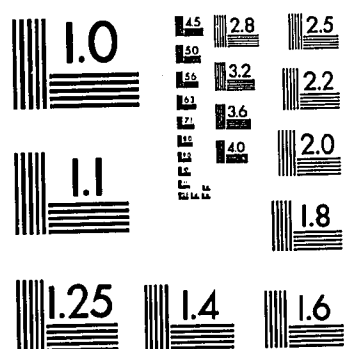


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**MALE AND FEMALE EVALUATIONS OF GENDER-APPROPRIATE BEHAVIOR  
IN A COLLEGE SETTING**

*City University of New York*

PH.D. 1985

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MALE AND FEMALE EVALUATIONS OF GENDER-APPROPRIATE  
BEHAVIOR IN A COLLEGE SETTING

by

FRANCES FRANCOIS

A dissertation submitted to the Graduate  
Faculty in Psychology in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy, The City University  
of New York.

1985

This manuscript has been read and accepted for the Graduate Faculty in Psychology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

August 6, 1985  
Date

Florence L. Denmark  
Chair of Examining Committee

August 6, 1985  
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Supervisory Committee

## Abstract

### MALE AND FEMALE EVALUATIONS OF GENDER-APPROPRIATE BEHAVIOR IN A COLLEGE SETTING

by

Frances Francois

Advisor: Professor Florence L. Denmark

One hundred and seventeen faculty and 112 students from six colleges completed questionnaires based on vignettes containing abrasive and conciliatory speeches. The speeches were labeled with either male or female names, or had no gender identification.

The purpose was to determine differences, if any, in responses to the vignettes based on sex of subject, status (faculty or student) of subject, and sex of actor.

It was hypothesized that 1) more actors in the unidentified gender condition would be judged male, 2) female actors who displayed stereotypically masculine behaviors would be judged more extremely than would males displaying these behaviors, while the converse would be true for male faculty and male students, 3) female faculty would be less extreme than female students in their judgments of female actors who displayed out-of-role behaviors, while the converse would be true for male faculty and male students, and 4) professors in science and mathematics departments would be more extreme in their ratings of female out-of-role behavior than would faculty in the social science departments.

Hypothesis 1 was supported. More actors in the gender unidentified condition were judged to be male. Hypothesis 2 was not supported. Male subjects perceived the conciliatory female character as displaying more stereotypically masculine behaviors than the male conciliatory actor, while the females perceived the male conciliatory actor as displaying more of them than the female conciliatory actor. No differences were observed for either abrasive actor. Hypothesis 3 was partially supported. There were no differences in the female faculty or students in their ratings of the abrasive female actor. However, the male students rated the conciliatory male actor as displaying less of the stereotypically masculine behaviors than did the male faculty. Hypothesis 4 was partially supported. The abrasive female character was seen as less attractive and less influential by the science and mathematics faculty than by the social science faculty. However, the science and mathematics faculty found her less rigid than did the social science faculty.

It is concluded that people like and value both males and females who tend to be conciliatory, rather than abrasive, and that abrasive behavior is condoned for men, but not for women. More research should be conducted in other college settings, as well as in other social settings in order to determine situational differences.

## Acknowledgments

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Finally, my family's support was the key to the undertaking and completion of this project.

Well, Lon, it's Tuesday....

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## INTRODUCTION

This study was designed to determine if people's judgments about personality characteristics were affected by the sex of the actor. It was based on an earlier, empirical, study by Denmark (1979) who found that college women and men do rate identical vignettes differently when gender labels are attached to the vignettes. The impetus for the Denmark study was a remark by a female college instructor who complained that she was denied tenure because her manner in faculty meetings was abrasive, or antagonistic, in tone and not in keeping with what is stereotypically perceived as "feminine" behavior.

Denmark found that both women and men valued male and female actors portrayed as conciliatory, or accommodating. In addition, the male actor who was portrayed as conciliatory was valued to a greater extent than was the female actor portrayed in the identical role.

One of the stereotypes long attributed to women is that they are conciliatory by nature (Shields, 1975; Harris, 1978). Women's "nature" has long been expected to bring harmony between opposing factions, first in the home and then in the larger world. Men's "nature" has been thought to be more competitive and, by extension, more abrasive (Harris, 1978).

As women enter the workplace in growing numbers, it is likely that these long-held perceptions will continue to exist. If males and females elicit differential responses to verbal style based on gender alone, one reason for women's slow growth in terms of reaching

decision-making positions in the workplace may be seen.

Over the past two decades the participation of women in the labor force has increased tremendously from what was found during the 1950s. One third of all women aged 18 to 65 were employed outside the home in 1950; the percentage rose to 69 percent in 1978. It is predicted that by 1990 only 25 percent of women will continue to select the role of wife-mother-homemaker as their exclusive occupation (Smith, 1979). Paralleling this growth in paid employment is the increasing number of women who are undertaking undergraduate and graduate degrees in colleges and universities across the country (Young, 1982).

Despite these statistics, women remain vastly underrepresented in the management level positions of business and industry, in upper echelon positions in law and medicine, and at the professional and decision-making positions in academic communities. In considering pay gaps alone there is a wide disparity, with men found more often in high paying positions. Between 1967 and 1981 the pay gap between black and white full-time male employees narrowed, but the pay gap by sex remains (Meller and Stamas, 1982). One reason is greater discontinuous female work experience. However, in statistically analyzing the disparity in pay while controlling for actual work experience, it was found that there is still a 25 percent wage gap to be explained (Rytina, 1982).

Even within occupations the disparity between pay prevails (Meller and Stamas, 1982). In a study of salaries of professional librarians, traditionally a female field, it was found that the mean

starting salaries were \$16,355 for women and \$17,641 for men. The range of salaries for librarians with degrees (MLS) for all types of libraries reported, (i.e., public libraries, school libraries, college/university libraries, and special libraries) was, in all cases, higher for men than women (Learmount and Van Houten, 1983).

Interest in the problems of women who are attempting to enter middle and upper-echelon positions has grown along with the increased visibility of women in the labor force. A proliferation of research has been conducted concerning these problems, but no one theory has shown itself to be viable in explaining the lack of success of women in the market place.

This study examined from a theoretical viewpoint the responses by men and women to actors portraying identical roles in written vignettes. The vignettes differed only in the gender label attached to them. The purpose was to find out if people made differential evaluations of actors based on gender alone. Two distinct groups of subjects participated in this study--students and faculty members. Interaction of human beings does not take place in isolation and three theories seem particularly important in gaining an understanding of the social forces impacting on perceptions of gender-appropriate behavior.

First, theories of stigma and stereotyping suggest that definable groups in society are perceived as having certain traits which would preclude them from full acceptance in certain levels of society (Goffman, 1963; Katz, 1981). In the case of women, the range of behaviors which are deemed acceptable is smaller than that deemed

acceptable for men (Shields, 1975). Stereotypically, men's behavior is expected to encompass a larger range and tends to increase their options in terms of social activities and verbal behavior (Harris, 1978; Shields, 1975). Second, theories of childhood socialization practices point to the pressures which children sustain from parents, teachers, and peers, and which lead to the development of stereotypic notions of normative behavior (Block, 1979). Socialization, however, does not stop when a child becomes an adult. Thus, on-the-job socialization may tend to reduce women of the stereotypical notions of what is appropriate behavior by gender (Eagly, 1983).

Third, theories suggest that power and solidarity norms are so structured as to favor those persons with salient attributes similar to the powerholders and to deny success to those with different attributes (Brown, 1965; Bigoness, 1976). The following discussion focusses on these three theories, stigma and stereotyping, childhood and on-the-job socialization practices, and similarity norms, and how they could all serve to maintain the status quo regarding social mobility.

## THEORETICAL BACKGROUND

### I. Stigma and Stereotyping

The term, stigma, has been used to unify the factors which account for the negative and prejudiced reactions toward persons who deviate from societal norms in some way. According to Goffman (1963), a stigma is a deeply discrediting attribute which disqualifies certain individuals from full social acceptance in some or most situations. The social context is crucial--a stigma may be discrediting in one situation, but not in another.

Another term, stereotype, is defined by Hamilton (1979) as a cognitive structural concept referring to a set of expectations regarding members of any social group by a perceiver. A stigma is a special kind of relationship between attribute and stereotype (Goffman, 1963).

In the case of women, the attribute is their gender. The stereotype involves the cluster of adjectives including "gentle, sensitive, passive". Thus, the stigma is the relationship between the attribute, gender, and the stereotype, gentle, sensitive, passive.

A reason suggested for women's lack of visibility in upper echelon positions in business, management, the professions, and academia is the stereotypical view of women as ineffective managers (Brown, 1979). That is, since women are stereotypically seen as gentle, sensitive, and passive, they would lack the necessary attributes of strength, assertiveness, and activity to be effective leaders.

Hamilton (1979) points out that a perceiver will "see" or create

evidence which supports a stereotypic schema. While this mechanism may be adaptive in some circumstances by reducing the complexity of surrounding stimuli, it nonetheless stigmatizes members of many groups. For instance, if a woman is seen as out-spoken, she may thus be "seen" as bossy, unfeminine, and unlikeable (Denmark, 1979).

Taylor and Fiske (1978) report similar findings in studies involving solo women or solo blacks in work groups. They report that subjects placed these solo persons in special categories, often using stereotypical comments to describe the actors, such as, "She was motherly," or "He was a typical macho type" (p. 266). This salience of the object appears to create a broader stereotypic view of an entire group, which gives way to less stereotypical thinking when the experimental groups are more equally divided, and easily recognized and categorized attributes are more equally represented. Taylor and Fiske (1978) suggest that the salience of the category membership increases the likelihood that persons will perceive an individual as representative of an entire category, including the perception of behavior or attributes which are nonexistent. In addition, this perception of attributes based on category membership will increase the likelihood of stereotypic behavior toward the individual. Since women are underrepresented in upper-level positions, their salience could lead to the creation of stereotypical perceptions and, thus, stereotypical behavior toward them.

In addition to the feminine stereotype, women (and men) are

expected to fit the stereotypical mold of the field in which they enter (Interlud and Power, 1979). As women enter fields which are generally regarded as "male", they are placed in a dilemma: on the one hand, they are expected to display attributes which are stereotypically male. Men, too are placed in a dilemma: they are "supposed" to accept women as workers on a job which they were socialized to see as "male", disregarding attributes which they have been socialized to see as "female".

This dilemma leads to feelings of ambivalence, according to Katz (1981). He theorizes that ambivalence results in an amplification of responses regarding guilt arousal and guilt reduction. A sense of threat develops because people may perceive themselves as having friendly feelings or hostile feelings toward someone less fortunate (in this case, a highly visible person somewhat out of place in an employment situation). This sense of threat gives rise to threat-reduction efforts which may be in the form of extreme friendly or extreme hostile behavior in order to reduce the conflict resulting from perceptions of the person.

What is perceived as appropriate (stereotypic) behavior for males and females is the result of a long process of socialization, beginning in early infancy. It is important to understand how these perceptions are developed and serve to inhibit social change.

## II. Socialization Processes

Girls and boys are socialized to societal norms of sex-role behavior from birth (Denmark, 1979). In this society, as in most, the major role for women has been that of wife, mother, and homemaker, while the major role for men has been occupational (Hacker, 1976). This socialization gives rise to stereotypical feminine traits such as "passive", "weak", and "gentle" (Brown, 1979). From a developmental standpoint, it appears that many stereotypical perceptions of appropriate behavior in men and women become codified during the preadolescent and adolescent years.

Connor, et al (1978) studied girls and boys in grades four, six, and eight to determine their perceptions of gender appropriateness regarding aggressiveness, assertiveness, and passivity. These children responded to vignettes representing these various behaviors and, as predicted, based their responses on the sex of the characters. There was an increasingly favorable response by both sexes to female passivity and an increasingly negative response to male passivity by grade level of child.

Children learn through interaction with adults and peers what is inappropriate for their own sex, rather than what is appropriate. This is accomplished by responses from significant others as to their own behavior, and generalizes to all others within their gender group (Stein and Smithells, 1969). In their study, which was conducted with children from second, sixth, and twelfth grades, it was found that children gradually became more sex stereotyped in their responses as to which activities were sex-appropriate. While athletic and

spatial skills were seen as masculine in the earlier grades, and reading and social skills were seen as feminine, the ratings became more extreme by the twelfth grade. These students commented that, although artistic skills may be more feminine for children and adolescents, "most great artists are men". Thus, artistic endeavors were seen as adult-masculine appropriate. Similar results were found by Bird and Williams (1980) in their studies of elementary, junior high school, and high school students regarding sex-appropriateness of various sports activities.

