

Definitions and Incidence of Academic and Workplace Sexual Harassment

Overview

What is sexual harassment?

Do you feel that the following experiences illustrate forms of sexual harassment?

Dr. P. gave me the creeps. Whenever we took a test, I'd look up from my paper, and there he would be, staring at my top or my legs. I quit wearing skirts to that class because I was so uncomfortable around him. I felt like I was some kind of freak in a zoo.

Dr. Y. asked me if I wished to share a motel room with him at meetings to be held in the spring. Following our return from these meetings (at which I did not share a motel room with him), he began criticizing my work, suggesting that there was something wrong with my master's thesis data, suggesting that my experimental groups would not replicate, etc. (Dziech & Weiner, 1984)

I was discussing my work in a public setting when a professor cut me off and asked if I had freckles all over my body.

He (the teaching assistant) kept saying, "Don't worry about the grade," and, "You know we'll settle everything out of class."

I see male colleagues and professors chum it up and hear all the talk about making the old boy network operate for women, so I thought nothing of accepting an invitation from a . . . professor to attend a gathering at his house. Other graduate students were present. . . . The professor made a fool out of himself pursuing me (it took me a while to catch on) and then blurted, "You know I

want to sleep with you; I have a great deal of influence. Now, of course I don't want to force you into anything, but I'm sure you're going to be sensible about this." I fled.

Playboy centerfolds were used as Anatomy teaching slides. . . . In slides, lectures, teaching aids and even in our own student note service, we found that nurses were presented as sexy, bitchy, or bossy but never as professional health care workers.

The financial officer made it clear that I could get the money I needed if I slept with him. (U.S. Department of Education, Office for Civil Rights, pamphlet, *Sexual harassment: It's not academic*

Definitions of sexual harassment are important because they educate the campus community and workplace and promote discussion and conscientious evaluation of these experiences. They are also crucial to the process of helping those who have been harassed because most individuals do not identify what has happened to them as sexual harassment. In reference to academic sexual harassment, Crocker (1983) suggests, "The effectiveness of any definition will depend not only on the grievance procedure that enforces it, but also the commitment of the university administration and faculty to creating a truly nondiscriminatory environment for all students" (p. 707). MacKinnon (1979) notes that "it is not surprising . . . that women would not complain of an experience for which there has been no name. Until 1976, lacking a term to express it, sexual harassment was literally unspeakable, which made a generalized, shared, and social definition of it inaccessible" (p. 27). She further states that "the unnamed should not be taken for the nonexistent" (p. 28). (Current research indicates that two million women currently enrolled in undergraduate and graduate schools will experience some form of sexual harassment during their careers as students.)

Legal Definitions

Two major types of definitions of sexual harassment have appeared in the legal, psychological, and educational literature. The first type includes legal and regulatory constructions and theoretical statements. Fitzgerald (1990) refers to these definitions as a priori definitions, theoretical in nature, which consist of a general statement describing the nature of the behavior. Table 1.1. presents a

Table 1.1
A Priori Definitions of Sexual Harassment

Equal Employment Opportunity Commission

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 substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

National Advisory Council on Women's Educational Programs

Academic sexual harassment is the use of authority to emphasize the sexuality or sexual identity of the student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities.

MacKinnon (1979)

Sexual harassment . . . refers to the unwanted imposition of sexual requirements in the context of a relationship of unequal power. Central to the concept is the use of power derived from one social sphere to lever benefits or impose deprivations in another. . . . When one is sexual, the other material, the cumulative sanction is particularly potent.

Office for Civil Rights, U.S. Department of Education

Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient of federal funds that denies, limits, provides different, or conditions the provision of aid, benefits, services, or treatment protected under Title IX.

priori definitions from the Equal Employment Opportunity Commission (EEOC), the Office for Civil Rights (OCR) of the Department of Education, the National Advisory Council on Women's Educational Programs, and MacKinnon (1979).

