Gender Action Project Draft

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**Abstract:**

**Introduction:**

Statistical History of Women’s Education in the United States

In the United States, women had long been restricted from receiving formal higher education and professional training. In the 19th century we saw for the first time White women have access to higher education but not without its limitations in challenges. Many saw receiving higher education as unfeminine and not required for a woman to be good at taking care of her home. Reasons such as academic studying and knowledge would diminish a women’s fertility and that it was against the teachings of the Christian God were used to keep women in the home (Source 1). In 1918 all the states had passed legislation that required for children to attend primary school and post World War II there was an increase in population and desire for higher education (Source 2). In 1950 the percent of men enrolled in college was about 18% and the percent of women enrolled in college was about 5% (compared to the >1% of women enrolled in college in the mid-19th century) (source 3). For African American women living in the United States access to education was more limited because of structures of institutional racism and sexism creating more barriers, with there being 1.8% of Black and other races of 5 to 19 year old girls enrolled in school in the 1850s and 46.6% of Black and other races of 5 to 19 year old girls enrolled in school in the 1920s compared to 53.5% of White 5 to 19 year old girls enrolled in school in the 1850s and 61.3 White girls age 5 to 19 enrolled in school in the 1920s (source 3). Education was one of the first steps women took for social equity and independence from the patriarchal figures in their lives. Within the last 20 years women are not outpacing men in college graduation rates, in 2021 46% of women had obtained a bachelor’s degree by the age of 34 compared to the 36% of men that had obtain a bachelor’s degree by the age of 34 (source 4). The increase in women’s education is one way to measure equity between genders but does not paint the full picture of what it is like to be a woman in the United States and what the gender climate is within these higher education institutions.

The Creation of Title IX

In 1835, Oberlin College become the first college in the United States to accept men, women, and African American students (source 5). This was not the typical case for universities in the United States before 1934, majority of schools were founded as all male or all female and schools that were coed and at the coed schools majority of the students were male (source 6). In the 1960s, Second Wave Feminism [FINISH SENTENCE](source -). Title IX was passed in 1972 to promote gender equity by ensuring male and female students and employees are treated fairly through protecting individuals against sex based discrimination (Source 7). Title IX has increased awareness on sex based discrimination, increased awareness on sex based violence , abolished policies that excluded women and girls, increased research on sex base discrimination, and increased women’s participation in collegiate sports (source 8). [statistic on women experiencing discrimination in collegiate settings, include field]( https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6864374/). [statistic on women experiencing gender based violence in collegiate settings(https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6864374/). While the creation of Title IX has been a success for women and gender marginalized people in the United State, why has the Gender Climate within universities still exhibit discrimination at best and extreme sexual violence at worse?

Flaws Within Title IX and Policy on Gender Equity

Understanding the current state of Title IX within the United States and how it is enforced is a key way to understand how effective it might be nationally. The Office for Civil Rights (OCR) within the U.S. Department of Education is in charge of enforcing all of the regulations of Title IX and hearing complaints. If the OCR finds that a University is not in compliance to regulation the OCR is required to give the university a chance to create a voluntary solution. If that fails the OCR has the option of terminating federal funding or taking the university to federal court (source 9). For a university to be in Title IX compliance they are required to have a Title IX coordinator and to uphold the regulations set forth by Title IX including preventing discrimination and handling grievances (source 10). [Incomplete par will complete with additional information on how students perceive gender climate on campus and shortcomings of title IX that prevent gender marginalized students from reaching equity including access to contraception, gender affirming care, and if these offices are really effective].

Gaps in Knowledge

The current understanding of gender based discrimination in the United States has been focused on workplace violence against women and on the education deficit experienced by impoverished women in girls in the Global South. The literature that does exist on gender discrimination in United State Collegiate institutions in relation to Title IX efficacy only focuses on the sports aspect of the law with very minimal information on overall gender climate on campus and gender equity. The following research was conducted to study University dedication to gender equity and the student responses to University efforts. This study utilizes public information that is available on university websites and requires searching for the perceived reality of the gender climate by undergraduate students.