Prior to the school-age years, behavior towards girls and boys teaches and reinforces sex-typed behavior. Lamb (1979) reports that both mothers and fathers are likely to perceive infant daughters as fine-featured, soft, and weak more often than infant sons. Block (1978) points out that boys and girls are "shaped" by differential toys, clothing, and colors. She further shows that parents are more tolerant of aggression in boys, expecting girls to be "ladylike". Greater supervision and restrictions are placed on girls than on boys by parents (Block, 1978; Lamb, 1979).

The perception of sex-appropriate behavior which is developed at an early age and reinforced during the school years may lead both sexes to react in stereotypical manners depending on the situation. Swanson and Tjosvold (1979) tested the effects of unequal competence and sex on achievement and self-presentation in order to ascertain differences in performance based on sex. Male and female college students were tested on competence with skill tasks. They were then divided into either high competence or low competence groups. They

were told which group they were in. Pairs (female-male, female-female, male-male) were given an embedded figures task to complete and were observed for differences in performance.

It was found that:

1. High competence females achieved less when competing with low competence males than when they were competing with low competence females.

2. Low competence females achieved less with high competence females than with high competence males.

3. Low competence males achieved less with high competence females than with high competence males.

On post-experimental questionnaires subjects were asked the reasons for their behavior on the task. Low competence females stated that they wanted to achieve a social relationship with the high competence females. Low competence males said that they were involved with discussing the task, rather than completing it. The authors concluded that self-presentation concerns are aroused by sex of the partner. Further, relative ability can inhibit achievement based on sex alone. It may be seen that socialization processes based on what is perceived to be appropriate behavior by females and males leads to sex-role stereotypes which are reinforced by behavior.

Hamilton (1979) discusses such findings as a type of self-fulfilling prophecy. If people who belong to a certain group believe they "should" behave in a certain way, the behavior will occur and elicit similar, reciprocal stereotypic behavior from members of another group.

However, studies such as the Swanson and Tjosvold research and those discussed by Hamilton are short-term, laboratory studies. They do not discuss how long-term interaction with members of different groups will change such interactions.

Socialization does not end when a child reaches adulthood. It is a life-long process and, while early learned attitudes and behavior are deeply embedded, it is dependent on situations and persons with whom one comes in contact (Frieze, et al, 1978).

One commonly held belief regarding hierarchical relationships in the workplace is that both women and men would rather "work for a man". This attitude is not surprising considering the dearth of women in leadership or supervisory positions. Women who are in these positions would likely be seen as unsuitable. However, a number of studies have shown that the stereotypically held belief is not the same as the actual practice.

Feild and Caldwell (1979) conducted a study of job satisfaction and found that female subordinates were significantly more satisfied with their jobs when they were supervised by a woman. The subjects, who had an average of eight years of work experience, were more satisfied with their co-workers, as well as their work, than men supervised by male supervisors. The researchers conclude that stereotypically-held perceptions will change with long-term experiences with female supervisors.

Similar results were found in a study by Interlied and Powell (1979) who attempted to correlate concepts of leader behavior and sex-role identification. This research included four groups of

persons: undergraduates of a business school, evening MBA students, members of a professional organization for home economists, and male and female technical trainers for a public utility company. The significant finding was that the students (Groups 1 and 2) held sex-role stereotypic views of manager and leader behaviors, while Groups 3 and 4, who had work and interactive experiences on the job, held views which tended to incorporate less stereotypic views of what leadership style and effectiveness "should" be.

A number of studies have been conducted on styles of feminine leadership. Thirty-two of these studies, broken down by trait, style, and contingency theories, were analyzed by Brown (1979) in order to ascertain whether women were effective or ineffective leaders, according to subjects' ratings. Subjects in these studies were either students who were generally tested in laboratories, or practicing managers. Findings from these studies, when broken down by the theories, followed a significant pattern. When traits were the judgmental criterion, that is, those studies which measured attitudes toward leadership characteristics, both students and managers held a significant amount of sexual bias. However, when both the style (of leadership) and contingency (situation) frameworks were examined, a division was found. Students generally held that females were less effective leaders, while practicing managers felt there was little or no difference in the effectiveness of male and female leaders.

A number of criticisms may be applied to these studies. Occupation was not controlled for in the trait studies, thus there is no

evidence to show if different types of occupations vary in the amount of trait stereotyping. No trait studies were conducted with occupations which are viewed typically as female occupations (e.g., nursing, clerical), so there is no way to know from these studies if there is more--or less--trait stereotyping within these occupations. In addition, various instruments were used, some of which were of doubtful validity and/or reliability. Few replications were conducted to show that findings were more than serendipitous. Nonetheless, the general trend seems to support the notion that socialization on the job leads to some breakdown of stereotypically held perceptions of ability in the leadership of women.

### III. Similarity

Perceived sex differences which are noted in social settings may occur because of the distribution of men and women into social roles (Eagly, 1983). A person's gender conveys a certain status and certain expectancies about behavior and competencies, with women usually seen as having lower status than men in the workplace, in marriage, and even in such other social situations as experimental task-oriented groups (Eagly, 1983). Persons in the more powerful status positions in a social situation will tend to exclude the other from those positions (Brown, 1965). People with similar valued attributes will tend to see others with those same attributes as more capable and more easily understood than those persons who look "different" in some manner. Similar others will tend to be viewed as having similar backgrounds, values, and the like (Brown, 1965). There is a tendency for persons to like people who appear to be similar to themselves (Bigoness, 1976).

In the case of women attempting to attain positions of greater power in society, this concept of similarity is a powerful force. It suggests that higher status persons not only view lower status persons as having different physical characteristics and backgrounds, but also that their future options cannot be similar to their own (Brown, 1965).

Behavioral consequences of perceptions of similarity were found in a study by Kiersky (1981). She found that women who were attorneys in the New York State Appellate Court were treated with what she called "polite inattention" by judges, as compared to treatment of

male attorneys by the same judges. In her study, it was found that the judge identified with male attorneys--the judges felt that these attorneys would someday become judges themselves. The judges expressed the feeling that female attorneys did not have the same background as male attorneys and were better suited, by and large, to practice in family court. Kiersky's study found that the judges' behavior toward the female attorneys included less of any type of interaction, including comments, criticisms, or support. She concluded that these attitudes coupled with the reduced symbolic interaction (polite inattention) has negative consequences for those who are attempting to achieve higher positions, not only in law, but in other professional levels of society as well.

It is necessary to point out that men are not alone in their negative evaluations of women. Males and females are socialized to accept sex role stereotypes as normative and to impose negative evaluations and sanctions on those who deviate from them.

In a recent study by Kutner and Brogan (1981), it was found that women and men medical students tended to denigrate women medical students. Both groups felt that many of the female students were "too competitive", "not as qualified as the men", "insecure", "too aggressive", and the like. Further, the women tended not to associate with the other women, although many felt that they were left out of informal study sessions with the male students. One of the conclusions of the study was that the attitudes were in large measure due to the small numbers of women in the medical schools, which forced the women to "feel" like tokens, and led the men to view them

as tokens. In another sense, the women were "acting out of role". The norm at this time is that men are physicians and women are nurses; this norm mirrors the hierarchical patterns of society (Eagly, 1983). While the realities may be changing, the attitudes toward them and even by them may continue to follow societal norms.

A laboratory study by Costrich, et al (1975), elicited the same findings. In a series of experiments, female and male subjects were exposed to a tape recording of a female or male stimulus person behaving in either a passive or aggressive manner. They report that the stimulus persons who acted out of role (females acting aggressively, males acting passively) were less liked, judged less popular, and rated as more likely to need therapeutic help than those who followed traditional sex-role behaviors.

It is likely that as more women become visible in higher level positions, their salience will decrease and gender category membership become less important in the evaluation of them (Brown, 1979). In fact, Eagly and Wood (Eagly, 1983) found that although behavior by men and women differed because of men's higher status, men and women of equal achieved status received the same amount of compliance to their recommendations. She suggests that "any effects of sex may be easily overshadowed by characteristics more immediately relevant to job performance, especially in long-term relationships" (p. 978). Since more and more women are entering the labor force, including the professions, it is probable that stereotypical perceptions will change, and with them, stereotypical behavior patterns.

## THE THREE THEORIES AND ABRASIVE BEHAVIOR

Developmental studies have shown that both females and males learn to accept sex-role stereotypes. These sex-role stereotypes lead to certain expectancies which result, often, in stereotyped self-presentation. When people deviate from the expectations, the result is negative consequences from both men and women.

However, these forces are not static. Socialization processes and stereotyping change, albeit slowly. These processes could have an effect on which persons are regarded as similar in various situations.

One stereotype which has been long extant is that women are conciliatory in their speech, while men are assertive. One result has been that women are viewed as submissive and men are viewed as dominant. Additionally, out-of-role behavior--abrasive speech patterns in women, submissive speech patterns in men--would be seen as deviant.

While there have been a number of studies concerning sex differences in language behavior showing that men talk more and interrupt more in mixed groups than in same-sex groups (Kramer, 1974) and that women's behavior in mixed groups is often misconstrued by men (Wolman and Frank, 1976), a search of the literature reveals that little work has been conducted specifically concerning peer attitudes toward female speech behaviors. What has been done generally concerns itself with consequences of assertiveness-training for women.

Denmark (1979) conducted a study to ascertain males' and females'

reactions to outspoken women. Her study was based on a complaint by a female instructor who felt that she was denied promotion and tenure because she was abrasive at faculty meetings. Denmark wanted to find out if behavior which is tolerated or expected in men might have negative consequences for women. In light of the complaint of the faculty member who believed that she was denied tenure based on her outspoken behavior, Denmark wanted to find out if there were differences in response to various personality characteristics based on gender.

The context of the situation is important. It may have been that the woman was in the minority and her behavior was unacceptable simply because she was female. On the other hand, she may have been acting "out-of-role" in a stereotypical sense--her gender may have been accepted, but her behavior may have precluded this acceptance. She could have been penalized because of her abrasive behavior and for being female. (It is to be noted that the content of her speech is not identified.) The study was conducted in an academic community because the issue was raised by an academic woman.

Denmark's study utilized college students from three City University of New York campuses. They were asked to respond to vignettes portraying male, female, or gender unidentified professors at a faculty meeting. The content of the scripts was couched in either conciliatory language or abrasive language. Labels were attached to the statements indicating that the speaker was either male, female, or no gender label was attached. The subjects were given two statements, one conciliatory, one abrasive, with either

male, female, or no gender label attached. Following the reading of the scripts, the subjects were asked to respond to bipolar descriptors.

Demark's hypotheses included the following:

1. In the gender unidentified condition, stereotypes of male and female behavior would be found. All professors would be more likely to be judged as male.

2. Females who displayed behavior stereotyped as unfeminine would be judged as more extreme on masculine traits than males who displayed the same behavior. Conversely, males displaying typically unmasculine behavior would be judged more extremely.

3. Female judges would be more extreme in their judgments of females whom they rate as unfeminine, while males would be more extreme in their judgments of males.

Hypothesis 1 was supported. Further, even when gender was identified, the content tended to override the identification.

Hypotheses 2 and 3 were supported for female subjects. They tended to find abrasive women less attractive than did the male subjects. They rated the outspoken woman as more assertive than did her male counterpart. While the abrasive male was seen by males as being the most attractive and valuable of the professors, the female abrasive character was also seen as more attractive, valuable, interesting, and positive by males than by females.

Overall, there was a general tendency to rate the male character higher than the female. Denmark found that the female character, regardless of role, was rated as having fewer of the socially desirable feminine traits than a male character who displayed them. The

female character was rated as having more undesirable masculine traits, if she displayed them, than the male character displaying the same traits.

Denmark's conclusions were that men appear to value people who display masculine traits, while women value people who display feminine traits. It may be seen that this finding supports theories of similarity as previously discussed. Being abrasive in the context of this study seemed harmful if women were the judges, but not men.

In a related study by Rodriguez and Martinez (1980) students' responded to the vignettes which were relabeled with hispanic surnames in order to find out if perceptions of male and female behavior changed as a result of ethnicity. Their results support Denmark's findings. Stereotypical sex-role behaviors were seen as appropriate. One interesting finding was that women tended to perceive the abrasive hispanic female professor less negatively than the abrasive female professor in Denmark's study. The conclusion drawn by the researchers concerning this finding was that hispanic women become "machozed" in some way, that is, they derive some type of indirect benefit from the ethnic stereotype of "macho Latin male". (It could be that hispanic women are stereotyped as "fiery, emotional women".) In any event, the researchers do not see this as positive for women of hispanic backgrounds. They view it as an ethnic stereotype of what is acceptable behavior for hispanic women.

The present study provides a valuable extension of Denmark's study. College students and faculty members were asked to respond to the vignettes in order to compare responses between status, as well

as sex. Participation of women has remained fairly constant at approximately 32 percent for the past twelve years (University Affirmation Action Office, 1982). However, there are differences in the percentage of men and women on the faculties of the social science and science and mathematics departments. The percentages of women and men in the social science departments was 42 percent and 58 percent, respectively while the percentages of women and men in the science and mathematics departments was 26 percent and 74 percent, respectively. It seems likely that similarity theories will be supported in that men and women in the social science faculty, particularly, will perceive themselves as similar in on-the-job situations. In addition, both social sciences and science and mathematics faculty members will hold perceptions which are less along stereotypical lines than will the student group, because of on-the-job socialization.

