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SEXUAL HARASSMENT: THE CLIMATE FOR WOMEN FACULTY

BY

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DISSERTATION

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ABSTRACT

This is a study of the organizational climate for sexual harassment for university faculty, specifically, women faculty. Much of the current sexual harassment research in a university setting is focused on the experiences of college students. This study includes a collection of data about the perceptions of organizational climate for sexual harassment and perceptions of policies and procedures as well as practices concerning unwanted sex-related experiences encountered by university faculty. This research is needed because there is a lack of available literature concerning the sexual harassment of women faculty and the corresponding organizational climate.

There is a perception of risk associated with filing a report of sexual harassment for women faculty, along with concern as to whether a complaint of sexual harassment would not be taken seriously.   These perceptions could contribute to a lack of reporting. There was great variance as to whether an individual would be afraid to file a sexual harassment complaint. All of these make a contribution to the climate for sexual harassment.

When addressing the naming of certain behaviors as sexual harassment, in spite of training on legal definitions and policy, some faculty members were uncertain. The occurrence of sexual harassment seemed to color the academic understanding of sexual harassment. There is a greater need concerning the design, delivery and evaluation of sexual harassment training and other efforts to address and prevent the sexual harassment of women faculty.

To My Three Daughters,

You have been my greatest supporters. You celebrated every milestone on this journey with me. You brought me snacks while I was studying and writing papers. We often sat at the table and did homework together. This is as much your achievement as it is mine. We did this!

You are extraordinary young women and you are my very favorite people. You are distinctly individual and yet you represent the very best parts of me. I am incredibly grateful for the opportunity to pour into your lives as you now pour into mine. I thank God for you every day and I love each of you dearly. You are my beloved.

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CHAPTER 1: INTRODUCTION

Many publications and policies have been written about sexual harassment in higher education. Yet, there is still an air of silence concerning women faculty. A literature search of sexual harassment in higher education generally yields information concerning the sexual harassment of students.

Sexual harassment in the workplace is a complex phenomenon that is not well understood. Sexual harassment is so misunderstood, it is referred to as harassment, exploitation, discrimination, misconduct and the like. This lack of consensus regarding a common naming convention contributes to the lack of understanding of this phenomenon. Further, despite years of research, little guidance is offered to effectively address sexual harassment in the workplace. In FY 2015, 6,822 sexual harassment cases were filed with the Equal Employment Opportunity Commission (EEOC, 2016). Of those 6,822 cases, more than 3,000 were found to have no reasonable cause to believe that discrimination occurred and more than 1,000 of the cases were closed administratively—no action taken. Yet, many organizations continue to implement formal policies and training programs in an effort to address the issue of sexual harassment without having a broader perspective of the issue. This is also true in the university environment.

For example, the following excerpt is taken from a State of Illinois pamphlet on sexual harassment. This pamphlet provides pertinent information on the topic of sexual harassment in the university environment.

Following are examples of sexual harassment in higher education: 1) a professor who continually makes jokes of a sexual nature in the classroom;

2) a registration advisor who tells a student the student might be able to get into a class if the student dates the advisor; 3) an admissions advisor who tells a prospective student that the advisor will put in a "good word" for the prospective student if the student dates the advisor; and 4) a financial assistance advisor who tells a student that "if you have sex with me, I can look out for scholarships for you". (http://www2.illinois.gov/dhr/Publications/Documents/Sexual_Harassme nt_Higher_Education_Brochure.pdf)

This pamphlet is also indicative of the lack of focus on the sexual harassment of women faculty by students and other faculty in higher education. This pamphlet is one of many examples that show the invisibility of this issue in the education policy literature on women professors and lecturers in United States colleges and universities.

Sexual harassment in the workplace is neither a new nor unknown phenomenon. Organizations continue to struggle to understand the phenomenon that is sexual harassment and to effectively address and eliminate it. The consequences and costs of sexual harassment in the workplace are significant for individual employees and the organization at large. In computing the cost of sexual harassment in the Federal Government it is reported that, "the cost of job turnover, sick leave that victims say they used as a result of the harassment, the cost of the individual productivity decreases reported by victims, and the estimated productivity lost by work groups in which harassment occurs" must be taken into account (USMSPB, 1995, p. 23). These types of costs impact the individual as well as the organizational climate. While these costs cannot be calculated merely in dollars, sexual harassment cost the Federal Government an estimated $327 million from April 1992 to April 1994…(ibid, viii).

Concerning sexual harassment in higher education, women faculty remain a hidden population. There is little information concerning the sexual harassment of women faculty by students or other faculty. "Unfortunately, relatively little attention, either in terms of policy work or research, has focused on women faculty members who experience sexual harassment. Although the work devoted to the task of unmasking the problem of sexual harassment among college students is important, we need to recognize that an important population within higher education - women faculty - is sometimes ignored and forgotten" (Dey, Korn & Sax, 1996, p.150). This study looks at the organizational climate for sexual harassment for university faculty. This research is significant because there is a lack of available literature concerning women faculty being subjected to sexual harassment.

One of the issues impacting this air of silence surrounding women faculty is underreporting of the offence. Brooks and Perot (1991) "postulate that before a woman will report sexual harassment, she must first view the behavior as serious or offensive. Thus, perceived offensiveness is postulated to have a direct influence on the likelihood of reporting" (p. 33). One of the variables of perceived offensiveness is frequency of behavior. An initial offense or a periodic offense may go unreported. However, when the harassing behavior becomes consistent, the perception of offensiveness increases and thus increases the likelihood of reporting (Brooks and Perot, 1991, p. 33). Additionally, "normative expectations for reporting and perceived outcomes of reporting were expected to show a direct influence on reporting behavior" (Brooks and Perot, 1991, p. 35). Fear of reprisal following the report of sexual harassment may lead victims of harassment to remain silent. A third element of underreporting is a lack of understanding concerning what constitutes sexual harassment. Although sexually harassing behaviors can be discomforting, without a common organizational definition neither

the victim nor the harasser is clear on what constitutes sexual harassment. "This lack of a common definition contributes to both the nonrecognition and underreporting of sexual harassment" (Dey, Korn & Sax, 1996, p.151).

Efforts to address and prevent sexual harassment in the workplace have often focused on the development of training programs for potential targets and aggressors. "Many organizations, including universities, have put training in place to educate employees about sexual harassment and protect themselves from liability" (Pilgram & Keyton, 2009, pg. 223). However, little is known about the effectiveness of sexual harassment training. "After decades of research, we really are not sure about what, if anything, works to educate people about sexual harassment, reduce incidents of sexual harassment, and help people cope with the outcomes of sexual harassment" (Pryor & McKinney, 1995, p. 609). It is important to examine more directly the efficacy of sexual harassment training in increasing organizational climate—that is a climate that is less tolerant of/conducive to sexual harassment.

DEFINING SEXUAL HARASSMENT

The United States Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws, specifically those related to discrimination in the workplace. The EEOC was given power under Title VII of the Civil Rights Act of 1964 to address sexual harassment in the workplace (EEOC, 1991). EEOC regulations are published in the United States Code of Federal Regulations (CFR) Title 29. Title 29, Part 1604.11a defines sexual harassment as follows.

> Unwelcome sexual advances, requests for sexual favors, and other verbal or
> physical conduct of a sexual nature constitute sexual harassment when (1)

submission to such conduct is made either explicitly or implicitly a term or

condition of an individual's employment, (2) submission to or rejection of such

conduct by an individual is used as the basis for employment decisions affecting

such individual, or (3) such conduct has the purpose or effect of unreasonably

interfering with an individual's work performance or creating an intimidating,

hostile, or offensive working environment (CFR, 2011).

Sexual harassment is a violation of Title VII, section 703 of the Civil Rights Act of 1964. In 1980, the EEOC included hostile work environment in their definition of sexual harassment. Hostile work environment goes beyond "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature" that affects an individual's employment or interferes with an individual's work performance, and includes "creating an intimidating, hostile or offensive working environment (EEOC, 1990)."

The EEOC's guidelines define two types of sexual harassment, quid pro quo and hostile environment. Quid pro quo involves someone in a position of authority making a sexual demand on a subordinate that impacts employment decisions. The demand does not have to be a direct demand—it can be implied. Hostile environment interferes with work performance or creates a hostile, offensive or threatening environment. Both types of harassment are actionable (EEOC, 1990).

LEGALLY DEFENSIBLE ACTION

Too often organizations focus on legal defensibility rather than thwarting the existence of sexual harassment in the organization. EEOC guidelines do encourage employers to proactively address the issue of sexual harassment in the workplace. The following is an excerpt from CFR 29, Section 1604.11 (d) and (f) (CFR, 2014).

(d) With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.

(f) Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under title VII, and developing methods to sensitize all concerned.

The EEOC (1999) Enforcement Guidelines: Vicarious Liability provides the following excerpt.

V.C.2. Other Preventive and Corrective Measures

An employer's duty to exercise due care includes instructing all of its supervisors and managers to address or report to appropriate officials complaints of harassment regardless of whether they are officially designated to take complaints and regardless of whether a complaint was framed in a way that conforms to the organization's particular complaint procedures.

An employer should ensure that its supervisors and managers understand their responsibilities under the organization's anti-harassment policy and complaint procedure. Periodic training of those individuals can help achieve that result. Such training should explain the types of conduct that violate the employer's anti-harassment policy; the seriousness of the policy; the responsibilities of

supervisors and managers when they learn of alleged harassment; and the

prohibition against retaliation.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of

sex in any federally funded education program or activity. In April 2011, the United States

Department of Education issued a Dear Colleague letter to university administrators reminding

them of the requirements of Title IX and their responsibilities. The Dear Colleague letter reminds

schools of the Title IX requirements to publish policies against sex discrimination, designate a

Title IX coordinator and publish grievance procedures in response to sexual violence. While the

Dear Colleague letter focuses specifically on the impact of sexual violence on students, the

campus response to the Dear Colleague letter has campus policy implications concerning sexual

harassment. Campus policy implications extend beyond the student body. Campus policy

implications contribute to the culture and the climate experienced on the campus and within

departments on campus—clearly impacting students and faculty.

Preventing and addressing sexual harassment on college campuses is essential to the

safety and well-being of students and faculty. Without adequate information about sexual

harassment on campus, it is impossible for campus administration to effectively address sexual

harassment on campus. We must move beyond merely implementing policies and programs

without an understanding of the climate and culture that exists on our college campuses. This

proposed exploratory study seeks to contribute to clarifying our understanding.

Research Questions

      Organizational models of sexual harassment in the workplace suggest that individual perceptions of the organization's tolerance for sexually harassing behaviors play an important role in understanding both the prevalence and outcomes of sexual harassment at work. Perceptions of the sexual harassment climate have been linked to negative job and psychological outcomes. As previously stated, sexual harassment in the workplace is a complex phenomenon that is not well understood. The current study poses three questions to begin to examine the perceptions of this phenomenon within a university environment. Using a nine item survey and three vignettes, this study strives to answer the following three main research questions regarding sexual harassment of women faculty.

1. Is there a significant difference between women and men in ratings of the climate for sexual harassment in the shared workplace?

2. What are the gender differences in the perception of sexual harassment?

    a. Will women be more likely than men to perceive behaviors as examples of sexual harassment in the vignettes?

3. Is there a lack of gender differences in character evaluation?

    a. Will the behavior of men and women in the vignettes be evaluated similarly by men and women?

      This study will collect data about the perceptions of organizational climate for sexual harassment and perceptions of policies and procedures as well as practices concerning unwanted sex-related experiences encountered by university faculty. Much of the current sexual harassment research in a university setting is focused on the experiences of college

students. This study focuses on faculty. This research is needed because there is a lack of available literature concerning the sexual harassment of women faculty and the corresponding organizational climate. The results of this work could be used to clarify risk factors for sexual harassment in a university setting, as well as to assist in addressing larger climate issues.

Chapter 1 of this proposal provides a general overview of the study. Chapter 1 discusses the background for the study, the purpose of the study, statement of the problem, research questions, and significance of the study. Chapter 1 also provides an explanation of terms related to sexual harassment. Chapter 2 provides the review of literature, including issues related to organizational climate and culture. Also included in this chapter are discussions that illustrate the lack of studies that have been conducted specific to the sexual harassment of women faculty. Chapter 3 describes the methods used to collect and analyze data. Included are several studies relating to sexual harassment policies and practices on university campuses. Chapter 4 describes the data analysis results. Chapter 5 discusses conclusions from the study and includes recommendations for future research.

CHAPTER 2: REVIEW OF THE LITERATURE

This review of the literature includes works that reference organizational climate and its impact on faculty. Also included are available studies that have focused on the sexual harassment of faculty by students and other faculty. Finally, this review provides a discussion of the implications of these elements on the organizational climate for women faculty.

"The phrase "the higher the fewer" is used to recognize the fact that even though women have higher education attainment levels than men, this is not reflected in the number of women holding positions with high faculty rank, salary, or prestige" (Johnson, 2016, p. 6). Because women experience more sexual harassment than men (Antecol and Cobb-Clark, 2003, p.828), women are likely to find the climate more tolerant of/conducive to sexual harassment. In objecting to sexual harassment, women are objecting to that which has become routine—a sexualized climate. Universities and university administrators have a responsibility to address sexual harassment on their campuses.

Organizational Climate for Women Faculty

"A tolerant sexual harassment climate is one in which organizational members feel that it is acceptable to engage in sexually harassing behavior; in which organizational members would consider it risky to complain about sexually harassing behaviors; and in which a complaint about sexual harassing behaviors would not be taken seriously, and concrete actions to curtail harassment would not be likely to ensue" (Estrada et al., 2011, p. 413). An employee's experiences in the workplace create perceptions regarding fair treatment in the workplace. "Employees' perceptions of the events, practices, and procedures as well as their perceptions of the behaviors that are rewarded, supported, and expected constitute the climate of the work

setting" as defined by Schneider, Wheeler and Cox (1992, p. 705). Kath, Swody, Magley, Bunk and Gallus "characterize climate for sexual harassment as employees' perceptions of organizational practices, procedures, and punishment for sexual harassment behaviours" (p. 161). They also suggest "an organization's climate for sexual harassment develops through the enforcement of its formal policies and procedures" (ibid, p. 164). Climate relates to socially construed indications of desired role behavior, originating simultaneously from policy and procedural actions of top management and from supervisory actions exhibited by shop-floor or frontline supervisors (Zohar & Luria, 616). Organizational climate is a general construct composed of policies, procedures and practices.

Glomb et al (1997), propose that "sexual harassment can operate as either a discretionary or an ambient stimuli; sexual harassment experienced directly by a women as a target (discretionary stimuli) or indirectly as a member of a work group pervading a work environment (ambient stimuli) may have similar negative effects" (p. 310-311). The same stressors experienced by the target of sexual harassment are often experienced by coworkers who witness the harassment but are not themselves the target. The target of sexual harassment may also disclose the sexual harassment to a trusted coworker as a means of coping and thereby share the stress. If a sexual harassment case is opened and investigated, a general awareness may be known by all in the work group. "By conceptualizing sexual harassment as one potential job stressor, we may infer that exposure to this stressor, be it direct or indirect, will result in outcomes similar to those from other work stressors (e.g., negative effects on job attitudes, psychological outcomes, and physical health)" (Glomb et al, 1997, p. 311). This type of stressor contributes to the climate for the entire work group. When that stressor is sexual harassment, the climate is perceived to be tolerant of sexual harassment.

