have spouses or partners who insist on having their own way, have higher self-esteem and sense of mastery.

Those who perform most of the housework, and those who believe that women are happiest in the home, have lower self-esteem and sense of mastery scores.

Men are more likely than women to report that they have organized a panel or lab group, spoken to an audience of 50 or more, chaired a meeting, and to have been asked to lead a discussion. Men are considerably more likely to report that they have explained or defended a position on an issue of some importance before a group.

When asked, “As compared with your perception of the average student of your own age, how much do you have leadership ability?”, 49 percent of males responded “Very much,” compared to 34 percent of females.

The opportunities for leadership for women are most likely to occur in groups that are all-female: varsity athletics and sororities. In the other activity groups, the percentage of women who participate as leaders generally ranges between 10 and 25 percent. By contrast, the percentage of men who participate as leaders in mixed-sex groups generally ranges between 20 and 70 percent.
As a general rule of thumb, we can say that about twice as many males as females gain experience in leadership through campus activities.

Women undergraduates are significantly more likely than men undergraduates to experience high levels of depression, anxiety, and anger.

Depression is related to raising a hand in the class and not being called upon by the instructor; and being dissatisfied with grades.

Depressed or anxious students often find difficulty in getting their homework done, and in being able to concentrate on studying, and may feel that their living area lacks privacy.

Depression and anxiety are particularly likely to be felt by those students who do not have the financial resources to complete college, those who do not have their own car, married students who have arguments about money matters, and students who do not have enough money for basic necessities, recreation, medical care, and clothing.

Respondents who report that they have more to do than they can handle, have little time for themselves, and have no free time are more likely to feel depressed, anxious, and angry.

Respondents are more depressed and anxious when their children must be cared for by relatives outside the immediate family. They feel more anger when they have poor arrangements for child care. On the other hand, students whose children are cared for by the Brockport Day Care Center experience low levels of anxiety.

Students who find it hard to make close friends, to initiate contacts with prospective dates, do not have enough friends of the opposite sex, are without anyone to share their experiences with, and do not have a chance to have fun, are particularly vulnerable to depression.

Women students who were involved in attempted or actual unwanted sexual intercourse were more likely to experience anxiety or anger than those who were not, particularly if the man had been using alcohol, and had used physical force.
Recommendations.

The Standing Committee on Women's Issues recommends that:

- the Academic Vice President and the Deans give priority to a review of the content of the curriculum for the inclusion of scholarship of and about women.
- The Faculty Senate adopt a resolution to support this reform.
- The General Education Coordinating Committee consider ways in which the new scholarship can be incorporated into the General Education curriculum.
- The Curriculum Integration Project be expanded to involve more departments and subject areas.
- The Women's Studies Board develop a three-year plan for incorporating scholarship about women into the total curriculum.
- the Academic Vice President, the Deans, and the Departments continue efforts to appoint, retain, tenure, and promote qualified women faculty.
- The Faculty Senate establish a Center for Teaching Excellence, supported by released time for a Director and a budget for bringing in outside speakers, who will hold workshops on classroom interaction, discussion techniques, learning styles, and sensitivity to the diversity of student needs.
- Funding be sought to continue the Curriculum Integration Project to schedule faculty participation in scholarship and practice regarding the teaching of women.
- The Center for Teaching Excellence, recommended above, include programs that would alert faculty to the hesitancies that women students might feel in approaching male faculty outside of the classroom for informal conversations or for recommendations.
• Programs be developed to help women students learn to be more assertive in their relationships with faculty. They should be encouraged to initiate informal conversations with faculty, and to ask for letters of recommendation from faculty.

• The College publicize its position and procedures regarding sexual harassment.

• The College establish a roster of faculty contacts who can be approached for advice and counsel by a student who is being harassed by an instructor, and that the names of the faculty contacts be routinely made known to students.

• A Task Force be established to consider ways to strengthen existing programs or develop new programs that would help off-campus and transfer students develop rewarding social networks. The Task Force should include representatives of the Offices of Continuing Education and Student Affairs.

• Educational programs on rape be scheduled that not only transmit the information that most rapes are acquaintance rape situations, but that also report the new literature on active avoidance strategies.

• The Committee on Relationship Violence be encouraged to present educational programs on rape avoidance, and to pursue additional resources for programs to combat violence. Such programs should be targeted toward both men and women students, and both campus and off-campus students.