## HYPOTHESES

The purpose of this study was to determine whether there were differences in responses to various personality characteristics based on 1) sex of respondent and 2) status of respondent. Overall, it was expected that faculty members would be less stereotypical in their responses than would students because students' on-the-job experience was likely to be less than faculty members and their childhood socialization experiences more likely to result in greater stereotypical responses.

Additionally, it was expected that females would be more extreme in their responses to female behavior which is not in keeping with stereotypical notions of what is correct, and that males would be more extreme in their responses to male behavior which is not in keeping with stereotypical notions of what is correct. This follows Katz' (1981) theory of ambivalence amplification which states that people are uncomfortable with out-of-role behavior and feel conflict which they will try to reduce in some manner. In this case, males' and females' responses will be more extreme in an attempt to reduce conflict arising from what is perceived to be same sex "incorrect" behavior.

The following hypotheses were tested.

### Hypothesis 1

Until recently few women have held positions as professors in colleges and universities. Those women who have obtained these positions in the past generally have been employed in women's col-

leges (Harris, 1978). It is likely that people have been socialized to expect professors to be male because of the differences in numbers of women who have traditionally held such positions. Thus, without gender labels, the professor will be more likely judged male than female.

In the gender unspecified condition, more professors will be judged male than female by both faculty and students.

### Hypothesis 2

When the actor behaves in a stereotypically incorrect manner feelings of ambivalence will occur and produce conflict-reducing behavior (extreme ratings). Male and female faculty members who have worked together as colleagues will have had some experience with a wide range of behaviors displayed by teachers of both sexes. It is likely that faculty members' responses to traditional out-of-role behavior will be less extreme than those of students who have not had this socializing experience.

Female actors whose behavior is stereotypically unfeminine will be judged more extreme on stereotypically masculine traits (closer to 1 or 7) than will be males who display the same behavior. The converse will be true for males. However, students' ratings will be more extreme for both male and female actors than will professors' ratings.

### Hypothesis 3

Both male and female faculty members will perceive themselves as similar, in a professional sense, to the same-sex actor. Their socialization experiences will include those received on-the-job, as contrasted to the experiences of the students. The judgments of the faculty members, both male and female, will be less extreme than the

judgments of their same sex students because of their on-the-job socialization experiences.

Female faculty members will be less extreme in their judgments of female actors who display out-of-role behavior than will female students. Male faculty members will be less extreme in their judgments of male actors who display out-of-role behavior than will male students.

#### Hypothesis 4

Science and mathematics have been traditionally male professions. It is only recently that women have entered these fields in visible numbers (Basow, 1978). Social science, which encompasses the understanding of people, has been more in keeping with what is stereotypically viewed as the "female" role (Shields, 1975). In addition to having a smaller percentage of women on their faculties, it is likely that people who have chosen the more traditionally "male" professions will hold more stereotypical views of what is acceptable female and male behavior.

Professors in science and mathematics departments will be more extreme in their ratings of female out-of-role behavior than will professors in social science departments.

## METHOD

Two hundred twenty nine students and faculty members served as participants. There were 126 male and 103 female participants whose age range was 16 to 70 years (mean, 33.8; S.D., 15.0).

Of this total, 117 were faculty members (ages 26 to 70, mean, 46.20; S.D., 9.98) and 112 were students (16 to 43, mean, 20.38, S.D., 3.40). Faculty members, who taught in either the social sciences or in science and mathematics departments, were comprised of 70 males and 47 females. There were 35 males and 24 females from the social sciences and 35 males and 23 females from science and mathematics departments. The students, who represented a variety of college majors, were 56 males and 56 females.

The mean age for the social science faculty members was 48.4 years (S.D., 8.1) for the males and 39.5 years (S.D., 10.0) for the females. The mean age for the science and mathematics faculty was 50.7 years (S.D., 10.0) for the males and 43.1 years (S.D., 8.3) for the females. There was no significant difference found in age between the social science faculty and the science and mathematics faculty, but significance was discovered between sexes in both disciplines, with women significantly younger than men ( $p < .01$ ). This reflects actual age differences within the faculty (University Affirmative Action Office, 1982).

The numbers of years of teaching experience of the females and males on the social science and science and mathematics faculty also showed differences. The mean number of years of teaching experience

for the social science male faculty was 18.74 (S.D., 5.50) and the numbers of years of teaching experience for the science and mathematics male faculty members was 19.24 (S.D., 6.03). The number of years of teaching experience for the social science female faculty was 8.25 (4.27), while the number of years of experience for science and mathematics female faculty members 10.33 (4.88). The women in this sample had significantly fewer years of teaching experience than the men ( $p < .01$ ). These differences will be discussed in the Results section.

The student subjects were asked to volunteer to complete questionnaires during their classes. No inducements were offered for completion. The faculty members were given the questionnaires by their department chairpersons who asked them to complete the questionnaires and to mail them to the researcher in pre-addressed envelopes.

The assistance of faculty chairpersons was elicited for the distribution of the faculty questionnaires. They were asked to distribute the questionnaires to their faculty members during faculty meetings. The chairpersons were requested to ask the faculty to complete the questionnaires without comparing responses and to mail them to the researcher in pre-addressed envelopes. In case comparisons occurred, each faculty group received only one condition of the vignettes. For instance, an individual group might receive the male labeled vignettes, but not the female labeled vignettes nor the gender unidentified vignettes in order for each group to respond to each of the labels.

Of 130 student questionnaires distributed, 112 were returned; of 450 faculty questionnaires distributed, 117 were returned. This difference in response is not surprising since the student sample, while volunteer, was a "captive" audience, whereas the faculty response was based on self-selection.

In order to control for similarity in educational social systems, responses were elicited from subjects from the following four-year colleges within the City University of New York system: Baruch, Brooklyn, City, Hunter, Lehman, and Queens Colleges. Thus, all subjects were part of the same, large, urban, public higher education system, but differed in status (students or faculty) within the system.

#### Procedure

Subjects were asked to respond to written scripts portraying abrasive and conciliatory speeches given by professors at a faculty meeting, that is, one script was abrasive in tone, the other more accommodating. One third of the scripts was given a gender label of female, one third male, and one third was not identified by gender. Following is the script with the female gender label:<sup>1</sup>

Chair: We are meeting today to decide upon the final examination in our introductory course. Since we are all using the same textbook, it has been suggested that we make up one test to give to all the classes. It would cover the topics in the book and be fair and objective for every student.

Professor Amy Long: Well, I'm not absolutely sure whether one examination that is limited to the topics covered in a single book will enable us to make adequate evaluations. For example, I teach my class additional material that's not in the standard text, and I

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<sup>1</sup>See Appendix A for introductory letters and complete scripts with questionnaire.

would like to see if my students can handle new material and integrate it with what they've learned. May I make a suggestion? Why not let each professor have the option of using the department exam or making up a separate exam based upon what that professor has covered and stressed during the semester? Perhaps we could modify the exam by including some individual essay questions at the end, to be answered for extra credit, at the discretion of each professor. That might be the fairest way of determining whether the students have a comprehension of depth on some issues, as well as general knowledge of the topics in the text. Shall we take a vote?

Professor Eva West: That's absolutely ridiculous. I don't limit myself to a single book. I teach my class additional material that's not in the standard text. Besides, I'm not interested in turning out robots who merely parrot back the textbook. I want to see if my students can handle new material and integrate it with what they've learned. Objective tests are meaningless. I plan to give open ended essay questions and give students a choice of which topics they want to discuss in depth. We're supposed to encourage original thought, not test whether someone can merely memorize the facts in the textbook. We go through this stupid argument every year and I am sick and tired of it. They aren't high school babies to be coddled. The only sensible way to handle this matter is for each professor to make up a separate exam for each class, based on what the professor has covered and stressed during the semester. That's what I intend to do. Let's not prolong this nonsensical discussion.

The abrasive speeches, whether or not gender labels were attached, always had the West surname. That is, Ben West, Eva West, and Professor West were always associated with the abrasive speech. The conciliatory speeches, whether or not gender labels were attached, always had the Long surname. Ted Long, Amy Long, and Professor Long's speeches were always the conciliatory speeches.

Subjects were given an abrasive (West) and a conciliatory (Long) script with male labels, female labels, or gender unidentified. No subjects were given scripts which had male and female and unidentified gender labels. That is, there was no mixture of male, female, and gender unidentified labels in any of the questionnaires.

Subjects were told that the purpose of this study was to deter-

mine variations in making judgments about people. They were asked to read the scripts and to respond to a paired adjectives rating scale containing 28 pairs of words which Denmark (1979) used in her study and which had been pretested by asking people to describe the professors. The spontaneous descriptions provided the basis for the selection of the word pairs. Bipolar rating scales were scored from 1 to 7, with 4 (midpoint) being neutral. Similarity of response to the names was pretested by Denmark who asked a total of 50 female and male judges to give descriptive responses to a number of possible names.

Half of the subjects received questionnaires with the West script appearing first and the other half with the Long script appearing first in order to control for order effects.

Identical scripts were attributed to male actors, female actors, or to actors for which gender was not specified. Subjects were asked to rate the actors based on which script they had received.

In order to elicit more personal responses to the actors, subjects were asked to name the professor whom they would prefer as a teacher and which professor they would rehire, if only one could be rehired. In addition, they were asked to give the actor's gender and age, even when first names had been provided. Finally, comments were elicited from the subjects.

## RESULTS

### Overall Findings

Initially, means and standard deviations were computed for each of the 28 paired adjectives. Tables 1, 2, and 3, which are found in Appendix B, present these findings by sex, status (faculty or students), and condition (conciliatory--female, male, gender unidentified; abrasive--female, male, gender unidentified).

T-tests were computed on the overall responses of the entire group of subjects to each of the paired adjectives. In all but one case (the "boring-interesting" paired adjectives), there was a significant difference in the ratings of the conciliatory (Long) character and abrasive character, regardless of gender label ( $p < .01$ ).

Next, a factor analysis was conducted. Three factors emerged:<sup>1</sup>

#### Factor I: (Tactlessness)

Courteous-discourteous, cooperative-competitive, soft-loud, happy-sad, cautious-rash, flexible-rigid, congenial-quarrelsome, friendly-unfriendly, calm-agitated, slow-fast, sensitive-insensitive.

#### Factor II: (Effectiveness)

Worthless-valuable, negative-positive, cruel-kind, boring-interesting, unsuccessful-successful, foolish-wise, naive-sophisticated, uninfluential-influential, unattractive-attractive, unfair-fair, vulgar-refined.

#### Factor III: (Assertiveness)

Nonaggressive-aggressive, follower-leader, weak-strong, nonassertive-assertive, passive-active.

The emerging factors were not the same as Osgood's (1968) clusters. This is probably due to the specific task. It is to be expected that

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<sup>1</sup>See Appendix C, for factor loadings.

factor clusters would vary depending on the situation and the subjects responding to the situation.

Since significant differences were discovered between female and male faculty members ages and in the number of years of teaching experience of female and male faculty members a hierarchical regression analysis was conducted to determine whether these variables impacted on the findings. Each of the factors was regressed on age, status, and years of teaching experience. No significant main or interactive effects were observed.

The first of each paired adjective is rated 1 and the second is rated 7. For Factors Tactlessness and Assertiveness the abrasive character was rated closer to the 7. That is, the more abrasive character, including all gender labels, was seen as possessing more of the characteristics represented by the second of the paired adjectives within these factors. For Effectiveness, the reverse was found; the more conciliatory character, including all gender labels, was rated closer to the 7 than was the more abrasive character.

Next, separate 2 (abrasive/conciliatory) x 2 (student/faculty) x 3 (male/female/gender unidentified) multiple analyses of variance (MANOVA) were conducted on each factor.

The abrasive and conciliatory characters were perceived in significantly different ways on all three factors, which shows that the manipulation was successful. Following are the overall means and standard deviations for each factor for the abrasive and conciliatory characters, based on a within subjects analysis of all subjects' responses.

Table 1  
Main Effect for Character, Including  
All Gender Labels (Means and S.D.s)

Factor	Abrasive Actor	Conciliatory Actor
Tactlessness**	5.36 ( .83)	2.88 ( .76)
Effectiveness**	3.05 (1.09)	4.34 ( .82)
Assertiveness**	5.96 ( .87)	4.90 (1.13)

(\*\* p < .01)

A main effect was found for the status of the subjects on the Tactlessness factor. The faculty members' mean response was 5.52 for the abrasive character (all gender labels), while the students' overall response to this character was 5.19 (p < .01). No significant differences were found for the conciliatory character.

