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Middle Tennessee State University

**STUDY OF SEXUAL HARASSMENT ISSUES IN PHYSICAL EDUCATION
AND ATHLETICS AT COLLEGES AND UNIVERSITIES**

by

Benito J. Velasquez

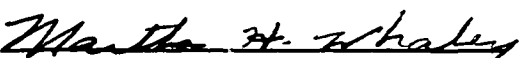
A Dissertation
Submitted to the Graduate School of
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in Partial Fulfillment of the Requirements
for the Degree of Doctor of Arts in Physical Education

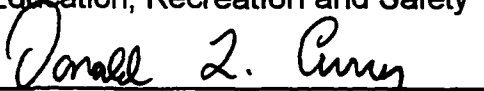
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Abstract

Sexual harassment over the past twenty years has become an important issue to institutions of higher education. With the growing legal concerns sexual harassment generates, it is vital for physical education programs and athletic departments to see that their faculty and staff are free from an environment of sexually harassing behavior. This study was undertaken to study the issues, perceptions and experiences of four groups of professionals (physical education faculty, athletic directors, athletic trainers, and physical education administrators). Four hundred subjects, one hundred from each group were randomly selected from four-year colleges and universities in the southeastern part of the United States. A survey instrument (VELMAC-SHQ) was used in this study to gather data on sexual harassment issues. Two hundred and five usable surveys were returned and analyzed using a two-way ANOVA on the major hypotheses. Descriptive data was generated by frequency distribution for discussion of the research questions. This study found that there is a significant difference between the genders with females having higher perceptions and experiences of sexual harassment than males. Analysis of the four groups showed that the groups perceptions and experiences were not significantly different but very similar among the four groups. This study reviewed fifty alleged reports of sexual harassment and found the following: Sexual harassment is not a problem only for females, both males and females are targets of sexual harassment; The power of an administrator is not instrumental in the initiation of sexual harassment. Sixty-eight percent of the cases reviewed indicated that a colleague, student or other individual who was not in an administrative or supervisory role was the initiator of the sexually harassing behavior; Colleagues and associates who share equal positions of employment display sexually harassing behavior more than administrators/supervisors; Faculty and staff may be subjected to (contrapower) sexual harassment and gender discrimination from students more times than from supervisors.

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**Study of Sexual Harassment Issues in Physical Education
and Athletics at Colleges and Universities**

CHAPTER I

IDENTIFYING SEXUAL HARASSMENT AS A ISSUE RELEVANT TO PHYSICAL EDUCATION AND ATHLETICS

INTRODUCTION

Physical educators and those involved in the professional preparation of students to enter the field of physical education need to be cognizant of sexual harassment as a very important social issue. In addition, we need to insure that our athletic department administrators, physical education faculty, athletic training staff, physical education administrators and students are free from sexual harassment by eliminating work environments that are hostile or offensive (Kohl & Greenlaw, 1993; Moynahan, 1993). In 1993, the number of women filing sexual harassment law suits at colleges and universities had doubled following the Anita Hill- Clarence Thomas hearings (Wiley, 1993). A recent article in the May 3rd issue of USA TODAY (Neuborne, 1996) reported the growing number of sexual harassment charges filed with the Equal Employment Opportunity Commission (EEOC) has increased from over four thousand in 1990 to over fifteen thousand in 1995. Recently, a former women's basketball coach at Duquesne University in Pennsylvania sued her athletic director, after she was fired for refusing his sexual advances (Wenniger, 1994).

Sexual harassment was not born out of the Anita Hill - Clarence Thomas

debate, the recent resignation of U.S. Senator Packwood, nor from the Navy Tailhook affair. Rather, these examples brought sexual harassment more into the public view as a social problem we must all take seriously. Sexual harassment is a behavior that discriminates against gender, and promotes the use of threats, and subtle hints to achieve sexual favors in exchange for promotions, salary increases and grades (Lott, Reilly, & Howard, 1982; Welzenbach, 1986).

A study by Wishnietsky and Felder, (1989) reported that 20% of secondary school superintendents surveyed, indicated that coaches were dismissed because of a morality charge. It was not made clear in the study, if those coaches were physical educators. Wishnietsky and Felder's study did not identify sexual harassment as the sole reason for dismissal, but in separate study by Wishnietsky (1991) the issue of sexual harassment was studied in the secondary schools of North Carolina. Sixty-five superintendents surveyed by Wishnietsky indicated twenty-six (26) incidents of both male and female teachers were disciplined for sexual harassment over a three year period. Wishnietsky's study did not indicate if physical educators or coaches were involved.

Since the U.S. Supreme Court handed down a decision in *Franklin v. Gwinnett Co. Public Schools and Hill (1992)* which involved a high school student and a teacher/coach, institutions of higher education as well as secondary schools have had to re-examine their sexual harassment policies.

The term "sexual harassment" did not appear prior to 1975 when it was first used in the media to denote treatment of women by men in the business world (Conte, 1990; Wekesser, Swisher, Pierce, 1992, p.69). In 1975 ***Corne v Bausch and Lomb, Inc.*** was one of the first cases to bring sexual harassment to the public notice (Conte, 1990; Lindermann & Kadue, 1992; Riggs, Murrell & Cutting, 1993).