Understanding the definition of sexual harassment is not the same as understanding how people experience sexual harassment within an organization. Hayes, Bartle and Major present "climate for opportunity" as a "way of conceptualizing how individuals' perceptions, experiences, values, and cognitive processes translate into judgments about the organization's treatment of its work force" (2002, p.446). While the authors presented this climate for opportunity in the context of managing diversity, the core of the opportunity model addresses perceptions of fair treatment in the workplace. This climate for opportunity becomes an "antecedent to outcomes at the individual, work group, and organizational levels" (ibid). Climate theory "provides an understanding of how individuals make sense of complex environments through the development of general perceptions and cognitions" (Hayes et al., 2002, p. 448). The events, practices and procedures may include promotions, pay, awards, training and even sexually-related behaviors. Perceptions drive behavior, while the organizational response to behavior influences perceptions—in a cyclical pattern.

It is not enough for policies and procedures to exist; they must be enforced in order for employees to perceive them as viable or effective. Through selection, socialization, rewards, and punishments, organizations teach and reinforce organizational norms. "A faculty member's perception of the institution and its climate is important, for it provides a framework for understanding and interpreting institutional events" (Dey et al., 1996, p. 164). When sexually-related behavior occurs, the manner in which it is or is not addressed contributes to perceptions of the organization's ability to provide a climate that either allows sexual harassment or reduces and eliminates it. … "environmental factors alone (i.e., psychological climate for sexual harassment) may be sufficient to trigger the negative effects of sexual harassment without necessitating direct exposure to sexually harassing behaviors" (Estrada et al, 2011, 426).

The core meaning of climate relates, therefore, to socially construed indications of desired role behavior, originating simultaneously from policy and procedural actions of top management and from supervisory actions exhibited by shop-floor or frontline supervisors (Zohar & Luria, 2005, 616). Organizational climate is defined here as a general construct composed of policies, procedures and practices, even when those practices are not in direct compliance with published policies.

The source of sexually harassing behaviors can be perplexing for many. The thought that students do not have the institutional power necessary to harass a professor prevents many of us from perceiving the reality that many women professors experience. Grauerholz explored the experiences of a group of women faculty at a major U.S. university in relation to sexual harassment, power, authority and gender. Using a survey with a 61% response rate, faculty respondents were asked about sexually harassing behaviors being directed towards them by students. The following table (Table I) represents the most common experiences reported by these women faculty (Grauerholz, 1989, p. 793).

Table I. Number and Percentage of Women Professors Experiencing a Particular Behavior from Students ($N = 208$)

Behavior	N	%
Sexist comments	65	32
Undue attention	37	18
Verbal sexual comments	30	15
Written sexual comments	17	8
Body language	25	12
Physical advances	4	2
Explicit sexual propositions	6	3
Sexual bribery	2	1
Sexual assault	1	.5
Obscene phone calls	35	17
Other	7	4

Table 2.1: Most common experiences

Throughout research concerning sexual harassment, one of the great challenges is naming sexual harassment. Grauerholz found a range of what the women professors identified as sexual harassment. This dichotomy is clearly delineated in the following table (Table II). (Grauerholz, 1989, p. 794)

Table II. Percentage of Respondents Indicating Whether a Particular Behavior Constitutes Sexual Harassment if Directed at a Faculty Member from a Student

Behavior	Yes (%)	No (%)	Depends/unsure (%)
Sexist comments	44	16	40
Undue attention	59	10	31
Verbal sexual comments	74	6	20
Written sexual comments	89	4	7
Body language	72	6	22
Physical advances	91	4	5
Explicit sexual propositions	93	4	3
Sexual bribery	96	2	2
Sexual assault	96	2	2

Table 2.2: Naming Behavior

There is an on-going, perpetual struggle to name sexual harassment; within this study, we see the power differential between student and professor. "Only a few women responded that professors are incapable of being sexually harassed by students. One respondent stated "sexual harassment depends on power. Students do not have power over professors, so it is not harassment" (Grauerholz, 1989, p. 794). In spite of that, the data in Grauerholz's table shows consistency among these women professors that these behaviors do indeed amount to sexual harassment. Eighty-two percent reported that males were exclusively involved (ibid, 796).

Status is also an important component in sexual harassment. "Yet the fact that many women professors feel harassed by male students' behavior, as indicated in this study,

suggests that definitions and policies concerning sexual harassment need to acknowledge that women can be sexually harassed by men who occupy lower status" (Graurholz, 1989, p. 798). Even when women are in structural positions of authority, gender still positions them in positions of vulnerability.

Kenig and Ryan conducted a survey which findings suggest that gender differences reflect differing perceptions of sexual harassment. "Unlike studies on the actual incidence of harassment, the interpretive process in harassment is a critical issue that has not received a great deal of attention" (Kenig & Ryan, 1986, p. 536). Because the study sample includes male and female faculty, staff and students, the findings illustrate perceptions of sexual harassment with regard to positions of authority. This is illustrated in the following table (Table I) where women often defined more behaviors as sexual harassment than men particularly when performed by someone without direct authority. "The eight categories of behavior ranged from verbal interactions, such as unwanted sexual jokes and remarks, to letters and calls, leaning and cornering, pressure for dates, touching, and sexual assault" (Kenig & Ryan, 1986, p. 538).

Table I. Behaviors Perpetrated by Individuals With Authority over Others and Without Authority, and Judged as Sexual Harassment — Judgments by Sex (%)

| Behavior | Judging behaviors as sexual harassment when performed by individuals | | | |
| | With direct authority | | Without direct authority | |
	Males	Females	Males	Females
Sex-stereotyped jokes or depictions	36	47[a]	22	31[a]
Teasing remarks of a sexual nature	56	66[a]	33	46[a]
Unwanted suggestive looks or gestures	77	88[a]	64	77[a]
Unwanted letters or telephone calls	98	98	90	95[a]
Unwanted leaning or cornering	88	92	81	88[a]
Unwanted pressure for dates	87	88	65	74[a]
Unwanted touching	95	96	89	95[a]
Unwanted pressure for sexual activity	99	98	93	96
$n \geq$	299	362	295	353

[a]Statistically significant at .05 level or better (χ^2).

Table 2.3: Judging Behaviors

"It is interesting to note that males and females diverged in their definitional judgments most consistently for the nonauthority perpetrated behaviors, with women, in almost every case, more likely than men to define the behavior as harassment. Throughout the data, sex-related differences appear most frequently for those behaviors or for those circumstances considered to be the most ambiguous" (Kenig & Ryan, 1986, p. 538).

Ultimately, the work of Kenig and Ryan yields an analytical model which "suggests that sex differences in attitude and behavior reflect both differing perceptions by men and women of their own self-interest within the organization, leading to differing sex-based normative systems, and the organizational environment that supports or fails to support such systems" (Kenig & Ryan, 1986, p. 543). The climate and culture of the organization either supports or fails to support these systems. Kenig and Ryan refer to the climate and culture of the organization as structures of opportunity, structures of power, and proportional distribution of various kinds of

persons (men and women) (ibid, 543). Ultimately, the authors find that gender-based attitudes

and behaviors are reproduced at all levels of the organization.

Implications

As will be demonstrated in Table 3.1, the policies across the Big Ten range from 1982 –

2015. Within this range, the language addressing sexual harassment changed across the decades.

One of the most salient changes in the published documents concerning sexual harassment is the

move from sexual harassment terminology to sexual misconduct terminology. Although several

schools mention sexual misconduct in their sexual harassment policies, only four universities

moved from sexual harassment policies to sexual misconduct policies. In defining sexual

misconduct, there continues to be a lack of consistency as detailed in Table 2.4.

Table 2.4: Sexual Misconduct Definitions

School	*Definitions*
Indiana University	sexual harassment, sexual violence, dating violence, domestic violence, sexual exploitation and stalking
University of Maryland	sexual harassment, sexual assault, sexual exploitation, sexual intimidation, and relationship violence
Michigan State	encompasses sexual harassment and sexual violence
Nebraska	rape, acquaintance rape, domestic violence, sexual assault, sexual harassment and stalking

The visibility of Title IX across the Big Ten campuses has also changed. The original

intent of Title IX to prohibit discrimination on the basis of sex in any federally funded education

program or activity mostly impacted sports on our college campuses. Today, the role of Title IX

Coordinator, as attested to by the policies reviewed here, is much more expansive. The Title IX

Coordinator is the primary agent in the adjudication of claims of sexual harassment, along with

maintenance of policy documents and often prevention measures. Given the size of the student

body, it would be quite feasible that the needs of faculty in this matter would be overlooked.

CHAPTER 3: METHODOLGY

This study examined the climate for sexual harassment for women faculty. More specifically, it assessed the perceptions of policies and procedures as well as practices concerning unwanted sex-related experiences within the university environment for women faculty. To reiterate from Chapter 1, this study examined the following research questions.

1. Is there a significant difference between women and men in ratings of the climate for sexual harassment in the shared workplace?
2. What are the gender differences in the perception of sexual harassment?
   a. Will women be more likely than men to perceive behaviors as examples of sexual harassment in the vignettes?
3. Is there a lack of gender differences in character evaluation?
   a. Will the behavior of men and women in the vignettes be evaluated similarly by men and women?

Both a nine item survey and three vignettes was used for this exploratory study. This study examined faculty experiences and perceptions of sexual harassment. The survey allowed faculty to self-report their experience with sexually harassing behaviors. This self-reporting allowed some consistency in the ways faculty responds and the data is applied. The vignettes are more of an indirect methodology designed to elicit perceptions regarding sexually harassing behaviors.

Research Context

This study was done in the context of a Big Ten university. While the Big Ten universities differ from each other in significant ways, they are held to similar standards by regulating agencies. For this reason, it is important to delve into the manner in which a Big Ten

university responds to the issue of sexual harassment. Following is a description of a study conducted by this researcher examining the responses of the Big Ten universities to the 2011 Department of Education Dear Colleague Letter. A content analysis of the policies of Big Ten universities before and after the 2011 Department of Education Dear Colleague Letter to universities across the United States was conducted and is reported here to provide insight into one example of how the universities have complied with such directives. It is an insight into organizational responsiveness on this issue. Included in this analysis is a review of the training, procedures, and policies of these universities designed to address sexual harassment and federal laws addressing sexual harassment. This review examines the resulting changes in the published documents of each of the Big Ten universities relevant to the handling of sexual harassment pre and post Dear Colleague letter.

The United States Department of Education and its Office for Civil Rights (OCR) issued the April 2001 Dear Colleague Letter to explain "that the requirements of Title IX cover sexual violence and to remind schools of their responsibilities to take immediate and effective steps to respond to sexual violence in accordance with the requirements of Title IX" (USED, 2011, p. 1). Specifically, that letter instructed campuses on policy, training, and procedures related to sexual violence on college campuses. "In addition to ensuring full compliance with Title IX, schools should take proactive measures to prevent sexual harassment and violence. OCR recommends that all schools implement preventive education programs and make victim resources, including comprehensive victim services, available. Schools may want to include these education programs in their (1) orientation programs for new students, faculty, staff, and employees; (2) training for students who serve as advisors in residence halls; (3) training for student athletes and coaches; and (4) school assemblies and "back to school nights."" (USED, 2011, p. 14). These

training programs should include "what constitutes sexual harassment and sexual violence, the school's policies and disciplinary procedures, and the consequences of violating these policies" (USED, 2011, p. 15).

Concerning procedures, "when OCR finds that a school has not taken prompt and effective steps to respond to sexual harassment or violence, OCR will seek appropriate remedies for both the complainant and the broader student population. When conducting Title IX enforcement activities, OCR seeks to obtain voluntary compliance from recipients. When a recipient does not come into compliance voluntarily, OCR may initiate proceedings to withdraw Federal funding by the Department or refer the case to the U.S. Department of Justice for litigation" (USED, 2011, p. 16).

I conducted content analysis of the policies of the Big Ten universities relevant to sexual harassment. This content analysis specifically focuses on policies, procedures and prevention efforts. As a result of the content analysis of the policies of the 14 Big Ten universities before and after the DCL, the following table summarizes resulting themes as of March 2015.

Table 3.1: Sexual Harassment Policy Analysis Resulting Themes

Policies	Procedures	Prevention
Existing policies range from 1982 – 2015: policies were not updated regularly

Inconsistent naming conventions across the Big Ten reflects larger inconsistencies in naming sexual harassment (i.e. "Sexual Misconduct" terminology rather than "Sexual Harassment") | All campuses have a Title IX Coordinator; it is not clear that this is always the final authority in investigations— difficult to identify resources for help/resolution | 4 campuses include information in their New Employee Orientation

1 campus has implemented recurring training

No clear ongoing prevention efforts across the Big Ten |

Results

The principle reason for reporting the study of Big Ten schools' responses to the 2011 Department of Education Letter is to illustrate the salience of context. It is particularly important to note the manner in which the Universities in the conference more often than not made choices regarding policy compliance on issues of this significance that maintained their similarity more than their independence. In this next section, I report the responses of each campus to illuminate this aspect of organizational culture.

The University of Wisconsin-Madison (UWM) has the most outdated policy, dating back to 1982. However, UWM provided a 2013 brochure detailing their sexual harassment policy and the university's statement on consensual relationships. UWM does have a Title IX Coordinator and provides examples in the brochure and on their website of what to do in the event of exposure to sexually harassing situations. However, UWM prevention efforts are limited to information sessions offered by request. Sexual misconduct is not included in this policy.

Until March 2015, the sexual harassment policy for Indiana University was most recently updated as of 2002. The 2015 Sexual Misconduct policy covers sexual harassment and prohibits discrimination based on federal laws including Title IX. "Employee training shall be provided to those involved in reporting, receiving reports, investigating, adjudicating and otherwise responding to charges of sexual misconduct at the University" (IU, p. UA-03). Otherwise, students, faculty and staff are offered online training on the prevention of sexual harassment; this is not required training. This online training is also made available to small local employers. New students have required orientation that includes a session on sexual assault. There is no recurring training required. Indiana University has a Title IX Coordinator who is responsible for investigations of sexual misconduct. The initial report of misconduct can be made to a campus

administrator who will ultimately inform the Title IX Coordinator. Indiana University also implemented a Stop Sexual Violence Website to disseminate campus-specific resource information. This website is a comprehensive resource that covers the multiple campuses of this university.