**Methods: (extremely rough draft)**

University Selection

The criteria for a university to be considered was for it to have the following qualities: to be centrally located within the United States (excluding territories), to allow individuals of all genders to attend their university, to have received federal funding and therefore have a Title IX office. Schools were selected randomly by utilizing the US News list of National Universities in alphabetical order. Every 10th university was selected and if they passed the stated criteria the following data would be collected. If the university selected violated any of the criteria they would not be selected and the next 10th university would be chosen to see if it follows the criteria. All of the universities listed on the US News website also follow the following criteria: the institution is accredited with four year bachelor’s degree-granting campus programs that enroll first year students, the institution provides in person degree completion options, the institution is general enough that it provides a wide array of major options, the institution has more than 100 students, and the institution is not a trade school (source 11).

University Reported Offering

Once the university was certified that it followed the above criteria the following information was collected: Title IX office statistics, university population, qualitative data including the presence of absence of EDI offices (this does not include having an office that handles discrimination cases, this is an office that promotes equity diversity and inclusion and not simply handles discrimination when it does occur), identity based resource centers (a physical space that is called either a womens or gender equity center), and sexual assault resources (other than the title IX office) (this qualitative data was transformed into a quantitative score from 0-3 with a point being awarded with the presence of each of these resources), qualitative data including medical services such as available contraception (consisting of condoms, medication, and IUDs), available abortion services (either on site care or a community partner), and available gender affirming care services (either on site care or a community partner) (this qualitative data was transformed into a quantitative score from 0-3 with a point being awarded with the presence of each of these resources. The data was collected through the use of internet search engines, Google, and using a combination of key words that include the name of the university, population, title IX report, EDI, resource centers, contraception, abortion, gender affirming care. The data will only be collected on official university websites and the website must be published or updated since 2023. The three levels of data collection are organized to what is required by the federal government, presence of title IX office, to what is illegal in some states within the United States, abortion care services. No other resources will be considered even if found on the universities website. The state the university is located in as well as religious affiliation of the university will also be noted.

* Title XI office statistics/university population size
* Has EDI office/Identity based resource centers/SARCs
  + Will be given a number score 1 – 10
  + 1 would be 0
  + 5 would be an office exist
  + 10 would be multiple identity based centers exist with services
* Available contraception and gender affirming care services
* All information must be from university websites

Student Created Responses to University Failings

* Undergraduate responses/lack of to Gender Climate at the University includes creation of
  + Research papers
  + Organizations to push university policy
  + Is there an emphasis on an identity group within the scope of gender marginalized people?
  + Has to be within the last 15 years

Example

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| College | Size | Gender % | Title IX stats | EDI office/RC | Gender affirming care and contraceptive service |
| MIT | U =11,920  G = 7344 | U=2,231  G=2969 | Total = 110  SH = 28  SM = 48 | <https://hr.mit.edu/diversity-equity-inclusion>  https://studentlife.mit.edu/womenmit | <https://health.mit.edu/faqs/transgender-faq#faq--1320>  https://health.mit.edu/community/contraception-safer-sex |

Statistical Analysis

**Results:**

**Discussion:**

Impacts University Failures has on Undergraduate Students

Importance of Women’s Education

Policy Suggestions for Universities

Policy Suggestions for Other Organizations

Potential Future Research

Sources:

Source 1: <https://newn.cam.ac.uk/about/history/womens-education/#:~:text=Women%20were%20not%20encouraged%20to,knowledge%20could%20affect%20women's%20fertility>

Source 2: <https://eric.ed.gov/?id=ED119389>

Source 3: <https://nces.ed.gov/pubs93/93442.pdf>

Source 4: <https://www.pewresearch.org/short-reads/2021/11/08/whats-behind-the-growing-gap-between-men-and-women-in-college-completion/>

Source 5: <https://www.oberlin.edu/about-oberlin/oberlin-history>

Source 6: <https://scholar.harvard.edu/files/goldin/files/putting_the_co_in_education_timing_reasons_and_consequences_of_college_coeducation_from_1835-_present.pdf>

Source 7: <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp#:~:text=Title%20IX%20is%20a%20federal,sex%20(including%20sexual%20harassment)>.

Source 8: <https://heinonline.org/HOL/Page?collection=journals&handle=hein.journals/clevslr55&id=496&men_tab=srchresults>

Source 9: <https://titleixspecialists.com/wp-content/uploads/2013/09/How-Title-IX-is-Enforced.pdf>

Source 10:

<https://www.justice.gov/crt/federal-coordination-and-compliance-section-152>

Source 11:

<https://www.usnews.com/education/best-colleges/articles/rankings-faq#2-2>