

TENTATIVE REPORT -- THE STUDENT ENVIRONMENT  
Subcommittee A

That discrimination against women is present and pervasive in higher education is recognized in two recent developments.

The report on Higher Education issued by the Ford Foundation asserts that discrimination against women is manifested in three ways:

"First, overt discrimination by faculties, deans, and others acting in official capacities; second, practical institutional barriers, such as rigid admissions and residence requirements, and a lack of campus facilities and services... and third, the ingrained assumptions and inhibitions on the part of both men and women (reinforced by counseling) ~~when~~ <sup>which</sup> deny the talents and aspirations of (women)."

The Higher Education Act of 1972, signed into law on June 23, states that:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."

The subcommittee on students reviewed the following areas, all having a more or less direct bearing on the welfare of women students at Iowa State:

1. Placement services.
2. Financial aids.
3. Women's athletics, intramural and intercollegiate.
4. Particular policies affecting living conditions.
5. Student health services.
6. University publication content.
7. Contributed information on faculty attitudes toward women students.
8. Graduate student admission policies and data.

Most of the subcommittee's information was gathered through personal interview and examination of publications and records. Some, however, was volunteered to subcommittee members by individual students who claimed to have experienced clear instances of continuing discrimination against women in certain classes, departments and colleges.

What follows is an account of the subcommittee's findings, along with recommendations that are intended to suggest avenues for correcting any inequities that have been identified.



## Placement

Personal interviews with the placement officers of all Colleges maintaining such services indicate that a number of steps have been taken to insure equal treatment for all students using these services. Uniformly, placement officers; (a) require prospective employers to certify that they are equal opportunity employers before interviews can be scheduled, (b) list jobs available without reference to sex, and (c) schedule campus interviews without regard to sex.

This is not to suggest that no problems exist. Placement officers use the standard college interview form, or resume, adopted by the College Placement Council, a form that asks students to supply information on marital status, number of dependents, and whether the student is to be identified as Mr., Miss, or Mrs. Besides the standard interview form, the College of Education's Teacher Placement Services and the College of Agriculture Placement Office use supplementary forms specifying marital status. One document, a special resume form for all graduating seniors in the College of Agriculture, requires that a photograph be attached. Additionally, the College of Home Economics Placement Office uses still other forms calling for marital status, a spouse's first name, and information on marriage plans, including when and to whom. (See attachments for examples of the forms currently in use.)

There also are problem situations that are essentially external in nature but which have their effect on students seeking career employment. In the field of education, certain teaching and administrative positions are perceived by employing agencies to be for men or women exclusively. For example, public school superintendents and principals are almost always men, as are coaches, even those who coach girls' basketball and other women's sports activities. Elementary teaching jobs, on the other hand, usually are thought of as being primarily available to women.



In home economics, men tend to command higher beginning salaries than women for equal responsibilities. Also, of the 40% of women home economics graduates who are married, only 10% of that number are considering full-time homemaking. The remainder are interested in employment, but employers tend to regard the married women student as "placed" and not interested in a professional career.

In other fields, women seem to be enjoying at least a temporary advantage over men as employers seek to "balance" staffs by hiring women and ~~other~~ minority group representatives. Placement of women who are married and waiting to make a decision on where they will be going continues to be difficult in all hiring fields.

Recommendations: That College placement officers (a) review resume and other related forms and revise them to eliminate references to (sex) marital status, and dependency responsibilities, and (b) intensify their efforts to inform employers of the university's commitment to equal treatment for all students and to ~~persuade~~ <sup>require</sup> employers to observe non-discriminatory hiring practices.

#### Student Financial Aids

The most important criterion for awarding scholarships and other forms of grant-in-aid administered by the Student Financial Aids Office is need. Decisions--some 10,000 of them per year--are made by computer and are based on information supplied by the students' parents, legal guardians, or by the students themselves. Applicants demonstrating the greatest need, regardless of sex, are the ones most likely to receive available financial assistance.