Workplace and academic sexual harassment is clearly prohibited as a form of sexual discrimination, under both Title IX of the 1972 Education amendments and, for employees, Title VII of the 1964

Civil Rights Act. According to the EEOC's definition, the last condition—the creation of “an intimidating, hostile, or offensive working or learning environment”—is significant, because it covers the most pervasive form of sexual harassment, the form most often defended on the grounds of “academic freedom.” In a 1986 decision, *Meritor Savings Bank v. Vinson* (see table 1.2), the Supreme Court unani-

Table 1.2
Summary of Legal Cases in Sexual Harassment

Tomkins v. Public Service Electric & Gas Co.

United States Court of Appeals

Third Circuit, 1977

568 F.2d 1044

Aldisert, Circuit Judge

Miller v. Bank of America

United States Court of Appeals

Ninth Circuit, 1979

600 F.2d 2111

Duniway, Circuit Judge

Bundy v. Jackson

United States Court of Appeals for the District of Columbia

1981

641 F.2d 934

Wright, Chief Judge

Henson v. City of Dundee

United States Court of Appeals

Eleventh Circuit, 1982

682 F.2d 897

Vance, Circuit Judge

Meritor Savings Bank v. Vinson

Supreme Court of the United States

1986

477 U.S., 106 S.Ct., 91 L.Ed.2d 49

Justice Rehnquist delivered the opinion of the Court

Alexander v. Yale University

United States Court of Appeals

Second Circuit, 1980

631 F.2d 178

Lumbard, Circuit Judge

mously affirmed that "sexual harassment claims are not limited simply to those for which a tangible job benefit is withheld ["quid pro quo" sexual harassment], but also include those in which the complainant is subjected to an offensive, discriminatory work environment ("hostile environment" sexual harassment)" (Bennett-Alexander, 1987, p. 65). In doing so, the Court explicitly adopted the EEOC's guidelines, which have been extended to the academic community—especially to students, who are not covered by the statutes governing employer/employee relations—by the OCR. These guidelines thus have a regulating force supported by the U.S. Department of Education that is crucial to the effort to curtail the widespread sexual harassment now afflicting our colleges and universities.

In response to the decision in *Vinson*, and in the spirit of this effort, the American Council on Education issued the following statement to all its members in December 1986:

Although the *Vinson* decision applies specifically to employment, it is prudent to examine the case and its implications for the campus setting. This provides an opportunity to renew institutional commitment to eliminating sexual harassment, or to develop an institution-wide program to address the problem. . . .

The educational mission of a college or university is to foster an open learning and working environment. The ethical obligation to provide an environment that is free from sexual harassment and from the fear that it may occur is implicit. The entire collegiate community suffers when sexual harassment is allowed to pervade the academic atmosphere through neglect, the lack of a policy prohibiting it, or the lack of educational programs designed to clarify appropriate professional behavior on campus and to promote understanding of what constitutes sexual harassment. Each institution has the obligation, for moral as well as legal reasons, to develop policies, procedures, and programs that protect students and employees from sexual harassment and to establish an environment in which such unacceptable behavior will not be tolerated.

Empirical Definitions

The second type of definition summarized by Fitzgerald (1990), is developed empirically, by investigating what various groups of individuals perceive sexual harassment to be under different circumstances (see table 1.3).

Table 1.3
Empirical Definitions of Sexual Harassment

Till (1980)

Generalized sexist remarks
 Inappropriate and offensive, but essentially sanction-free sexual advances
 Solicitation of sexual activity or other sex-linked activity by promise of reward
 Coercion of sexual activity by threat of punishment
 Sexual crimes and misdemeanors

Fitzgerald et al. (1988)

Gender harassment
 Seductive behavior
 Sexual bribery
 Sexual coercion
 Sexual imposition

The most useful definition is the one offered by Fitzgerald et al. (1988). They view sexual harassment along a continuum, with gender harassment on one end, and sexual imposition on the other (see table 1.4). These levels correlate with legal definitions of sexual harassment. *Gender harassment* consists of generalized sexist remarks and behavior not designed to elicit sexual cooperation, but rather to convey insulting, degrading, or sexist attitudes about women or

Table 1.4
Levels of Sexual Harassment

<i>Gender Harassment</i>	<i>Seductive Behavior</i>	<i>Sexual Bribery</i>	<i>Sexual Coercion</i>	<i>Sexual Assault</i>
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Gender Harassment: Generalized sexist statements and behavior that convey insulting, degrading, and/or sexist attitudes

