

Summary of Findings Related to Gender from the Duke Social Relationships Project:

**Report Prepared for the Duke University Task Force on
Gender and the Undergraduate Experience (Ada Gregory, Chair)**

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An area of special interest to the Duke community is how gender relates to various aspects of students' experience on campus. In this report, we discuss gender-related findings from the Duke Social Relationships Project, a four-year research project at Duke University. Table 1 in the Appendix to this report indicates the number of students who participated in each year of the study. Over the course of four years, 4225 different students took part in the study, with 1804 students participating more than once. All data each year were collected in the period beginning after spring break in mid-March and continuing through the end of the semester. Notes at the bottom of Table 1 provide further information about how the data were collected and about the characteristics of the sample.

This report describes findings regarding gender in three domains: Relationships, Well-Being, and Participation in Campus Life.

- The Relationships domain focuses on friendships, dating and committed romantic relationships, and “hooking-up” types of relationships.
- The Well-Being domain focuses on feelings of loneliness at college, feelings of belonging at college, self-esteem, self-presentation concerns, social self-efficacy, social anxiety, and alcohol use and misuse.
- The Participation in Campus Life domain focuses on participation in clubs, activities, and organizations, participation in leadership roles, degree of academic engagement, degree of contact with faculty, and various kinds of athletic participation and engagement (i.e., varsity sports, club sports, intramural sports, being a fan of varsity sports).
- The Mattering and Identification domain focuses on students' perceptions of whether they matter at the university, as well as identification with the values of the university and of the other students at the university.

Table 2 in the Appendix provides information about how we measured variables of interest in each of these domains, and it also contains information about how many items were used to measure each variable of interest, the internal reliability of each measure when multiple items were used to measure a particular variable, and the proportion of samples in which a significant gender difference was found for the measure. Notes at the bottom of Table 2 provide additional information relevant to the interpretation of Table 2.

In the sections that follow, we highlight areas where there were differences between men and women on particular measures, and also areas where gender differences might have been expected but were not seen. When we say that there was a gender difference it means that the difference was statistically significant and replicated over the study's multiple years and multiple samples. As Table 1 indicates, data were collected in the spring semester of 2007, 2008, 2009, and 2010 from Duke undergraduates. To examine gender differences across samples, we conducted the same analyses up to 13 times (separately by class for each of the four years of data collection). Gender differences that are discussed in the report replicated across half or more of the possible samples, and in the remaining samples the difference was in the same direction. These multiple replications give us confidence that these effects are reliable (“real”). Still, even the statistically significant gender differences that were found were typically modest. This fits with the larger research literature on gender that finds that there are far more areas of overlap in findings for males and females, even though differences often are very interesting and attention-

getting. Finally, please note that some measures were added to the study in later years, and in these cases the number of possible comparisons is reduced. The last column of Table 2 (labeled RCSS or “ratio of comparisons that are statistically significant”) shows the number of times gender differences were statistically significant for a particular measure out of the total number of samples that completed that measure.

As noted previously, we had 4225 students who participated in the study, and 1804 of these students participated in more than one year. Accordingly, for students who participated more than once, we averaged their scores for each variable based on their responses in multiple years. This ensured that, when it comes to presenting an overall average for students who participated in the study, responses from students who participated more than once are not weighted more heavily than responses from students who participated only one time. So, the means and percentages presented in this report are based on these overall averages with each participant contributing only one score to the average. It should also be noted that there is a small number of students who may have not answered a particular question, so the number of respondents for a particular measure might be slightly below 4225. Also, certain measures were added/created in later years of the study, resulting in a smaller sample size for those particular measures.

RELATIONSHIPS

Friendship (p. 12)

Number of Friends

- Men reported having more friends at Duke than did women (Men = 7.46, Women = 6.86). They also reported having more friends outside of Duke than did women (Men = 7.60, Women = 6.36).
- There was no consistent gender difference in the number of “life-long friends” friends students reported having made at Duke (Men = 4.97, Women = 4.66).

Friendship Quality

- When students were asked to rate the characteristics of their best friendship at Duke, women reported:
 - Higher levels of intimate exchange (i.e., talking about personal things; Women = 4.31, Men = 3.77, averaged across four items on a five-point scale).
 - Higher levels of help and guidance (Women = 4.14, Men = 3.87, averaged across five items on a five-point scale).
 - Higher levels of validation and caring (Women = 4.08, Men = 3.71, averaged across seven items on a five-point scale).
 - Lower levels of conflict (Women = 1.84, Men = 2.04, averaged across six items on a five-point scale).