In 1980, higher education started to take notice of the issue of sexual harassment, in the Chronicle of Higher Education, (Middleton, 1980 p. 1); an article on the front page declared ***"Sexual Harassment by Professors: an 'Increasingly Visible' Problem"***. Also in 1980, the courts heard the first case of academic sexual harassment in ***Alexander v. Yale***, and since then colleges and universities have developed sexual harassment policies to defend against sexual harassment on their campuses (Conte, 1990; Fitzgerald, 1992). In 1986, the U.S. Supreme Court in it's first ruling of a sexual harassment case, said it was not just ***quid pro quo sexual harassment*** that mistreated employees, but the job environment must be examined; thus the Supreme Court used the term "hostile environment" in ***Meritor Savings Bank FSB v. Vinson*** to further establish the way in which sexual harassment law was applied (Conte, 1990; Riggs et al., 1993; Welzenbach, 1986). ***"Hostile environment"*** became a concern to employers both in business and in higher education.

A Harris poll in the early 1990's, found in a survey that sixty-three percent

(63%) of seven hundred and eighty-two (782) business employees felt there was no sexual harassment where they were employed, yet the statistics on the number of sexual harassment cases is experienced by a large percentage of the population (McIntyre, 1993). Another Harris poll, this one involving boys and girls ages eight to eleven found 81% reported peer sexual harassment of some type. From this group, 39% reported the gymnasium or playing field as a site of sexual harassment and over half reported the classroom as a site of harassment (Stein, 1995). Kohl & Greenlaw (1993) cited that sexual harassment continues to be a major problem and that educators have the opportunity to teach future educators, supervisors, and employers about this social issue. Most would agree that sexual harassment is unacceptable behavior and that administrators of higher educational institutions need to establish policies to protect students, faculty and staff (Adams, Kottke, & Padgitt, 1983).

SIGNIFICANCE OF THE STUDY

Although sexual harassment research in the area of higher education and business has been conducted since the late 1970's, athletic directors, physical education faculty, athletic trainers and physical education administrators in higher education have been overlooked as a subject group. Further more, many studies have documented how undergraduate and graduate students are the targets of sexual harassment (Adam, et al., 1983; Benson, D.J. &

Thomson, 1982; Lott, et al., 1982; Mazer & Percival, 1989b; McCormack, 1985; McKinney, 1990; Reilly, Lott, & Gallogly, 1986; Wilson & Kraus, 1983).

Those studies that have included administration/faculty have dealt with graduate teaching assistants or female administrators/faculty in areas other than physical education and athletics (Dziech and Weiner, 1990; Goodwin, Roscoe, Rose, and Repp, 1989; Grauerholz, 1989; Lafontaine & Tredeau, 1986; and McKinney, 1990). Since little or no sexual harassment studies exists for these four groups of professionals in higher education, there was a definite need to conduct research on this social issue.

STATEMENT OF THE PROBLEM

Sexual Harassment is a growing social problem that affects men and women in higher education, as well as business and blue collar work environments. Studies have shown that sexual harassment in higher education and business has been a problem since women began working in those areas, but only within the last twenty years has the public become aware or interested in this social problem (Gutek & Morasch, 1982; Whitmore, 1983; Dunwoody-Miller, & Gutek, 1985; Fitzgerald, Shullman, Bailey, Richards, Swecker, Gold, Ormerod, & Weitzman, 1988; Fitzgerald & Ormerod, 1991). In a legal context, sexual harassment law has expanded not just to the issue of sexual behavior, but to further defining the environment in which sexual harassment takes place (Conte, 1990; Lindemann & Kadue, 1992, Clark,

1993). In addition, because of Title VII and Title IX legislation, we see men and women working closer together in an environment that could create an increase amount of sexual harassment law suits.

As we see more and more women move into the areas of athletic program administration, physical education instruction, athletic training, and physical education administration; this research will be used to identify and determine if sexual harassment is a problem that needs attention in these professions at the university/college level (Masteralexis, 1995). Furthermore, this research will be used to determine if the four groups perceive sexual harassment as a problem. Lastly this research will be used to identify to what extent these groups have experienced sexual harassment.

RATIONALE OF THIS STUDY

The rationale for this study is to compare the perceptions and experiences of sexual harassment among athletic directors, physical education faculty, athletic trainers, and physical education administrators, in the university/college setting. An additional purpose for this study will be to determine the beliefs and perceptions of physical education administrators, physical education faculty, athletic directors and athletic trainers to what constitutes sexual harassment. Furthermore, this study will be to identify the position of power between the victim and the sexual harasser. Also included, this study will be to determine if a number of sexually harassed victims exists

from the selected target populations. Lastly, this study will be to add to the body of knowledge about sexual harassment in higher education, most notably in the areas of physical education, athletics and athletic training.

MAJOR HYPOTHESES

This study will investigate six major (null) hypotheses:

Hypothesis 1. There will be no significant difference between male and females (athletic directors, physical education faculty, athletic trainers, and physical education administrators) on perceptions of sexual harassment as a problem.

Hypothesis 2. There will be no significant difference among the four groups (athletic directors, physical education faculty, athletic trainers, and physical education administrators) on perceptions of sexual harassment as a problem.