For Effectiveness, a main effect was found for the first name of the actor. For all subjects, the mean response on Effectiveness to the female actor was 3.61, for the male actor, 3.63, and for the gender unidentified actor, 3.82 (p < .05). The male and female actors were rated at about the same level, while the actor for whom no gender label was attached was rated as possessing significantly more of those characteristics represented by Effectiveness.

A significant main effect was found for Effectiveness. While the status (faculty and students) of the respondents did not affect the reactions to the conciliatory character, there was a significant difference in status reactions to the abrasive character:

Table 2  
Status Reactions To the Abrasive Character

Subjects	Abrasive (all gender labels)	Conciliatory (all gender labels)
Faculty	2.72 (.93)	4.30 (.82)
Students	3.39 (.84)**	4.38 (.82)*

(\* ns)

(\*\* p < .01)

Both students and faculty rated the conciliatory character at about the same level, but the faculty gave the abrasive character a lower rating than did the students. There may be an identification factor operating in this instance, with the conciliatory actor viewed as easier to get along with as a colleague than the abrasive character. The faculty, in addition, probably have more knowledge of what is role appropriate.

No other significant differences were found for Effectiveness.

Three two-way interactions were found for Assertiveness. These were:

1. Status of subject and sex of actor.

2. Sex of subject and sex of actor, and

3. Status of subject and character (abrasive, conciliatory).

These interactions will be presented in the following discussion of the hypotheses and their results.

### Hypothesis 1

Hypothesis 1 stated that, overall, more professors in the unidentified gender condition would be rated male than female by the subjects. More actors in this condition were rated as male, but there were differences based on whether the actor was abrasive or conciliatory.

Forty faculty members and 36 students returned questionnaires in which the actors were not identified by sex. Chi-square tests were conducted on these responses.

Table 3

Designation of Sex of Actor  
Gender-Unidentified Condition

Variables	Faculty (N=40)*		Students (N=36)	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Conciliatory	23	3**	20	14
Abrasive	31	2**	30	6**

\*Four questionnaires were returned with no responses to this item.  
\*\* (p. < .01)

The subjects were asked to state the sex of the actors even when gender labels were attached. The faculty members were generally consistent in their correspondence of gender labels to perceived sex of actor, although 13 of the sample of 77 said they did not know which sex the Professors were and 10 left this section blank. Interestingly, the students seemed to overlook the gender labels of the actors, except in the case of abrasive male actor. He was perceived as male by all but one subject in the student sample. That student said the actor was female.

Table 4

Designation of Sex of Actor  
Male or Female Gender Labels

Variables	Faculty (N=77)		Students(N=66)	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Conciliatory Female	1	28**	9	27 (ns)
Conciliatory Male	23	2**	19	9 (ns)
Abrasive Female	3	24**	16	19 (ns)
Abrasive Male	24	1**	28	1**

(\*\* p < .01 by Chi-Square)

While 23 of the faculty sample did not designate the sex of actor, only two of the students left this section blank. It may be

that the faculty members have more contact with various types of people, both abrasive and conciliatory, and possibly would be more likely to use names as references for gender--as well as to be unwilling to designate gender in some situations. As one professor said, "Both of these people are on my faculty".

In analyzing these data overall, it was found that the conciliatory character, including gender labels and the unidentified gender condition, was almost equally judged to be female or male by students, but not by faculty who completed this section. Both students and faculty judged the abrasive character in the male and sex unidentified condition to be male, and, while the faculty judged the abrasive female to be female, the students were almost equally divided in their judgment.

### Hypothesis 2

Hypothesis 2 stated that female actors whose behavior was stereotypically unfeminine would be judged more extreme on stereotypically masculine traits than would males who displayed the same behavior. The converse would be true for males. It was hypothesized that students' ratings would be more extreme than faculty ratings.

The paired adjectives which loaded on Assertiveness are all terms which illustrate sex stereotypes. They are: nonaggressive-aggressive, follower-leader, weak-strong, nonassertive-assertive, and passive-active.

A multivariate analysis of variance (MANOVA) was conducted on

this factor. It was found that there were differences in male and female ratings for the conciliatory character when gender labels were given, but no significant differences in male and female ratings for the abrasive character when gender labels were given. The following table illustrates comparison of mean responses.

Table 5  
Conciliatory Script--Assertiveness Factor

	Male Actor	Female Actor
<u>Male</u>	4.82	5.06
<u>Female</u>	5.11	4.68 (p < .05)

Abrasive Script--Assertiveness Factor

	Male Actor	Female Actor
<u>Male</u>	5.85	6.20
<u>Female</u>	5.89	5.99 (p ns)

The males in this sample perceived the conciliatory female character as possessing more of the characteristics described by Assertiveness while the females perceived the conciliatory male character as possessing more of these characteristics. This finding is in the opposite direction of prediction.

There were slight differences found in faculty and student ratings of the conciliatory character, but none were found for the abrasive character. The conciliatory male actor was rated as possessing more of the traits described by Assertiveness in the faculty ratings than in the student ratings ( $p. < .04$ ):

Table 6  
Conciliatory Script--Assertiveness Factor

	Male Actor		Female Actor
<u>Prof.</u>	5.18		4.97
		( $p. < .04$ )	
<u>Stud.</u>	4.67		4.79
Abrasive Assertiveness Factor			
	Male Actor		Female Actor
<u>Prof.</u>	5.88		6.07
		(ns)	
<u>Stud.</u>	5.85		6.13

There were no significant differences found in the responses by faculty members of social science or science and mathematics departments.

Hypothesis 2 was not supported. The abrasive male actor was rated less extremely than the abrasive female actor by students and faculty, males and females, although the findings are insignificant.

### Hypothesis 3

Hypothesis 3 stated that female faculty members would be less

extreme in their judgments of female actors who displayed out-of-role behavior than would female students. In addition, male faculty members would be less extreme in their judgments of male actors who displayed out-of-role behavior than would male students.

An analysis of the Assertiveness factor by male and female faculty and students shows trends supporting this hypothesis:

Table 7  
Mean Response to Name of Character by Status and Sex  
Assertiveness Factor Mean Response

Variables	Female Faculty	Female Students
Abrasive female actor	5.95 (ns)	6.03
	Male Faculty	Male Students
Conciliatory male order	5.01 (p < .05)	4.53

Male students tended to rate the more conciliatory male as possessing less of the characteristics described by Assertiveness (aggressive, leader, strong, assertive, active). However, the female ratings were similar in their ratings of the abrasive female character.

Interestingly, both male faculty and students rated the abrasive male actor about the same on this factor (5.83 and 5.86, respectively), while the conciliatory female actor was rated as less conciliatory by female faculty than female students (4.91 and 4.48, respectively, p < .20, ns).

#### Hypothesis 4

Hypothesis 4 stated that professors in science and mathematics departments would be more extreme in their ratings of female out-of-role behavior than would professors in the social sciences.

Ratings of descriptors were analyzed by multivariate analyses of variance (MANOVAs) in order to ascertain differences between the academic department faculty members.

The conciliatory female actor was rated as more attractive than the abrasive female actor by both social science and science and mathematics faculty members. There were no significant differences in ratings of the conciliatory female actor by either department. However, the abrasive female actor was rated significantly less attractive by the science and mathematics departments than by the social science departments ( $p < .03$ ).

The conciliatory female actor was rated as more influential than the abrasive female actor by both departments, but the abrasive female actor was rated as significantly less influential by science and mathematics faculty than by the social science faculty, ( $p < .02$ ).

The faculty members' perceptions of the male characters were almost identical to that of the female characters: the conciliatory male actor was perceived as more attractive and more influential than the abrasive male actor.

An interesting interaction was discovered in the analysis of the successful-unsuccessful dimension. Again, the conciliatory female actor was rated as more successful than the abrasive female actor character by both departments, but the social science male faculty

members found abrasive female actor more successful than did the female faculty members while the female science and mathematics faculty members found her more successful than did the male science and mathematics faculty ( $p < .03$ ). It may be that the women who have chosen science and mathematics careers, typically male professions, view assertive behavior in women as more typically like themselves than would women in the social sciences.

A similar interaction was discovered on the flexible-rigid dimension. Again, there were no differences seen in the conciliatory female actor, who was rated as significantly less rigid by all subjects. However, social science male and female faculty members rated the abrasive female actor as more rigid than did male and female science and mathematics faculty members ( $p < .08$ ). While this merely approaches significance, it may show trends in reactions to the different characters. No other significant differences were found.

Hypothesis 4 was partially supported. It seems likely that faculty members (as well as students) respond more favorably to conciliatory people, female and male, given the more favorable ratings and lack of significant differences found for the conciliatory character. When people present themselves in more abrasive manners, which are not in keeping with expectations, more extreme and varied responses occur. These responses may be illustrating the ambivalence which Katz (1981) hypothesizes is amplified toward certain types of individuals who display out-of-role behaviors.

## ADDITIONAL FINDINGS

In an effort to elicit additional information concerning subjects' perceptions of the characters portrayed in the vignettes students and faculty were asked which professor they would prefer as a teacher and which professor they would prefer to rehire, if only one could be rehired. They were also asked to state the age and sex of each professor. Finally, subjects were given the opportunity to express their thoughts about the characters portrayed in the vignettes.

### Preferences For Teacher and Colleague

When asked which professor the subjects would prefer as a teacher, all subjects were more likely to prefer the conciliatory professor to the abrasive professor, whether the actor was identified by sex or not ( $p < .01$ ).

When analyzing these data by male and female subjects, the same results were observed: males and females would prefer to have the conciliatory professor as a teacher, rather than the abrasive professor ( $p < .01$ ). In an examination of the data by status group (faculty and students) and sex within each group, the results were the same: people were more likely to say they preferred the conciliatory professor for a teacher, rather than the abrasive professor ( $p < .01$ ).

If given the choice of rehiring one professor rather than the other, all groups (students and faculty, males and females) said they

would prefer to rehire the conciliatory professor rather than the abrasive professor, whether identified by sex or not ( $p < .01$ ).

Although all faculty members were more likely to prefer the conciliatory professor as a teacher, the social science faculty members were more likely than the science and mathematics faculty members to prefer the abrasive professor. Social science and science and mathematics faculty were equally likely to prefer to rehire the conciliatory than the abrasive professor.

The following tables illustrate these findings:

Table 8

Preferences For Teacher by Social Science and Science and Mathematics Faculty Members

Variables	Social Science	Science and Mathematics
Abrasive	15	6
Conciliatory	35	45
(Chi Square; $p < .04$ )		

Table 9

Preference For Rehiring by Social Science and Science and Mathematics Faculty Members

Variables	Social Science	Science and Mathematic
Abrasive	10	9
Conciliatory	36	38
(Chi Square; $p = ns$ )		

### Designation of Age of Actors

The age of each professor was elicited from the subjects. The average age suggested for the abrasive professor was 43.25 years, while the average age for the conciliatory was 39.82 years. T-tests for significance were computed for all subjects, as well as for differences by group. While the abrasive professor was, overall, viewed as somewhat older than the conciliatory professor no significant differences were found, for any group nor in response to designated sex of the actor.

### Designation of Sex

Designation of the sex of the actors was presented in the discussion of Hypothesis 1. Additional analyses were conducted on the responses of the male and female faculty members by academic department. Because of the small number of subjects per condition, significance levels would be meaningless. These data are presented in Appendix D.

### Elicited Comments

In the gender unidentified condition students and faculty tended to rate the professors as male when the abrasive label was attached. When the conciliatory label was attached, however, students were almost as likely to judge conciliatory female as male. Some comments made by the students show that they appear to perceive the personalities, rather than the gender, of their professors:

19- year-old female who received the male labeled script:

...the reader was already under the impression that they were both male. I believe each one could have been either....

20-year-old male who received the female labeled script:

I feel that both teachers are similar in their teaching of the material, but I feel that Prof. Long would be a better teacher, because he/she seems to be more caring about helping out the individual....

26-year-old male who received the female labeled script:

Prof. West seems to have (sic) nose up in the air. I wouldn't take a course w/West if you paid my tuition for that course. (Long) seems to be a young prof who recently finished grad school and now plans on "giving it" to his/her students.

With the gender labels' attached, the students rated the abrasive female as male almost as often as they rated her female, while the professors judgments followed the gender label lines. One 19-year-old female who received the female labeled script said:

...because of West's attitude I would be turned off. I would ignore him....

This student said that the conciliatory, female professor was female and the abrasive female professor was male. A 20-year-old

male who received the female labeled script said he

disregarded the first name and by the comments tried to imagine what the person's sex was.

This student rated the conciliatory female as female and the abrasive female as male.