- Higher levels of conflict resolution (Women = 4.06, Men = 3.84, averaged across two items on a five-point scale).
- Men and women reported similar levels of companionship and recreation within their best friendship at Duke (Women = 4.06, Men = 3.93, averaged across three items on a five-point scale).
- Women reported that they trust their friends with personal information more than did men (Women = 3.96, Men = 3.69, assessed with one item on a five-point scale). Men also were less satisfied with the level of trust in their friendships than were women (Men = 3.78, Women = 3.94, assessed with a single item on a five-point scale).

Dating and Committed Romantic Relationships (p. 13)

- On average across samples, 36.4% of women and 34.5% of men reported being in a committed romantic relationship. The average length of students' committed romantic relationships was 16.05 months for women and 14.58 months for men. The percentage of students in a committed romantic relationship tended to go up across the college years. Furthermore, overall students reported that college is a relatively good time for being in a romantic relationship (Women = 3.61, Men = 3.55, averaged across nine items on a five-point scale). There were no consistent gender differences in participation in committed romantic relationships, length of committed romantic relationships, or beliefs that college is a good time to be in a romantic relationship.
- On average across samples, 48.4% of "single" men and 44.4% of "single" women (these are students who were not in a committed romantic relationship) reported having one or more dates over the past 6 months. There were no consistent gender differences in the proportion of single students who reported having one or more dates over the past six months.
- For single participants who had at least one date over the past six months, the average number of dates was 2.80 for men and 2.77 for women. There were no consistent gender differences in number of dates.
- When asked if they would prefer to be dating "less", "the same", or "more", 74.6% of women and 72.4% of men indicated that they would like to be dating *more* than they had over the past six months. There were no consistent gender differences in these percentages.

Hooking Up (p. 13)

Participation in Hook-ups

- On average across samples, 55.5% of single women and 53.4% of single men reported having one or more hook-ups over the past 6 months. There were no consistent gender differences in participation in hook-ups.
- For single participants who had had at least one hook-up over the past six months, the average number of hook-ups was 4.80 for men and 4.39 for women. There were no consistent gender differences in number of hook-ups.
- When asked if they would prefer to be hooking up “less”, “the same”, or “more”, significant gender differences were found. A higher proportion of men (42.3%) than women (17.0%) indicated that they would like to be hooking up *more* than they had over the past six months. By contrast, a higher proportion of women (16.1%) than men (8.5%) indicated that they would like to be hooking up *less* than they had over the past six months.

Endorsement of the “Sex with Affection” Standard

- Women, overall, more highly endorsed the “sex with affection” standard (i.e., the belief that it is important that mutual affection exists in a sexual relationship) than did men (Women = 4.41, Men = 3.88, averaged across two items on a five-point scale).

Thoughts and Feelings About Hook-ups

We asked students who had ever had a hook-up experience at Duke to rate, a) how pleased versus regretful they felt about their hook-up experiences at Duke, and b) how voluntary versus pressured their hook-up experiences at Duke felt.

- Overall, students reported that they felt more pleased than regretful about their hook-up experiences at Duke. Women reported feeling less pleased about their hook-ups than did men (Women = 3.41, Men = 3.62, assessed with one item on a five-point scale).
- Overall, students reported that their hookups were more voluntary than pressured. Women reported lower levels of voluntariness than did men (Women = 4.20, Men = 4.39, assessed with one item on a five-point scale).
- Although the average scores for “feeling regretful” and for “feeling pressured” are fairly positive, there could still be a fair number of students who feel more regretful about their hook-up experiences and feel that their experiences were more pressured. To examine this possibility, we calculated the percentage of students who endorsed a one or a two (on a five-point scale) for each of these items, which indicates a response of “mostly regretful” or “very regretful” for the “feeling regretful” item, and a response of “mostly pressured” or “completely pressured” for the “feeling pressured” item.

- On average across samples, 13.6% of women and 8.6% of men reported that they felt either “mostly regretful” or “very regretful” about their hook-up experiences. There was no consistent gender difference in these percentages across samples.
- On average across samples, 2.5% of women and 2.1% of men reported that their hook up experiences were either “mostly pressured” or “completely pressured”. There was no consistent gender difference in these percentages.

WELL-BEING

Loneliness and Belongingness (p. 14)

- Overall, students reported relatively low levels of loneliness at Duke (Women = 2.10, Men = 2.07, averaged across ten items on a five-point scale). We found no consistent gender difference in loneliness.
- Overall, students reported relatively high levels of belongingness at Duke (Men = 3.86, Women = 3.80, averaged across six items on a five-point scale). We found no consistent gender difference in belongingness.

