Recommendations from
*Gender Dynamics at Two Christian Liberal Arts Colleges: A Qualitative Study*

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**Recommendations for Administrators:**

- Administrators, faculty, and student life personnel must recognize, understand and commit to actively addressing concerns related to the chilly climate experienced by women on campus.
- Listen to female students about their experiences.
- Give clear communication about what is and what isn’t sexual harassment.
- Ensure women are well represented as chapel speakers and in other campus programs.
- Track the number of students by gender in departments or division.

**Recommendations for Students:**

- Students who are disruptive and overtly sexist toward women should be confronted and actively discouraged from expressing sexist behaviors, jokes or remarks.
- Students should be encouraged to express concerns about group activities and articulate perceptions of how the workload was distributed for group projects.
- Create a brochure or flyer to address “chilly climate.”
- Encourage male students be in tune with “chilly climate” issues and educate male peers.

**Recommendations for Professors:**

- Raise awareness regarding “chilly climate” issues and effects of gender role assumptions.
- Use training programs/materials about sexual harassment so that faculty are not fearful of working with female students.
- Instruct and assist professors in fostering female student involvement and autonomy through pedagogical approaches.
- Incorporate contributions of women in the curriculum,
- Identify aspects of student peer relationships that affect classroom behavior of women.
- Understand effective mentoring strategies for female students.
Recommendations for Pedagogical Changes:

- construct classes as communities of learners that are collaborative, cooperative, and interactive; that connect with students’ personal experiences; and that challenge students’ feelings and values.
- enhance student participation being sure to define participation broadly—asking questions, answering questions, listening respectfully to others. Done to help the student; involve students in the design of courses.
- changing the curriculum requires time and resources therefore administrative support is necessary.

Recommendations for Positive Identity Formation:

- faculty, administrators and staff should publicly affirm women displaying traditional “masculine” characteristics as well as traditionally “feminine” characteristics.
- faculty and student affairs professionals should instruct female students about process of development occurring in their lives as they evaluate beliefs of their parents and to consider adopting own set of values.
- provide verbal cues and coaching comments to a female student so she will be encouraged to contribute in class and feel affirmed for her perspectives.

Recommendations for Future Aspirations in Female Students:

- provide information about choices for the future as well as opportunities to discuss issues related to their future.
- provide opportunities for mentoring with working professionals as well as women who have chosen a more traditional path.
- give concerted effort to decrease negative stereotypes that surround particular choices or behaviors.
- survey recent female graduates to understand their level of confidence to enter graduate programs and pursue vocations; determine strategies to help boost women’s confidence.