

GREEK CULTURE INITIATIVE

Report on Gender and Greek Experience

Spring 2013

Greek Culture Initiative (GCI) is a student-run organization which aims to effect change in Greek culture. GCI administered this survey to examine Greek life and gender culture as it relates to confidence, belongingness, leadership, sexual assault, and gender relations. In the following paragraphs we will examine the aforementioned factors broken down by gender and student affiliation (Greek, Selective Living Group (SLG), and independent). We will further break down affiliation by gender to examine variation in male and female experiences within their social groups.

Methodology

This study consisted of questions related to: belongingness, levels of confidence, influence of sex and alcohol, and attitudes regarding gender interactions, including the hookup culture and unwanted sexual contact (see Appendix 1). The survey was first administered to 2,500 undergraduate students in Spring 2012. There was an 11.3% (n= 284) response rate for this cohort. The same survey was administered again to a completely different sample of 2,000 undergraduates in Fall 2012. There was a 17.7% (n=352) response rate for this cohort. The total 636 responses from the two cohorts were combined for data analysis, yet each independently exhibited consistent findings for the questions discussed below. The data was analyzed with STATA 12. In our analysis, we claim that findings are statistically significant when $p < 0.05$. Please note that the following findings are limited to only Duke students, however many findings are consistent with national studies. Each group (gender, affiliation, graduation year) discussed in the analysis is sufficiently representative of the Duke population for the purposes of this survey (see Appendix 2).

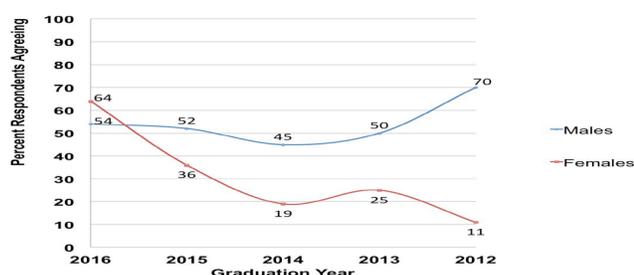
Top Findings

- From the class of 2016 to the class of 2012, females report that they belong less and feel less respected by their male peers. Furthermore, upperclass women feel that Duke's culture contributes less to their confidence.
- Compared to SLG and independent students, Greeks are more likely to report they belong at Duke and are more likely to agree that their affiliation increases their likelihood of becoming a leader.
- 17% of all undergraduate students agree that Duke's Greek culture makes them feel confident.
- 36% of females compared to 70% of males feel respected by males at Duke. In comparison, 59% of females and 70% of males feel respected by females.
- 38% of Greek women reported experiencing unwanted sexual contact.

GCI hopes these findings inspire the Greek community to serve as a model for the broader Duke community in addressing the issues discussed above. At the end of the report, GCI provides specific recommendations to the Greek community, as well as to the student body, administration, and university resource organizations such as the Women's Center and the Wellness Center.

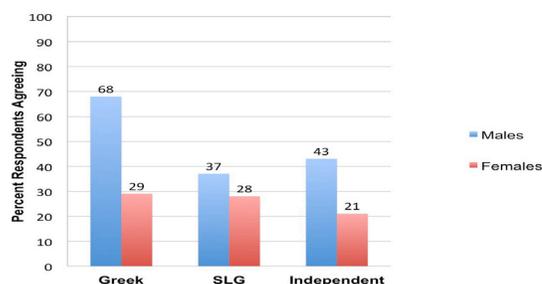
FINDINGS

Figure 1
“Duke’s culture makes me feel confident.”



From the class of 2016 to the class of 2012, Duke’s culture contributes less and less to female confidence. There is a significant decrease from 64% to 11% ($p=0.000$). For males there is a slight but insignificant increase in culture confidence from 54% to 70% based upon graduation year ($p=0.111$).

Figure 2
“Duke’s culture makes me feel confident.”



There is a significant difference in culture confidence based upon affiliation for males ($p= 0.004$). There is no statistically significant difference between affiliations for females ($p= 0.368$). The gender difference is statistically significant for Greek ($p=0.000$) and independent ($p=0.002$) students, but not for SLG students ($p=0.587$).