Self-Esteem (p. 14)

- Overall, students reported relatively positive views of themselves, but women reported slightly lower levels of self-esteem than did men (**please note that this is on a four-point scale**, Women = 3.05, Men = 3.14, averaged across ten items).
- With a subsample of students who completed the survey four years in a row (148 participants), self-esteem significantly increased for both men and women from the freshman to the senior year. This same pattern is evident when separate multilevel modeling statistical analyses were used with the larger data set.

Self-Presentation Concerns (p. 14)

- Women reported higher levels of concern with self-presentation than did men (e.g., “At Duke, I often feel that I must maintain a successful and positive image even when I am not feeling my best inside”, “I feel I must appear happy to friends at Duke, even when I don’t feel happy”; Women = 3.52, Men = 3.31, averaged across five items on a five-point scale).
- However, men and women tended to equally endorse (at relatively low levels) the statement “I’m afraid that if people at Duke really knew me they would like me a lot less” (Women= 2.06, Men = 2.05, assessed with one item on a five-point scale).

Social Self-Efficacy (p. 14)

- No consistent gender difference was found in social self-efficacy (Women = 3.51, Men = 3.49, assessed with five items on a five-point scale).

Social Anxiety (p. 14)

- No consistent gender difference was found in social anxiety (Women = 2.90, Men = 2.83, assessed with five items on a five-point scale).

Alcohol Use and Misuse (p. 14)

- Men reported a higher proportion of friends with whom the majority of time together is spent drinking (Men = 2.08, Women = 1.94, assessed with one item on a five-point scale).
- No consistent gender difference was found in the amount of time with friends that participants reported spending drinking (Men = 2.32, Women = 2.23, assessed with one item on a five-point scale).
- No consistent gender difference was found in the degree to which participants reported drinking to ease social anxiety (Men = 2.11, Women = 1.99, assessed with eight items on a five-point scale).
- Overall, men reported higher levels of alcohol misuse (assessed with the World Health Organization's AUDIT Scale) than did women (Men = 7.56, Women = 5.70, summed across ten items on a five-point scale; scores can range from 0 to 40).
- The World Health Organization provides suggested cutoff criteria for identifying individuals whose alcohol use may call for some form of counseling and continued monitoring. On average, 11.6% of men and 4.7% of women reported levels of drinking that met or exceeded this criterion. Men were significantly more likely to meet or exceed the cutoff criterion than were women.

PARTICIPATION IN COLLEGE LIFE

Clubs, Activities, and Organizations (p. 15)

- Overall, women reported participating in a greater number of different clubs, activities, and organizations than did men (Women = 2.90, Men = 2.59, assessed with one item with an open-ended response format). However, there was no consistent gender differences in the number of hours per week that men and women spent participating in clubs, activities, and organizations (Men = 7.44, Women = 6.94, assessed with one item with an open-ended response format).
- On average across samples, 11.1% of men and 8.1% of women reported participating in *no* clubs, activities, or organizations. There was no consistent gender difference in these percentages.

Leadership (p. 15)

- The average number of leadership positions was 0.96 for women and 0.94 for men, and there was no consistent difference in number of leadership positions by gender. On average across samples, 61.8% of women and 59.9% of men reported holding at least one leadership position at Duke. Please note that we did not ask about the type of organization that the leadership position was in, only the number of leadership positions that each participant held. Please note also that participation in leadership increased significantly from the first to the second year in college and then was maintained at that higher level for the remaining college years.

Academic Engagement and Faculty Contact (p. 15)

- Overall, students at Duke reported relatively high levels of academic engagement (overall mean = 3.95, averaged across five items on a five-point scale). Women reported higher levels of academic engagement than did men (Women = 4.01, Men = 3.87, averaged across five items on a five-point scale).
- Men and women reported comparable levels of contact with faculty, with increasing contact over the course of the college years and with no consistent differences between men and women for any of the following items:
 - On average across samples, participants reported that they knew 5.10 faculty members who would recognize them and say “hi” to them outside of class (Women = 5.24, Men = 4.89, assessed with one item with an open-ended response format).
 - On average across samples, participants reported that they had talked with 2.11 faculty members outside of class within the past month (Men = 2.15, Women = 2.09, assessed with one item with an open-ended response format).
 - On average across samples, participants reported that they knew 5.97 faculty members who they could talk to outside of class about class material (Women = 5.99, Men = 5.94, assessed with one item with an open-ended response format).
 - On average across samples, participants reported that they knew 3.25 faculty members who they could talk to outside of class not about class material (Men = 3.28, Women = 3.23, assessed with one item with an open-ended response format).
 - On average across samples, participants reported that they knew 2.45 faculty members who they could ask for a letter of recommendation (Women = 2.46, Men = 2.42, assessed with one item with an open-ended response format).