• The College allocate resources to the Committee on Relationship Violence to set up a resource center for the further education of students, and for workshops aimed at both perpetrators and victims of relationship violence.

• The results of the findings regarding rape be publicized so that women understand the circumstances under which rape assaults occur, the character of the potential assailant, and the strategies to employ.
• Additional phones be placed where they may be more available.

• Escorts be located in the library as well as at the Public Safety Office to escort women students home at the time of the library closing and at the conclusion of night classes.

• Educational programs be targeted to change attitudes and behaviors of men students.

• A fund be established for scholarship aid for needy women students.

• A review of campus data on financial aid, scholarships, loans, and student employment be conducted to determine the extent to which women students are being supported by these programs.

• A review of new regulations regarding financial aid be conducted by the Bursar with an eye to eliminating potential for discrimination against women.

• Information about financial aid for women from ASHE and AAC be distributed to appropriate administrative offices for incorporation in campus financial aid information.

• The Retention Committee investigate the reasons for dropping out of college with a view toward establishing the importance of financial need as a factor, and the differential importance of financial need as a factor for the two sexes.

• A study committee be charged with the responsibility of investigating the cost and hours flexibility of the Brockport Day Care Center.

• The Faculty Senate adopt curricular changes that will bring about greater educational exposure of male undergraduates to the need for gender role change for males as well as for females.

• The Division of Student Affairs create programs to be administered by the Resident Assistants and other
groups that will emphasize the need for gender role change for males as well as for females.

- Faculty be made aware of the self-esteem connotations of silence in the classroom, particularly among freshmen women.

- Faculty be trained in techniques of encouraging silent students to participate more in class, and in ways of giving positive encouragement to passive students.

- Information on leadership training and improving self-esteem be forwarded to the Faculty Committee on Excellence in Teaching, and to all students employed by Student Affairs.

- Professionals within the Division of Student Affairs write for grants that are specific to leadership development for women students.

- The College set up a fund for sending women students to conferences related to leadership training, and for conducting leadership training seminars and workshops.

- Student groups be encouraged to increase the percentage of leadership positions for women to reflect the percentage of women in the group.

- Faculty be encouraged to provide leadership opportunities for women in the classroom.
Most Significant Findings

The survey of students conducted by the Standing Committee on Women's Issues in the Spring of 1987 uncovered 89 specific findings. These are presented in full detail in Chapter 8. It may be valuable for the reader, however, to see a collapsing of the findings into those which the Committee deems the most important. The most important findings for each area of campus climate are highlighted below.

The academic climate

- Many students are not exposed to academic material regarding women's lives.
- Women students are far less likely to have an instructor of their own sex.
- Women are more likely than men to remain silent in class. This is particularly the case for freshmen women.
- Female instructors are more likely to encourage students to speak up in class.
- Twenty percent of students report that their instructors stereotype women in lectures or remarks.
• Women students are less likely to have informal discussions with men faculty, or to ask faculty for recommendations.

• Four percent of students have experienced sexual harassment by a faculty member.

The social climate

• Students who live off-campus have more difficulty making friends and are more likely to feel lonely than students who live on-campus.

• For 20-30 percent of the males, heavy drinking is a problem. Males are more likely than females to drink frequently, to drink excessive amounts of alcohol, and to throw parties at which a large amount of alcohol is served.

• Nine percent of women undergraduates have experienced rape since they entered college. This figure is lower than the national average.

• Almost all of the rapes reported in the survey were committed by acquaintances. Sixty percent of the incidents took place off-campus.

• In over 90 percent of the cases of rape, both the man and the woman had been drinking alcohol, and in half of the cases the man had been taking drugs of some sort.

• There is tentative evidence that active resistance by the woman may help prevent the rape.

The safety climate

• Many women are afraid of walking alone on campus at night. Because of this fear, half of the women have avoided using the library at night, and 40 percent have avoided taking night classes.

The economic climate

• Women students have less money than men students, and thus are more likely to have financial difficulty while in college. They have less money because they are not able to
earn as much money in the summer, their jobs pay them less
money per hour, and their parents are less likely to support
them financially.

- Women students are more likely than men students to have
too much to do. In part, this is due to women’s taking
greater responsibility for domestic labor and child-care.