Confidence

By Gender

Overall, there are significant differences for confidence in regards to gender and graduation year at Duke. When undergraduate students were asked whether they feel more, less, or equally confident at Duke than in their home community, 41% of females responded that they feel less confident at Duke. In comparison, 17% of males feel less confident. Additionally, significantly more males than females agreed that they feel as attractive, intelligent and social as the ideal Duke student. These findings are consistent with national research, as well as the Duke Social Relationships Project which found that women reported lower levels of self-esteem than men.^{1, 2, 3}

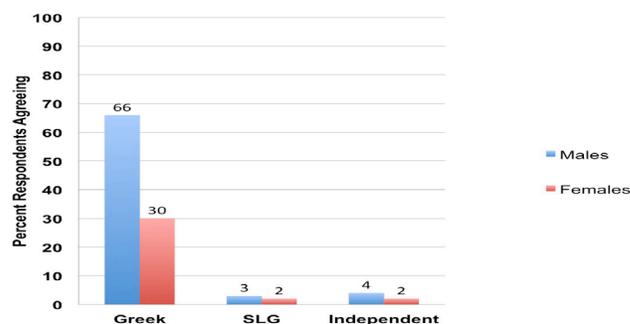
There is also a significant difference in male and female responses for the question ‘Duke’s culture makes me feel confident.’ In this study, ‘culture confidence’ is a measure of how Duke’s culture contributes to a student’s reported confidence.⁴ However, the total percentage of students who agree with that statement is notably low for both genders. For example, 30% of females, compared to 52% of males agreed that Duke’s culture makes them feel confident. For females, there was a significant decrease in culture confidence with graduation year. However, for males, there was a slight but insignificant increase in culture confidence (Figure 1).

By Affiliation

Additionally, there are significant differences in confidence based upon affiliation. Greeks are significantly more likely to agree that they feel as attractive and social as the ideal Duke student, however feeling intelligent is not affected by affiliation. Duke’s culture makes Greek males

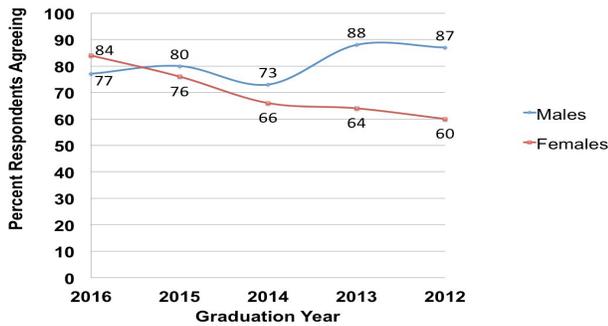
feel significantly more confident than SLG or independent males. Conversely for females, there is no statistical difference in culture confidence based upon affiliation for Greek, SLG and independent females (Figure 2). Moreover, only 17% of all undergraduate students agree that Duke’s Greek culture makes them feel confident. Unsurprisingly, Greek students were significantly more likely than their SLG and independent counterparts to believe that Duke’s Greek life makes them feel confident. However, even within the Greek system, significantly more males gain confidence from Duke’s Greek culture (Figure 3). In fact, only 30% of Greek females compared to 66% of Greek males agree that Greek culture makes them feel confident.

Figure 3
“Duke’s Greek culture makes me feel confident.”



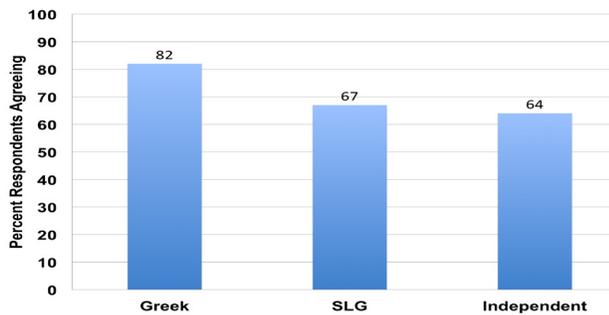
Greeks are more likely to believe that Greek culture makes them feel confident ($p=0.000$). However, only 30% of Greek females compared to 66% of Greek males agree that Greek culture makes them feel confident. This difference between male and female Greeks is statistically significant ($p=0.000$).

Figure 4
“I belong at Duke.”



From the class of 2016 to the class of 2012, female belongingness decreases from 84% to 60% ($p=0.018$). However, males show a slight but insignificant increase from 77% to 87% with graduation year ($p=0.520$).

Figure 5
“I belong at Duke.”



Greeks are significantly more likely than SLG and independent students to feel they belong at Duke ($p=0.001$).