Athletics (p. 15)

- On average across samples, 22.4% of men and 15.3% of women reported participating in one or more club sports, a non-significant difference.
- On average across samples, 7.7% of men and 6.7% of women reported participating in one or more varsity sports, a non-significant difference.
- On average across samples, 42.6% of men and 9.1% of women reported participating in one or more intramural sports, a significant difference.
- Men more strongly agreed with the statement “I’m a big fan of Duke varsity sports” than did women (Men = 4.19, Women = 3.94, assessed with one item on a five-point scale).

MATTERING AND IDENTIFICATION (p. 16)

- No consistent gender difference was found in the degree to which students felt like they mattered at Duke (Men = 3.45, Women = 3.30, assessed with one item on a five-point scale).
- No consistent gender difference was found in the degree to which students thought that there were people at Duke who they could count on (Women = 4.18, Men = 4.16, assessed with one item on a five-point scale).
- No consistent gender difference was found in the degree to which students thought that there were people at Duke who counted on them (Women = 4.03, Men = 3.98, assessed with one item on a five-point scale).
- No consistent gender difference was found in the degree to which students identified with the values of the university (Men = 3.51, Women = 3.50, assessed with one item on a five-point scale).
- No consistent gender difference was found in the degree to which students identified with the values of the other students at Duke (Men = 3.29, Women = 3.22, assessed with one item on a five-point scale).

SUMMARY

The findings from the Duke Social Relationships Project point to important differences and similarities between men and women in the domains of Relationships, Well-Being, and Participation in College Life. Overall, women tended to report slightly smaller friendship networks (except for number of life-long friends, for which men and women reported approximately equal numbers), but also higher quality friendships characterized by features such as greater discussion of personal things, more help and guidance, more validation and caring, and higher levels of trust.

Men and women reported similar levels of participation in hooking up, dating, and committed romantic relationships, but women reported higher levels of endorsement of the “sex with affection” standard. Although in their average ratings women were somewhat more ambivalent about their hook-up experiences, there were no consistent gender differences in the percentage of students who felt “mostly regretful” or “completely regretful” about their hook-up experiences, or in the percentage of students who reported that their hook-up experiences were “mostly pressured” or “completely pressured”.

In terms of well-being, men and women reported similar levels of loneliness, belongingness, social anxiety, and social self-efficacy, but women reported lower levels of self-esteem than did men. Interestingly, though, there was an average increase in self-esteem from freshman to senior year for men and for women. On average, men reported higher levels of alcohol misuse than did women and reported a greater proportion of friends with whom the majority of time together is spent drinking, although there was no gender difference in the amount of time with friends spent drinking. Men and women were also similar in their reports of drinking to ease social anxiety.

Women reported participating more in different clubs, activities, and organizations than did men, but men and women reported spending a comparable number of hours per week on clubs, activities, and organizations. Men and women reported participating about equally in leadership positions. There were also no gender differences in participation in club and varsity sports; however men reported higher levels of participation in intramural sports than did women, and men more strongly agreed that they were “big fans” of Duke varsity sports. Women reported higher levels of academic engagement than did men, but men and women reported similar levels of contact with faculty.

Finally, men and women reported similar levels of feeling that they mattered at Duke, as well as similar perceptions of whether there were people at Duke who they could count on and people at Duke who counted on them. There also were no gender differences in the degree to which students identified with the values of the university, or in the degree to which students identified with the values of the other students at the university.

Appendix

Table 1
Overview of Data Collection Strategy

	2007 Data Collection (1007 Participants)	2008 Data Collection (1762 Participants)	2009 Data Collection (1872 Participants)	2010 Data Collection (2275 Participants)
Freshmen	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Sophomores	Class of 2009	Class of 2010	Class of 2011	Class of 2012
Juniors		Class of 2009	Class of 2010	Class of 2011
Seniors			Class of 2009	Class of 2010

Notes. Participants were recruited via e-mail; within each class, all students were invited to participate. All participants received a coupon for a free cup of coffee for their participation in the study and also were entered into a lottery drawing for a number of larger prizes (e.g., t-shirts, gift cards, tickets to sporting events) that were awarded each year. Participation rates ranged from 30% - 35% per year. Women were overrepresented in their participation rates in each sample (on average, 60% of participants were women); however in other respects each sample was relatively representative of the demographic composition of the undergraduate student body as a whole.