The University of Michigan has a sexual harassment policy that is dated 2011. This policy specifically references Title VII and Title IX and uses federal guidelines to define sexual harassment. The preventative efforts include publishing the current policy on the university website and including it in orientation materials for faculty, students and staff. The policy indicates that reports of sexual harassment should be made to the Office of Institutional Equity or an appropriate administrator. It is not until and unless you visit the website of the Office of Institutional Equity that the Title IX Coordinator is mentioned as the director. It is this office that offers training; there appears to be no requirements and no reoccurrence. Sexual misconduct is not included in the University's most recent policy.

In February 2014, the University of Michigan received a letter from the Department of Education stating the Department had received a complaint filed against the University alleging the University discriminated on the basis of sex and failed to promptly respond to a report of sexual assault made by a female student. This letter is relevant to this research project because the Department's investigation include a request for the following items: University policies or procedures addressing sexual violence/misconduct/harassment, Title IX grievances, or appeal procedures, along with any changes to policies or procedures during the time period in question; names/titles of the University's Title IX coordinator(s) and when each individual assumed his/her position and how their contact information is disseminated to University constituents; a description of the University complaint process; a description of how the University

communicates with the campus community about its process for addressing sexual harassment and violence; a description of any training in the dates, target audiences, copies of materials, and expertise of providers; and the letter also requested a description of how the University assess the campus climate regarding sexual harassment issues. This letter provides some elaboration on the expectations of the Department of Education's Dear Colleague Letter that may not have been clearly delineated in the original Letter.

The University of Iowa sexual harassment policy was last updated in 2014 and uses federal guidelines to define sexual harassment. Reports of sexual harassment should be made to the Office of the Sexual Misconduct Response Coordinator, the Office of Equal Opportunity and Diversity, or to any academic or administrative officer. According to the policy, no sexual harassment investigations are authorized without the involvement of either the Office of the Sexual Misconduct Response Coordinator or the Office of Equal Opportunity and Diversity. These two offices will coordinate efforts to address sexual harassment. Concerning prevention efforts, the University of Iowa has mandatory sexual harassment prevention education available online or instructor-led. All faculty and regular staff members, who hold a 50 percent or greater appointment, are required to receive sexual harassment prevention education in the first six months of their employment. Teaching/graduate assistants must complete training within two months of employment. All employees must renew their training every three years. The Office of Equal Opportunity and Diversity sends an annual notification concerning the sexual harassment policy to all faculty and staff, as well as posts it on the University website. There is no mention of the Title IX Coordinator in the sexual harassment policy. However, the Chief Diversity Officer in the Office of Equal Opportunity and Diversity is the Title IX Coordinator for the campus. Also, the Office of the Sexual Misconduct Response Coordinator maintains a

website of resources including links to the current policy and campus contacts. Iowa maintains a separate policy on the Sexual Misconduct Involving Students; this policy is specific to students and mentions sexual misconduct.

The University of Maryland Sexual Misconduct Policy replaced their policy on sexual harassment and is most recently dated in 2014. A workgroup was developed during their process of evolving to a sexual misconduct policy. This workgroup distributed a frequently asked questions (FAQ) document to assist in bringing clarification on the topic. Within this FAQ document, multiple instances of recommendations and advice from the DCL is mentioned as a part of the deliberations of this workgroup as they developed the Sexual Misconduct Policy. This Sexual Misconduct Policy also specifically references Title IX and indicates the university Title IX Officer must be involved in all investigations of sexual misconduct. An online complaint form is available. The Title IX Officer is the Director of the Office of Sexual Misconduct & Relationship Violence. This office is responsible for the prevention programs related to sexual misconduct; the policy references the website of this office for more information on prevention programs. According to the website, the office is the Office of Civil Rights & Sexual Misconduct, rather than Sexual Misconduct & Relationship Violence. The website lists six training options with no details concerning the scope of their prevention efforts. Four of the six options have more information 'coming soon.' One of the options is a link to a Power Point presentation for Responsible Employee Training. There is no indication of required or reoccurring training on the site.

Michigan State University replaced their sexual harassment policy with the expanded Relationship Violence & Sexual Misconduct Policy in 2015. This expanded policy includes coverage of sexual harassment, sexual violence, domestic violence, dating violence, and stalking.

The purpose of the policy includes define and address relationship violence and sexual misconduct. The University Title IX Coordinator is quickly identified within the policy as the individual who, "manages all relationship violence and sexual misconduct complaints and identifies and addresses any patterns or systemic problems that arise during the review of such complaints (MSU, p. 4)." The policy also identifies sexual harassment as a form of gender discrimination, which is in violation of Title IX. The policy identifies sexual misconduct as encompasses sexual harassment and sexual violence; those terms are further defined within the policy. In general, violations of the policy should be reported to the Title IX Coordinator. If faculty/staff are involved, complaints may also be reported to that individual's supervisor. The University provides a detailed summary of the complaint procedures online.

Those affected by relationship violence or sexual misconduct at Michigan State University are encouraged to seek support from campus counseling resources. The Title IX Coordinator also has the responsibility to "track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses (MSU, p.13)." These campus-wide responses might include "increased security or supervision at locations or activities where a pattern of relationship violence or sexual misconduct exists; providing education and training materials for students, student groups, or employees; reviewing applicable relationship violence and sexual misconduct or disciplinary policies; and conducting climate surveys regarding relationship violence and sexual misconduct (MSU, p. 16)." Prevention efforts include publishing the policy on the University website and including it in orientation materials for students, faculty and staff. Educational sessions include workshops for students, faculty and staff on Preventing, Investigating and Reporting Sexual Harassment; these workshops are provided by the Office for Inclusion and Intercultural Initiatives. Michigan State also requires each college and major

administrative unit to designate a unit liaison to answer questions, refer complaints and meet with campus officials on sexual harassment issues specific to that unit.

The 2014 Sexual Harassment policy of the University of Minnesota is reflective of its previous policies in that it is very succinct. This 2014 version adds specifics regarding reporting options for those who feel they have been harassed and addresses the prohibition of retaliation against those who participate in sexual harassment investigations. This policy does not include any mention of sexual misconduct. According to the policy, reports of sexual harassment should be made to the Office for Equal Opportunity and Affirmative Action; the director of this office is the primary contact for the policy and its implementation. The policy does include a link to the procedures document for Reporting Incidents of Sexual Harassment. Both documents identify sexual harassment as a violation of Title IX. There is no information provided on prevention efforts within this policy document.

However, the University of Minnesota's Office of Equal Opportunity and Affirmative Action website indicates the director of the Office for Equal Opportunity and Affirmative Action (EOAA) is the Title IX Coordinator for the campus. According to this website, the Office of Equal Opportunity and Affirmative Action provides training to university administrators on responding to instances of sexual misconduct and sexual harassment. There is no indication of a required or reoccurring nature of this training. This office also supports a unit liaison program to implement its policies. These unit liaisons are appointed to two-year terms by the heads of their units. The responsibilities of the liaisons include working with the EOAA to respond to complaints of sexual harassment from employees within the unit.

In 2014, the University of Nebraska-Lincoln implemented its Response to Allegations of Employee Sexual Misconduct policy. This policy refers to rape, acquaintance rape, domestic

violence, dating violence, sexual assault, sexual harassment and stalking as sexual misconduct. According to the policy, complaints should be made to the "Human Resource Officer or Title IX Coordinator of the major administrative unit where the misconduct occurred" (UNL, p.1). The University's Title IX Coordinator addresses non-discrimination policy inquiries for the campus. There is no mention of prevention efforts in this policy.

Northwestern published a 2014 Sexual Misconduct, Stalking, and Dating and Domestic Violence policy. This policy also contains a Title IX statement which includes prohibition against discrimination and retaliation for compliance. The policy provides a list of resources for reporting and assistance including the contact information for the Title IX Coordinator. The Title IX Coordinator is Director of the Sexual Harassment Prevention Office. The website for this office provides a wealth of resources relevant to the policies, procedures and prevention efforts associated with sexual harassment. Prevention efforts including training sessions that last from 10 to 75 minutes that can be customized for individual audiences. These training sessions are available upon request. There is no indication that the training is required or reoccurring.

The Ohio State University's most recent Sexual Harassment policy was updated in 2014. The Office of Human Resources is responsible for maintaining this policy document and includes the policy in required orientation for new faculty, staff and students. Reoccurring training is not required, but an online training option is provided. It is in the 'contacts' section of the policy that the Title IX Coordinator is identified as a part of the Office of University Compliance and Integrity. Reports of sexual harassment can be made to human resource professionals within the unit or the campus Office of Human Resources. "All individuals who are designated to receive allegations are expected to participate in training provided by the Office of Human Resources related to handling sexual harassment allegations" (OSU, p. 6). The policy

document refers the reader to Guidelines for Investigating Complaints of Discrimination and Harassment for procedures for filing a claim of sexual harassment; this form can be submitted in person or via email.

The Penn State 2014 Discrimination, Harassment, Sexual Harassment and Related Inappropriate Conduct policy replaced the Sexual Assault, Relationship and Domestic Violence, and Stalking policy; the Sexual Harassment policy; and the Statement on Nondiscrimination and Harassment. Violations of the policy should be reported to the Title IX Coordinator. The Penn State Title IX website provides a form to report violations of the policy. There is no information in the policy concerning prevention efforts. However, the Affirmative Action Office provides online and classroom training designed to understand and prevent sexual harassment for those who express an interest. This training is neither required nor reoccurring.

The Pennsylvania State University Task Force on Sexual Assault and Sexual Harassment Report was released in January 2015. This document is relevant to the current research in that some of the recommendations of the Task Force pertain to reporting procedures and prevention efforts. The Task Force recommended the "appointment of a full time Title IX Coordinator for the University, with accompanying staff, including an investigator, a prevention and education coordinator, and a deputy coordinator" (PSU, p. 23). The Task Force also addressed an ongoing challenge with sexual harassment training. "Federal guidance makes clear the expectation that all responsible employees who must report relevant details disclosed to them about alleged sexual misconduct also must be trained annually in their reporting responsibilities. Such training currently does not systematically occur at Penn State. Nor is there any systematic process for identifying those employees who have received such training through the efforts of their individual units or otherwise" (PSU, p. 22).

The Purdue University Anti-Harassment Policy was last updated in 2014. The 2014 updates included information on education, prevention and risk reduction, as well as a definition for stalking and an update on student discipline related to violations of the policy. The policy does identify the Title IX Coordinator for the campus. However, to file a formal complaint, the university provides a Complaint Information Form that can be submitted in person or online. The form is accessed through a link from the policy to the Procedures for Resolving Complaints of Discrimination and Harassment embedded within the policy. There are no prevention efforts mentioned within this policy document. The Vice President for Ethics and Compliance is the Title IX Officer for the campus. The website for the office of the Vice President for Ethics and Compliance provides information on the 60-90 minute briefing sessions on harassment & discrimination that are available by request. These sessions are not required or reoccurring.

Rutgers University updated their Policy Prohibiting Discrimination and Harassment in 2014. This policy covers not only sexual harassment, but romantic relationships. Within the context of romantic relationships, the policy also addresses the subsequent power differentials where one individual may "affect the educational opportunities or career of the other" (RU, p. 4). Violations of the policy should be reported to the Office of Employment Equity, which is responsible for the policy, the complaint process and education and training associated with the policy and the complaint process. The Discrimination and Harassment Complaint Process is referenced within this policy document.

The Sexual Harassment policy of the University of Illinois at Urbana-Champaign (UIUC) covers the federal definition of sexual harassment and indicates that sexual harassment reporting should be made to the Office of Diversity, Equity and Access. There is no mention of prevention efforts within the policy statement of UIUC. Within the Policy and Procedures for Addressing

Discrimination and Harassment at the University of Illinois at Urbana-Champaign, sexual harassment and Title IX are addressed. Violations of this policy are again directed to the Office of Diversity, Equity and Access. It is in this document, revised in 2015, that the Title IX Coordinator is identified as a part of the Office of Diversity, Equity and Access.

In a 2012 Task Force update to the Board of Trustees, UIUC projected implementation of mandatory sexual harassment training in fiscal year 2013 (University of Illinois, 2012) to replace the current voluntary training for employees. The Task Force recommended future mandatory training to include a three year recurring training cycle. Although that implementation has not occurred, it has the potential to provide an opportunity to assess the UIUC climate for sexual harassment pre and post training.

All of the Big Ten universities have policies and practices in place as is shown in the responses of the individual universities. Yet, there is no empirical evidence that there were significant changes in policy, practice or procedures resulting from the Dear Colleague letter, in spite of the fact that these efforts are so impactful to the climate for sexual harassment. Remarkably, many of the policy documents across the Big Ten reference the need for training and prevention efforts. Yet, these efforts have not been fully implemented across the Big Ten.

Not surprisingly, sexual harassment remains a critical issue on Big Ten campuses. Faculty are key members of the university community. For this reason, universities must pay particular attention to factors that impact the climate in which faculty are expected to contribute to the overall services the university is expected to provide to its constituencies. Thus the focus of this study are faculty on the campus of one Big Ten university. The details of the study design follow.

Study Design

Sample

       The study's purpose is to collect data about the perceptions of organizational climate for sexual harassment. While I aspire to conduct this study in as many departments as possible, multiple sites would prove too costly in terms of time and finances. As a result, I successfully secured the participation of two units, in different colleges on the UIUC campus. While these two units do not capture the breadth of the entire UIUC campus, they do represent the kind of similarities found throughout the UIUC campus and throughout the Big Ten.

       The sample for this project are faculty from the UIUC College of Fine Arts, Department of Dance and the UIUC Department of Applied Health Sciences. The Department of Dance is a small department within a liberal arts college and has a predominantly female faculty. The Department of Applied Health Sciences is a larger department focused on 'hard sciences.' The faculty in this department is closer to a 50/50 female to male ratio. All levels of faculty within each department are asked to participate in this study. Choosing sites that represent the diversity between the arts and the sciences may add some additional depth to the study.

       Due to the nature of the study, personal interviews will not allow the anonymity the survey allows. Faculty in each group will be asked to participate via email sent from within their department. Participation is voluntary and no identifying information is requested other than the gender of the participant.

Procedure

       Potential survey respondents will be contacted via email and asked to complete the survey within a two-week period. The survey will be administered online. The survey for this study includes a cover letter describing the general purpose of the study and confidentiality

safeguards. After one week, email reminders will be sent to encourage non-respondents to

complete the survey before the deadline.

Measures

Organizational climate for sexual harassment will be measured with a nine item survey.