Hypothesis 3. There will be no significant interaction between gender and the four groups (athletic directors, physical education faculty, athletic trainers, and physical education administrators) on perceptions of sexual harassment as a problem.

Hypothesis 4. There will be no significant difference between male and female (athletic directors, physical education faculty, athletic trainers, and physical education administrators) with experiences of sexual harassment.

Hypothesis 5. There will be no significant difference among the four groups (athletic directors, physical education faculty, athletic trainers, and physical

education administrators) with experiences of sexual harassment.

Hypothesis 6. There will be no significant interaction between gender and four groups (athletic directors, physical education faculty, athletic trainers, and physical education administrators) with experiences of sexual harassment.

RESEARCH QUESTIONS

This study will seek answers to the following major research questions that were used to gather descriptive data:

1. Have any members of the target population perceived they have experiences of sexual harassment?
2. If a individual perceived they were sexually harassed, what was the gender, age and supervisory role of the harasser?
3. Did the alleged victim perceive the harasser occupying a position of supervising the victim or was the faculty/staff member a victim of a person not having a supervisory role over the victim (an example of contrapower)?
4. Were any members of the target population perceived they were treated differently because of their gender?
5. Did the selection of a chosen profession in physical education, athletic administration or athletic training make any individuals in the groups perceive themselves a target for sexual harassment?

METHODOLOGY

The following activities were undertaken in order to conduct this study on sexual harassment:

First, a review of the related literature on sexual harassment was completed, including a review of relevant court cases. Second, the target population was composed of four groups of male and female athletic directors, physical education faculty, athletic trainers, and physical education administrators. Coaches were not included in this study because they compose a select group that should be studied by themselves.

One hundred (100) individuals composed of males or females were randomly selected from a pool for each group. A total of four hundred subjects were selected from a regional area of the United States, mainly the thirteen states that making up the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance. The Southern District is composed of the states of Alabama, Arkansas, Florida, Georgia, Kentucky Louisiana, Mississippi, Oklahoma, Tennessee, Texas, North Carolina, South Carolina, Virginia. Subjects were identified as being male or female, athletic directors, physical education faculty, athletic trainers and physical education administrators working at the College/University level.

A survey instrument for the study was developed using criteria previous used in a study by McKinney (1990) and Fitzgerald, et al., (1988). In addition, the instrument was evaluated for content and reliability. Permission from the

Human Subjects Protection Review Committee was obtained prior to the pilot study and the major study. A peer review from three faculty and a pilot study involving other faculty/staff (forty individuals) at the University of Southern Mississippi was conducted to evaluate the instrument for internal validity, external validity and design.

As mentioned previously, systematic random sampling was used to select the sample of 400 subjects for this study. The survey instrument, cover letter, and a pre-addressed/stamped envelope were sent to those subjects randomly selected to participate in this study.

Postcard reminders, and follow-up letters were mailed to remind all participants selected in the study to encourage their response to the original survey within three weeks. The responses to the survey were compiled and analyzed, with responses for the various subject groups tallied separately for comparison purposes.

LIMITATIONS

The limitations associated with this research effort will be as follows:

1. This study was limited to athletic directors, physical education faculty, athletic trainers, and physical education administrators at institutions of higher education which have four-year college/university status in the southeastern section of the United States and include the states of Alabama, Arkansas, Florida, Georgia, Kentucky Louisiana, Mississippi, Oklahoma, Tennessee,

Texas, North Carolina, South Carolina, Virginia.

2. The sample was limited to one hundred athletic directors, one hundred faculty of physical education, one hundred administrators of physical education and one hundred certified athletic trainers in the aforementioned states.

3. Coaches were not a part of this study because the inclusion of this population should be a separate study by itself.

4. The one hundred faculty members were selected based on their membership in the Southern District of AAHPERD. All subjects were identified as professional members of AAHPERD working at the four-year college/university level, whose primary responsibility is that of faculty.

5. The one hundred certified athletic trainers were selected at random from the national directory of the National Athletic Trainers Association. All subjects were identified as being either male or female, professional members of the N.A.T.A. who are employed at the four-year college/university level, and residing in the aforementioned states.

6. The one hundred administrators of physical education were selected at random from the *National Directory of College Athletics*. All subjects were selected from the aforementioned states.

7. The one hundred administrators of athletics were selected at random from the *National Directory of College Athletics*. All subjects were identified as being male or female, who are employed at four-year college/university level as athletic directors

8. Previous research regarding sexual harassment of this target population is limited.

DEFINITIONS OF TERMS

For purposes of this study, the following definitions were used:

1. **ATHLETIC DIRECTORS** are individuals who oversee the daily operation of organized intercollegiate teams at a college/university.

2. **PHYSICAL EDUCATION FACULTY** are individuals who are full time instructors in the physical education or related programs at a college/university.

3. **(CERTIFIED) ATHLETIC TRAINERS** are individuals who hold N.A.T.A. certification and oversee the athletic training program for intercollegiate sports at a college/university.

4. **PHYSICAL EDUCATION ADMINISTRATORS** are individuals who are the onsite supervisor of daily operation for physical education instruction and holds the position of department head of a physical education or related programs at a college/university.