During the 1971-72 academic year, for example, a total of 1801 male students and 1057 female students, all undergraduates, received aid from federal assistance programs administered through the University's Financial Aids Office.



All students receiving such aid are expected to pay some minimum portion of their college expenses. For men that minimum <sup>is</sup> ~~is~~ \$400 and for women \$300, a standard that the Financial Aids Office says is fairly uniform throughout the country.

#### Women's Athletics

Women's athletic programs--both intercollegiate and intramural--are underfunded by comparison with the financial support going to men's athletic programs through University-administered sources.

During the 1971-72 academic year, for example, a total of \$172,978.75 in student activity fees was allocated to men's intercollegiate athletic programs. No activity fee monies were channeled into women's intercollegiate sports. For 1970-71, approximately \$40,000 was budgeted by the PEM Department for men's intramurals (26 sports, 18,500 participations), while \$1,000 was budgeted by the PEW Department for women's intramurals (33 sports, 3, 865 participations). This latter \$1,000 figure, incidentally, has not changed since 1964, when there were only 953 participations in the women's intramural program.

Student activity fees at Iowa State go back a considerable distance--to 1931, as a matter of fact, when the Board of Education (now the Board of Regents) authorized the President to establish a "blanket tax" for student activities. By 1935, 50% of the activity fee, or approximately \$6 per student per year, was being allocated to intercollegiate athletics. In 1957, the Board of Regents approved an allocation of \$3.50 per student per quarter for such purposes, an allotment that has continued to the present.

All student fee money for athletics, contributed alike by the 68% men and 32% women who make up the undergraduate student body, is administered by the Athletic Council, the agency delegated the responsibility for the management



and control of the intercollegiate athletic program of the University. In practice, of course, that has meant the men's intercollegiate athletic program. The Council's Bylaws (Article VII, Section 3) state that "The Athletic Council shall assume financial responsibility only for such athletic teams and athletic contests as are fully under its control."

Not under the Council's jurisdiction at Iowa State are seven intercollegiate sports for women--golf, tennis, swimming, gymnastics, volleyball, softball, and field hockey. Some have come into being in recent years, and all are administered by the Women's Intercollegiate Sports Association (WISA) in cooperation with the Department of Physical Education for Women. WISA, a student-faculty association, was organized in 1968 to handle funding matters and develop policies for women's intercollegiate athletics at Iowa State. In addition to the aforementioned seven sports activities, women students have expressed an interest in organizing intercollegiate basketball and track and field teams.

Funding for these intercollegiate sports has been a problem from the outset. In past years, a portion of the money has come from the Government of the Student Body, the most recent allocation being \$4,896 in 1971-72. This year, however, GSB decided that it no longer would allocate funds for such purposes.

Other needed revenues have come from the team members themselves (\$5 per student participant) and from whatever money-raising activities could be sponsored by team participants. Coaches have been paying their own expenses on out-of-town trips, but this past year received some assistance from proceeds from the PEW Department's soft drink machines. Uniforms and equipment are purchased from PEW Department funds, and wherever possible, uniforms are used for more than one sport.



During the current year, the proposed budget for women's intercollegiate athletics is \$10,783, a figure that the administration says will be provided from University funds.

Recommendation: That the University administration join with representatives of the Athletic Council, ~~the Departments of Athletics~~, Physical Education for Women, ~~and~~ Physical Education for Men, and the Women's Intercollegiate Sports Association in devising allocation formulae that will apportion funds equitably from (a) student activity fees to men's and women's intercollegiate athletics, and (b) University monies to men's and women's intramural programs. In implementing this recommendation, provision should be made for regular review and adjustment of the allocation formulae.

#### I.S.U. Marching Band

In the area of student activities an investigation was begun to determine the reasons why women were not included. However, the policy which excluded women was changed, therefore the study was discontinued.

#### Living Conditions

Women who are members of the university residence halls are required to have keys or key cards to enter their buildings after a certain hour each night. This has been suggested as "a method of security" to prevent theft and vandalism. The fine for losing a key or key card is a standard fee of five dollars.