The survey includes multi-item scales assessing the perceptions of policies and procedures as

well as practices concerning unwanted sex-related experiences. "Most studies assessing sexual

harassment climate rely on measures that are pragmatically driven and atheoretical in nature"

(Estrada et al., 2011, p.411). Estrada et al also found the "need to develop psychometrically

sound measures of psychological climate for sexual harassment that are concise enough to use in

large-scale survey programs within different cultures" (p. 412). This shorter questionnaire, used

here, was designed to be superior to the use of pragmatically driven items that lack theoretical

and empirical support.   The Psychological Climate for Sexual Harassment (PCSH) scale

"conceptualizes psychological climate for sexual harassment as comprising individual level

perceptions of (a) the risks associated with reporting a sexual harassment episode; (b) the

seriousness with which a complaint would be addressed; and (c) the likelihood that actions

would be taken in response to the complaint" (Estrada et al., 2011, p. 413).   These are the

dependent variables. The psychological climate for sexual harassment is equivalent to individual

level perceptions of tolerance for sexual harassment. Therefore, the PCSH scale is used for this

study. This scale also specifies a two factor model assessing risk (items 1, 4, 7),

seriousness/actions (items 2, 3, 5, 6, 8, 9). Cronbach alpha coefficients were .83 for the total

scale; .77 for the risk subscale; and .76 for the seriousness/actions subscale. These results

provide empirical support for this scale (Estrada et al., 2011, p.413) used to measure

organizational climate for sexual harassment, the independent variable. The nine item survey,

Table 1, is presented in Likert-type format with a scale ranging from strongly agree (5) to

strongly disagree (1). Respondents are also asked to identify their gender; gender also serves as

an independent variable when male/female comparisons are made.

Table 3.2: The Psychological Climate for Sexual Harassment (PCSH) scale

1. It would be risky for me to file a sexual harassment complaint.*

2. A sexual harassment complaint would not be taken seriously.*

3. A sexual harassment complaint would be thoroughly investigated.

4. I would feel comfortable reporting a sexual harassment complaint in my department.

5. Sexual harassment is not tolerated in my department.

6. Individuals who sexually harass others get away with it.*

7. I would be afraid to file a sexual harassment complaint.*

8. Penalties against individuals who sexually harass others at work are strongly enforced.

9. Actions are being taken to prevent sexual harassment.

* Asterisked items were reverse scored with higher scores indicating a greater intolerance of sexual harassment

The study also includes the following three vignettes. The vignettes are utilized to

illustrate aspects of the climate experienced by faculty by eliciting perceptions concerning the

scenarios presented in the vignettes. The vignettes are offered as a way of exploring this very

sensitive topic of sexual harassment in a less threatening way. "The vignette technique is a

method that can elicit perceptions, opinions, beliefs and attitudes from responses or comments to

stories depicting scenarios and situations" (Barter & Renold, 1999, pg.1). The vignettes are

loosely modeled after discrimination/sexual harassment scenarios presented by Michigan Tech

University. After reviewing vignettes from multiple sources, there were few that focused on university faculty and that could represent their potential experiences. These vignettes not only represent their potential experiences, but also are reflective of the kinds of harassment discussed in relevant research concerning university faculty.

1. A female professor received an explicit sexual proposition from a student. The student lingered after most of the other students had left the classroom and spoke so quietly no one else heard. The professor ignored the student's proposition and did not mention it when the class reconvened. The professor did not report the student to anyone. Is this student behavior sexual harassment?

2. Dr. X approaches Professor M. in the hall. Dr. X is the department chair. Dr. X says, "Professor M., I noticed your new suit, and it really looks nice on you." Professor M. replies, "Thanks Dr. X." Dr. X. says, "No, I mean it really looks great…you really look great." Professor M. walks away without another reply. Is Professor M.'s behavior sexual harassment?

3. For the last several months, Professor Joni has repeatedly made comments about Richard, her new graduate teaching assistant by commenting frequently on the physical characteristics of his body. She has frequently hugged him and patted him on the buttocks. Professor Joni's comments and actions have been observed by other graduate teaching assistants, by her department chair, and by students. One day Richard goes into his graduate advisor's office and tells the advisor about Professor Joni's actions, but also tells the advisor that he is embarrassed and he does not want

the advisor to tell anyone or do anything. Is Professor Joni's behavior sexual

harassment?

Data Analysis

Survey data will be collected electronically. Data analysis will employ descriptive

statistics including mean. The mean difference between male and female participants will also

be analyzed. For this exploratory study, a descriptive analysis is sufficient. This will include

individual item discussion by gender with observable patterns, if any. For the two subscales, I

will discuss the scale score for both male and female respondents and discuss and identify any

discernable patterns. I will also discuss the differences in mean scores with the appropriate

statistical tests. Data from the vignettes will be clustered into themes as they relate to the

research questions and presented with the overall outcomes.

Limitations

Several limitations related to the study exist that must be addressed. Because the study is

focused on the sexual harassment of women faculty, it does not include other groups on

campuses (i.e. students or staff). Also, only two units have been secured as sites for the study.

According to the UIUC Division of Management Information, there were 15 faculty members in

the Department of Dance and 97 faculty members in the Department of Applied Health Sciences

in December 2015.

Another limitation relates to the participants' responses which will be self-reported. It is

assumed that participants will give honest responses. However, this veracity of data cannot be

verified. What can also not be verified is the degree to which any of the participants have been

exposed to prior sexual harassment training and/or a sexually harassing environment. Despite

these limitations, this research provides a much needed exploration of an under-explored topic.

Ethical Issues

Due to the controversial nature of sexual harassment in the workplace, this study is

anonymous and confidential. The only identifying information is gender—that information is

not tied to departments within the organization. Any failure to maintain confidentially and

anonymity could cause an escalation in what may already be a potentially harassing climate.

Study data will inform the organization concerning the climate and factors that can be addressed

as preventative measures.

In addition to being the researcher, I am also a university employee. I have held various

positions within the university. A part of my work has been to receive and investigate reported

acts of inappropriate conduct including sexual harassment. My work has also included

interpreting and applying policy and associated training programs. I do not enter this work

without both knowable and underexplored biases.

Summary

There is no empirical evidence that changes in the policy, practice or procedures

concerning sexual harassment across the Big Ten resulted from the Dear Colleague letter. The

Dear Colleague letter did not produce a focus on the sexual harassment of faculty even as efforts

continue to address sexual harassment on college campuses. This lack of focus necessitates the

need for this exploratory study which is designed to collect data about the organizational climate

for sexual harassment within several departments of a Midwest university. The results of this

study may be used to address risk factors associated with sexual harassment within those

departments and the university at large. The results may also yield insights that will enable a

better informed and more systematic, structured study of sexual harassment of faculty.

This study will examine differences in the way male and female faculty interpret sexually

harassing behaviors. These differences may include the perception of climate as tolerant to

sexual harassment and the perception of the role of power of the harasser. Post survey, results

can be shared with administrators to facilitate discussions designed to address findings and

recommendations. This study shows the need to continually collect data that conveys

information regarding the culture and climate experienced by university faculty. This increased

awareness helps to develop policies, procedures and practices to effectively address sexual

harassment on university campuses.

CHAPTER 4: RESULTS

Results/Findings from the Survey

The survey employed in this study was administered in two very different departments: The Dance department and the Applied Health Sciences department. While not targeted for participation in this research, the distinctiveness of the two departments was considered potentially beneficial to our understanding of sexual harassment and the extent to which it is conditioned by the specific work context. For this reason, I begin the discussion of research findings by providing a brief description of each of the two departments.

The Department of Dance is a relatively small department within a liberal arts college and has a predominantly female faculty. In preparation for releasing the survey, I met with one of the administrators in the department. When meeting with the administrator of Dance, we discussed the culture of the department. She mentioned that within the department they discussed issues like sexual harassment, diversity and other issues openly. Because of this, it was her expectation that faculty members in Dance would feel comfortable addressing issues related to sexual harassment. In this department of 15 faculty, there were 6 faculty who chose to participate, 5 female faculty and 1 male faculty.

The Department of Applied Health Sciences (AHS) is a much larger unit of 97 faculty focused on 'hard sciences.' The faculty in this unit is closer to a 50/50 female to male ratio. When meeting with the administrator of this unit, the expectation was not as clear regarding the culture of the unit or faculty comfort regarding addressing sexual harassment. The norms, experiences and practices of this group have the potential to be much broader. All of this speaks to a potential difference in culture between the two units. In contrast to the Dance department,

there were 14 faculty, 11 female, 2 male, and 1 undeclared, who chose to participate. Relatively speaking, fewer faculty (as a proportion of the total) in AHS chose to participate in the study. These differences in levels of participation do anticipate findings suggestive of substantive differences in responding to sexual harassment.

It is also important to remember that the responses to this study are borne from learned men and women whose thinking has enabled them to rise to the position of faculty within a Big 10 university. There have been no attempts on the part of the researcher at interpretive interjections while illuminating the main themes resulting from the participant responses. In responding to the survey questions, the participants were asked to respond using the terms 'strongly agree,' 'agree,' 'neutral,' 'disagree,' or 'strongly disagree.' The following pages detail the findings from the participant responses to the survey questions.

One objective of this study was to explore the perceptions held by surveyed faculty: of organizational climate for sexual harassment; of the perceptions of policies and procedures; and, the practices concerning unwanted sex-related experiences encountered by university faculty. "Employees' perceptions of the events, practices, and procedures as well as their perceptions of the behaviors that are rewarded, supported, and expected constitute the climate of the work setting" as defined by Schneider, Wheeler and Cox (1992, p. 705). Within this study, themes were allowed to emerge from the data to inform our understanding of the climate for sexual harassment of university faculty.

I present the results from the survey in the Tables section, labeled 1A through 9D. For each item, tables labeled A and C provide detail on the male and female response, while tables labeled B and D provide detail on the total population responding to that item. From a male faculty perspective, there is some distinct variation in survey responses. The male faculty

response in AHS differed with the male faculty response in Dance on many of the survey items. This difference was most pronounced on the first item related to the risk associated with filing a sexual harassment complaint. As illustrated in Table 1C, male faculty members in AHS were neutral in perceiving that it would be risky for them to file a sexual harassment complaint whereas the findings in Dance, Table 1A, show strong disagreement with there being risk in filing a complaint. There was also a pronounced difference with the third survey question related to the belief that a sexual harassment complaint would be thoroughly investigated. Male faculty members in AHS either agreed or disagreed with this item as illustrated in Table 3C, where, by contrast, the finding from Dance was 'strongly disagree' (Table 3A). As previously stated, perceptions of events, practices and procedures impact the way employees experience organizational climate. The importance of these perceptions are illustrated in the variation of these responses.

Survey item four asks respondents to indicate their comfort with reporting a sexual harassment complaint within the individual's department. Male faculty members in AHS agree that they would feel comfortable reporting a sexual harassment complaint in their department as shown in Table 4C, whereas the response in Table 4A for male faculty from Dance was 'strongly disagree.' The last item of significant difference between the male faculty in the two units is the eighth survey item related to the belief that penalties against individuals who sexually harass others at work are strongly enforced. Male faculty in AHS either disagreed or were neutral on this item as shown in Table 8C, while male faculty in Dance 'strongly agree,' as shown in Table 8A.

With these survey items, there are consistent differences in the perceptions of the male faculty in the two departments completing these survey items. It is particularly important to note

the variation in the responses concerning whether or not it is risky to file a sexual harassment complaint or whether that complaint, if filed, would be thoroughly investigated. Both of these are key elements in addressing the climate for sexual harassment. Within the climate for sexual harassment, the male faculty member could likely be in a position to communicate the necessity of these key actions to another faculty member. The variability of the answers of the male faculty in these two departments illuminates some of the challenges with the issue of sexual harassment. Where the male faculty in AHS were neutral in perceiving that it would be risky for them to file a sexual harassment complaint, they either agreed or disagreed with the belief that a sexual harassment complaint would be thoroughly investigated. In contrast, the male faculty in Dance show strong disagreement with perceiving a risk in filing a claim, and strongly disagree that a sexual harassment complaint would be thoroughly investigated. There is also the difference in whether or not the male faculty would be comfortable reporting a sexual harassment complaint which was identified with survey question four. This question reflects the views of the individual responding to the survey concerning their level of comfort in making a sexual harassment complaint. The male faculty in AHS indicated a level of comfort with making a report of sexual harassment, while the male faculty in Dance did not. Clearly, not all male faculty would be comfortable initiating that sexual harassment complaint. Survey question eight, addressing penalties against those who harass, again shows meaningful variation in perception for the male faculty responding to this survey. The manner in which organizations address those who commit sexual harassment absolutely impacts the climate of the organization. That makes these survey responses all the more telling in that the male faculty have such varied perceptions.

The remaining survey questions showed greater similarities in the manner in which the male faculty in the two units responded. For example, male faculty in both units disagreed or

strongly disagreed with survey item two that addresses their perception regarding if a sexual

harassment complaint would not be taken seriously. In Tables 2A and 2C, the consensus is that a

sexual harassment complaint would be taken seriously. Male faculty in both units also agree or

strongly agree with survey item five, Tables 5A and 5C, that 'sexual harassment is not tolerated

in my department.' The male faculty in both units responded similarly to survey item seven,

Tables 7A and 7C, suggestive of responding male faculty not being afraid to file a sexual

harassment complaint. They also responded similarly to survey item nine, Tables 9A and 9C,

indicating a belief that actions are being taken to prevent sexual harassment. However, there is

no strong consensus among the male faculty on survey item six as to whether individuals who

sexually harass others get away with it. The male faculty indicated agreement, disagreement and

strong disagreement with this item, as indicated in Tables 6A and 6C.

From a female faculty perspective, in many respects, there was even greater variation in

survey responses. The responses of the female faculty in both units showed a much greater lack

of consensus. This was especially true on the first four items of the survey particularly in AHS.

In AHS, when addressing survey item one concerning if it would be risky to file a sexual

harassment claim, Table 1C shows every choice except 'neutral' was chosen. On the same item

in Dance, only 'neutral' and 'strongly agree' were not chosen, as shown in Table 1A. This

shows a great dichotomy of women faculty's perception concerning the risk associated with

filing a sexual harassment complaint. A heightened perception of risk indicates an

organizational climate that is tolerant of sexual harassment. There were female faculty

participating in this survey whose responses indicate they experience an organizational climate

that is tolerant of sexual harassment. Overall, most of the population of male and female faculty

responding to the survey in the two units indicate a perception that it would not be risky to file a sexual harassment complaint; 84% in Dance and 50% in AHS as illustrated in Tables 1B and 1D.

The majority of female faculty indicated a belief that a sexual harassment complaint would be taken seriously in response to survey item two. Table 2A illustrates that all faculty women from Dance indicated a perception that a sexual harassment complaint would be taken seriously. While there were some women faculty in AHS who believed a sexual harassment complaint would be taken seriously in AHS, there were a few who did not—this is illustrated in Table 2C. Overall the total population of male and female faculty responding to the survey indicated a perception that a sexual harassment complaint would be taken seriously; Tables 2B and 2D illustrate 100% in Dance and 72% in AHS.

When addressing survey item three focused on whether a sexual harassment complaint would be thoroughly investigated, there again was no consensus among women faculty respondents. The only option not chosen among women faculty in AHS in Table 3C was 'disagree,' while women faculty in Dance chose 'disagree' or 'agree' in Table 3A. Most of the women faculty in Dance chose 'agree.' Most of the women faculty in AHS chose 'agree.' This again shows substantial variation in perceptions among women faculty. Overall, the total responding population of male and female faculty indicates a perception that a sexual harassment complaint would be thoroughly investigated; 83% in Dance and 50% in AHS, as illustrated in Tables 3B and 3D.