Belongingness

By Gender

Men are significantly more likely to report they belong at Duke. Overall, 80% of males compared to 69% of females feel that they belong. Furthermore, upperclass women have a lower sense of belongingness than underclass women. There is a significant drop in belongingness between graduation years for female students, with 84% of the class of 2016 and 60% of the class of 2012 agreeing that they belong at Duke. In contrast, males show an insignificant increase in belongingness with graduation year (Figure 4).⁵

By Affiliation

Belongingness is also related to social affiliation. In fact, Greeks are significantly more likely to feel that they belong at Duke compared to SLG or independent students (Figure 5). This finding is consistent with a

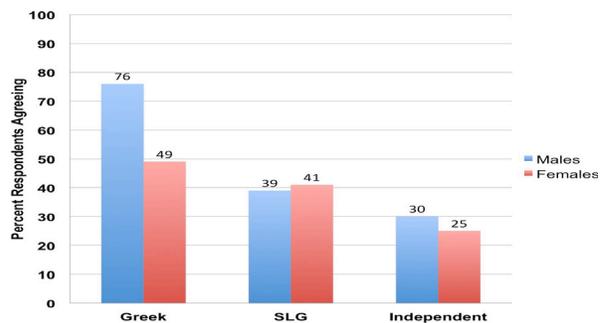
national study which determined that membership in a fraternity or sorority increases sense of belonging and the likelihood that a student will return to a university after the first year.⁶

Leadership

By Affiliation

Greeks agree more than SLG and independent students that their affiliation increases their likelihood of being a leader. Additionally, Greek males are significantly more likely than Greek females to agree that their affiliation plays a role in potential leadership opportunities (Figure 6). There is not a significant gender difference between SLG and independent students.

Figure 6
“Because of my affiliation, I am more likely to be a leader.”

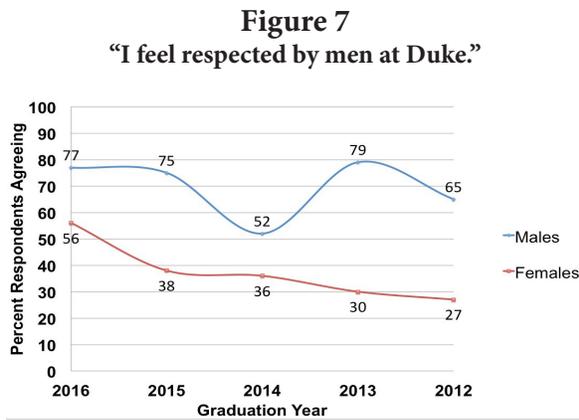


Greeks agree significantly more than SLG and independent students that their affiliation increases their likelihood of being a leader ($p=0.000$ for both males and females). Greek males are also significantly more likely than their female counterparts to believe their affiliation plays a role in potential leadership opportunities ($p=0.014$), however, there is not a difference between genders for SLG and independent students.

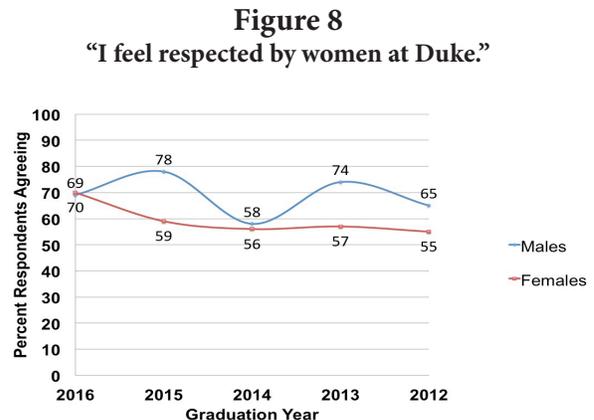
Gender Relations

By Gender

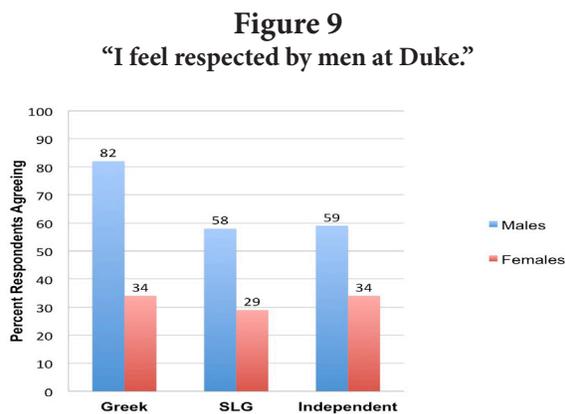
Men at Duke feel more respected than women do by both genders. Overall, 36% of females compared to 70% of males feel respected by males at Duke. In contrast, 59% of females and 70% of males feel respected by females. There is a difference between genders in regards to feeling respected by men. For the questions ‘I feel respected by men at Duke’ and ‘I feel respected by women at Duke,’ male responses do not significantly change with graduation year. However, while women feel respected by other women fairly consistently with graduation year,