A 42 year-old female social science professor who received the gender unidentified condition said she had "no idea" what sex the conciliatory professor was, but that the abrasive professor was male:

Female colleagues have not, in my experience, spoken so irritably in faculty meetings-- Although the views expressed by West are just as likely to be held by professors of either sex. (Emphasis hers)

A 50-year-old male science and mathematics professor who received the male labeled script said that he has,

met Longs and Wests of all ages and both sexes. West, impatient, arrogant. Can sometimes bulldoze things, though, but more often turns everyone against him/her...Long, more patient, but could in the long run be as firm or determined as West....

In contrast to this, however, a seemingly angry 30-year-old female social science professor says:

...Even though she (Long) offers the perfect compromise, believe me--the men are all going to talk about it for a very long time, not acknowledge (sic) that they were Amy's ideas, and get away with it! (Emphasis hers)

It seems from these few comments that the faculty members 1) prefer the conciliatory person 2) do not believe that women stereotypically, are outspoken (but that it is acceptable, though not appreciated, in men), in one case, that even when offering positive suggestions in an acceptable manner, women are not given credit for their suggestions.

## COMPARISON TO DENMARK'S FINDINGS

One of the purposes of this study was to provide a replication of Denmark's (1979) study. The subjects for her study were college students attending one of three colleges within the City University of New York system. The paired adjectives were identical to the ones used in the present study.

In order to compare responses of subjects in the two studies, t tests were computed between the mean responses of the subjects to six of the paired adjectives. These were: nonassertive-assertive, positive-negative, interesting-boring, attractive-unattractive, valuable-worthless, and feminine-masculine. In each case the first term is rated as 1 and the second as 7.

Since all of her subjects were college students, the comparisons shown are those of her subjects and the student subject responses in the present study, who were students attending one of six colleges within the CUNY system.

In all cases in the examples below, the surname, Long, refers to the conciliatory actor, while the surname, West, refers to the abrasive actor.

Table 10  
Non-assertive-Assertive

Actor	Francois	Denmark	Significance
(male students)			
Amy Long	5.25	5.12	ns
Ted Long	5.07	5.32	ns
Long	4.87	5.68	(p < .05)
Eva West	6.45	6.08	ns
Ben West	5.81	6.00	ns
West	5.55	6.08	ns
(female students)			
Amy Long	5.16	5.76	ns
Ted Long	5.27	5.50	ns
Long	5.21	5.66	ns
Eva West	4.89	6.40	(p < .01)
Ben West	6.27	6.00	ns
West	4.95	6.17	(p < .01)

All of the actors were rated above the mean (4.00) in assertiveness by all subjects. The conciliatory actor (Long) who was unidentified by sex was rated as significantly more assertive the male subjects in the Denmark study than by the male subjects in the Francois study (p < .05). The abrasive actor (West) who was identified by sex was rated as significantly more assertive by the female subjects in the Denmark study than by the females in the Francois study (p < .01).

The only other significant difference found between the two samples of students was the abrasive female actor: Eva West was rated as significantly more assertive by the Denmark subjects (female) than the Francois subjects (p < .01).

Overall, the student subjects in each study rated the actors in approximately the same manner--while the actors were all rated above the mean in assertiveness, the Denmark subjects rated the actors more extremely in three instances than did the Francois subjects.

Table 11  
Positive-Negative

<u>Actor</u>	<u>Francois</u>	<u>Denmark</u>	<u>Significance</u>
(male students)			
Amy Long	2.25	2.72	ns
Ted Long	2.88	2.07	(p < .07)
Long	2.90	2.60	ns
(male students)			
Eva West	5.00	3.16	(p < .01)
Ben West	4.19	3.61	(p < .06)
West	3.80	4.56	ns
(female students)			
Amy Long	2.68	2.12	ns
Ted Long	3.00	1.95	(p < .05)
Long	2.70	4.56	(p < .01)
Eva West	4.28	4.56	ns
Ben West	4.19	4.40	ns
West	3.85	4.21	ns

Again, there were few differences in the ratings of the subjects in the two studies. Ted Long (conciliatory) was rated as less positive by the male students in the Francois study than those in the

Denmark study, while both Ben and Eva West (abrasive) were rated as less positive by the Francois subjects than the Denmark subjects in the groups of male students.

All subjects rated the Long character as more positive than the West character.

Table 12  
Interesting-Boring

<u>Actor</u>	<u>Francois</u>	<u>Denmark</u>	<u>Significance</u>
(male students)			
Amy Long	3.35	3.16	ns
Ted Long	3.56	2.46	(p < .03)
Long	3.15	2.88	ns
Eva West	3.55	2.48	(p < .05)
Ben West	3.00	2.46	ns
West	2.85	3.08	ns
(female students)			
Amy Long	2.74	2.58	ns
Ted Long	3.56	2.97	ns
Long	3.19	2.85	ns
Eva West	2.74	3.33	ns
Ben West	3.19	3.00	ns
West	3.20	2.76	ns

The ratings given by all subjects were very much the same--the actors were viewed, it seems, as only mildly interesting. No extreme ratings were given by any of the student subjects.

The only significant differences found were for the male stu-

dents. Ted Long was found to be more interesting by the Denmark male students than the Francois male students ( $p < .03$ ) and Eva West was found to be more interesting by the male students in the Francois study than in the Denmark study ( $p < .05$ ).

Table 13  
Unattractive-Attractive

<u>Actor</u>	<u>Francois</u>	<u>Denmark</u>	<u>Significance</u>
(male students)			
Amy Long	3.68	3.20	ns
Ted Long	3.13	2.68	ns
Long	3.95	3.56	ns
Eva West	5.10	3.95	( $p < .01$ )
Ben West	3.94	4.07	ns
West	4.76	4.48	ns
(female students)			
Amy Long	3.42	3.73	ns
Ted Long	3.88	3.44	ns
Long	3.20	2.76	ns
Eva West	4.28	4.57	ns
Ben West	4.31	3.82	ns
West	4.74	3.82	( $p < .05$ )

The male students in both samples found Ted Long to be the most attractive of the actors. Eva West was rated as least attractive, overall, by the male subjects in the Francois study and was rated significantly less attractive by this group than the male subjects in the Denmark study ( $p < .01$ ).

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The only other significant difference in the ratings of the two samples of subjects was for the West character who was unidentified by gender: the female students in the Francois sample found this actor to be significantly less attractive than did the female students in the Denmark subject group ( $p < .05$ ).

Table 14  
Valuable-Worthless

<u>Actor</u>	<u>Francois</u>	<u>Denmark</u>	<u>Significance</u>
(male students)			
Amy Long	3.63	2.12	( $p < .01$ )
Ted Long	2.58	1.93	ns
Long	2.55	2.16	ns
Eva West	3.50	2.31	( $p < .01$ )
Ben West	2.88	2.82	ns
West	3.48	3.36	ns
(female students)			
Amy Long	2.58	1.95	ns
Ted Long	2.00	1.85	ns
Long	2.05	2.00	ns
Eva West	2.68	3.02	ns
Ben West	3.31	3.18	ns
West	4.11	2.63	( $p < .01$ )

In all cases, except for the West Gender Unidentified condition in the Francois sample of female students, the actors were rated below the mean. That is, all of the actors were seen as more, rather than less, valuable. The male subjects in the Denmark study tended to rate both Amy Long (conciliatory) and Eva West (abrasive) as more valuable than did the male subjects in the Francois study ( $p < .01$ ).

Table 15  
Feminine-Masculine

<u>Actor</u>	<u>Francois</u>	<u>Denmark</u>	<u>Significance</u>
<u>(male students)</u>			
Amy Long	3.40	2.48	(p < .02)
Ted Long	4.52	5.25	(p < .06)
Long	4.25	4.40	ns
Eva West	5.40	4.48	(p < .02)
Ben West	5.73	6.25	ns
West	5.53	5.76	ns
<u>(female students)</u>			
Amy Long	2.95	2.42	ns
Ted Long	4.52	5.34	(p < .05)
Long	3.85	4.54	ns
Eva West	4.22	4.46	ns
Ben West	5.87	5.84	ns
West	6.25	5.42	(p < .05)

The conciliatory female actor (Amy Long) was rated as more feminine by the male subjects in Denmark's study than in the Francois study (p < .02), while the reverse was found for the male actor, Ted Long, (p < .06). The female students in both samples rated Ted Long in almost the same way.

The abrasive female character (Eva West) was rated as less feminine by the Francois female sample than the Denmark male sample (p < .02), while the West character who was unidentified by gender was rated as more masculine by the Francois female sample of students than the Denmark female group.

Overall, on each of these six adjective-pairs, the West character was rated as more masculine and more assertive than the Long character. The Long character was rated as more positive and more attractive. Neither actors were viewed as differing much in terms of how interesting or how valuable they were.

There were few significant differences in the ratings of the two samples of students who represented populations coming from similar social settings--they were all students attending colleges in an urban setting. This study provides a valuable replication of the instrument.

## DISCUSSION AND CONCLUSIONS

This study has been based on the three theories of stigma and stereotyping, socialization processes, and similarity norms. All three theories have been illustrated in varying degrees.

While comments elicited seem to state that either sex can display abrasive or conciliatory behavior, the abrasive (gender unidentified condition) was far more often judged to be male than female. (The professor with a female name was more likely to be judged male than the reverse, when these labels were provided.) The abrasive person was stereotyped as male by virtue of verbal behavior. The conciliatory person (who was also assertive) was seen as male more often than female, but the behavior was viewed as in keeping with female behaviors. In addition, although the elicited comments note that males or females could use either behaviors, no male professor said he would rehire Eva West. In a few cases it was stated in the comments that for a woman to behave in an out-of-role manner would be detrimental to her career.

Socialization processes were illustrated in more than one way. The designation of sex of the conciliatory professor (gender not identified) was almost equally divided between male and female for the student sample. Students appear to be socialized to expect women as teachers (provided their behavior is stereotypically appropriate). Since people are socialized to expect certain behaviors as normal,

depending on gender, it is not surprising that a large proportion of the student population viewed the abrasive female character as male. On-the-job socialization theories are supported by the faculty response--the female abrasive character, though not highly valued, was seen as female.

This same finding illustrates similarity theories: the professors seemed to view themselves as professors. Most faculty members said that Amy and Eva were female, while Ted and Ben were male. However, the comments, as shown, seem to indicate that certain behaviors would be unacceptable for women. Both male and female respondents said that female faculty members should behave like female faculty to be acceptable (that is, not abrasive). It was preferred that male faculty members behave in a conciliatory manner, but abrasive behavior would be tolerated.

It is difficult to measure subtleties in behavior and attitude. Men and women may say (and even believe) they are not behaving in a stereotypical or stigmatizing manner, but do so just the same.

The Denmark study was conducted to attempt to determine if speech behaviors could influence the denial or approval of tenure based on whether a man or a woman was speaking. Negative reaction toward a female faculty member may occur because of abrasive vocal behavior. According to these findings, which corroborate Denmark's (1979) findings, the abrasive behavior may be enough to deny promotion and tenure.

The City University of New York is a large, cosmopolitan institution which serves a diverse population. One might have expected weaker results, as well as less heated comments, given the affirmative action process extant in the CUNY system (University Affirmative Action Office, 1982). Since CUNY has been actively involved in promoting affirmative action for women and minorities, it seems likely that teachers, particularly, would have responded in a manner more in keeping with this policy. The findings may reflect a public posture for equality for men and women in the college teaching professions, while maintaining a more sex stereotypic private position.

Equal status contact theory may help to explain these findings. Allport (1954) suggested that "prejudice may be reduced by equal status contact between majority and minority groups in pursuit of common goals.(p. 281). However, a number of studies have shown that stereotypical behavior is not reduced by equal status and similar goals alone, but may be reduced by working in cooperation toward a common goal (Norvell and Worchel, 1981). According to Norvell and Worchel, equal status occurs in any number of situations such as perceived class, education, and the like; the most important concept in intergroup interactions is the particular situation in which the interaction takes place. Thus, if men and women have equal status in terms of education, socioeconomic background, and employment, for instance, little intergroup cooperation would occur unless the task required cooperation involving talents of both groups.

Additionally, in the case of females and males who have teaching positions in universities, there may be dichotomous thinking in terms of teaching roles versus gender roles. Where goals involving what is perceived as appropriate teaching roles are involved, cooperation would likely occur and perceptions be positive. However, if someone acted "out-of-role" (a female behaving in an abrasive manner, for instance), equal status concepts might break down and the person might be seen as behaving in an inappropriate gender role, separate from any concept of teaching role.

This is congruous with Goffman's (1963) assertion that behavior toward stigmatized individuals is situational. While public behavior in a college setting by college professors is that of an egalitarian relationship, private thoughts and behavior outside of the work situation may be less so. Additionally, if someone behaves in a manner which is not perceived as appropriate to the situation, the reaction would likely be negative (Katz, 1981).