Seductive Behavior: Unwanted, inappropriate, and offensive physical or verbal sexual advances

Sexual Bribery: Solicitation of sexual activity or other sex-linked behavior by promise of reward

Sexual Coercion: Coercion of sexual activity or other sex-linked behavior by threat of punishment

Sexual Assault: Assault and/or rape

about lesbians and gays. *Seductive behavior* is unwanted, inappropriate, and offensive sexual advances. *Sexual bribery* is the solicitation of sexual activity or other sex-linked behavior by threat of punishment, *sexual coercion* is the coercion of sexual activity by threat of punishment, and *sexual imposition* includes gross sexual imposition, assault, and rape.

Based on her research with the measurement of sexual harassment, Fitzgerald (1990) offers the following definition:

Sexual harassment consists of the sexualization of an instrumental relationship through the introduction or imposition of sexist or sexual remarks, requests, or requirements, in the context of a formal power differential. Harassment can also occur where no such formal power differential exists, if the behavior is unwanted by, or offensive to, the woman. Instances of harassment can be classified into the following general categories: gender harassment, seductive behavior, solicitation of sexual activity by promise of reward or threat of punishment, and sexual imposition or assault.

This definition has several advantages. First, it has an empirical component. Second, the nature and levels of sexual harassment are drawn from the experiences of women who have been so victimized. Third, the concept of intent is not addressed. It is, rather, the power differential and/or the woman's reaction that are considered to be the critical variables. As Fitzgerald (1990) states,

When a formal power differential exists, all sexist or sexual behavior is seen as harassment, since the woman is not considered to be in a position to object, resist, or give fully free consent; when no such differential exists, it is the recipient's experience and perception of the behavior as offensive that constitutes the defining factor. (p. 24)

We would add that the pervasive abuse and contempt for women and lesbians and gays in our culture underlie this form of harassment.

There is one issue that this definition does not specifically address: consensual relationships. The definition by Fitzgerald implies that consensual relationships are not possible within the context of unequal power and are inappropriate. As Zalk, Paludi, and Dederich (1990) point out with respect to academic sexual harassment:

It is not just the distorted aggrandisement by the student or the greater store of knowledge that is granted the professor that frames

the student's vision before and during the initial phases of the affair. The bottom line in the relationship is *POWER*. The faculty member has it and the student does not. As intertwined as the faculty-student roles may be, and as much as one must exist for the other to exist, they are not equal collaborators. The student does not negotiate indeed, has nothing to negotiate with. There are no exceptions to this, and students know this.

Crocker (1983) argued that it is important to offer definitions of academic sexual harassment since

they can educate the community and promote discussion and conscientious evaluation of behavior and experience. Students learn that certain experiences are officially recognized as wrong and punishable; professors are put on notice about behaviors that constitute sexual harassment; and administrators shape their understanding of the problem in a way that directs their actions on student inquiries and complaints. (p. 697)

Thus, a definition of academic sexual harassment sets the climate for the campus's response (as well as the workplace's response) to these incidents.

Mead has called for "new taboos" against sexual harassment.

What should we—what can we—do about sexual harassment on the job? . . . As I see it, it isn't more laws that we need now, but new taboos. . . .

When we examine how any society works, it becomes clear that it is precisely the basic taboos—the deeply and intensely felt prohibitions against "unthinkable" behavior—that keep the social system in balance. . . . The complaints, the legal remedies, and the support institutions developed by women are all part of the response to the new conception of women's rights. But I believe we need something much more pervasive, a climate of opinion that includes men as well as women, and that will affect not only adult relations and behavior on the job but also the expectations about the adult world that guide our children's progress into that world. What we need, in fact, are new taboos, that are appropriate to the new society we are struggling to create—taboos that will operate within the work setting as once they operated within the household. Neither men nor women should expect that sex can be used either to victimize women who need to keep their jobs, or to keep women from advancement or to help men advance their own careers. (as quoted in Dziech & Weiner, 1984, p. 184)

Women Organized against Sexual Harassment (1981) at the University of California, Berkeley, proposed four requirements that have been used as guides by colleges and universities in writing their policy statements concerning sexual harassment. Guidelines must (1) acknowledge sexual harassment as sex discrimination, not as isolated instances of misconduct; (2) refer to a full range of harassment from subtle innuendos to assault; (3) refer to ways in which the context of open and mutual academic exchange is polluted by harassment; and (4) refer to harassment as the imposition of sexual advances by a person in a position of authority. Crocker (1983) pointed out that to be effective, these requirements must (1) recognize the legal basis for university action and place the problem in a social context; (2) recognize the need for, and value of, specific examples that suggest the range of behaviors and experiences considered sexual harassment; (3) recognize the importance of sexual harassment for the integrity of the academy; and (4) recognize that sexual harassment occurs between people who have unequal power.