Table 4C illustrates that women faculty in AHS chose every option when responding to survey item four which reflects feeling comfortable reporting a sexual harassment complaint in the individual's department. Table 4A illustrates that women faculty in Dance either strongly agreed, agreed, or disagreed. Again, there is lack of consistency in the responses within the

individual units and across the units. Overall, the responses of male and female faculty indicate a perception that they would feel comfortable reporting a sexual harassment complaint within their department; 66% in Dance and 65% in AHS. These findings are illustrated in Tables 4B and 4D.

Survey item five asks respondents to address the statement that sexual harassment is not tolerated in their department. Women faculty in AHS strongly agreed, agreed, were neutral and strongly disagreed; this is illustrated in Table 5C. Table 5A shows that women faculty in Dance either strongly agreed or agreed. This is one of the most divergent outcomes between the two units for women faculty. There is a clear distinction between the perceptions of the women faculty in these two units. The women in Dance responded in the affirmative as to sexual harassment not being tolerated in their department, which also coincides with the male faculty response from that group. The responses from AHS were far more variable. Overall, the total responding population of male and female faculty indicates a perception that they believe sexual harassment is not tolerated in their department; 100% in Dance and 72% in AHS. The overall findings are illustrated in Tables 5B and 5D.

Survey item six states individuals who sexually harass others get away with it. Table 6A illustrates that women faculty from Dance disagree or strongly disagree with this item. Table 6C illustrates that women faculty from AHS chose every option possible in response to this item; there is a decided lack of lucidity on this item for the women faculty who responded to this survey within AHS. Twenty one percent of the responses are neutral, and these are all women faculty responses. It may be difficult to understand neutrality on this item, and without further investigation, a more complete interpretation is not available. However, there is a clear lack of knowing regarding how individuals are dealt with when they sexually harass others. As climate

is developed through the enforcement of policy and procedures, (Kath et Al) the lack of knowing

on this item is very salient for the female faculty experiencing this climate.   Overall, the total

responding population within Dance indicates a perception that they believe individuals who

sexually harass others do not get away with it (100%); this is shown in Tables 6B and 6D.

When addressing whether or not an individual would be afraid to file a sexual harassment

complaint, Table 7C illustrates that women faculty in AHS chose every option except 'neutral.'

However, most of the women faculty in AHS either disagreed or strongly disagreed that they

would be afraid to file a sexual harassment complaint. Similarly, in Table 7A, the women

faculty in Dance all disagreed or strongly disagreed that they would be afraid to file a sexual

harassment complaint. This is consistent with their responses concerning the risk to file a sexual

harassment complaint (survey item 1). Overall, the total responding population of male and

female faculty indicates a perception that they would not be afraid to file a sexual harassment

complaint; 100% in Dance and 64% in AHS. These findings are presented in Tables 7B and 7D.

Perceptions regarding whether or not penalties against individuals who sexually harass

others at work are strongly enforced were predominantly neutral for women faculty in both AHS

and Dance (survey item 8). Tables 8A and 8C show that approximately 50% of women faculty

in Dance and approximately 50% of women faculty in AHS chose 'neutral' as their response.

The other faculty women in Dance agreed that penalties against individual who sexually harass

others at work are strongly enforced. However, the remaining women faculty in AHS were

widely divided in their perceptions. Fourteen percent of the women faculty in AHS either

disagreed or strongly disagreed, while the remaining faculty women either agreed or strongly

agreed. Again, the perceptions are very divergent, particularly within AHS. The majority in

both units centered on neutral. Overall, the total responding population of male and female

faculty indicates a neutral perception concerning whether or not penalties are strongly enforced against individuals who sexually harass others at work. These findings are illustrated in Tables 8B and 8D.

The final survey question addresses whether or not actions are being taken to prevent sexual harassment. Again, the women faculty in AHS chose every option, but primarily agreed that actions are being taken to prevent sexual harassment; this is illustrated in Table 9C. Conversely, in Table 9A, the women faculty in Dance were almost equally split between neutral and agreement with their perception concerning if actions are being taken to prevent sexual harassment. Overall, the total responding population of male and female faculty indicates agreement that actions are being taken to prevent sexual harassment. These findings are illustrated in Tables 9B and 9D.

Vignettes

This study also included three vignettes. The vignettes are more of an indirect methodology designed to elicit perceptions regarding sexually harassing behaviors. The vignettes are utilized to illustrate aspects of the organizational climate experienced by faculty by eliciting perceptions concerning the scenarios presented in the vignettes. When addressing sensitive subjects, "participants have greater control over the interaction by enabling them to determine at what stage, if at all, they introduce their own experiences to illuminate their abstract responses" (Bater & Renold, 1999). The vignettes were loosely modeled after discrimination/sexual harassment scenarios presented by Michigan Tech University. The three vignettes are as follows:

4. A female professor received an explicit sexual proposition from a student. The student lingered after most of the other students had left the classroom and spoke so quietly no one else heard. The professor ignored the student's proposition and did not mention it when the class reconvened. The professor did not report the student to anyone.

5. Dr. X approaches Professor M. in the hall. Dr. X is the department chair. Dr. X says, "Professor M., I noticed your new suit, and it really looks nice on you." Professor M. replies, "Thanks Dr. X." Dr. X. says, "No, I mean it really looks great…you really look great." Professor M. walks away without another reply.

6. For the last several months, Professor Joni has repeatedly made comments about Richard, her new graduate teaching assistant by commenting frequently on the physical characteristics of his body. She has frequently hugged him and patted him on the buttocks. Professor Joni's comments and actions have been observed by other graduate teaching assistants, by her department chair, and by students. One day Richard goes into his graduate advisor's office and tells the advisor about Professor Joni's actions, but also tells the advisor that he is embarrassed and he does not want the advisor to tell anyone or do anything.

Before asking respondents to explain why the behavior described in the vignettes was/was not sexual harassment, respondents were asked whether or not the behavior of one of

the participants in the vignettes was an example of sexual harassment. The first vignette describes an interaction between a student and a professor. All of the respondents in Dance viewed the student's behavior as sexual harassment. Eighty three percent of the AHS respondents viewed the student's behavior as sexual harassment. A few of the respondents mentioned the actions of the student would be deemed sexual harassment based on the interpretation or reaction of the professor. Statements like, "I guess it would depend on whether the professor felt…." or "If it was inappropriate in the professor's estimation…" There is a sense that it is the perception of the 'victim' that makes a determination of sexual harassment. While this perception is in no way in keeping with the law concerning sexual harassment, it does appear to be a prevailing perception of the respondents to this survey—this survey that may be representative of a larger population.

The respondents also mentioned the power/authority of the professor versus the student. One respondent suggested because the student was not in power, the interaction of a professor receiving an explicit sexual proposition from the student was not sexual harassment. Another respondent suggested the student was using the professor's position of power against the professor. These perceptual differences indicate a clear lack of clarity regarding the interplay of power as it relates to sexual harassment.

The second vignette relates an interaction between a professor and a department chair. The department chair is depicted as perhaps overly complimentary of the physical appearance of the professor. Eighty three percent of the respondents in Dance considered the behavior to be sexual harassment, while 92% of the respondents in AHS considered the behavior to be sexual harassment. In spite of these initial numbers, the comments from the respondents showed some ambivalence. One respondent suggested the behavior was borderline; another suggested the

behavior was bad judgment. Still another respondent suggested the behavior crossed the line of polite discourse. Only one respondent explicitly stated the behavior was sexual harassment.

The third and final vignette describes a female professor making comments about the physical characteristics of her male graduate teaching assistant and touching him physically. 100% of all respondents in both units indicate a perception that the professor's behavior constitutes sexual harassment. Multiple respondents discuss an unwanted imposition of sexual interactions imposed on the graduate assistant by the professor. Multiple respondents, approximately 41% of the total population, also mention the topic of power because of the hierarchical authority of the professor. The issue of touching was also mentioned several times. This blatant behavior seemed to solidify the naming of sexual harassment. One respondent went so far as to indicate this type of interaction is a form of assault or molestation.

What was also salient in the responses to the third vignette was the potential to hold the harassed individual accountable. The vignette describes the male graduate teaching assistant as being unwilling to report the professor's behavior beyond an initial report to his advisor. So, when asked if the male behavior was appropriate, one respondent indicated a neutral response because the graduate assistant should have made a formal report of sexual harassment. Another respondent said the behavior of the graduate assistant was inappropriate because he did not follow through. This range of responses shows the level of difficulty in distinguishing the appropriate response to sexual harassment even when there is clear agreement on behavior that constitutes sexual harassment.

Summary of Results

The results from the survey items and the vignettes provide information about the perceptions held by faculty concerning the organizational climate for sexual harassment. The events, the practices, the procedures, the policies—these were explored in the survey and the vignettes. The responses of the faculty helped to illuminate some themes to inform our understanding of the climate for sexual harassment experienced by university faculty.

The survey items showed the most pronounced variation in male faculty responses when addressing a sexual harassment complaint. There is a sense that male faculty would be much more comfortable distancing themselves from dealing with a sexual harassment complaint. Yet, male faculty perceive that sexual harassment would not be tolerated and a complaint would be taken seriously. However, when we look at the composition of senior faculty, men are often the majority.

Women faculty's perception of risk varied greatly on the survey items. Also, as many women believe a sexual harassment complaint would be taken seriously as those who believe it would not. Women faculty showed no consistency in answering if they would be comfortable reporting a sexual harassment complaint. The women faculty in the most gender diverse department showed the most variation in answering whether or not sexual harassment is tolerated in their department. These women faculty do not agree if those who sexually harass others get away with sexually harassing others. We can only speculate as to what these findings suggest for the individual female faculty member as she navigates throughout the university climate as a part of her work-life. As we attempt to comprehend these findings for men and women faculty, we look to the vignettes to help provide some clarity on the perceptions that seem to be present in the survey responses.

Again, the vignettes allow the faculty members to provide some insight into their own experiences through their responses. With the first vignette, the majority of the responding faculty viewed the student's behavior as sexual harassment. Reflecting on the sense that male faculty seemed more comfortable distancing themselves from dealing with a sexual harassment complaint in the survey and women faculty were so dissimilar in their responses concerning a sexual harassment complaint, this consistency in the vignette responses provides more clarity on actual perceptions of sexual harassment. Yet, the sense that victim interpretation determines or qualifies sexual harassment may be in alignment with the survey responses. Perhaps, for the male faculty, there is a waiting for the victim to say if the indicated action was indeed sexual harassment and if that happens, then there should be an institutional response. For the women faculty, there is not only the waiting for the victim to name an action as sexual harassment, but also according to the survey responses, the wondering if a formal complaint of sexual harassment will be believed.

As with the first vignette, most of the respondents agreed the illustrated behavior in the second vignette is an example of sexual harassment. Yet, the ambivalence shown in the comments regarding the behavior and the lack of willingness to explicitly denounce the behavior as sexual harassment are representative of the variation found in the survey responses. This variation was particularly present in the responses of women faculty. It is as if the respondents know sexual harassment from the standpoint of its definition. However, experiences with sexual harassment color the ability to call it as it is defined. This is reflective of an organizational climate that is tolerant of sexual harassment.

The behavior described in the third vignette was perceived by 100% of the respondents as sexual harassment. The behavior described in this vignette was so egregious, it seemed it could

not be defined as other than sexual harassment. However, the response of the victim was

questionable to the respondents because the victim did not make a formal report. It seemed

many of the respondents wanted action to be taken. Yet, when we review the survey responses,

we find that the respondents are not always confident that action will be taken when sexual

harassment is reported. The results from the survey items and the vignettes and their

implications are examined more closely in the next chapter.

Table 4.1: It would be risky for me to file a sexual harassment complaint.

Dance: 1A
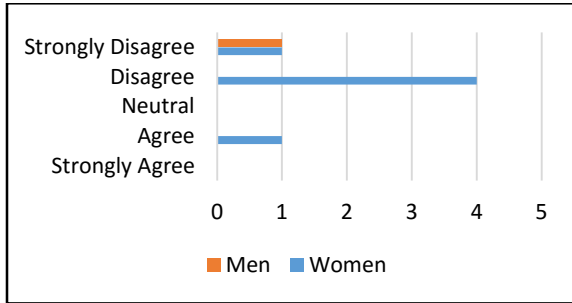
1B
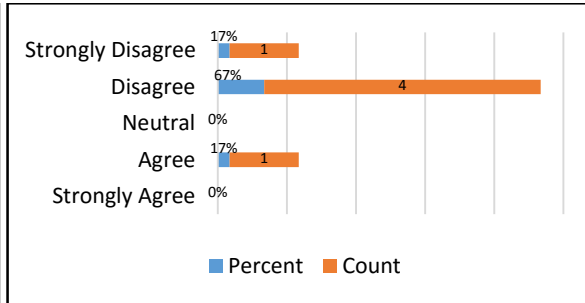
AHS: 1C
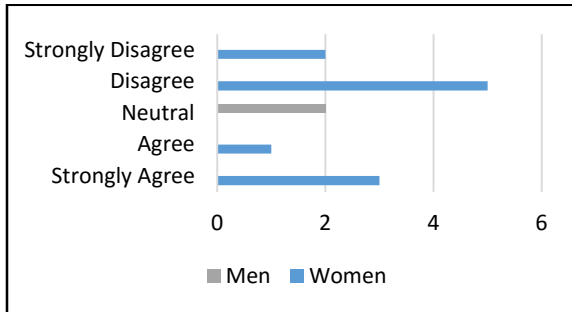
1D
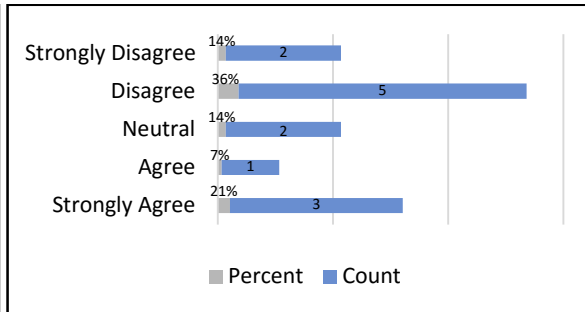
Table 4.2: A sexual harassment complaint would not be taken seriously.