5. **PHYSICAL EDUCATION AND RELATED FIELDS** are the educational disciplines of physical education, health, recreation, safety and dance.

6. **COLLEGES/UNIVERSITIES** are postsecondary educational institutions, that offer four-year baccalaureate degrees, and continuing education in the areas of physical education, health, recreation, and other related fields.

7. **HOSTILE WORKING ENVIRONMENT** is defined as the working

conditions that exist with the employee being subjected to verbal or physical abuse and the effect on their job performance.

8. SEXUAL HARASSMENT is defined as any unwelcomed physical contact, verbal behavior or hostile environment of a sexual nature that attempts to gain power through the submission to; or forced use of sex or sexual favors.

9. QUID PRO QUO HARASSMENT is something in exchange for something, usually a sexual favor in exchange for employment benefits.

10. SEXIST COMMENTS are jokes that are sexual in nature, or derogatory to one's sexual orientation.

11. SEDUCTIVE REMARKS are verbal inquiries about sexual values or comments about a person's manner of dress.

12. SEDUCTIVE BEHAVIORS are requests for dates, drinks, or physical contact in the form of backrubs or touching in a sexual manner.

13. SUBTLE OFFERS are covertly hidden verbal remarks implying a hint of quid pro quo offers in exchange for sexual favors.

14. PROPOSITION a clear invitation for sexual acts but with no threats attached.

15. SEXUAL BRIBERY a sexual proposition with promises or threats made or implied.

16. UNWANTED/UNWELCOME ATTENTION is any act which the victim does not request or wish.

17. CONTRAPOWER is when the harasser does not possess a supervisory role over the victim, but occupies a lesser position.

18. EXPERIENCES an occurrence or past episode.

19. REPORTED INCIDENT OR EXPERIENCE a past episode or occurrence that was brought to the attention of a supervisor or to one in authority.

20. UNREPORTED INCIDENT OR EXPERIENCE an occurrence or episode that was not brought to the attention of a supervisor or to one in authority.

21. BELIEF AND PERCEPTIONS what one accepts or perceives as being the truth.

ASSUMPTIONS

1. The results of this study will provide data that may be generalized to other institutions of higher education which have athletic departments and physical education programs.

2. The data collected will be relevant to the field of physical education, athletics and higher education for years to come.

3. The findings of this study will be based on the assumption that respondents will provide truthful information.

4. The data will be representative of the larger population.

ORGANIZATION OF THE STUDY

The following chapters will compose the remainder of this study:

Chapter II contains a review of the related literature about the definition of sexual harassment, studies on perceptions, and research on the area of sexual harassment. A legal review of relevant cases was also conducted. In addition, a review of research instruments from related studies was discussed.

Chapter III will describe the research methodology used in the selection of the population and the sample, development of the survey instrument, collection of data, formulation of hypotheses, and null hypotheses, and describe analysis of the data.

Chapter IV will contain results and findings of the study.

Chapter V will contain the summary and conclusions of the study.

Recommendations for further study are also made.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Chapter II discusses the influence of sexual harassment issues in the area of physical education and athletics. In a review of the related literature, the various definitions of sexual harassment are discussed, as well as numerous court cases to show how sexual harassment law has impacted business and education. The topic of sexual harassment discussed in this review is limited to those court cases or studies reported in the national media. No attempt has been made to include sexual harassment incidents at any one particular institution of higher education unless it was cited in a national journal or the national news media.

In review of sexual harassment legal issues, Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 was examined in the context of relevant court cases. Some of the research discussed involved higher education and business since sexual harassment policies have evolved from these areas. Related studies on perceptions, attitudes and policies against sexual harassment are also reviewed. In addition, related survey instruments used in previous studies are discussed.

SEXUAL HARASSMENT IN PHYSICAL EDUCATION AND ATHLETICS

In regard to the areas of athletic administration, physical education

instruction, athletic training, and physical education administration; few studies and court cases have dealt with this group of professionals. According to Nan Stein, Director of the Center for Research on Women, sexual harassment exists in education, however, the reason few court cases come to the public notice is that the problems are generally solved behind closed doors before they can get to court (personal communication October 9, 1995).

Addressing the problem of sexual harassment is important to administrators in physical education and athletics due to the legal liability of potential law suits. Carpenter (1989), in the *Journal of Physical Education Recreation, and Dance* was one of the first in the profession of physical education to discuss the issue of sexual harassment. In Carpenter's article, three different examples are used to educate professionals in Health, Recreation and Physical Education about sexual harassment. In the first example she defines a behavior as sexual harassment when a student's participation in a dance ensemble is dependent upon the student's willingness to be seduced by the instructor. In the second example, she further defines sexual harassment by using a recreation instructor who shares an office and turns it into a hostile environment by placing nude pin-ups and other offensive materials. Lastly, the third example is a physical education professor who starts every class with sexist comments and offensive jokes. Carpenter uses the three examples to further define sexual harassment, the terms *quid pro quo* and *hostile environment* and discuss relevant court cases involving sexual

harassment. Bucher and Krotee's (1993), *Management of Physical Education and Sport*, identifies sexual harassment as a problem that has been grown in recent years. In addition, the media and the courts have detailed how sexual harassment law suits can lead to dismissals as well as psychological trauma to both victims and the alleged harasser. Administrators of physical education programs and athletics need to establish policy and encouraged faculty/staff members to attend sexual harassment workshops (p. 395).