These speculations may have negative effects in the short-term, but more positive long-term effects. For instance, when there are employment openings in positions requiring advanced educational degrees, concerted efforts may be made to fill these positions with women or minority group members in order to fulfill "equal opportunity" demands. However, if positions are already held by women or minorities, there may be a tendency to disregard people belonging to these groups. That is, while people working in the situation may be treated in a more or less egalitarian manner, those wishing to be part of the group may be viewed as less than acceptable, particularly if it is believed that success has been achieved previously in hiring practices.

On the other hand, with on-going equal status contact coupled with cooperative work toward similar goals, stereotypical barriers may lessen and the long-term effects may be increased liking for members of such out-groups as women and minority group members (Norvell and Worchel, 1981).

This success probably will take varying lengths of time, depending on the organizational setting. For instance, CUNY is probably more egalitarian than many academic institutions. Further, in light of the few women occupying decision-making positions in business and industry (Time, June 12, 1982), CUNY is undoubtedly more egalitarian than most of these organizations. Even with this relatively egalitarian milieu, the written vignettes portraying female and male actors were strong enough to elicit from teachers responses along sex-stereotypical lines. It is likely that responses from people working in other academic institutions, as well as corporate organizations, would yield even more stereotypical results.

However, within organizations perceptions might differ. For example, in a major airlines in which there are distinct hierarchies of employment (management, flight attendants, mechanics) differing perceptions of appropriate sex-typed behavior might exist. It may be that if the management level of such an organization was composed of equally-educated and qualified men and a few women who are pursuing similar goals in terms of their jobs, less stereotypical perceptions might exist than at the flight attendant strata of the organization. It is likely that different perceptions would exist, also, at the mechanics level.

These differential perceptions would probably occur because of differential socialization practices, not only at the childhood social-

ization level, but during on-the-job socialization experiences. Women and men at the management level might view themselves as similar in terms of working towards goals to benefit themselves and their company, while flight attendants would perceive themselves as similar in terms of what is expected behavior during the performance of their duties. The same might be found in terms of mechanics, who are socialized to view others in their position as similar.

Of increasing importance in many large corporations are problem-solving methods of problems of an interpersonal nature. Consulting firms have developed and are contracted by a number of companies to instruct various business strata, such as management, clerical, etc., in methods of solving these problems. In other companies, departments have been developed to help to solve interpersonal problems and to promote work toward company goals in ways that are as problem free as possible.

Two results may come about from this relatively new development: first, problems of communication between men and women may be reduced by added and positive problem-solving techniques. A reduction of stereotyped perceptions by gender may result by addressing such problems, in combination with a mutual cooperative effort toward working toward company goals.

A second result could be that various behaviors, such as "abrasive", might be seen as an individual style utilized in circumscribed situations, rather than stereotyped behavior tolerated in one sex, but not the other. Women and men may be increasingly perceived as persons in an employment situation working toward certain job-related goals. Within such situational constraints, behaviors may be increasingly perceived in non-gender related terms.

Stereotyping is a form of social categorization (Hamilton, 1979). As such, it simplifies the complexities of social interaction and serves the purpose of helping to reduce the complex stimuli to which one must attend and respond. However, stereotyping places people into categories by clustering attributes into generalizations and channeling thinking into qualitative evaluations which may have nothing to do with the person being evaluated by the stereotype.

These evaluations have enormous ramifications concerning the manner in which people are channeled into careers and lifestyles, in general. For instance, a number of studies have shown that people, regardless of sex, age, educational attainment, marital status, or religion, tend to attribute characteristics related to competency to men and characteristics related to expressiveness and warmth to women (cf. Basow, 1980).

These evaluations are based on a long history of stereotypes regarding women and men and their appropriate behavior (Harris, 1978). Throughout history it has been expected that men would be competent in many areas, while women would be nurturing and care-giving. To be deviant from these roles, even in terms of verbal behavior, can elicit negative evaluations. Conforming to these stereotypical prescriptions reinforces the status quo and disallows movement in a hierarchical sense. That is, the notion of "competency" as appropriate for men and "nurturing" as appropriate for women signifies a better than/less than or more valuable/less valuable dichotomy.

These evaluations tend to dictate the value of careers which women and men enter. Women are encouraged to enter care-giving professions such as nursing or social work, while men are encouraged to enter busi-

ness/management level positions or other administrative areas having to do with decision-making. The value of these sex-typed career areas can be illustrated by the differences in salaries offered for female sex-typed careers as compared to male sex-typed careers (Time, 1982). Traditional female careers are generally lower paying than traditional male careers.

This difference in value can be illustrated in another way. Women are attempting to gain entry and greater visibility in traditionally male careers, while few men enter traditionally female careers. Those men who do enter the traditional female careers generally are encouraged to enter administrative positions in greater percentages than their female counterparts, regardless of qualifications (Gilligan, 1984; Meller and Stamas, 1983).

Thus, the care-giving aspects of traditional female professions continue to be provided by females, while the decision-making is more often carried out by men. This circumstance may be due to stereotypical notions of men's and women's "nature" concerning competence and care-giving and the evaluations about appropriate task-related behaviors.

Many women believe that if they do not behave in stereotypically "feminine" manners with verbal style, they will be denigrated for being "pushy" or "unfeminine". On the other hand, by following traditional behavior patterns women are perceived in traditional ways--that is, they may not be considered competent.

The findings presented here support this belief. First, the actor who was not identified by gender was most often considered to be male. The abrasive actor was almost always rated as male. Even when gender

labels were given many of the subjects rated the abrasive female-labeled actor as male. This finding indicates a sex-typed reaction to verbal style illustrating an expectation that abrasiveness is condoned for men, but not expected nor acceptable for women.

Second, the abrasive female actor was rated the least preferred of all the actors. While the conciliatory actors were preferred to the abrasive actors, the abrasive verbal style when attributed to a female was considered the least pleasing. This finding can have real-life analogs in the political sense. While male politicians are expected to be "tough" and "abrasive", female politicians often must curtail abrasiveness and use conciliatory methods to gain support (Basow, 1980). The range of behaviors is limited even in this arena in which some few women have gained entry. To be conciliatory is preferable for men; it is mandatory for women.

Finally, it seems likely that even if more egalitarian behavior takes place in job situations, it will not necessarily generalize to other situations. While equality may appear in groups of persons working in cooperation toward common goals, the perception of differences will probably return outside of the situation. While the perception of differences as individual differences is positive, the perception of differences as stereotypical sex or race-related differences is negative and promotes a qualitative evaluation based on prominent group features. Outside of a work situation, the complexity of the individual may be reduced to simplistic stereotypes when interaction occurs in other social situations.

It must be remembered that both men and women stereotype both sexes.

The women subjects in this study denigrated the abrasive female actor to a similar degree as the men. This illustrates the power of social stereotypes in their ability to evaluate behavior based solely on labels.

Each of the theories upon which this study was based has been illustrated. Further study should be conducted to determine which of the theories impacts to the greatest extent upon the behavior studies, as well as the magnitude of the interactions. One such issue of importance is the relationship between stereotypes and the socialization of children. Another issue of importance is the strength of the relationship between stereotyping and similarity. The question of change of perceptions of marginal groups has only begun to be studied (cf Kiersky, 1981).

Although these data do not utilize behavioral indices in addition to questionnaire responses, they show rather consistent trends. While the conciliatory character was more highly valued, the abrasive character was seen as more active and more potent, more assertive, and stronger than the conciliatory character. One professor said that the abrasive actor was probably tenured so he or she could say anything. One student said that the abrasive actor was more challenging. These perceptions, as well as the others cited, illustrate a personal response to two short vignettes.

This study extends our knowledge of responses to stereotypical displays in that it examined two populations within a similar setting. Although the professors and students probably came from disparate backgrounds, their social setting for this research was the same, but with different social status within that setting. It illustrated that people do judge others based on a few salient characteristics, as well as "fill-

in" personality characteristics from their imaginations. It also illustrated that there are forces other than conscious discrimination operating to keep marginal groups from attaining greater rewards from society.

Any society is better when the talents of all members are used to their capacity. When at least half of the society is considered to be less competent without a test for competency, not only do the members receive less than they should, but so does the society as a whole. When people are evaluated not by what they say, but how they say it, and that evaluation is based on sex or race or other criterion which is viewed as inferior to the ideal, then society loses a kind of diversity necessary for growth.

Any social system needs to change in order to grow. There is, of course, pressure in any institution to conform to norms of that institution, whether it is a university, corporation, or any other. The status quo becomes the ideal; people who are "different" from those who are powerholders tend to be blocked from rising to the top. People who gain positions of power aspire first for them, then train for them, then are socialized into them. This tends to codify a system and makes it difficult for people who "look" or "sound" different to achieve power within that system.

Women and other groups have gained some entry level and middle level positions in the professions. However, there is a very small percentage of women in top level positions in medicine (Kutner and Brogan, 1981), academia (Denmark, 1979), law (Kerskey, 1981), and business, (Kanter, 1975). In fact, Kanter (1975) found that women did not rise to the top in business because they were expected to behave stereotypically as women

and thus, were not the best leadership material.

There is not necessarily an intentional bias concerning evaluations based on sex stereotypes. The socialization process begins early and is reinforced by social institutions, as well as by the media. Further, the lack of significant numbers of women in visible leadership positions, by itself, reinforces the stereotypes.

To further study the consequences of verbal styles, a number of related studies could be conducted. It would be invaluable to determine whether these results--or even stronger results--would be found in subjects at private, smaller, more rural, male or female colleges, as well as those in different geographic areas. It would be interesting to determine if students and faculty in a small private college in the mid-west have stronger, or weaker, biases concerning verbal style of males and females.

Another study could be conducted with various strata of a large corporation to determine if biases were stronger in the nonprofessional strata than in the professional strata. The professionals could be divided into those at middle-management levels, and those of upper management to determine if differences occur based on the higher leadership positions.

More important than comparing results would be the dissemination of the results to various samples in order to determine if awareness of perceptions and behavior would change either attitudes or behavior. In some sense it seems unlikely that knowledge of this sort would alter attitudes or behavior of people in leadership positions because of power and solidarity norm theory. However, it might also be that this type of

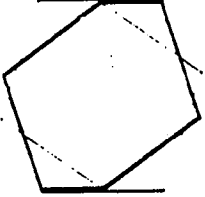
knowledge would alter behavior of those leaders who would begin to view women for their value vis-a-vis the company-university-hospital, rather than their stereotypical "incompetency" as women.

The overall implications of this study indicate that stereotypes are strongly entrenched, that they are based on a very simplistic notion of the person, and they are held by both men and women. This seems very discouraging to people who are aspiring to change their personal ways of life--to acquire and use skills based on their talents and not on what people in the society have deemed fitting because of a certain race or sex.

The encouraging aspects are that studies such as the present one, as well as others, dedicated to learning more about people's reactions and biases toward women and other marginal groups are taking place, and have been taking place for the past two decades. The more that can be learned about complex processes in this complex society, the more suggestions and recommendations which can be made, the more likely it will be that change will take place which will increase the likelihood that more people's talents will be fully utilized.

**Appendix A:**

**Letter, Vignettes, and Questionnaire**



The Graduate School and University Center  
of the City University of New York

Dear Faculty Member:

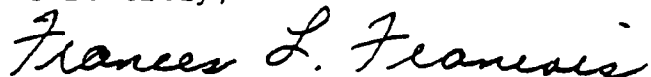
As a doctoral candidate at the Graduate Center, CUNY, I am conducting research for my dissertation on perceptions of college faculty members of their colleagues.

I am requesting that you complete the attached questionnaire which is based on brief hypothetical vignettes featuring faculty members at a departmental meeting.

The vignettes and questionnaires are short; they will take approximately five to ten minutes of your time. Your anonymity is assured as no names will be gathered.

I very much appreciate your cooperation. Thank you.

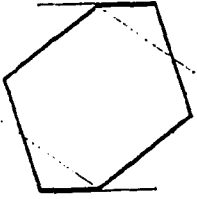
Yours truly,



Frances L. Francois  
Social/Personality Psychology  
Ph.D Program

PS. This research has been approved by the University's Human Subjects Committee.





The Graduate School and University Center  
of the City University of New York

Dear Student:

As a doctoral candidate at the Graduate Center, CUNY, I am conducting research for my dissertation on students' perceptions of college professors.

I am requesting that you complete the attached questionnaire which is based on brief hypothetical vignettes featuring faculty members at a departmental meeting.

The vignettes and questionnaires are short; they will take approximately five to ten minutes of your time. Your anonymity is assured as no names will be gathered.

I very much appreciate your cooperation. Thank you.

Yours truly,

*Frances L. Francois*  
Frances L. Francois  
Social/Personality Psychology  
Ph.D. Program



## SETTING

### Faculty Committee Meeting

#### Chair:

We are meeting today to decide upon the final examination for the departmental required course. Since we are all using the same textbook, it has been suggested that we make up one test to give to all the classes. It would cover the topics in the book and be fair and objective for each student.