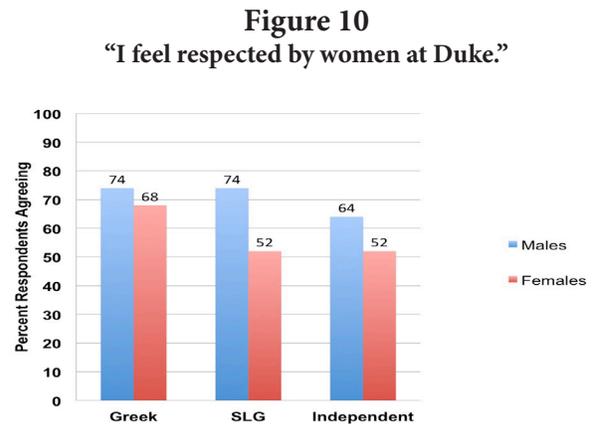
From the class of 2016 to the class of 2012, females feel significantly less respected by men at Duke ($p=0.009$); for males there is not a statistically significant trend based upon graduation year ($p=0.170$).



Both males and females feel similarly respected by females on campus. Feeling respected by women is not affected by graduation year ($p=0.380$ for males and $p=0.340$ for females).



Greek men ($p=0.004$) and Greek and independent women ($p=0.004$) feel significantly more respected by their male peers. There is a large percentage difference between males and females who feel respected by males on campus, with a 48% difference between male and female Greeks ($p=0.000$), a 29% difference between SLG students ($p=0.027$), and a 25% difference between independents ($p=0.000$).



Greek, SLG, and independent males feel similarly respected by women ($p=0.327$). However, Greek women are significantly more likely to feel respected by other women than SLG or independent women ($p=0.049$).

upperclass women feel significantly less respected by men than underclass women (Figure 7 and 8).

By Affiliation

Affiliation significantly predicts whether men feel respected by other men. In fact, Greek men feel more respected than SLG and independent men. Greek and independent women are significantly more likely to feel respected by men than SLG women; however, the total percentage of women who feel respected by men is much lower than the total percentage of men who feel respected by men. For example, 82% of Greek men compared to 34% of Greek women feel respected by men. A gender difference continues for both SLG and independent affiliations (Figure 9).

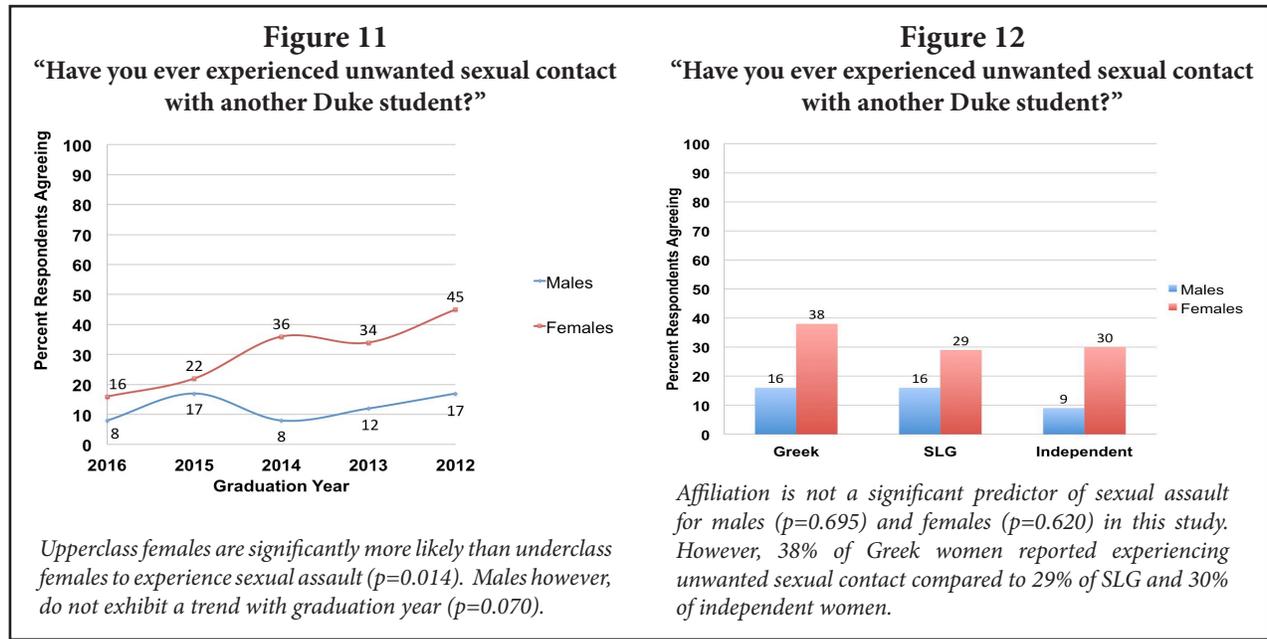
Greek women are significantly more likely to feel