The men's residences, on the other hand, are not locked during any time period of the quarter. This makes women subject to a fine, plus the inconvenience of being responsible for a key or key card.

An additional implication of the use of keys and key cards by women is that it is possible for parents to request that their daughters be denied the freedom to enter a residence "after hours". As the policy stands now, the



"Guide to Residence Hall Living" does not offer the option to parents to refuse the privilege of a key card. But, if the parents take the initiative, the residence will deny this privilege to a woman younger than the age of majority rights. If a similar request were made by the parents of a male student, the parents would be told that no such facilities are available for men.

Recommendations:

1. One of the following alternatives should be incorporated by the university residence halls:
  - a. Since each dorm room is equipped with a lock, it would be possible to make locked dorms optional, that is, certain dorms would remain open, while others would require a key or key card to gain entrance after designated hours.
  - b. The doors to each floor ("house") could be equipped with locks, making it optional to each floor, as opposed to the entire dormitory.
  - c. Extend the regulation to include men, making all housing be locked.
  - d. Eliminate locked housing altogether.
2. Equalize the possibility of denying "after hours" entrance privileges for men and women. This would probably solve itself when one of the alternatives of number one was initiated.

Health Services



#### University Publications

The student sub-committee reviewed the University bound volume of curriculum brochures and the University catalog. The findings resulted in sending to Dr. George Christensen, Vice President of Academic Affairs this recommendation:

"That personnel responsible for printing Iowa State University brochures (Dr. Arthur M. Gowan, editorial personnel, and others) be instructed to edit out any sex-discriminating expressions in such brochures and that such editorial changes be made at the earliest date of reprinting.

This recommendation refers to all brochures and particularly to the official catalog now in preparation for printing."

A reply was received from Dr. Christensen in which he said:

"...The recommendation from the University Committee on Women relative to sex-discrimination expressions in Iowa State University publications has been given to Mr. Carl Hamilton and to Dean Arthur Gowan, along with my strong endorsement. I am sure that the recommendation will be implemented as rapidly as possible."



### Textbooks, References and Course Content

Instructors should have the freedom to choose textbooks, references, audio-visual and other instructional materials used in classes. Nevertheless, female students have expressed concern that there appears to be insufficient awareness that certain textbooks and instructional materials over-emphasize or disproportionately dwell upon negative characteristics and lack of judgemental aptitudes of American women. The use of such instructional materials is insulting to some college students and it is believed that this situation could be corrected.

Recommendation: That when textbooks are considered for adoption, each one be viewed from the standpoint of biased illustrations which reflect negatively or tend to perpetuate stereotyped images of female behavior, aptitudes and other characteristics. Moreover, if reference materials are used which include even a minimum of biased images, expressed either in written or pictorial form, that the instructors be urged to discuss and identify biased (sexist) attitudes in the content of such textbooks, and illustrative materials-- particularly in home economics, social sciences, arts and letters, health and medical areas of study.

### Faculty Attitudes Toward Women Students

Much discrimination was found to exist generally in the attitudes of department heads, advisors, instructors, etc. This can best be documented by relating some of the most common complaints made by women students.

1. One woman reported an advisor who continually emphasized relating her (the students) education to her husbands interest. The student felt that this advisor's actions reinforced the notion that the role of women should be subjected to the domination and authority of men.



2. Several instructors, advisors, and department heads were reported to have openly discouraged women from entering certain colleges and curricula because these curricula had traditionally been male fields.
3. There are classes in which women can only ask and answer questions on certain days.
4. Several instructors have made observations offensive to women students by referring to elementary questions as "ones the girls can answer" or "for you home ec. majors".
5. A senior woman in the honors program was denied the right to go on a field trip to a company which hired I.S.U. graduates. The reason given was that the company had no sleeping facilities for women. The result was that the female student's education was interfered with and job opportunities hindered.
6. In a required freshman seminar, (with required attendance and no audit), one lecture is spent telling the class which forks to use at a formal dinner, how to open doors for women, and there is instruction on formal wear, suits and ties. The instructor also "suggest" that women wear dresses to class.
7. One instructor used a slide show with his lecture which included three pictures of a women in a bikini, his stated purpose in showing the three slides was "to lighten the mood of the class."
8. Some instructors in one college on this campus in which students are primarily male, "affectionately" call the female students "squaws."
9. In a course where the class determined the final grade on aggressive woman was given an "A" grade by her classmates, an "A" on her mid-term examination, but received a "B" for her final grade. She felt the instructor was prejudiced against her because she was a woman.