Further examples of the kinds of conduct that would be defined as sexual harassment and could exist in athletics or physical education are suggested in an article by John T. Wolohan (1995) in JOPHER.

1. Unwelcome sexual proposition invitation for dates, solicitations for sexual favors and flirting.
2. Threats or insinuations that a scholarship, grade or other conditions of academic or athletic participation will be limited or effected in any way to cause hardship to the athlete or student.
3. Unwelcomed verbal comments of a sexual nature, sexually degrading language, jokes, obscene phone calls.
4. Unwelcomed comments on a persons dress, appearance or sexual history, innuendoes, or offensive noises.
5. Sexually suggestive objects, pictures, videotapes/audiotapes or literature placed in a locker room, training room or practice area that would cause embarrassment or be offensive.
6. The unwelcome touching, patting, or pinching of players, athletes or other sports personnel.
7. Consensual sexual relationships that could lead to favoritism of an athlete. (page 52)

Athletic administrators and physical education faculty need to be aware of the problems that sexual harassment can cause to faculty and athletic personnel. In athletics alone there are six potential situations that could

develop at a college or university (Masteralexis, 1995). According to Masteralexis in her article *Sexual Harassment and Athletics: Legal and Policy Implications for Athletic Departments* athletic departments could see an increase in civil claims against athletic department supervisors by their employees; legal claims against employees against other employees; claims from outside the department against department employees; legal claims against teacher/coaches by the student athlete; legal claims between student/athletes and other students. (p. 142) Given Masteralexis application to athletics, it would be easy to apply the same principles to physical education.

ADDRESSING SEXUAL HARASSMENT ISSUES

Riggs et al. in *Sexual Harassment in Higher Education From Conflict to Community* states that "*athletics is one of the most difficult areas in which colleges and universities must address the issue of sexual harassment and gender discrimination ...*"(p. 73). One reason Riggs et al. make this statement is because of the lack of a clear interpretation of the term sexual harassment by individual institutions, athletic conferences, the courts, and the NCAA (Riggs et al. p. 73).

Codes of Ethics are one way of addressing the issue of sexual harassment and discrimination based on gender. Adoption of codes of ethics by educational institutions establish principles of conduct and commitment to professional ideals (Rifkin, 1993). The National Athletic Trainers Association

has listed in their code of ethics five basic principles of conduct. Principle one states that members shall respect the rights, welfare and dignity of all individuals (NATA p. 8). This principle further lists in, subsection one, that members shall neither nor, condone discrimination on the basis of race, creed, national origin, sex, age, handicap, disease entity, social status, financial status or religious affiliation (p. 8). Based in this principle it is implied that members shall respect individuals by preserving their dignity and protecting their welfare. By including the term "sex" the code implies gender of the athlete or individual and prohibits sex discrimination. Sexual harassment is a form of sex discrimination and a disrespect of an individual's rights. Other organizations have made code of ethics to address the issue of sexual harassment.

In 1993 the American Swimming Coaches Association's new code of ethics and conduct for coaches went into effect. The code of ethics and conduct has three articles forbidding sexual misconduct and sexual relationships with swimmers. A month after this went into effect, the University of Florida fired it's swimming coach because of allegations that he sexually harassed several of his swimmers (Sandler, 1994 p. 6). In summary, the problems and concerns over the issue of sexual harassment exists in the profession of physical education and athletics. As professionals in the field of physical education and athletics, we must formulate policies to protect the rights and dignity of all individuals, students, athletes, faculty and staff.

DEFINITIONS OF SEXUAL HARASSMENT

Various studies have characterized the process of defining sexual harassment as complicated and confusing with a lack of a common definition of sexual harassment that is broad enough to cover the wide range of occurrences that make up sexual harassment behavior (Rubin & Borgers, 1990; Bursik, 1992; Douglas, 1992a; Fitzgerald, 1992; Gallop, 1994; Webb, 1994;). One study by Bursik (1992, p. 401), stated that one problem in defining sexual harassment is that definitions of the term are usually personal (from the victim's perspective) and differ from situation to situation. Paludi (1987) reported that undergraduate women would define sexual harassment of a woman as an abuse of power. Rubin and Borgers (1990, p. 397) concluded that a "clear definition of sexual harassment has yet to be commonly accepted" and that studies will form their own definitions and lists of specific behaviors identified as harassment. Fitzgerald, et al. (1988) cited an individual's perception of the person who displayed the sexually harassing behavior will offer a variety of definitions of the term. Fitzgerald et al. (1988) suggest when a power differential exists, an individual with less formal power may perceive certain behaviors by a superior as being sexually harassing. Those behaviors will then be defined as sexual harassment.