Table 2
List of Measures with Sample Items and Internal Reliabilities (Where Applicable)

	Sample Item(s)	# of Items	Average Internal Reliability (α)	RCSS
Friendship				
Number of Friends at Duke	“How many really good friends do you have at Duke?”	1	—	7/13 ^M
Number of Friends Outside Duke	“How many really good friends do you have outside of Duke?”	1	—	11/13 ^M
Number of Life-Long Friends	“How many of your friends at Duke would you consider life-long friends?”	1	—	1/4
Friendship Quality (Simpkins & Parke, 2001)				
Companionship and Recreation	“My friend and I find time to do lots of recreational activities together”	3	.83	4/13
Help and Guidance	“When I’m having trouble figuring something out, I can go to my friend for help or advice”	5	.82	12/13 ^W
Validation and Caring	“My friend cares about my feelings”	7	.87	13/13 ^W
Intimate Exchange	“My friend and I are able to tell each other private things”	4	.89	13/13 ^W
Conflict Resolution	“My friend and I always make up easily if we have an argument”	2	.77	9/13 ^W
Level of Conflict	“My friend and I get irritated with one another a lot”	6	.74	13/13 ^M
Level of Trust	“How much do you trust your really good friends at Duke with personal information like thoughts, secrets, and feelings?”	1	—	10/13 ^W
Satisfaction with Trust	“How satisfied are you with the level of trust that exists in your really good friendships at Duke?”	1	—	7/13 ^W

Notes. RCSS means “ratio of comparisons that are statistically significant”. The bottom number of this ratio is the total possible number of comparisons, and the top number is the total number of comparisons for which there was a gender difference. Superscripts indicate which gender was higher on that comparison (M = Men, W = Women). A dagger indicates newly-developed measures. An asterisk indicates an item that was reverse-scored.

	Sample Item(s)	# of Items	Average Internal Reliability (α)	RCSS
Dating and Committed Romantic Relationships				
Participation in Committed Romantic Relationships (local and long-distance)	“Are you in a committed romantic relationship?”; “If yes, is it a long-distance relationship?”	Single items	—	0/11
Length of Committed Romantic Relationships	“If yes, how long (in months) have you been in this relationship?”	1	—	0/11
Number of Dates over Past 6 Months	“Approximately how many dates (with a potential romantic partner) have you had over the past 6 months?”	1	—	0/11
Satisfaction with Number of Dates	“I wish this (number of dates) was... less, the same, or more”	1	—	2/13
Romantic Trajectory Beliefs [†]	“Being in a romantic relationship in college is more of a hassle than it’s worth” [*] ; “College is a good time for dating”	9	.84	2/11
Hooking Up				
Number of Hook-ups over Past 6 Months	“Approximately how many “hook-ups” (acts of physical intimacy with a partner with whom you are not currently involved in a serious relationship) have you had over the past 6 months?”	1	—	0/11
Satisfaction with Number of Hook-ups	“I wish this (number of hook-ups) was... less, the same, or more”	1	—	13/13 ^M
Sex with Affection Beliefs	“It is important that when I have sex with someone, I feel emotionally attached to that person”; “It is important that when I have sex with someone, that person feels emotionally attached to me”	2	—	11/11 ^W
Hook-ups: Pleased vs. Regretful [†]	“Some people who have hook-ups feel pleased with their experiences. Some people who have hook-ups feel regretful about their experiences and wish they hadn’t happened. When I think about my hook-up experiences at Duke, I feel:”	1	—	5/8 ^W
Hook-ups: Voluntary vs. Pressured [†]	“Some people who have hook-ups feel like those activities are completely voluntary. Some people who have hook-ups feel like those activities are pressured. My hook-up experiences at Duke would best be described as:”	1	—	4/8 ^W