Since the only way to find out about this type of sex discrimination is from the students themselves, the committee has suggested the following:

Recommendations:

- a. That department heads be responsible for the general attitude of the departments and that they actively encourage women to enter colleges and curricula which, traditionally, were designated for men.
- b. That the present affirmative action statement be revised to include students, since they are an integral part of a university and co experience discrimination.
- c. That a grievance committee be established to which students and faculty can report instances of sex discrimination and that said committee be directly responsible to the Affirmative Action Officer. It is further recommended that the committee be made up of an equal number of students and faculty members.
- d. Until the time that students are included in the affirmative action statement and the Affirmative Action Officer is appointed, the grievance committee, suggested above, be responsible to the Dean of Students Office. ?

Opportunity to Study in Chosen Field

X Changes will be made in the 1973-76 catalog to assure that the choice of an undergraduate profession or major will be an open one. The new graduate student handbook has been "approved in concept" by the Graduate Faculty but the approval of the content is still pending. A reading of the proposed handbook reveals that a graduate student is masculine as "he" is used throughout.



Recommendation: To conform with the endorsement of Dr. Christensen that appears on page 8 of this subcommittee report, the wording of the graduate student handbook be examined for expressions of sex discrimination and necessary changes be made.

Recruitment and Admission of Undergraduate and Graduate Students

Undergraduate: ISU admits all students who qualify regardless of housing. There would then appear to be no discrimination in the admission policy of the undergraduate student.

Graduate: The Graduate College has released the following statistics for the applications and admissions for the years 1971 and 1972. These figures are not broken down as to male and female.

Graduate College application as of August 1, 1971 ..... 1855  
as of August 1, 1972 ..... 1870

Graduate College admissions as of August 1

	1971	1972
S & H	305	329
Engineering	115	128
Home Economics	49	53
Education	47	42
Agriculture	110	137
Vet. Medicine	3	1
Interdepartmental & Intercollege	42	36
	<hr/> 671	<hr/> 726

(Figures from Research News, Number 5, September 15, 1972.  
Breakdown of male female not available.)

The Academic Sub-committee questionnaire included some questions on the recruitment and admission of graduate students (see Appendix). Data were obtained for a two year period of the number of departments having graduate programs, number of inquiries, number of applications (male, female), number of admittances (male, female), and the criteria for acceptance. Data were also obtained for a five year period of the number of males and females granted Master's and Doctoral degrees.



These statistics were received too late for study. Many questions are raised by even a cursory look at the figures. What is the mean GPA of females and males admitted. Do women have to do better to be admitted? The data show an unequal ratio of male and females in all department and colleges. Does this ratio reflect the national pool of potential graduate students? The area of criteria for acceptance reveals that "employment potential" and "financial resources" are but two of a list of things considered in the acceptance of graduate students. Could these be areas of female discrimination?

Recommendation: Since there are so many unanswered questions relating to this broad area of concern, investigations of university and departmental recruitment and admissions policies and practices for graduate students be designed and carried out.

#### Rate of Fees for Part-Time Students

X The area of unfair cost of the part-time student has been covered in another section of the total report, but this idea will be repeated here to gain special emphasis on the graduate student. Since many females today are hoping to handle both a home and studies, it appears that the female part-time student pays a higher total fee for her graduate degree than a person who manages an advanced degree on a full-time basis. For a graduate student taking a maximum load, the rate per hour could be computed to be \$15.66 as opposed to \$29.00 per hour taken by a person with a light load.

Recommendation: That the fee schedule for light classifications be re-examined.