Dance: 2A
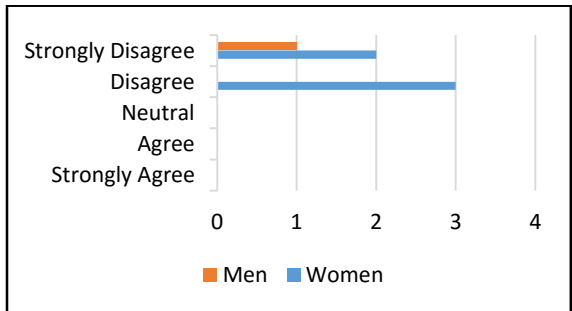
2B
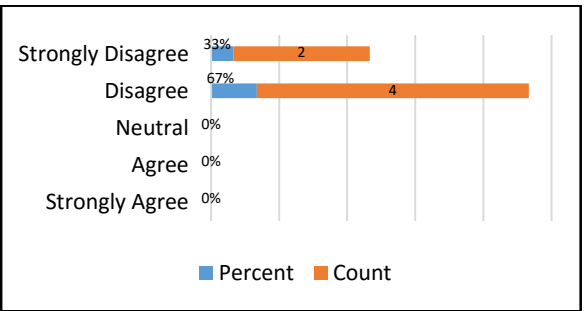
AHS: 2C
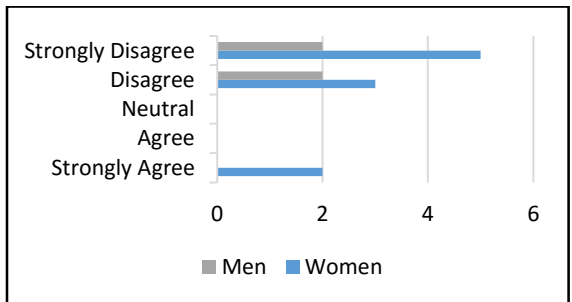
2D
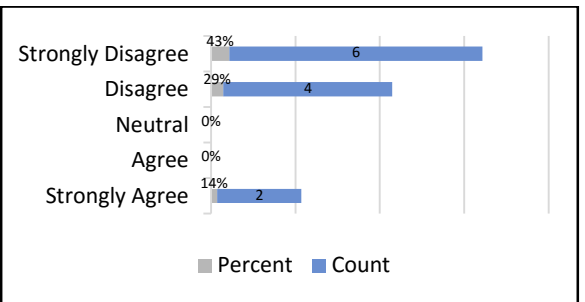
Table 4.3: A sexual harassment complaint would be thoroughly investigated.

Dance: 3A
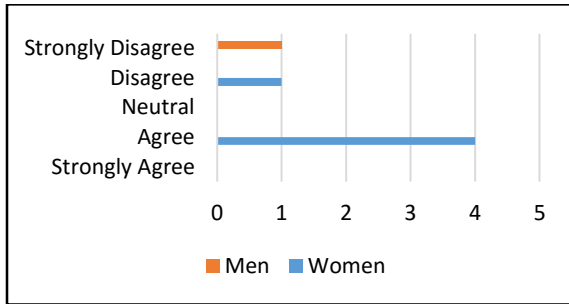
3B
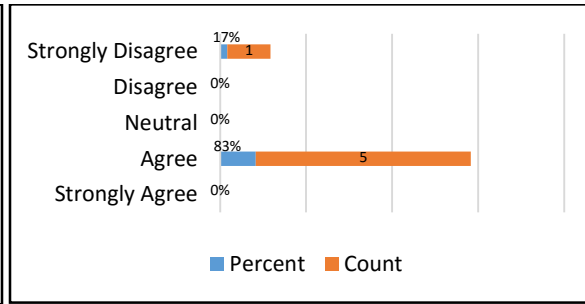
AHS: 3C
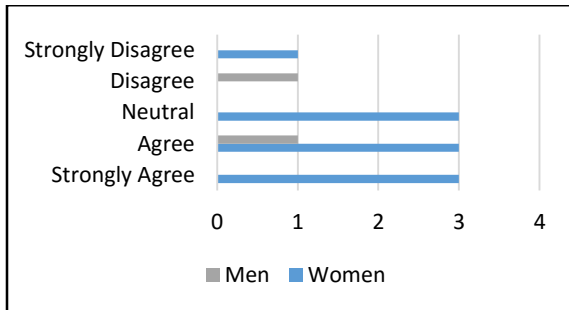
3D
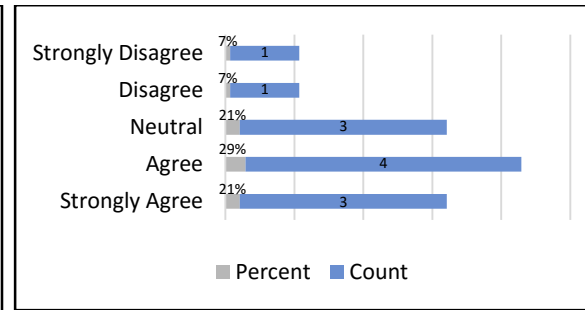
Table 4.4: I would feel comfortable reporting a sexual harassment complaint in my department.

Dance: 4A
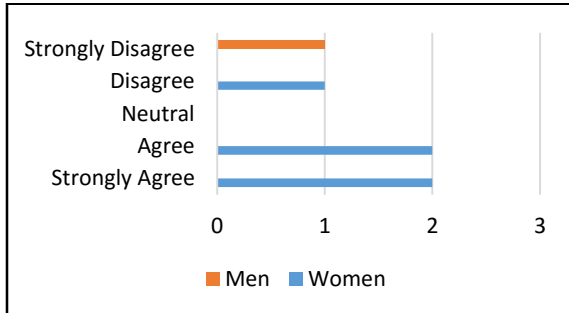
4B
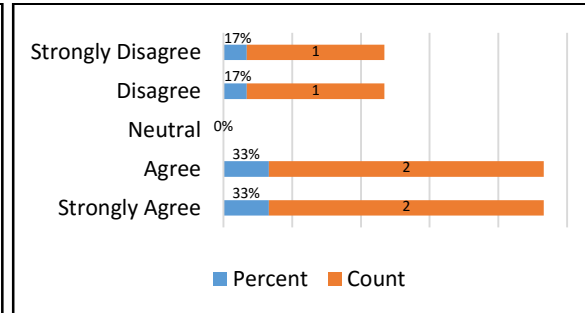
AHS: 4C
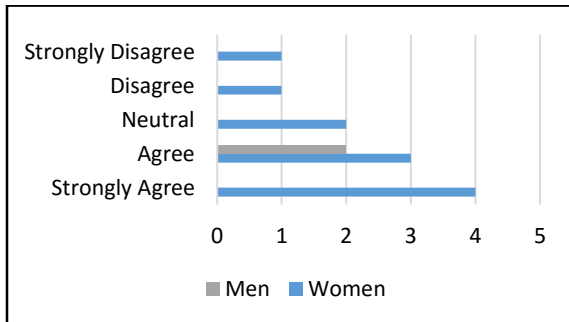
4D
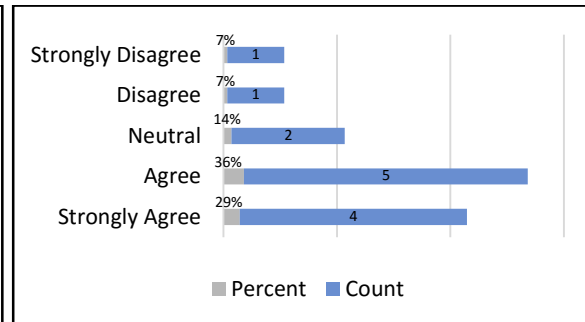
Table 4.5: Sexual harassment is not tolerated in my department.

Dance: 5A
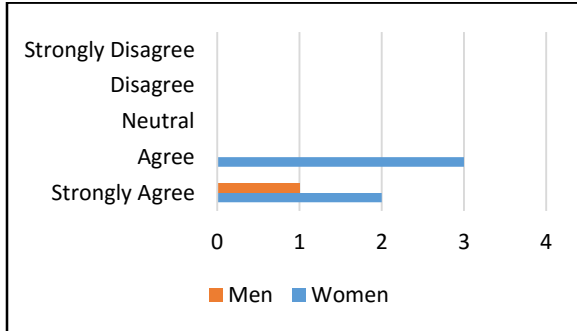
5B
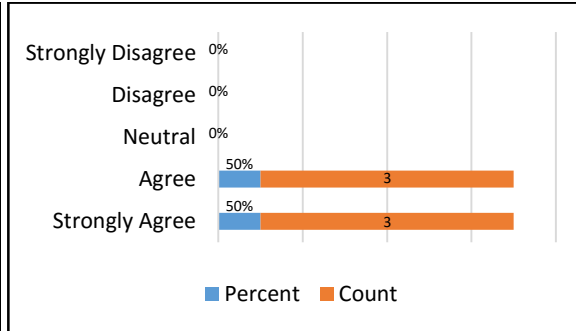
AHS: 5C
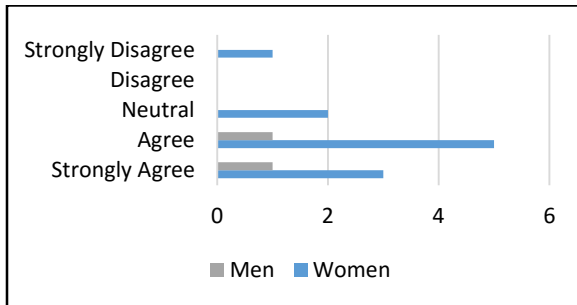
5D
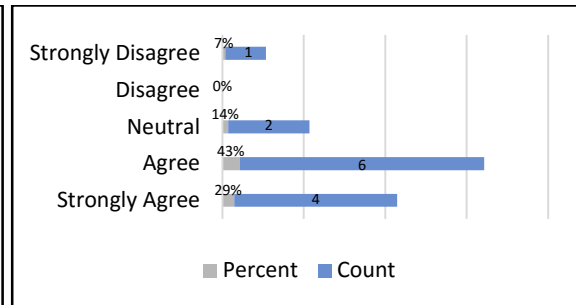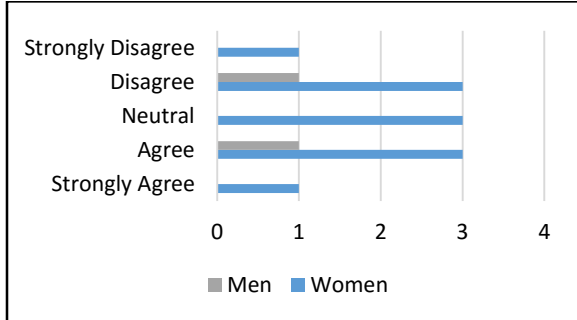
Table 4.6: Individuals who sexually harass others get away with it.
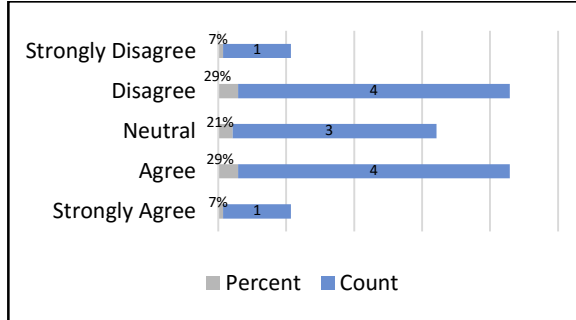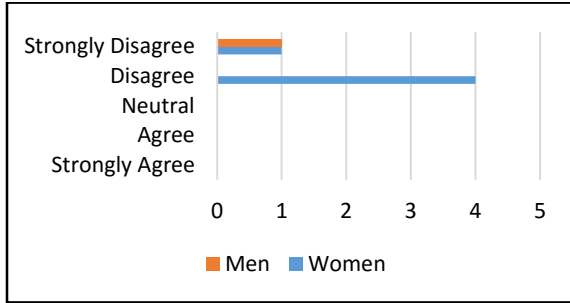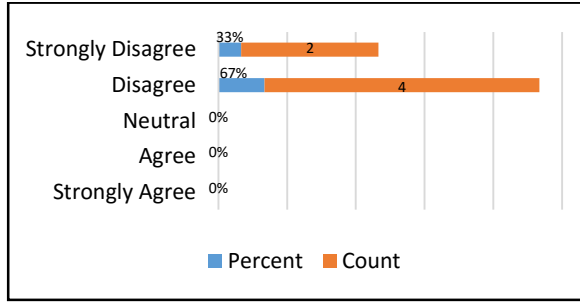
Dance: 6A
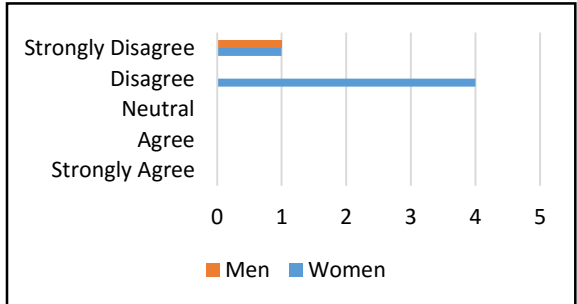
6B
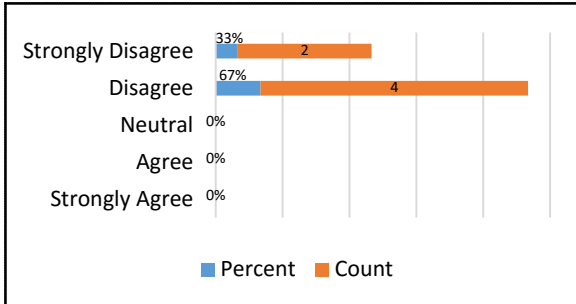
AHS: 6C

6D
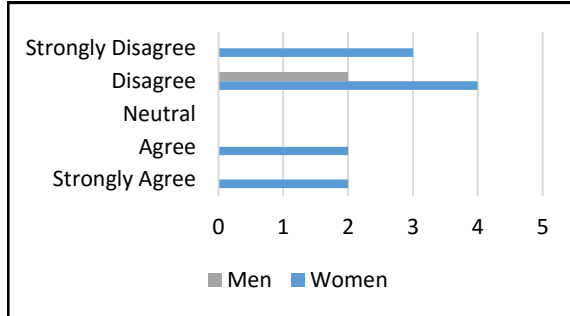
Table 4.7: I would be afraid to file a sexual harassment complaint.