#### Professor Ben West:

That's absolutely ridiculous. I don't limit myself to a single book. I teach my class additional material that's not in the standard text. Besides, I'm not interested in turning out robots who merely parrot back the textbook. I want to see if my students can handle new material and integrate it with what they've learned. Objective tests are meaningless. I plan to give open-ended essay questions and give the students a choice of which topics they want to discuss in depth. We're supposed to encourage original thought, not test whether someone can merely memorize the facts in the textbook. We go through this stupid argument every year and I'm sick and tired of it. They aren't high school babies to be coddled. The only sensible way to handle this matter is for each professor to make a separate exam for each class, based upon what that professor has covered and stressed during the semester. That's what I intend to do. Let's not prolong this nonsensical discussion.

Please make your judgments about Prof. West based upon your own perceptions and impressions of the person from the script you have read.

courteous \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ discourteous  
assertive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ nonassertive  
rigid \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ flexible  
happy \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ sad  
rash \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ cautious  
passive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ active  
valuable \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ worthless  
sophisticated \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ naive  
follower \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ leader  
competitive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ cooperative  
kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ cruel  
boring \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ interesting  
strong \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ weak  
fair \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ unfair  
foolish \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ wise  
nonaggressive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ aggressive  
successful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ unsuccessful  
congenial \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ quarrelsome  
loud \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ soft  
unfriendly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ friendly  
negative \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ positive  
masculine \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ feminine  
refined \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ vulgar  
calm \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ agitated  
influential \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ uninfluential  
unattractive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ attractive  
fast \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ slow  
sensitive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ insensitive

SETTING

Faculty Committee Meeting

Chair:

We are meeting today to decide upon the final examination for the departmental required course. Since we are all using the same textbook, it has been suggested that we make up one test to give to all the classes. It would cover the topics in the book and be fair and objective for every student.

Professor Ted Long:

Well, I'm not absolutely sure whether one examination that is limited to the topics covered in a single book will enable us to make adequate evaluations. For example, I teach my class additional material that's not in the standard text, and I should like to see if my students can handle new material and integrate it with what they've learned. May I make a suggestion? Suppose we let each professor have the option of using the department exam or making up a separate exam based upon what that professor has covered and stressed during the semester. Another possibility would be to modify the exam by including some individual essay questions at the end, to be answered for extra credit, at the discretion of each professor. That might be the fairest way of determining whether the students have a comprehension in depth of some issues, as well as a general knowledge of the topics in the book. Let's discuss these various alternatives. Then we can take a vote.

Please make your judgments about Prof. Long based upon your own perceptions and impressions of the person from the script you have read.

courteous \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ discourteous  
assertive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ nonassertive  
rigid \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ flexible  
happy \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ sad  
rash \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ cautious  
passive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ active  
valuable \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ worthless  
sophisticated \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ naive  
follower \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ leader  
competitive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ cooperative  
kind \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ cruel  
boring \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ interesting  
strong \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ weak  
fair \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ unfair  
foolish \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ wise  
nonaggressive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ aggressive  
successful \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ unsuccessful  
congenial \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ quarrelsome  
loud \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ soft  
unfriendly \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ friendly  
negative \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ positive  
masculine \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ feminine  
refined \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ vulgar  
calm \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ agitated  
influential \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ uninfluential  
unattractive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ attractive  
fast \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ slow  
sensitive \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ insensitive

If both professors were teaching a course you wanted to take, which professor would you prefer as an instructor?

---

If only one professor could be rehired, which one would you reappoint?

---

How old would you judge Prof. Long to be? \_\_\_\_\_

How old would you judge Prof. West to be? \_\_\_\_\_

What sex would you judge Prof. Long to be? \_\_\_\_\_

What sex would you judge Prof. West to be? \_\_\_\_\_

Additional comments or impressions:

Appendix B:

Mean Responses to Individual  
Adjective Pairs  
by  
Status and Sex

Table 1: Factor I . . . . .	80
Table 2: Factor II. . . . .	84
Table 3: Factor III . . . . .	88

Tactlessness

<u>Name</u>	<u>Students</u>				<u>Professors</u>			
	<u>(Courteous-Discourteous)</u>		<u>(Sensitive-Insensitive)</u>		<u>(Cooperative- Competitive)</u>			
	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>
Amy Long	1.84	1.12	1.84	1.26	1.71	.71	1.59	1.00
Ted Long	2.44	1.59	2.00	1.32	1.71	.69	1.91	1.22
Unident.	1.45	.69	1.50	.76	1.60	.76	1.47	.61
Eva West	5.15	1.66	4.84	2.34	6.29	.78	6.00	1.17
Ben West	5.31	1.45	5.06	1.95	6.07	1.02	5.55	1.63
Unident.	4.15	1.98	4.50	2.04	5.80	1.29	5.58	1.74
Amy Long	2.50	1.57	2.30	1.22	2.29	1.10	2.00	1.12
Ted Long	2.44	1.36	3.06	1.39	2.25	.68	3.00	1.18
Long	1.90	.85	2.15	1.27	2.48	.87	2.42	1.26
Eva West	4.95	1.70	4.45	2.33	5.00	1.45	5.29	1.45
Ben West	4.63	2.16	4.50	1.79	5.08	1.64	5.27	1.79
Unident.	3.50	1.93	4.85	1.50	5.12	1.42	5.00	1.76
Amy Long	3.74	2.08	3.53	2.25	3.38	1.69	2.53	1.77
Ted Long	3.63	1.75	3.33	1.76	2.48	1.12	3.27	1.42
Unident.	3.25	2.05	3.45	2.06	3.00	1.19	3.32	1.67
Eva West	6.20	1.20	6.65	.61	6.14	1.28	6.06	.97
Ben West	5.38	1.50	6.19	1.17	5.88	.95	6.00	.94
Unident.	5.45	1.96	5.55	1.82	5.44	1.19	5.89	1.15

Tactlessness (Continued)

<u>Name</u> (Soft-Loud)	<u>Students</u>					<u>Professors</u>				
	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>		
Amy Long	3.30	2.03	3.15	1.93	3.23	1.37	3.06	1.43		
Ted Long	2.94	1.53	3.44	1.97	3.25	.99	3.73	1.00		
Unident.	2.75	1.89	2.95	1.76	3.25	.92	3.42	1.35		
Eva West	6.15	1.57	6.00	1.15	6.00	1.14	6.12	1.05		
Ben West	6.00	.89	6.00	1.15	5.96	.95	5.82	1.66		
Unident.	5.90	.97	6.30	.87	5.88	.93	6.21	.79		
<u>(Happy-Sad)</u>										
Amy Long	3.60	1.47	3.16	1.30	3.29	1.34	3.06	1.34		
Ted Long	3.00	1.41	3.81	1.28	3.33	1.11	3.73	1.10		
Unident.	3.40	1.73	2.90	1.21	3.28	1.06	2.79	1.22		
Eva West	4.70	1.59	4.78	1.17	4.95	1.16	4.76	1.30		
Ben West	4.31	1.25	4.69	1.08	4.84	1.07	4.27	.65		
Unident.	4.30	1.49	4.80	1.32	4.72	.98	4.74	1.41		
<u>(Cautious-Rash)</u>										
Amy Long	2.58	1.22	2.63	1.46	3.00	1.26	3.06	1.20		
Ted Long	2.88	1.36	2.88	1.89	2.83	1.10	2.26	1.29		
Unident.	2.80	1.58	2.25	1.52	3.00	.91	2.68	1.46		
Eva West	5.65	1.46	5.68	1.95	5.55	1.23	5.18	1.38		
Ben West	5.44	1.09	5.25	1.66	5.42	1.13	5.45	1.03		
Unident.	4.45	1.96	4.95	1.93	5.28	1.17	5.58	.96		

Tactlessness (Continued)

<u>Name</u>	<u>Students</u>						<u>Professors</u>					
	<u>Mean</u>	<u>Male</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u>	<u>S.D.</u>	<u>Mean</u>	<u>Male</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u>	<u>S.D.</u>
<u>(Flexible, Rigid)</u>												
Amy Long	2.74		1.82	2.50		1.88	2.24		1.09	2.47		1.50
Ted Long	2.49		1.61	2.50		1.37	2.10		1.05	2.36		1.36
Unident.	2.15		1.60	2.80		1.70	2.20		1.26	2.31		1.38
Eva West	6.10		1.44	5.42		1.87	5.71		1.04	5.88		1.61
Ben West	5.46		1.86	5.50		1.59	5.84		1.04	6.00		1.09
Unident.	5.05		2.07	5.70		1.72	5.88		1.01	5.89		1.41
<u>(Congenial- Quarrelsome)</u>												
Amy Long	2.75		1.30	2.84		1.41	2.67		1.49	2.24		1.30
Ted Long	2.69		1.38	2.88		1.78	2.38		.92	3.00		.89
Unident.	5.05		1.14	2.83		1.76	2.44		.96	3.89		1.37
Eva West	5.70		1.87	5.24		1.95	5.81		1.54	6.29		.69
Ben West	5.44		1.50	5.81		1.38	5.83		.96	5.81		1.66
Unident.	4.68		1.80	5.75		1.48	5.92		.86	5.84		1.26
<u>(Friendly- Unfriendly)</u>												
Amy Long	2.40		1.27	1.95		1.27	2.86		1.11	2.47		1.28
Ted Long	2.50		1.41	2.81		1.38	2.58		1.06	2.82		.98
Unident.	1.89		1.15	2.35		1.09	2.64		.86	2.42		.90
Eva West	5.15		1.31	5.61		1.33	5.29		1.19	5.76		1.39
Ben West	4.06		1.65	5.00		1.75	5.23		1.21	5.27		1.68
Unident.	4.35		1.42	4.65		1.50	5.12		1.27	5.05		1.18

Tactlessness (Continued)

<u>Name</u>	<u>Students</u>				<u>Professors</u>				
	<u>Male</u> <u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	
<u>(Calm-Agitated)</u>									
Amy Long	2.32	1.46	1.50	.69	2.24	.94	2.41	1.54	
Ted Long	2.19	1.38	2.31	1.54	2.25	.79	2.72	1.01	
Unident.	1.65	.88	2.15	1.50	2.40	1.12	2.32	1.00	
Eva West	5.70	1.87	6.05	1.36	6.19	.87	5.94	.75	
Ben West	5.44	1.55	5.94	1.18	5.84	1.07	5.73	1.90	
Unident.	5.45	1.93	5.70	1.42	5.64	1.25	5.63	1.38	
<u>(Slow-Fast)</u>									
Amy Long	4.15	1.60	4.37	1.54	4.33	.86	3.94	1.09	
Ted Long	4.81	1.42	3.69	1.49	3.83	.87	4.64	1.50	
Unident.	3.95	1.27	4.60	1.31	4.32	1.11	4.84	1.21	
Eva West	5.80	1.47	6.11	1.02	5.43	1.21	5.24	1.03	
Ben West	5.62	1.45	5.31	1.35	4.83	.76	5.45	1.29	
Unident.	5.40	1.39	5.80	.95	5.12	1.01	5.26	1.10	

Effectiveness

<u>Name</u>	<u>Students</u>				<u>Professors</u>					
	<u>Male</u> <u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>
<u>(Worthless-Valuable)</u>										
Amy Long	5.37	1.21	5.42	2.09	5.52	1.03	5.71	1.21	5.54	1.57
Ted Long	5.56	1.03	6.00	1.10	5.67	1.31	5.54	1.57	5.95	1.13
Unident.	5.35	1.35	6.00	1.30	5.60	1.12	5.95	1.13		
Eva West	4.50	1.70	5.31	1.73	4.23	1.30	3.76	1.56	4.18	1.83
Ben West	5.12	1.63	4.69	1.92	4.71	1.65	4.18	1.83	3.89	1.52
Unident.	5.45	1.47	5.00	1.59	4.52	1.42	3.89	1.52		
<u>(Negative-Positive)</u>										
Amy Long	5.12	1.41	5.32	1.60	5.48	1.12	5.88	1.36	5.27	1.01
Ted Long	5.33	1.39	5.00	1.50	5.42	1.06	5.27	1.01	5.47	1.48
Unident.	5.10	1.44	5.30	1.30	5.76	.97	5.47	1.48		
Eva West	3.00	1.65	3.72	2.10	3.29	1.56	2.17	1.42	2.54	1.92
Ben West	3.81	1.56	4.25	1.91	3.54	1.31	2.54	1.92	3.37	1.74
Unident.	4.20	2.26	4.15	2.08	3.44	1.29	3.37	1.74		
<u>(Cruel-Kind)</u>										
Amy Long	5.50	1.61	6.21	.86	5.29	1.19	5.18	1.47	4.73	1.01
Ted Long	5.69	1.08	5.50	1.21	5.33	1.01	4.73	1.01	5.21	1.18
Unident.	6.30	.86	6.30	.92	4.88	0.93	5.21	1.18		
Eva West	3.05	1.50	4.00	2.11	3.00	1.10	3.24	1.30	3.09	1.22
Ben West	3.31	1.35	3.56	1.46	3.46	1.06	3.09	1.22	3.21	1.03
Unident.	3.70	1.81	3.20	1.40	3.56	.82	3.21	1.03		