The developmental climate

- Most women students are career-oriented.
- Male students are considerably more traditional in their
orientations toward gender roles than are female students.
- Women students are less likely than men students to have
high self-esteem and sense of mastery. This gender dif­ference is the greatest at the freshmen level.
- Students who have experienced sexual harassment by a
faculty member, or who have experienced rape, are par­ticularly likely to have lower self-esteem.
- About twice as many men students as women students gain
experience in leadership through college activities and in
the classroom. The opportunities for leadership for women
are most likely to occur in groups that are all-female.
- Psychological distress (depression and anxiety) is par­ticularly likely to be experienced by students who are ig­nored in the classroom, are dissatisfied with their grades,
experience financial difficulty, have role overload, are lone­ly, have poor childcare arrangements, have been raped, or
have experienced sexual harassment.

Conclusions

There are certain ways in which the campus climate is
indeed a chilly one for women students. In the academic area,
women students are not particularly likely to be presented with
material that focuses on women’s lives. Equally problematic is
their being presented with material that is actually derived from
or descriptive of male experience, but portrayed as universal
(male and female), thus contributing to cognitive dissonance.
There is some probability that they will hear their instructors
stereotype women in lectures and remarks. They are more hesitant than male students to speak in class, particularly if they are freshmen. They are most likely to feel encouraged to speak in the classroom when they have a female instructor, but they are not particularly likely to have female instructors. They feel hesitant to approach their male instructors outside of the classroom for informal discussions or recommendations.

While almost all women students are interested in having a career, their choices of career tend to be traditional, and while in college they do not have nearly as many opportunities as men students to learn leadership skills. The expectations of the men students for their future spouses' roles are far more traditional than the women students' expectations for themselves.

Women students experience fear for their physical safety while walking around campus at night. Yet, the statistics on rape show that rapists are highly likely to be persons they know and with whom they are involved in a social situation. Rape by strangers is relatively rare. Rape tends to occur off-campus, and in an environment of drinking, even drug-taking to a certain extent.

While these findings certainly have pertinence for women students, and should be communicated to them, they also have pertinence for men. Men professors, for example, are somewhat likely to stereotype women in their lectures and remarks, are not inclined to include material about women in their courses, and are often unable to overcome the hesitancy of women students (particularly freshmen) to speak in class or to approach them for discussion of academic matters. Men students are more likely to have stereotypical notions regarding women's roles. And, of course, it is men students who perpetrate the acquaintance rapes that have affected up to 20 percent of the women in the sample.

Women students are more likely than men students to experience financial difficulty serious enough to threaten their ability to stay in college. They are more likely to be overloaded with work.

Many of the conditions that afflict women more than men contribute to feelings of depression and anxiety. These conditions range across a continuum from feeling silenced in the
Many of the findings unearthed in this study are not surprising, if one is familiar with the literature on gender. They also are not surprising in light of the status of women in the society generally. Women are not leaders in the larger society; and women are not economically dominant.

That the findings reflect larger societal conditions indicates the difficulty of altering the conditions affecting women. The very difficulty of that task makes it essential that analysis of gender relations be a required subject of study within our curriculum. Acknowledgement of the existence of these conditions and an understanding of their manifestations are prerequisites for effective efforts at changing them.

Beyond additional study and the development of awareness, how could College policies reduce the impact of negative college experiences and conditions on women students? How does one create environments that are effective in preventing rape, for example? Yet, many of the conditions uncovered in this study — the fear, the financial difficulty, the lack of leadership opportunity, the timidity with male professors, the avoidance of night courses and the library — constitute such important problems that the College must try to find ways to change them. The moral imperativeness of this task is strongly felt by the Standing Committee on Women's Issues, which has devoted hundreds of hours of its volunteer time and two years of sustained effort to produce this documentation of the real disabilities facing women students because of their gender. Therefore, the Standing Committee makes a final set of recommendations. The Committee recommends:

- This report be distributed to faculty, staff, administration, and students, for discussion and guidance in future efforts to effect change.
- The President communicate in his interactions with groups from the College, the community, and higher education, the importance of dealing with the problems faced by women students.
- The Standing Committee on Women’s Issues conduct an annual review with the President of the actions that
have been taken pertinent to the quality of women's experience during college.

- Each year, the Standing Committee on Women's Issues confer with the President to identify topics for workshops and outside speakers or facilitators who will address key findings of this survey.

Only by concerted and serious effort can conditions that discourage women students from realizing their fullest potentials, conditions that reflect those found in the larger society, be ameliorated or eliminated. It is an effort worth making.
CITED WORKS