Dance: 7A

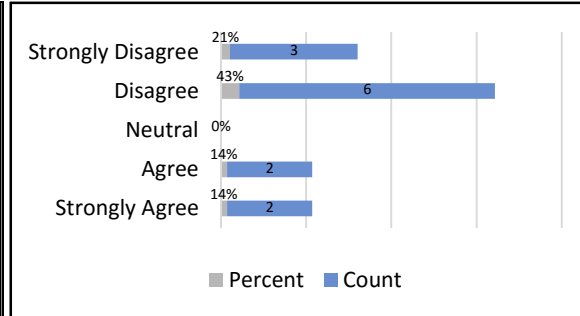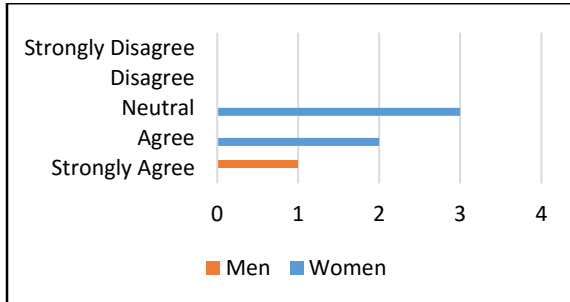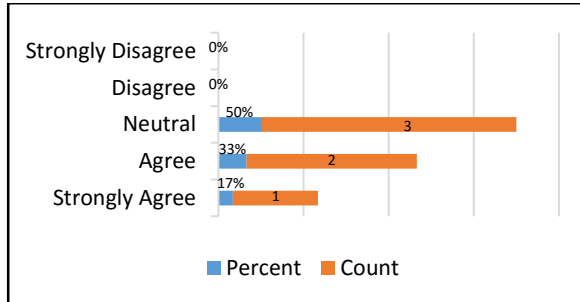**7B**

AHS: 7C

7D

Table 4.8: Penalties against individuals who sexually harass others at work are strongly enforced.
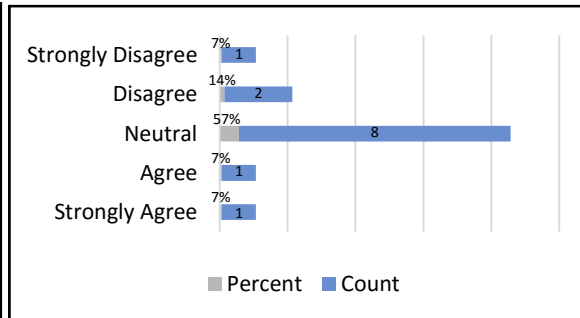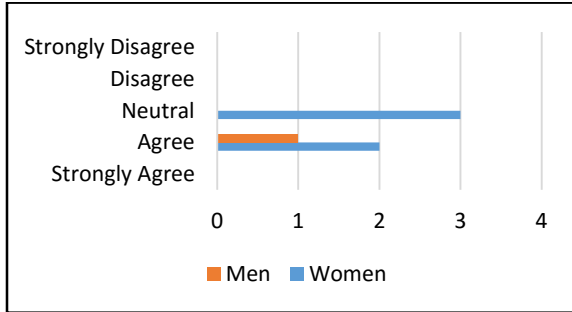
Dance: 8A

8B

AHS: 8C
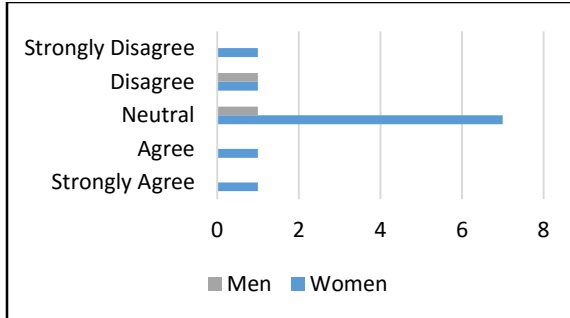
8D

Table 4.9: Actions are being taken to prevent sexual harassment.

Dance: 9A

9B
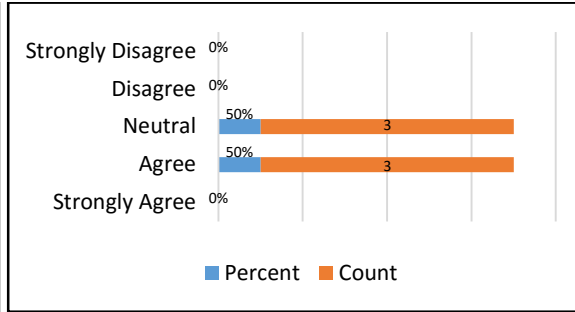
AHS: 9C
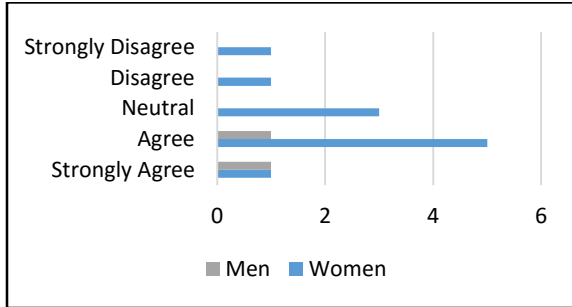
9D
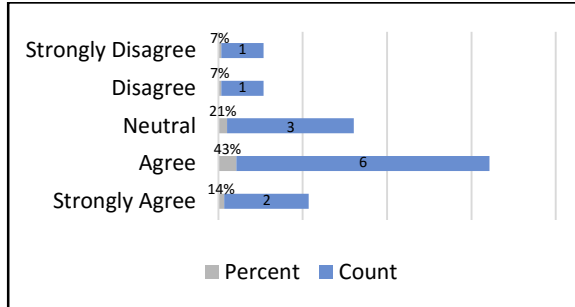
Note: Not all tables reporting percentages sum 100% due to non-response.

Vignettes

11. A female professor received an explicit sexual proposition from a student. The student lingered after most of the other students had left the classroom and spoke so quietly no one else heard. The professor ignored the student's proposition and did not mention it when the class reconvened. The professor did not report the student to anyone.

Figure 4.1: Is this student behavior sexual harassment?

Dance   **AHS**
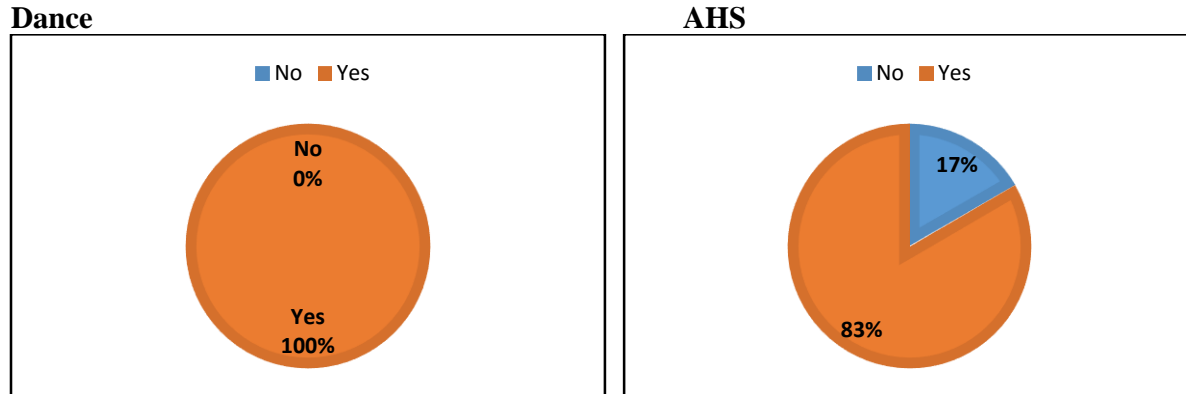
15. Dr. X approaches Professor M. in the hall. Dr. X is the department chair. Dr. X says, "Professor M., I noticed your new suit, and it really looks nice on you." Professor M. replies, "Thanks Dr. X." Dr. X. says, "No, I mean it really looks great...you really look great." Professor M. walks away without another reply.

Figure 4.2: Is Professor M.'s behavior sexual harassment?

Dance   **AHS**
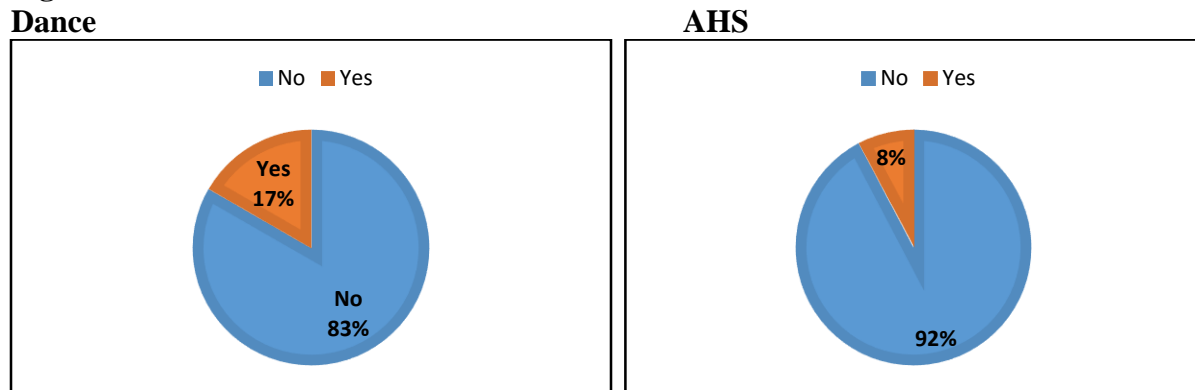
19. For the last several months, Professor Joni has repeatedly made comments about Richard, her new graduate teaching assistant by commenting frequently on the physical characteristics of his body. She has frequently hugged him and patted him on the buttocks. Professor Joni's comments and actions have been observed by other graduate teaching assistants, by her department chair, and by students. One day Richard goes into his graduate advisor's office and tells the advisor about Professor Joni's actions, but also tells the advisor that he is embarrassed and he does not want the advisor to tell anyone or do anything.

Figure 4.3: Is Professor Joni's behavior sexual harassment?

Dance   **AHS**
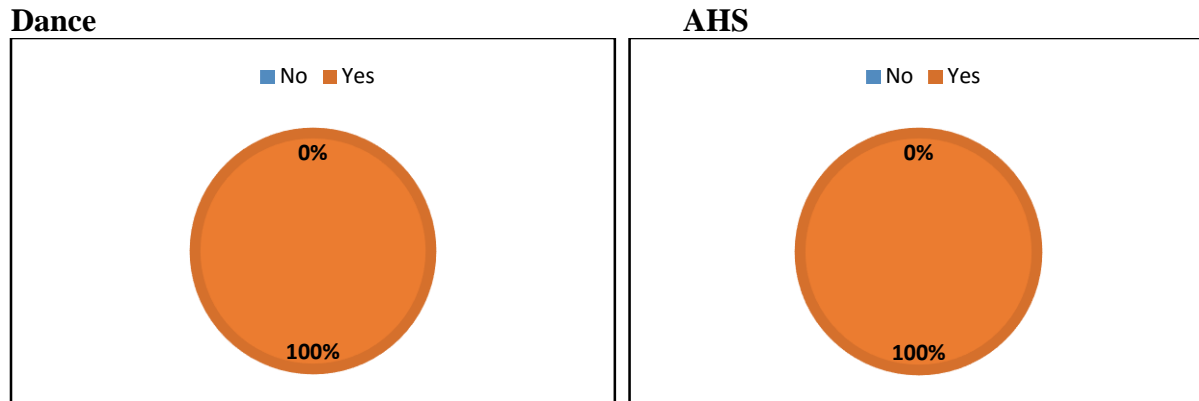
CHAPTER 5: DISCUSSION AND CONCLUSION

In response to one of the survey questions associated with this work:

> "Yes, I have experienced sexual harassment in my department AND reported it to my Dept Head and University HR and nothing was done about it. This is a rampant problem on our campus, and I hope people give you honest feedback so that you can make a difference. Thank you for your work."

Because of a lack of attention to the sexual harassment of women faculty, this study explored the organizational climate for sexual harassment and perceptions of policies and procedures as well as practices concerning unwanted sex-related experiences encountered by university faculty. In particular, this study sought to gain insight into the perceptions of faculty regarding sexually harassing behaviors.

Given current national trends, it is important that empirical research contribute to this critical issue. I begin with an overview of each research question from the survey and discuss its connection to literature concerning the sexual harassment of women faculty and the corresponding organizational climate. Subsequently, findings from the vignettes are discussed, with particular attention given to the perceptions and attitudes derived from the participant responses. The chapter concludes with a discussion of the study's implications, its limitations and important issues for consideration in future research.

#MeToo. October 15, 2017, the actress Alyssa Milano inspired an online campaign by tweeting "If you've been sexually harassed or assaulted write 'me too' as a reply to this tweet" (Hill, 2017).[1] This online campaign followed disclosure of the now very public scandal surrounding Harvey Weinstein and his alleged sexual harassment of multiple women. These allegations of sexual harassment span a period of years and include accusations of sexual harassment and sexual assault. Despite the systems that were and supposedly are in place to help shield the vulnerable, it appears there were other unspoken systems in place that created a climate conducive to sexual harassment (Ronan, 2017).   This climate is not dissimilar to the climate in higher education and the systems that were and are supposedly in place to help shield the vulnerable in higher education have had similar failures.

Unfortunately, these headlines are increasingly more familiar. In recent years, there have been others who have been identified, and continue to be identified, as perpetrating the same types of crimes involving sexual harassment and sexual assault. And, as always, there is a known element to that which seems to be unknown.   There continues to be revelations of people other than the perpetrators and the violated who were aware of these activities who neither spoke nor acted to prevent or stop these egregious behaviors. Perhaps, that is why the #MeToo online campaign garnered so much attention so quickly. Since the #MeToo online campaign began, "Twitter promoted the #MeToo campaign on Moments, its platform of highlighted stories, and the hashtag went on to be used more than 500,000 times in its first 24 hours by people from all lines of work" (Rutenberg et al., 2017). There is now public affirmation of the widespread prevalence of institutionalized sexual harassment.

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[1] The actual "Me Too" Campaign against sexual assault was initiated 10 years ago by activist Tarana Burke particularly for women of color (www.ebony.com).

The sexual harassment of women faculty has been treated with the same air of silence that once prevailed in many of these other institutions. Few studies have acknowledged the importance of examining and effectively addressing the sexual harassment of women faculty. As the #MeToo online campaign brings the acknowledgment of this long-standing, systemic crisis in other institutions, it is critical to acknowledge this long-standing, systemic crisis in higher education.

In fact, "three separate institutions in the last month have taken action against five professors accused of sexual misconduct, all of them senior and previously esteemed. Some observers have asked if higher education is having a Harvey Weinstein moment, in reference to the film producer's recently revealed history of harassing women" (Flaherty, 2017). Concerning the resignation of a famed Berkeley astronomy professor, "some critics continued to criticize Berkeley after the resignation, saying the university could have done more, or that it had been relying on public pressure all along to force Marcy out. But others celebrated what they saw as a successful, grassroots campaign to force action where one of the nation's most prestigious institutions hadn't" (Flaherty, 2015). Truthfully, it may be difficult to consider ending the illustrious career of an individual. However, the climate in which an individual perpetrates an act of sexual harassment is a climate no one wants to work in; this is true for the object of the harassment and those who are indirectly exposed to the harassment. By not addressing the sexually harassing behavior within certain arenas of higher education, it appears universities may be shielding well-funded harassers. Additionally, peers and colleagues should not be responsible for a creating a climate so uncomfortable that harassers feel compelled to leave.

When sexually-related behavior occurs and it is not addressed, the climate becomes more tolerant of sexual harassment. There is an increase in the number of women in what were once

male-only environments. Despite women being in comparable structural positions to men, formal and informal processes can still create a climate conducive to sexual harassment. Often within these environments, there exists a broad spectrum of gender-based abuses. Empirical documentation of these abuses is difficult to obtain, and in regards to women faculty, we fail to focus our attention on their plight. There continues to be a lack of significant research addressing the sexual harassment of women faculty.