Effectiveness (Continued)

<u>Name</u>	<u>Students</u>						<u>Professors</u>					
	<u>Mean</u>	<u>Male</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u>	<u>S.D.</u>	<u>Mean</u>	<u>Male</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u>	<u>S.D.</u>
<u>(Interesting-Boring)</u>												
Amy Long	3.35		1.79	2.74		1.52	2.86		1.15	3.59		1.28
Ted Long	3.56		1.46	3.56		1.71	3.58		1.28	3.36		1.21
Unident.	3.15		1.84	3.10		1.62	3.00		1.22	2.95		1.39
Eva West	3.55		1.70	2.74		1.79	3.38		1.60	3.88		1.62
Ben West	3.00		1.46	3.19		1.33	3.36		1.31	3.55		1.03
Unident.	2.85		1.69	3.20		1.58	3.12		1.09	3.63		1.42
<u>(Successful-Unsuccessful)</u>												
Amy Long	3.20		1.06	2.67		1.50	3.19		1.26	2.88		1.52
Ted Long	2.56		1.31	2.81		1.04	3.07		1.07	3.18		.87
Unident.	3.25		1.68	2.26		1.10	2.96		.89	2.26		1.41
Eva West	3.20		1.32	2.84		1.50	3.71		1.06	4.06		1.52
Ben West	3.25		1.29	3.18		1.72	3.90		1.19	3.82		1.25
Unident.	3.25		1.83	2.75		1.45	4.04		1.02	4.21		1.36
<u>(Wise-Foolish)</u>												
Amy Long	2.89		1.59	2.50		1.61	2.57		1.08	2.76		1.48
Ted Long	2.50		1.55	2.75		1.39	2.46		1.02	3.18		.98
Unident.	2.60		1.35	2.05		1.10	2.36		1.00	2.36		1.16
Eva West	3.50		1.79	3.11		2.03	4.24		1.22	4.53		1.59
Ben West	3.19		1.87	3.81		1.87	4.27		1.27	4.27		1.68
Unident.	2.80		1.91	2.90		1.33	4.32		1.22	4.32		1.53

Effectiveness (Continued)

<u>Name</u>	<u>Students</u>						<u>Professors</u>					
	<u>Male</u>		<u>S.D.</u>	<u>Female</u>		<u>S.D.</u>	<u>Male</u>		<u>S.D.</u>	<u>Female</u>		<u>S.D.</u>
	<u>Mean</u>			<u>Mean</u>			<u>Mean</u>			<u>Mean</u>		
<u>(Naive-Sophisticated)</u>												
Amy Long	4.68		1.53	4.53		2.14	5.29		1.06	5.00		1.50
Ted Long	5.56		.96	5.31		1.85	5.33		1.09	5.09		1.38
Unident.	5.26		1.72	5.80		1.20	5.52		1.12	5.74		1.15
Eva West	4.09		1.73	4.83		1.72	3.52		1.36	3.76		1.48
Ben West	4.81		1.33	4.47		1.96	4.33		1.52	3.91		1.30
Unident.	4.95		2.06	4.35		1.55	4.12		1.42	4.37		1.50
<u>(Uninfluential-Influential)</u>												
Amy Long	5.15		1.22	5.68		1.33	4.95		.97	4.82		1.91
Ted Long	5.13		1.41	5.25		1.69	5.21		1.19	5.18		1.25
Unident.	4.95		1.32	5.85		1.27	5.24		1.09	5.63		1.26
Eva West	4.70		1.69	5.00		1.70	4.05		1.18	3.71		1.36
Ben West	4.81		1.52	4.25		1.81	3.67		1.34	3.82		1.66
Unident.	4.90		1.71	5.15		1.87	4.16		1.21	3.63		1.77
<u>(Unattractive-Attractive)</u>												
Amy Long	4.32		1.16	4.58		1.78	4.90		1.18	4.77		1.48
Ted Long	4.88		1.20	4.13		1.20	4.63		1.21	4.80		1.15
Unident.	4.05		1.19	4.80		1.40	5.36		1.04	4.74		1.98
Eva West	2.90		1.25	3.72		1.53	3.42		1.53	3.42		1.01
Ben West	4.06		1.61	3.69		1.44	3.29		1.27	3.18		1.76
Unident.	4.00		1.45	3.95		1.28	3.24		1.05	3.26		1.28

Effectiveness (Continued)

<u>Name</u>	<u>Students</u>						<u>Professors</u>			
	<u>Male</u>		<u>S.D.</u>	<u>Female</u>		<u>S.D.</u>	<u>Male</u>		<u>Female</u>	<u>S.D.</u>
	<u>Mean</u>	<u>S.D.</u>		<u>Mean</u>	<u>S.D.</u>		<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	
<u>(Unfair-Fair)</u>										
Amy Long	6.20	1.44	5.85	1.63	5.86	.96	5.82	1.28		
Ted Long	5.69	1.01	6.00	1.15	5.79	1.06	5.27	1.68		
Unident.	5.95	1.10	6.20	1.19	5.88	.88	6.00	1.05		
Eva West	3.70	1.69	5.00	2.18	3.62	1.24	3.71	1.76		
Ben West	4.44	1.90	4.44	1.63	4.08	1.41	3.63	1.69		
Unident.	4.85	1.63	4.95	1.70	4.08	1.52	3.42	1.61		
<u>(Vulgar-Refined)</u>										
Amy Long	5.80	1.06	5.80	1.58	5.38	1.02	5.53	1.18		
Ted Long	5.13	1.36	5.81	1.11	5.98	.97	5.45	1.04		
Unident.	6.05	.85	5.85	1.57	5.40	.91	5.68	.82		
Eva West	3.40	1.64	3.68	1.92	2.90	1.04	3.12	1.05		
Ben West	3.94	1.53	3.25	1.57	3.21	.93	2.73	1.19		
Unident.	4.20	1.79	3.85	1.39	3.20	1.12	3.11	1.45		

Assertiveness

<u>Name</u>	<u>Students</u>			<u>Professors</u>								
	<u>Mean</u>	<u>Male</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u>	<u>S.D.</u>			
(Nonaggressive, Aggressive)												
Amy Long	4.70		1.69	3.55		1.67	4.10		1.61	4.12		1.41
Ted Long	3.94		1.82	3.88		1.67	4.13		1.33	4.82		1.40
Unident.	3.30		1.72	3.60		1.96	4.20		1.50	4.05		1.51
Eva West	6.15		1.57	6.74		.73	6.57		.81	6.47		.72
Ben West	6.13		1.19	5.81		1.11	6.43		.69	6.73		.47
Unident.	5.45		1.79	6.00		1.52	6.40		.65	6.47		1.22
(Follower-Leader)												
Amy Long	5.30		1.34	4.90		1.71	5.38		.97	5.11		1.05
Ted Long	4.81		1.76	4.80		1.42	5.51		1.02	5.91		1.04
Unident.	4.58		1.68	4.90		1.71	5.60		1.04	5.68		1.56
Eva West	6.10		1.17	5.74		1.59	5.57		1.12	5.53		1.50
Ben West	5.93		1.16	6.12		1.36	5.40		1.08	5.27		1.10
Unident.	5.55		1.82	6.05		1.05	5.44		1.08	5.36		1.61
(Weak-Strong)												
Amy Long	5.05		1.57	5.26		1.79	5.05		1.47	4.88		1.05
Ted Long	4.44		1.50	4.94		1.34	5.24		1.17	5.45		1.21
Unident.	4.60		1.64	5.80		1.15	5.44		.87	5.53		1.12
Eva West	6.20		1.32	6.63		.60	5.81		1.21	5.53		1.62
Ben West	5.81		1.22	5.81		1.56	5.39		1.23	5.36		1.50
Unident.	5.65		1.75	6.45		.69	5.44		1.16	5.16		1.77

Assertiveness (Continued)

<u>Name</u>	<u>Students</u>						<u>Professors</u>		
	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	<u>Mean</u>	<u>Male</u> <u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	
<u>(Nonassertive-Assertive)</u>									
Amy Long	5.25	1.45	5.16	1.61	5.05	1.24	5.35	1.22	
Ted Long	5.07	1.67	5.27	1.71	5.04	1.40	6.00	1.26	
Unident.	4.89	1.88	5.21	1.27	5.40	1.58	6.05	1.03	
Eva West	6.45	.94	4.89	2.45	6.46	.51	6.06	1.56	
Ben West	5.81	1.56	5.67	1.45	6.59	.58	6.27	1.10	
Unident.	5.55	1.73	4.95	1.47	6.76	.52	6.95	.23	
<u>(Passive, Active)</u>									
Amy Long	5.25	1.65	3.95	2.39	5.52	1.08	5.06	1.68	
Ted Long	4.47	1.68	5.31	1.49	5.13	1.45	5.55	1.13	
Unident.	3.55	1.67	4.35	1.84	5.36	1.11	5.42	1.77	
Eva West	6.25	1.25	5.94	1.73	6.38	.50	6.18	1.42	
Ben West	5.88	1.15	5.81	1.47	6.21	1.10	6.27	.90	
Unident.	5.10	2.31	5.95	1.43	6.36	.76	6.63	.76	

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 Note: The "Masculine-Feminine descriptor did not load on any of the three Factors. Following are the means and standard deviations for this item.

<u>Name</u>	<u>Students</u>			<u>Professors</u>				
	<u>Male</u> <u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>	<u>Male</u> <u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>Female</u> <u>S.D.</u>
Amy Long	4.60	2.09	5.28	2.00	4.14	.96	4.75	2.24
Ted Long	3.53	1.19	3.38	1.96	4.00	.93	3.82	1.67
Unident.	3.79	2.04	4.15	1.93	3.56	1.00	3.58	.96
Eva West	2.60	1.76	3.78	2.24	4.14	1.06	4.31	1.14
Ben West	2.26	.80	2.13	1.20	3.25	1.26	2.82	1.54
Unident.	2.47	1.31	1.75	1.21	3.04	1.14	2.79	1.23

**Appendix C:**

**Factor Loadings**

APPENDIX C: Factor Loadings

	I	II	III
Courteous-discourteous	.66	.49	.32
Cooperative-competitive	.68	.15	.25
Soft-loud	.80	.24	.31
Happy-sad	.47	.35	.09
Cautious-rash	.61	.37	.22
Flexible-rigid	.77	.27	.11
Congenial-quarellsome	.75	.37	.25
Friendly-unfriendly	.64	.47	.21
Calm-agitated	.71	.40	.33
Slow-fast	.51	-.12	.36
Sensitive-insensitive	.60	.40	.17

Effectiveness

Worthless-valuable	.40	.58	-.19
Negative-positive	.50	.60	-.17
Cruel-kind	.51	.68	.29
Boring-interesting	.10	.51	.15
Unsuccessful-successful	.11	.67	-.04
Foolish-wise	.45	.63	-.19
Naive-sophisticated	.29	.53	-.26
Uninfluential-influential	.13	.72	.02
Unattractive-attractive	.32	.59	.09
Unfair-fair	.42	.61	-.03
Vulgar-refined	.42	.57	.23

Assertiveness

Nonaggressive-aggressive	.44	.24	.56
Follower-leader	.49	.18	.63
Weak-strong	.23	-.11	.47
Nonassertive-assertive	.11	.22	.79
Masculine-feminine	-.11	-.02	-.09

**Appendix D:**

**Designation of Sex of Actor  
By Faculty Members**

APPENDIX D

Results of designation of sex of actor by female and male faculty members were examined. Following are those results broken down by which condition subjects receive--female, male, or gender unidentified. Because of the small N, percentages and significance levels are not presented.

Designation of Gender By Social Science  
and Science and Mathematics Faculty,  
Broken Down by Sex of Subject

Long's Sex

	<u>Male</u>	<u>Female</u>	<u>Unident.</u>	<u>Male</u>	<u>Female</u>	<u>Unident.</u>
	<u>Social Science-Female</u>			<u>Science, Math-Female</u>		
Male	4	1	3	3	0	5
Female	0	6	3	0	6	0
	<u>Social Science-Male</u>			<u>Science, Math-Male</u>		
Male	8	0	8	3	2	7
Female	0	7	0	1	3	0

West's Sex

	<u>Social Science-Female</u>			<u>Science, Math--Female</u>		
Male	4	1	9	2	0	6
Female	0	6	0	1	6	0
	<u>Social Science-Male</u>			<u>Science, Math-Male</u>		
Male	8	1	9	3	1	7
Female	0	6	1	0	3	1

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