respected by other women. However, affiliation does not predict whether men feel respected by women (Figure 10). Furthermore, a roughly equal percentage of men and women feel respected by women. For example, 68% of Greek women compared to 74% of Greek men feel respected by women. This demonstrates that both genders feel almost equally respected by women at Duke; however significantly fewer women than men feel respected by men at Duke.

Sexual Assault

By Gender

For the purposes of this study, sexual assault is defined as any unwanted physical contact that is sexual



in nature. A total of 66% of undergraduates believe sexual assault is a problem at Duke. Significantly more females (75%) than males (51%) agree that sexual assault is a problem at Duke. There is no significant difference based upon affiliation for this question.

Overall at Duke, 31% of females and 12% of males have experienced unwanted sexual contact with another Duke student. This percentage is higher than the national average, which predicts that 20-25% of women will be sexually assaulted during their college years.^{7,8,9} Furthermore, upperclass females are significantly more likely to experience sexual assault than underclass females (Figure 11). In fact, 45% of females from the class of 2012 had been sexually assaulted by the Spring semester of their senior year. Additionally, six weeks into the Fall semester, 16%

of female and 8% of male freshmen had already experienced unwanted sexual contact with another Duke student.

By Affiliation

While affiliation is not a significant predictor of sexual assault in this study, more Greek women (38%) reported experiencing unwanted sexual contact than SLG (29%) and independent women (30%) (Figure 12). The percentage for Greek women was consistent with a national study which found that 35% of Greeks experienced unwanted sexual contact during college.¹⁰ While the study also found no statistically significant difference between Greek and unaffiliated students in terms of sexual assault, the author mentioned increased alcohol consumption could explain the higher rates of sexual assault among sorority members.¹¹

CONCLUSION

These findings, while generally consistent with national research, paint an unsettling picture of a college culture that is problematic for both men and women at Duke. The sexual assault statistics are particularly disturbing, and may even be related to the finding that Duke’s culture contributes less and less to female confidence over time.

We challenge the community to decrease the total percentage of females who have experienced unwanted sexual contact from 31% to 15% within five years. Whether you have been sexually assaulted or know someone who has, each and every member of

the community has a stake in improving this aspect of Duke’s culture.

We are aware that the aforementioned data does not provide answers to the difficult questions we will ask ourselves about Duke’s culture in the coming semesters. Further research needs to be conducted in order to understand the causal factors associated with these findings, as well as the relationship between sexual assault, confidence, leadership, belongingness, and gender relations. However, GCI does offer a series of recommendations, which - though incomplete - provide a starting point for community action.

RECOMMENDATIONS

The Duke Greek community has an opportunity to take a proactive lead in addressing these issues that plague college campuses across the country. Greek chapters in all four councils can serve as a model for the greater Duke community by undertaking the following actions:

1. **Organize student-led, inter-council focus groups to discuss possible reasons for the findings, as well as potential solutions.** Additionally, GCI representatives and Wellness advocates should lead smaller-scale chapter discussions to identify chapter-tailored solutions for the social issues they most frequently encounter.
2. **Implement mandatory P.A.C.T. (Prevent. Act. Challenge. Teach.) training programs for each IFC, Panhellenic, NPHC, and IGC chapter to address sexual assault on campus.** P.A.C.T. is a student-facilitated training session sponsored by the Women's Center that teaches male and female participants bystander intervention techniques that they may implement to prevent sexual assault. According to the Duke Taskforce Report on Gender and Undergraduate Experience, "participants reported a significant increase in confidence and willingness to intervene in a concerning situation."¹² In order to accomplish this goal, the Women's Center will need more resources and funding in order to expand the capacity and scope of the P.A.C.T. training program.
3. **Increase the number of leadership opportunities within the Greek system and strengthen leadership recruitment efforts for Greek women.** Chapters should install a leadership chair who would be in charge of pairing younger members with older mentors, as well as recognizing the leadership-related accomplishments of members in the chapter. Closing the gender difference for leadership could positively impact Greek women by increasing feelings of belongingness and confidence in Greek culture.

In the past, Duke has often served as a media scapegoat for sexual exploits that transpire in a culture of misogyny. Now however, the Duke community has the opportunity to play a proactive role in addressing these all too common gender issues by implementing the following recommendations:

1. **Continue to administer this GCI survey every three to five years to monitor how gender and Greek life impact the undergraduate Duke experience.** Additionally, GCI will provide this data to relevant Duke offices (Center for Race Relations, Wellness Center, Counseling and Psychological Services, Office of Fraternity and Sorority Life, and Women's Center) so they can continue to examine these important issues.
2. **Re-evaluate freshman pre-orientation education programs to ensure they adequately discuss the realistic dangers of alcohol abuse and sexual assault on campus.** Improve Alcohol EDU and implement Sexual Assault EDU for incoming freshmen. To supplement online learning, freshmen should participate in mandatory P.A.C.T training through their residence halls or with their First-Year Advisory Council groups within the first three weeks of the Fall semester.
3. **Evaluate the housing model to explore how the social dynamic has changed now that non-Greek groups may organize their own social events.** Future researchers should add a housing model section to the future GCI surveys.
4. **Add a Gender and Sexuality requirement to the Duke curriculum Areas of Knowledge.** Exposure to courses with a gender and sexuality focus could improve understanding and respect between genders.
5. **Contact your Congress member and encourage him or her to reauthorize the Violence Against Women Act.** The act includes sexual assault prevention and bystander intervention programs on college campuses. It also includes provisions for engaging males as allies for ending sexual violence.¹³

Endnotes

1. Gentile, B., Dolan-Pascoe, B., Grabe, S., Wells, B.E., Maitino, A. (2009). Gender differences in domain-specific self-esteem: a meta-analysis. *Review of General Psychology*, 13 (1), 34-45.
2. Kling, K., Hyde, J. S., Showers, C. J., Buswell, B. N. (1991). Gender differences in self-esteem: a meta analysis. *Psychological Bulletin*, 125 (4), 470-500.
3. Asher, S. R. & Weeks, M. S. (2012). Social relationships, academic engagement, and well-being in college: the findings of the duke social relationships project. Retrieved from <http://sites.duke.edu/dsrp/>.
4. Please note that culture confidence is not a direct measure of a student's overall confidence. Instead, culture confidence measures the impact of a student's environment on his or her confidence.
5. The Duke Social Relationships Project found no difference in belongingness between males and females. While this difference could be attributed to statistical analysis or survey design, the issue deserves further attention due to the contrary findings.
6. Jacobs, J. & Archie, T. (2008). Investigating sense of community in first-year college students. *Journal of Experiential Education*, 30 (3), 282-285.
7. Hirsch, K. (1990). *Fraternities of Fear*. Ms. 1, 52-56.
8. Fisher, B., Cullen, F., & Turner, M. (2000). *The sexual victimization of college women*. U.S. Department of Justice.
9. In their survey questions, the U.S. Department of Justice used language that alluded to forcible sexual contact, not just "unwanted sexual contact." Duke's higher rates may be attributed to the differing definitions of sexual assault. This issue warrants further examination - "unwanted sexual contact" still contributes to rape culture.
10. Minow, J. & Einolf, C. (2009). Sorority Participation and Sexual Assault Risk. *Violence Against Women*. 15(7), 835-51.
11. *ibid*
12. Gregory, A. et al. (2012).
13. Hanna, K. & Johnson Hostler, M. (2013). Teach young men to treat women with respect. CNN. Retrieved from: <http://www.cnn.com/2013/01/04/opinion/hanna-ohio-rape/index.html>.

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