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	Sample Item(s)	# of Items	Average Internal Reliability (α)	RCSS
Well-Being				
Loneliness [†]	“Class is a lonely place for me”; “I am lonely in the evening”	10	.91	1/13
Belongingness [†]	“I feel like I belong at this school”; “I feel connected to this school”	6	.91	2/11
Self-Esteem (Rosenberg, 1965)	“I take a positive attitude toward myself”	10	.90	7/13 ^M
Concern with Self-Presentation [†]	“At Duke, I often feel that I must maintain a successful and positive image even when I am not feeling my best inside”	5	.78	9/13 ^W
Afraid People Wouldn't Like Me	“I'm afraid that if people at Duke really knew me, they would like me a lot less”	1	—	0/13
Social Self-Efficacy (adapted from Neeman & Harter, 1986)	“I feel good about my ability to make new friends”	12	.86	1/13
Social Anxiety [†]	“I feel scared joining a social situation with people I don't know very well”	5	.81	1/13
Proportion of Friends with Whom the Majority of Time Together is Spent Drinking [†]	“With how many of your friends do you spend the majority of your time together drinking?”	1	—	7/13 ^M
Time with Friends Spent Drinking [†]	“How much of your time with friends involves drinking?”	1	—	3/13
Drinking to Ease Social Anxiety [†]	“It is hard for me to feel comfortable at parties when I am not drinking”	8	.85	3/13
Alcohol Misuse (World Health Organization, 2001)	“How often do you have a drink containing alcohol?”; “How often do you have six or more drinks on one occasion?”; “How often during the last year have you failed to do what was normally expected of you because of your drinking?”	10	.85	11/11 ^M

Notes. RCSS means “ratio of comparisons that are statistically significant”. The bottom number of this ratio is the total possible number of comparisons, and the top number is the total number of comparisons for which there was a gender difference. Superscripts indicate which gender was higher on that comparison (M = Men, W = Women). A dagger indicates newly-developed measures. An asterisk indicates an item that was reverse-scored.

	Sample Item(s)	# of Items	Average Internal Reliability (α)	RCSS
Participation in College Life				
Number of Clubs, Activities, and Organizations	“How many clubs/activities/organizations do you currently participate in at Duke?”	1	—	8/13 ^W
Hours/Weeks Spent on Clubs, Activities, and Organizations	“On average, how many hours per week do you spend on extracurricular clubs/activities/organizations?”	1	—	1/13
Leadership Positions	“How many leadership positions do you currently hold on campus?”	1	—	0/13
Academic Engagement [†]	“It is important to me that courses allow me to study what truly interests me”; “My education at Duke is simply a means to getting a good job” *	5	.74	9/13 ^W
Faculty Contact [†]				
Say Hello	“How many current or former professors at Duke would recognize you and say hi to you outside of class?”	1	—	2/13
Talk Outside Class	“During the past month, how many professors at Duke have you had a conversation with outside of class?”	1	—	0/13
Talk About Class Material	“How many current or former professors at Duke do you feel you could have a conversation with outside of class <u>about</u> class material?”	1	—	1/11
Talk About Other Material	“How many current or former professors at Duke do you feel you could have a conversation with outside of class that is <u>not about</u> class material?”	1	—	0/13
Letters of Recommendation	“If you had to get letters or recommendation, how many professors at Duke do you think know you well enough to write a letter for you?”	1	—	1/11
Club Sports Participation	“How many club sports teams do you participate in?”	1	—	0/11
Varsity Sports Participation	“How many varsity sports teams do you participate in?”	1	—	0/11
Intramural Sports Participation	“How many intramural sports teams do you participate in?”	1	—	11/11 ^M
Fan of University Sports [†]	“I’m a big fan of Duke varsity sports”	1	—	4/4 ^M

Notes. RCSS means “ratio of comparisons that are statistically significant”. The bottom number of this ratio is the total possible number of comparisons, and the top number is the total number of comparisons for which there was a gender difference. Superscripts indicate which gender was higher on that comparison (M = Men, W = Women). A dagger indicates newly-developed measures. An asterisk indicates an item that was reverse-scored.

	Sample Item(s)	# of Items	Average Internal Reliability (α)	RCSS
Mattering and Identification				
Mattering	“I feel like I matter at this university.”	1	—	1/4
People I Can Count On	“There are people here who I can count on.”	1	—	1/4
People Count on Me	“There are people here who count on me.”	1	—	0/4
Identification with the Values of the University	“I really identify with the values of this university.”	1	—	0/4
Identification with the Values of Other Students	“I really identify with the values of the other students at this university.”	1	—	1/4

Notes. RCSS means “ratio of comparisons that are statistically significant”. The bottom number of this ratio is the total possible number of comparisons, and the top number is the total number of comparisons for which there was a gender difference. Superscripts indicate which gender was higher on that comparison (M = Men, W = Women). A dagger indicates newly-developed measures. An asterisk indicates an item that was reverse-scored.