Defining academic sexual harassment from organizational and sociocultural power perspectives has been interpreted by some colleges and universities as including consensual relationships. Zacker and Paludi (1989) reported that some campuses have adopted a policy statement that includes information about consensual relationships (see table 1.5). Including consensual relationships as part of the definition of academic sexual harassment has been met with great resistance (Sandler, 1988; Zacker & Paludi, 1989). Men are much less likely than women to include consensual relationships in their definition of sexual harassment (Kenig & Ryan, 1986; Fitzgerald et al., 1988). Additional information about attitudes and perceptions of sexual harassment is discussed in chapter 3.

Incidence of Sexual Harassment in the Workplace and in College/University Settings

Table 1.6 summarizes the incidence rates of sexual harassment in the academic and workplace settings. As can be seen from this data, its occurrence in U.S. schools and business is widespread. Dziech and Weiner (1984) have reported that 30% of all undergraduate women suffer sexual harassment from at least one of their instructors during their college careers. When definitions of sexual harassment include sexist remarks and other forms of "gender harassment," the incidence rate in undergraduate populations nears

Table 1.5
Policy Statements from Universities that
Deal with Consensual Relationships

University of Iowa's Policy on Sexual Harassment

Amorous relationships between faculty members and students occurring outside the instructional context may lead to difficulties. Particularly when the faculty member and student are in the same academic unit or in units that are academically allied, relationships that the parties view as consensual may appear to others to be exploitative. Further, in such situations (and others that cannot be anticipated), the faculty member may face serious conflicts of interest and should be careful to distance himself or herself from any decisions that may reward or penalize the student involved. A faculty member who fails to withdraw from participation in activities or decisions that may reward or penalize a student with whom the faculty member has or has had an amorous relationship will be deemed to have violated his or her ethical obligation to the student, to other students, to colleagues, and to the University.

Harvard University's Policy on Sexual Harassment

Amorous relationships that might be appropriate in other circumstances are always wrong when they occur between any teacher or officer of the University and any student for whom he or she has a professional responsibility. Further, such relationships may have the effect of undermining the atmosphere of trust on which the educational process depends. Implicit in the idea of professionalism is the recognition by those in positions of authority that in their relationships with students there is always an element of power. It is incumbent upon those with authority not to abuse, nor to seem to abuse, the power with which they are entrusted. . . . Even when both parties have consented to the development of such a relationship, it is the officer or instructor who, by virtue of his or her special responsibility, will be held accountable for unprofessional behavior. Because graduate student teaching fellows, tutors, and undergraduate assistants may be less accustomed than faculty members to thinking of themselves as holding professional responsibilities, they would be wise to exercise special care in their relationships with students whom they instruct or evaluate. . . . Relationships between officers and students are always fundamentally asymmetric in nature.

70% (Lott, Reilly, & Howard, 1982; Adams, Kottke, & Padgitt, 1983). These percentages translate into millions of students in our college

Table 1.6
Summary of Research on the Incidence of Sexual Harassment

Adams, Kottke, and Padgitt (1983)

13% of women students surveyed, reported they had avoided taking a class or working with certain professors because of the risk of being subjected to sexual advances; 17% received verbal sexual advances, 13.6% received sexual invitations; 6.4% had been subjected to physical advances; 2% received direct sexual assault

Chronicle of Higher Education Report of Harvard University (1983)

15% of the graduate students and 12% of the undergraduate students who had been sexually harassed by their professors changed their major or educational program because of the harassment

Wilson and Kraus (1983)

8.9% of the female undergraduates in their study had been pinched, touched, or patted to the point of personal discomfort