Survey Perspectives

With so little in the literature on the sexual harassment of faculty, particularly women faculty, the survey data in this study provides useful information. This information adds to the dialogue around this pertinent topic in higher education. The role that women faculty play in the academy is significant. The national spotlight on the sexual harassment of women should also swing to the sexual harassment of women faculty.

The response of faculty women to the first survey question regarding risk associated with filing a sexual harassment complaint is in alignment with much of the relevant literature. As previously stated, when addressing sexual harassment, Brooks and Perot discuss "the perceived offensiveness of the behavior as well as normative expectations for reporting and perceived outcomes of reporting were expected to show a direct influence on reporting behavior" (1991, p. 35). The women's responses on survey item one were wide and varied. While we cannot know why women perceive risk as they do, there is a perception of risk for women to file a report of sexual harassment. Conversely, the male responses show a lack of risk. Yet, men are often structurally in position to receive the report of harassment and women are more likely to be sexually harassed.

The second survey question, inquiring whether a sexual harassment complaint would not be taken seriously, is directly associated with the first question in that women are less likely to file a report of sexual harassment based on negative expected outcomes of filing a complaint. The results from the second survey question showed there were some women faculty who did not believe a sexual harassment complaint would be taken seriously. Coupled with the third survey item addressing whether or not a sexual harassment complaint would be thoroughly investigated, the responses of women faculty were once again disparate, illustrating their varied perceptions. Taken together, the responses/perceptions of women faculty to the first three survey questions are likely to negatively influence their reporting behavior. This probable lack of reporting contributes to the air of silence surrounding the sexual harassment of women faculty while also perpetuating the climate for sexual harassment.

Male faculty indicated a perception that a sexual harassment complaint would be taken seriously. However, the survey responses of male faculty to item three regarding whether a sexual harassment complaint would be thoroughly investigated indicates more dissimilar perceptions. Despite perceptions that it would not be risky to file a sexual harassment complaint and that a sexual harassment complaint would be taken seriously, male faculty do not consistently indicate confidence that the complaint would be thoroughly investigated.

The final two items of the survey that address the sexual harassment complaint perceptions are survey items four and seven. The perceptions of women faculty once again illustrated great dissonance on item four, which addresses an individual's comfort in reporting a sexual harassment complaint. Findings from survey item four show no consistency as to whether or not a female faculty member would be comfortable reporting a sexual harassment complaint. The findings were the same with male faculty—no consistency. When considering survey item

one assessing risk with filing a sexual harassment complaint versus item four assessing comfort in reporting a sexual harassment complaint, the findings show that even when men do not perceive any risk, they do experience discomfort when considering filing a sexual harassment complaint. Again, as we consider male faculty as the ones in positions that are most likely to receive the complaint of sexual harassment, we have to consider the impact of their discomfort at the prospect of filing a formal complaint. Any failure or hesitance to report or to respond to a complaint of sexual harassment can negatively contribute to the climate for sexual harassment.

Survey item seven addresses whether or not an individual would be afraid to file a sexual harassment complaint. Women faculty showed the same lack of consistency when responding to this item as they did when responding to item four concerning the comfort of reporting a sexual harassment complaint. However, five of the sixteen responding women faculty indicate they would be afraid to file a sexual harassment complaint. This makes it unlikely that these women faculty members would file a complaint, which reduces the likelihood that an incident(s) would be addressed.

Survey items five and nine highlight a department's level of engagement in addressing sexual harassment. Three of the eleven responding faculty women in the larger, more gender diverse unit were neutral or disagreed with survey item five which states that 'sexual harassment is not tolerated in my department.' In that same department, five out of eleven of the responding women faculty indicated they were neutral or disagreed with item nine which states that actions are being taken to prevent sexual harassment. Fifty percent of the women faculty were neutral on item nine in the other department. The perceptions of women faculty on these items speak directly to the climate the women faculty experience in these departments. At the same time, male faculty in both departments expressed a perception that sexual harassment is not tolerated

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and actions are taken to prevent sexual harassment. There is a persistence of gender differences in perceptions, not just in relation to addressing sexual harassment, but also with the experience of sexual harassment itself.

The final two survey items address the individual perpetrator of sexual harassment. Item six gets at the perception of whether or not individuals who sexually harass others get away with it. As previously stated, in AHS, every option was chosen as a response to this survey item, including neutral. Also, in AHS, there were as many female faculty who disagreed with this item as those who agreed. In AHS, there were as many male faculty who disagreed with this item as those who agreed.   In the Department of Dance, there is a clear perception that those who harass do not get away with it; that is not the same perception in AHS. In AHS, the perception is as diverse as the department.

Finally, survey item eight presents the statement that 'penalties against individuals who sexually harass others at work are strongly enforced.' The prevailing perception among women faculty in response to this survey item is neutral. Women faculty are generally neutral in their perception that penalties against individuals who sexually harass others at work are strongly enforced. There was no clear collective perception from women faculty on survey item six on whether or not they believe the harasser gets away with it. In item eight, the enforcement of penalties is open to discussion or perhaps doubt. The male faculty response to this item ranged from strongly agree to neutral to disagree.

These survey responses concerning individual and organizational factors seem to indicate that a culture/climate that does not address sexual harassment reduces the likelihood of women faculty filing a formal complaint of sexual harassment. These findings are consistent with relevant literature. Brooks and Perot postulate that "despite the incidence of sexual harassment

and its negative psychological and vocational effects on individuals, research has shown that very few individuals report their experiences or lodge an official complaint" (1991, p. 32).

Despite knowing the legal definition of sexual harassment, there are often inconsistencies in labeling unwanted behaviors as sexual harassment. As reasoned in chapter three, the use of vignettes is one way of exploring the sensitive topic of sexual harassment and illustrating aspects of climate experienced by faculty. Contextualizing sexual harassment within the vignettes provides an opportunity for participants to give a subjective response to this sensitive topic. This indirect methodology helps to clarify the perceptions of the faculty responding to the survey.

Vignette Perspectives

When addressing the questions as to whether or not the behavior described in each of the vignettes was harassment, the majority of the faculty participants responded affirmatively. This finding supports the theory that perceptions of sexual harassment can be influenced by training (Blakely et al, 1998). There is a recognition of what constitutes sexual harassment by a large portion of university employees who have by reason of university employment been exposed to sexual harassment training. However, it is the comments associated with each vignette that elucidate the attitudes about sexual harassment that have the propensity to negatively affect climate.

In vignette one, when a female professor received an explicit sexual proposition from a student, responding faculty members generally deferred to the perception of the victim in the explanation of whether or not the behavior was sexual harassment. This response was given

even after already characterizing the student's behavior as sexual harassment. While the law makes it clear that unwelcome sexual advances that interfere with an individual's work performance or create an intimidating, hostile, or offensive working environment constitutes sexual harassment, the perception of the faculty responding to the vignette is subjective based on the reaction of the professor in the vignette. This speaks to actual patterns of thought in terms of perceiving and labeling these behaviors.

The second vignette describes the interaction between the overly complementary department chair and the professor. The responses to this vignette showed the greatest variation among respondents to the vignettes in that the behavior of the department chair was the most open to interpretation. The respondents deemed the behavior of the department chair as borderline and bad judgment. That perception of the behavior was more common than perceiving the behavior as sexual harassment. While the behavior is viewed as less than appropriate, once again, as in much of the research, it is ultimately not labeled as sexual harassment.

The third vignette was the most blatant example of sexual harassment in that it involved verbal comments and physical touch. Despite the fact that the perpetrator in the vignette is a female faculty member, all of the respondents identified the behavior as sexual harassment. When asked why the behavior was/was not sexual harassment, it seemed an easy task for the respondents to not only identify reasons why they should label the behavior as sexual harassment, but also to identify with the victim, 'Richard.' There were comments about 'Richard' being in an uncomfortable situation or him being embarrassed. Though 'Richard' is fictional, he is also relatable in the context of the vignette. Also, the flagrant nature of touch

seemed to solidify the naming of sexual harassment in a way that no other vignette element did. The respondents were not able to allow for an alternative narrative when touch was involved.

Where sexual harassment is concerned, faculty are often compelled to remain silent by institutional norms in spite of policies, practices and procedures that speak otherwise—this is climate. We see the veracity of this in the survey and the vignette results. This is especially clear in the vignette responses. For example, when touching was involved, the respondents were readily able to name sexual harassment without allowing for an alternative. In other instances, respondents understood the legalities concerning sexual harassment, but struggled with the naming of sexual harassment. This is an indication that what we are instructed to do based on policy is often not so obvious or comfortable to implement. Often, a dissonance between our knowledge and our experience is created by the occurrence of sexual harassment.

Implications and Recommendations

As previously mentioned, the 2011 Dear Colleague Letter (DCL) issued by the United States Department of Education informed university administrators of the requirements of Title IX and their corresponding responsibilities. This letter reminded university administrators to:

- publish policies against sex discrimination,
- designate a Title IX coordinator and
- publish grievance procedures in response to sexual violence on university campuses.

Unfortunately, the DCL would not have a significant impact on the university climate for sexual harassment for women faculty.

The Title IX coordinator is the person on most Big 10 campuses with the primary responsibility for adjudicating claims of sexual harassment. This coordinator is also responsible for the maintenance of sexual harassment policy documents and general prevention measures concerning sexual harassment. This coordinator should also be assessing the campus climate for sexual harassment. Considering the size of the student body on our Big 10 campuses, it is not difficult to understand how women faculty are generally unaccounted for in this effort.

Sexual harassment of women faculty creates a persistent threat that exists in spite of purported policies, practices and procedures. Too often, there are stories that are deeply personal, perhaps too personal for a professional setting. However, these stories need to be told so that as colleagues we begin to understand the complexities of these stories and their impact on our collective environment—our climate. This study sought to examine the perceptions of organizational climate for sexual harassment and perceptions of policies and procedures as well as practices concerning unwanted sex-related experiences of university faculty. The results of this study have several implications for researchers, institutions and practitioners.

University employees have a fundamental obligation to protect other members of the university community. Many universities have instituted programs requiring certain individuals to act as mandated reporters if they suspect child abuse or neglect while operating in their official capacity as a university employee or while on university property. This is one instance of that fundamental obligation to protect other members of the university community. This same type of mandated reporting should be instituted concerning sexual harassment on our university campuses, including the sexual harassment of women faculty.

Unfortunately, policies of this nature that are currently in place often do not include women faculty. An example of this type of reporting policy that does not include women faculty

is currently in place at the University of Illinois at Urbana Champaign (UIUC). According to the

UIUC We Care FAQ for Employees, "Responsible employees must immediately report

allegations or disclosures of sexual violence/sexual misconduct involving students to the Title IX

Coordinator" (UIUC, 2017). There is no reference to staff or faculty who may be subjected to

sexual violence/sexual misconduct, only students. These reporting policies must be expanded to

protect women faculty who are often subjected to sexual harassment. This requires a review of

all such policies. Subsequent to this review there must be necessary updates to policies and

corresponding changes to staff levels to support full policy implementation. Current staffing

levels are insufficient to support protecting students, and certainly cannot support the added

responsibility of protecting women faculty. Additionally, sexual harassment prevention policies

should outline reporting channels, provide freedom from retaliation, and ensure quick and

thorough investigation of complaints. "Policies should be designed to deter those who might

harass, encourage those who would report harassment, and protect harassment targets" (Bell et

al., 2002, p. 163).

The suggestion of a policy change is a corrective step in addressing a grievous condition

on our university campuses. However, in order to address this condition, there must be

leadership in place—committed leadership. Committed leadership is a critical component to

contribute to the change in climate and enhance the credibility of ongoing efforts to address the

sexual harassment of women faculty. Leadership at every level of the university provides

direction during implementation of any effort. This leadership is especially necessary when

addressing sensitive topics like the sexual harassment of women faculty. "Thus, an important

aspect of the top management commitment involves shaping the organization's culture and

characteristics by making clear management's position on sexual harassment and gender equity"

(Bell et al., 2002, p. 163). Participation from the top is necessary to lead and to enforce policy. That which is done at the top, must then be required and implemented in every department through active follow-up. At every level of the university, visible action by leadership must be taken to convey the message that program, policy and prevention are necessary to root out sexual harassment on our university campuses.

As we focus on training programs, organizations are often quick to offer training as a solution to sexual harassment, despite a lack of prevailing evidence concerning the effectiveness of training programs. Additionally, there is generally no rigorous assessment prior to sexual harassment training used to design the training or that could serve as baseline data to determine or identify any post-training effects. Bell et al. suggests using attitude surveys to help identify and design sexual harassment training. "Specifically, employees should be asked if they have experienced or witnessed sexual joking, horseplay, or sexual coercion. They should also be asked about their perceptions that such behavior occurs in the organizations (perhaps experienced by others). When coupled with other work-related attitude items and anonymity, employees may be more likely to be truthful about harassing behaviors. Inclusion of such measures would signal to employees the importance of sexual harassment, the value placed on a harassment-free work environment, and the importance of healthy organizational relationships" (Bell et al., 2002, p. 164). In addition, due to a lack of labeling, continued education as to what constitutes sexual harassment is necessary. Universities have the resources to examine the efficacy of sexual harassment training. It is crucial that they do and that they ensure sexual harassment training is designed and implemented to address a climate that is less tolerant of/conducive to sexual harassment.

A climate that is tolerant of sexual harassment is also a climate that alienates women faculty. A healthy ratio of female faculty may help to reduce the risks associated with isolating faculty members. We must address faculty recruitment efforts to ensure we prioritize women and minorities. This includes ensuring diversity of the search committees to present a more diverse face to the pool of candidates. This also includes ensuring credible diverse candidates make the short list of candidates as a result of targeted recruitment sources and/or professional recommendations.

Department chairs should ensure women faculty are represented on important departmental committees addressing policies and practices. These department chairs should also examine their roles in this evolving narrative and examine whether or not they have the ability to improve the experience these women faculty have as these women faculty strive to make their contribution to higher education. Leaders and department chairs are responsible for helping to improve the success of women faculty by addressing inequities in opportunities towards tenure, networking and the like. Leaders and department chairs should be held accountable for diversity and inclusion efforts as a part of their own regular evaluations.

Few studies actually evaluate existing policies, programs or prevention efforts. These efforts are put in place to reduce or eliminate sexual harassment on our college campuses, yet we have not evaluated their effectiveness. University campuses should conduct studies to ensure the effectiveness of efforts designed to address sexual harassment on our campuses. We must establish regular reviews of policy documents and ensure effective dissemination and implementation. The work we do to create a university climate that is free from sexual harassment must be as systemic as the sexual harassment has been. This work must be as sustainable as the sexual harassment has been.

The limitations of this study are readily apparent, particularly the sample size. Nonetheless, the findings reveal/illustrate the need for research on this topic in the academic workplace. It is perplexing to think that the structure of power dynamics along the lines of gender and rank, along with the process for promotion in rank would not be readily seen as needing careful scrutiny to prevent exploitation on many fronts, but especially sexual harassment.

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