A study by Pryor (1985, p. 273) opened with the question "What is sexual harassment?"; and identifies two items that could assist researchers in defining

sexual harassment. Pryor cites studies that survey victims of sexual harassment and studies asking people to rate their perceptions of hypothetical behaviors as providing parallels in formally defining sexual harassment. There is some basis in Pryor's viewpoint, the more studies that are done the more we learn from those who experience this type of behavior first hand. Second, the more we try to identify and label a behavior, the more consistency develops (Rubin & Borgers, 1990, p 409). Dzeich and Weiner (1984, p. 18; 1990, p. 18) in their book *The Lecherous Professor* report that although the definition of sexual harassment may be complicated, "it's easy to recognize". Dzeich and Weiner further state that the term "sexual harassment" is a "particular type of abuse"(1984, p. 18).

There are several definitions that have been cited in the literature as to what is considered sexual harassment. MacKinnon in Till's 1980 report to the National Advisory Council on Women's Educational Programs; defined sexual harassment as "referring to the unwanted imposition of sexual requirements in the context of a relationship of unequal power", (Till, 1980 p. 5). Till in the same report (1980, p. 7) defined sexual harassment in academia as:

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

In addition, Till (1980, p. 7-8) described five types of activity as sexual harassment. They are identified as being: (1) Gender harassment:

generalized sexist remarks or behavior; (2) Sexual seduction: inappropriate and offensive; but essentially sanction-free sexual advances; (3) Sexual bribery: solicitation of sexual activity or other sex-linked behavior by promise of rewards; (4) Sexual coercion: forcing of sexual activity by threat of punishment; and (5) Sexual imposition: sexual assault and rape.

Another study (Adams, et al.) offered eight behaviors with examples to assist survey respondents in identifying sexual harassment. Those eight behaviors identified by Adams, Kottke, and Padgitt (p. 485-486) are: (1) undue attention; (2) sexist comments; (3) invitations; (4) body language; (5) verbal sexual advances; (6) explicit propositions; (7) physical advances; and (8) sexual bribery. Fitzgerald, et al. (1988, p. 157), defined sexual harassment as "gender harassment, seductive behavior, sexual bribery, sexual coercion and sexual imposition".

According to the Equal Employment Opportunity commission (EEOC), sexual harassment is defined as the unwelcome sexual advances, or requests for sexual favors, and any other verbal or physical contact of a sexual nature.(EEOC, 1980; EEOC, 1988; Douglas 1992a) In addition, the EEOC uses three guidelines to establish whether the behavior is regarded as sexual harassment,

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual.
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.

Included in the EEOC guidelines are references to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Civil Rights Act of 1991 which are all federal statutes under which the majority of sexual harassment complaints against higher education institutions and their employees have been brought to the attention of the courts (EEOC, 1988; Conte, 1990; Douglas 1992a; Douglas, 1992c).

In the review of sexual harassment research studies by Rubin and Borgers (1990), sexual harassment exists on all types of campuses; and identifying and labeling behaviors as sexual harassment is consistent throughout the literature. Rubin and Borgers further state that there is a need for commonly accepted definitions. The American Association of University Professors (1990) revised their guidelines to contain a definition of sexual harassment. This definition includes sexual advances or requests for sexual favors and other behaviors of a sexual nature that define sexual harassment. These behaviors are:

- a. any such proposal are made under circumstances implying that one's response might affect such academic or personal decisions as are subject to the influence of the person making proposal; or
- b. such conduct is repeated or is so offensive that it substantially contributes to an unprofessional academic or work environment or interferes with required tasks, career opportunities, or learning; or
- c. such conduct is abusive of others and creates or

implies a discriminatory hostility toward their personal or professional interests because of their sex. (p. 42.)

Nan Stein in her article *Sexual harassment in school: The Public*

Performance of Gendered Violence (1995) defined sexual harassment as:

"Sexual harassment, when it occurs in schools, is unwanted and unwelcomed behavior of a sexual nature that interferes with right to receive an equal educational opportunity. It is a form of sex discrimination that is prohibited by Title IX..."(page 148).

A definition of academic sexual harassment comes from the National Advisory Council on Women's Education Programs (Underwood, 1987) in which the terms:

"use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of education benefits, climate or opportunities"(p. 43)

Another issue to be discussed in the definition of sexual harassment is the role of consensual relationships. David R. Pichaske (1995) in the Chronicle of Higher Education discusses the implications of when a consensual relationship turns hostile and charges of sexual harassment are made. Some colleges prohibit such relationships and others have challenged these prohibitions as a violations of the fourth amendment (Keller, 1990). Professionals in education must take into account that a power differential exists between students and professors (Little & Thompson, 1989; Booths, 1994; Gallop, 1994). As Pichaske points out in his article, most assume that a sexual relationship

between a professor and a student is initiated by the experienced male teacher upon a naive female student (p. 1). This form of relationship is dangerous in education because should the relationship end, charges of sexual harassment could be made against the professor. Although many researchers do not include consensual relationships in their studies, this area is worthy of research.

While the courts and the EEOC have identified *quid pro quo* and *hostile environment sexual harassment*, each university, college and institutions of education have their own unique definition of sexual harassment.

To summarize, the definitions of sexual harassment although defined by law and in policy by institutions of higher education; will continue to be influenced by the courts and by further studies. Perceptions of sexual harassment will continue to be influenced by gender and our society. It will be important to continue re-defining sexual harassment in both business and educational institutions that can be affected by this issue in the years to come.