Bailey and Richards (1985)

12.7% of 246 graduate women surveyed reported that they had been sexually harassed; 21% had not enrolled in a course to avoid such behavior; 11.3% tried to report the behavior, 2.6% dropped a course because of it; 15.9% reported being directly assaulted

Bond (1988)

75% of 229 faculty experienced jokes with sexual themes during their graduate training; 68.9% were subjected to sexist comments demeaning to women; 57.8% of the women reported experiencing sexist remarks about their clothing, body, or sexual activities; 12.2% had unwanted intercourse, breast, or genital stimulation

Gutek (1985)

53.1% of private sector workers surveyed reported being fired, not being promoted, not given raises, all because of refusal to comply with requests for sexual relationships

system who are harassed each year. (According to the Chronicle of Higher Education, there were 6,835,900 women enrolled in undergraduate and graduate programs in 1987. Thirty percent of this figure equals more than 2,000,000 students who experience sexual

Table 1.6—Continued

Cornell University (Reported in Farley, 1978)

70% of 195 women workers reported sexual harassment and 56% of these women reported physical harassment

National Merit Systems Protection Board (1981)

42% of 23,000 women and men surveyed—the largest survey ever taken of workplace sexual harassment—experienced sexual harassment

harassment. When gender harassment is included, the number is 4,785,000.) The incidence rate for women graduate students and faculty is even higher (Bailey & Richards, 1985; Bond, 1988). Though there are few studies focusing on the harassment of nonfaculty employees in the college/university system, there is no reason to suppose that the harassment of college staff is any less than the 50%-rate reported for employees of various other public and private institutions (Fitzgerald et al., 1988).

While both women and men can be harassed, women make up the majority of victims. This is true for incidents of peer harassment as well. *Peer harassment* is the term used to describe the sexual harassment of women by their male colleagues—women students harassed by male students, for example; women faculty harassed by male faculty; and gay and lesbian students harassed by other students. Peer harassment includes all of the levels of sexual harassment: gender harassment, seductive behavior, sexual bribery, sexual coercion, and sexual imposition (see table 1.7).

Peer harassment occurs at all types of academic and business settings—large and small, private and public. Peer harassment creates an environment that makes education and work less than equal for women and men. There have been a few major surveys done on peer harassment. For example, in 1986, Cornell University surveyed its women students and found that 78% of those responding had experienced one or more forms of peer harassment, including sexist comments and unwelcome attention. While most of these experiences involved individual men, a substantial percentage involved groups of men, termed *group harassment*. MIT also conducted a study of peer harassment and reported that 92% of the women were harassed by male students. At the University of Rhode Island, 70% of the women reported instances of peer harassment.

Table 1.7
Illustrations of Peer Harassment

A group of men regularly sit at a table facing a cafeteria line. As women go through the line, the men loudly discuss the women's sexual attributes and hold up signs with numbers from 1 to 10, "rating" each woman. As a result, many women skip meals or avoid the cafeteria.

Sexist posters and pictures appear in places where women will see them.

A fraternity pledge approaches a young woman he has never met and bites her on the breast—a practice called "sharking."

A particular shop [class's] predominantly male population designated one shop day as "National Sexual Harassment Day," in honor of their only female student. They gave her nonstop harassment throughout the day, and found it to be so successful (the female student [dropped the course]) that they later held a "National Sexual Harassment Week."

Source: Project on the Status and Education of Women.

These surveys also indicate that the most serious forms of peer harassment involve groups of men. When men outnumber women, as in fraternity houses, stadiums, and parties, group harassment is especially likely to occur. Examples of group harassment include:

"scoping," which involves rating women's attractiveness on a scale from 1 to 10;

yelling, whistling, and shouting obscenities at women who walk by fraternity houses or other campus sites;

intimidating a woman by surrounding her, demanding that she expose her breasts, and not allowing her to leave until she complies;

creating a disturbance outside of women's residence halls;

vandalizing sororities;

harassing women who support women's rights;

date rape.

Research has indicated that while any individual is likely to be sexually harassed, women tend to experience this more often than others. Sandler (1988) and DeFour (1990) have indicated that on

many campuses ethnic minority women are victims because of the stereotypes and myths that portray them as sexually active, exotic, and erotic. There is thus an interface of racism and sexism in some elements of sexual harassment.

In addition, physically challenged women experience a considerable amount of psychological victimization when reporting sexual harassment due to stereotypes about their sexuality and attractiveness. Lesbians and gays have been the victims of gender harassment and other forms of sexual harassment because of homophobic attitudes. Individuals who support women's studies programs and are feminists are also often targeted.

Most of the current incidence rates of sexual harassment have been obtained from research using the Sexual Experiences Questionnaire (Fitzgerald & Shullman, 1985). (see table 1.8.) As can be seen from this table, all of the items in the survey are written in behavioral terms and take the form of: "Have you ever been in a situation where a professor or instructor . . . ?" The term *sexual harassment* does not appear in any item until the end ("Have you ever been sexually harassed by a professor or instructor?"). Items represent the five levels of sexual harassment derived from research: gender harassment, seductive behavior, sexual bribery, sexual coercion, and sexual assault. For each item, individuals are asked to circle the response most closely describing their own experiences: "Never," "Once," and "More than Once." If individuals indicate that the behavior has happened either once or more than once, they are further instructed to identify the sex of the faculty member: "Male," "Female," or "Both Male and Female." Information concerning the reliability and validity of this instrument and parallel forms for employees may be found in Fitzgerald et al. (1988).

Research with this instrument has indicated that women are more likely to be the recipients of sexual harassment than men. In nearly all cases, the perpetrators are men. Furthermore, while the majority of women in undergraduate and graduate training programs as well as in the workplace indicate that they have experienced behaviors that legally constitute sexual harassment, they fail to recognize and label their experiences as such. For example, Fitzgerald et al. (1988) found that although at one university nearly 28% of the women administrators reported that they had been propositioned by male co-workers, only 5% of the women felt that they had been sexually harassed.

Fitzgerald and Weitzman (1990) reported that of the 235 male faculty members they surveyed (using a modified form of the Sexual

Table 1.8
Sexual Experiences Questionnaire

On the following pages, you will find a series of questions requesting information about many different kinds of sexual experiences that occur on a college campus. We are principally interested in sexual behavior between faculty and students, so most of the questions are about this type of situation. Please note that we are interested in your experiences as a college student, either graduate or undergraduate, *whether or not* these experiences occurred at your current campus or somewhere else.

Please answer as honestly as you can. Remember that all information collected in a research study is *completely confidential*, and your privacy is completely protected. Thank you for your assistance with this important project.

Demographic Data

1. Sex: Male _____ Female _____
2. Race: White _____ Black _____ Hispanic-American _____
Asian-American _____
Other (Please specify) _____
3. Age: _____
4. Year: Freshman _____
Sophomore _____
Junior _____
Senior _____
Graduate Student _____
5. Major: _____

Instructions: For each item, please circle the number which most closely describes your own experience. If you circle 2 or 3, please say whether the person involved was a man or a woman (or both, if it happened more than once) by circling M, F, or B.

	Never	Once	More than Once	Sex
1-1. Have you ever been in a situation where a professor or instructor habitually told suggestive stories or offensive jokes?	1	2	3	M F B

Table 1.8—Continued

	<i>Never</i>	<i>Once</i>	<i>More than Once</i>	<i>Sex</i>
1-2. Have you ever been in a situation where a professor made crudely sexual remarks, either publicly in class, or to you privately?	1	2	3	M F B
1-3. Have you ever been in a situation where a professor or instructor made seductive remarks about your appearance, body, or sexual activities?	1	2	3	M F B
1-4. Have you ever been in a situation where a professor was staring, leering, or ogling you in a way that was inappropriate, or that made you uncomfortable?	1	2	3	M F B
1-5. Other than in classes on human sexuality or similar topics, have you ever been in a class where the instructor used sexist or suggestive teaching materials (e.g., pictures, stories, pornography)?	1	2	3	M F B
1-6. Have you ever been in a situation where a professor treated you "differently" because you were a male or female (i.e., favored one sex or the other)?	1	2	3	M F B
1-7. Have you ever been in a situation where the instructor made sexist remarks (e.g., suggesting that traditionally masculine fields like engineering are inappropriate for women, or that there must be something "wrong" with men who want to be nurses)?	1	2	3	M F B