HISTORY OF SEXUAL HARASSMENT IN THE COURTS

Although sexual harassment is described by a wide range of behaviors, the courts have listed two general categories that sexual harassment falls into. The first is *quid pro quo harassment* in which an employer or supervisor will offer an employment benefit (salary increase, job, promotion) to an employee; in exchange for a sexual favor. The other category is the *hostile or offensive*

working environment in which there are no benefits offered for the return of sexual favors, as seen in **quid pro quo harassment**, but rather the victim is constantly mistreated on a day after day basis. This mistreatment can take the shape of physical or verbal abuse.

Both **quid pro quo harassment** and **hostile working environment** can be intertwined or separate. Both may affect the employee's working environment. For a sexual harassment law suit, the actions must be unwelcomed (Conte, 1990, p. 15). In the literature, usually a supervisor offers a benefit or places demands of a sexual nature upon a subordinate employee, but in some cases subordinates maybe the instigator of the harassment upon a supervisor. This would be contrapower as described by McKinney, (1992). An example of this, was a court case in which a female store manager was sexually harassed by an assistant manager, she fired the male assistant manager, was over ruled by the general manager, she quit and filed suit. The company claimed that Title VII did not apply to sexual harassment by a subordinate, however, the court said that although it was not **quid pro quo harassment**, the harassment was directly linked to the **hostile work environment** (Webb, 1994, p.201-202).

To discuss sexual harassment in the courts, it is necessary to examine Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

COURT CASES INVOLVING TITLE VII

It is necessary to look at court cases involving business and Title VII of the Civil Rights Act of 1964. Many of today's court decisions in sexual harassment law suits are based on the concepts of *quid pro quo* and *hostile environment* and it's important to understand how the basis for interpretation and application is made. In addition, the impact of these court cases will apply to cases involving physical education and athletic professional staff in years to come.

Title VII states that it is an unlawful practice for an employer to discriminate, against any individual because of that person's gender. In addition, Title VII states that an employer may not deprive any individual of employment opportunities or affect the employees status based on gender. (Civil Rights of 1964; Payne, 1991; Riggs et al. 1993) Both *quid pro quo harassment* and *hostile working environment* are violations of Title VII.

At first, the courts did not interpreted sexual harassment as a Title VII issue. The reason for this was that judges had no basis to establish Title VII as a protection from sexual harassment. Title VII was intended to protect the rights of employees seeking protection from discrimination based on gender. In *Sexual harassment in the workplace; law and practice* (Conte, 1990); *Sexual Harassment in Employment Law*, (Lindermann,& Kadue,1992) and *Sexual Harassment in Higher Education, From Conflict to Community*, (Riggs et al.) numerous cases are discussed dealing with sexual harassment. In court case *Corne v. Bausch & Lomb(1975)* the plaintiffs alleged that they

were forced to resign from their jobs due to their supervisor's verbal and physical sexual advances. In addition, these sexual advances had "made their jobs intolerable" and that those women who complied with the supervisor's demands obtained employment rewards. ***Corne v. Bausch & Lomb*** is identified as the first to describe allegations of sexual harassment by an employer as a claim under Title VII in which the employee was subjected to "*obscene and vulgar suggestions and physical conduct*" resulting in the resignation of that employee. The court dismissed the case based on the plaintiffs failure to state a claim under Title VII, noting that the company was not discriminatory. The court further stated that the supervisor's actions '*had no relationship to the nature of the employment*' (Conte 1990, p. 18). In ***Williams v. Saxbe (1976)*** a District of Columbia Circuit court found for the first time that sexual harassment was discriminatory within the meaning of Title VII. The plaintiff's position of employment was terminated after she had refused a sexual advance. The fact that she was female, she was propositioned for sexual favors, had Williams been a man the proposition for sex would not have occurred. Therefore the court reasoned that the employment position was terminated based on the gender of the employee. This action was seen by the court as sexual discrimination and a violation of Title VII. The courts interpreted this sexual discrimination as a gender issue when a woman is treated in a certain manner solely based on her gender. Although ***Williams v. Saxbe*** established the first *quid pro quo* sexual harassment case under Title

VII protection, most courts required strict evidence of sexual harassment. The employee had to show a measurable loss of job benefits. Also, sexual misconduct by a supervisor was not seen as an employer's issue under Title VII since the actions of a supervisor was not condoned by the principal employer (company or corporation). *Williams v. Saxbe* forced the courts to examine several questions. Those questions were the issue of looking at the degree of harassment that a woman must suffer before Title VII is violated, is the employer responsible for the actions of a supervisor, and the viewpoint of things from the alleged harasser's viewpoint, as opposed to that of the complainant. In *Barnes v. Costle (1977)* the court found that the employer's conduct was gender-biased, and the conditions of employment were based on the sexual cooperation of the employees. The courts further cited that if the employee was male, no sexual harassment would have occurred. *Tomkins v. Public Service Electric & Gas Co. (1977)*, the court cited since the plaintiff was a female, the supervisor made her employment conditional upon compliance with his sexual demands.