Table 1.8—Continued

	Never	Once	More than Once	Sex
2-1. Have you ever been in a situation where a professor or instructor made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., attempted to discuss or comment on your sex life)?	1	2	3	M F B
2-2. Have you ever been in a situation where a professor or instructor engaged in what you considered seductive behavior toward you (e.g., made flattering or suggestive remarks, asked you for a date, suggested that you "get together" for a drink, offered to give you a backrub)?	1	2	3	M F B
2-3. Have you ever been in a situation where you received unwanted sexual attention from a professor or instructor?	1	2	3	M F B
2-4. Have you ever been in a situation where a professor or instructor attempted to establish a romantic sexual relationship with you?	1	2	3	M F B
2-5. Has a professor or instructor ever "propositioned" you?	1	2	3	M F B
3-1. Have you ever felt that you were being subtly bribed with some sort of <i>reward</i> (e.g., good grades or preferential treatment) to engage in sexual behavior with a professor or instructor?	1	2	3	M F B

Table 1.8—Continued

	Never	Once	More than Once	Sex
3-2. Have you ever been in a situation where a professor or instructor <i>directly</i> offered you some sort of reward for being sexually cooperative?	1	2	3	M F B
3-3. Have you ever engaged in sexual behavior you did not want to engage in because of such promises or rewards?	1	2	3	M F B
3-4. Have you ever been in a situation where you actually were rewarded by a professor or instructor for being socially or sexually <i>cooperative</i> (e.g., going out to dinner, having drinks, establishing a sexual relationship)?	1	2	3	M F B
4-1. Have you ever felt that you were being subtly threatened with some sort of "punishment" for not being sexually cooperative with a professor or instructor (e.g., lowering your grade, failing an exam, etc.)?	1	2	3	M F B
4-2. Have you ever been <i>directly</i> threatened or pressured to engage in sexual activity by threats of punishment or retaliation?	1	2	3	M F B
4-3. Have you ever been in a situation where you actually experienced some negative consequences for refusing to engage in sexual activity with a professor or instructor?	1	2	3	M F B

Table 1.8—Continued

	Never	Once	More than Once	Sex
4-4. Have you ever engaged in a sexual behavior that you did not want to engage in because of such threats or fear of punishment?	1	2	3	M F B
5-1. Have you ever been in a situation where a professor or instructor made unwanted attempts to touch or fondle you (e.g., stroking your leg or neck, touching your breast and so forth)?	1	2	3	M F B
5-2. Have you ever been in a situation where a professor or instructor made <i>forceful</i> attempts to touch, fondle, kiss, or grab you?	1	2	3	M F B
5-3. Have you ever been in a situation where a professor or instructor committed indecent exposure (i.e., displayed their genitals to you)?	1	2	3	M F B
5-4. Have you ever been in a situation where a professor made unwanted attempts to have sexual intercourse with you that resulted in your crying, pleading, or physically struggling?	1	2	3	M F B
5-5. Have you ever been in a situation where a professor or instructor attempted to force you to touch their genitals?	1	2	3	M F B

Table 1.8—Continued

	Never	Once	More than Once	Sex
5-6. Have you ever been in a situation where a professor or instructor used force (squeezing your wrist, twisting your arms, holding you down, etc.) to have intercourse with you?	1	2	3	M F B
5-7. Have you ever been sexually harassed by a professor or instructor?	1	2	3	M F B
5-8. Have you ever been raped by a professor or instructor?	1	2	3	M F B

If you have experienced *any* of the situations/behaviors described on this survey, please answer the following questions:

- A. Have you ever dropped a course to avoid such behavior? Yes No
- B. Have you ever avoided or not enrolled in a course to avoid such behavior? Yes No
- C. Have you ever tried to report such behavior? Yes No
- D. If so, what happened? If not, why not?

Did you ever experience any of these situations when you were in high school? Yes No

If so, please describe:

This is your space. Please use it to give reactions to the questionnaire, to describe any related experiences you would like to share, or simply to tell us anything you like concerning yourself, your experiences, or this research. Use the back of the sheet if you like.

Thank You!