A landmark case cited by Conte, Lindermann, et al. and Riggs, et al. is *Meritor Savings Bank v. Vinson, (1986)*; the first sexual harassment case brought before the United States Supreme Court. Mechelle Vinson was offered a job by Sidney Taylor, vice president of Meritor Savings Bank and manager of a branch office. During the four years of her employment she claimed she had 'constantly been subjected to sexual harassment' by Taylor in

violation of Title VII. In addition, out of a fear of losing her position, she submitted to his sexual advances and engaged in a sexual relationship with him. Vinson later denied his demands and due to the continued sexual harassment, went on indefinite sick leave, and was fired two months later. Vinson sued both Taylor and the employer (bank) for sexual harassment under Title VII. The district court citing that Vinson's and Taylor's relationship was voluntary and had nothing to do with her continued employment, or promotions at the bank, found in favor of the bank and Taylor. The Court of Appeals for the District of Columbia reversed the district courts verdict stating that a violation of Titles VII occurred. The Court of Appeals further cited that regardless if Vinson and Taylor engaged in a voluntary sexual relationship it was the conditions of her employment that was the central issue. In addition, the Court of Appeals found the employer (bank) liable for the actions of Taylor based on the fact he acted as an agent of the employer under Title VII. Whether or not the employer (bank) knew about or should have known about Taylor's actions, the court felt that under EEOC guidelines and Title VII definitions, Taylor acted as a agent of the employer (Meritor Savings Bank). The case was brought before the United States Supreme Court and based on EEOC guidelines, (that a supervisor's responsibilities deal with the day to day supervision of subordinates and the work place environment) sided with the Court of Appeals.

Three important issues were seen in the *Meritor* case that would impact

not only business but educational institutions as well. The first was the U.S. Supreme Court recognized two forms of discriminatory sexual harassment ie: ***quid pro quo*** sexual harassment and the employees work environment filled with sexual overtones, creating a ***hostile work environment***. Second, the Supreme Court recognized that a sexual harassment event must be sufficiently severe or pervasive to create an ***hostile environment*** or if the sexual harassment is linked to promotion or benefits, it would support a ***quid pro quo*** situation. Third, the Supreme Court recognized that the sexual harassment behavior is ***unwelcomed*** and considered ***offensive*** by the employee. As part of this third issue, the Supreme Court in examining the work environment, observed that in a ***hostile environment*** that sexual advances were ***unwelcomed*** and rejection of these advances created the ***hostile environment***. If the advances were ***unwelcomed***, whether participation in a sexual relationship was voluntary or not, sexual harassment had occurred. In another landmark decision, the United States Supreme Court wrote a broader definition of sexual harassment in the workplace. The case of ***Harris v. Forklift Systems Inc. (1993)***, involved a claim from a women named Harris, who claimed that she suffered psychological harm and was unable to perform her job. In this opinion, the Supreme Court rejected a standard adopted by lower federal courts that "*required plaintiffs to show that sexual harassment make the workplace environment so 'hostile as to cause them severe psychological injury'*" (Webb, 1994, p. 198). This case reaffirmed and broadened the

Supreme Courts earlier decision in *Meritor*. In the *Harris* case, the question was raised, "do repeated sexist comments and vulgar jokes constitute sexual harassment, or must a person suffer 'severe psychological injury' in order to win a sexual harassment law suit?"(Webb, 1994, p. 109). The Supreme Court, with Justice O'Connor writing, cited that the lower courts had error in focusing on Harris's psychological well being. Justice O'Connor used the term "reasonable person" and listed behaviors that constituted harassment. Of these, it was inferred by the court that a reasonable person should not have to endure any level of behavior or amount of behavior that interfered with the employee's work performance, (Webb, 1994). Justice O'Connor further wrote that

"conduct that is not severe or pervasive enough to create an objectively hostile work environment-an environment that a reasonable person would find hostile or abusive."(Webb, p.200)

The implications of Title VII are evident, should any employee of an educational institution or business feel that they are a victim of sexual harassment, the legal precedents are in place to assist them in seeking protection under the law.

TITLE IX AND SEXUAL HARASSMENT LAW SUITS

Title IX of the Education Amendments of 1972 is the law prohibiting sex discrimination against students. Title IX is administered by the Office of Civil

Rights (OCR), and in 1981 the OCR developed guidelines to address sexual harassment. The OCR defines sexual harassment as the following(Paludi, 1990 p. 4):

"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 under Title IX."

The basis of using Title IX to seek protection from sexual harassment is twofold: First, sexual harassment is seen as a form of sexual discrimination in that the act of sexual harassment is conducted based on a person's gender. The second basis of implementing Title IX is that individuals who are sexually harassed are denied the benefit of working in an environment free of offensive or hostile behavior(Conte, 1990 p. 121; Fitzgerald, 1992, p. 30).

The application of Title IX has not always been successful, *Alexander v. Yale (1980)* was the first sexual harassment federal law suit to be filed under Title IX of the Educational Amendments of 1972. In this court case, Ronni Alexander filed suit in 1977 against her music professor and Yale University for receiving a lower grade rather than submitting to sexual overtures. She was joined by four other students who claimed that " *Yale University's tolerance of sexual harassment created an intimidating atmosphere that was conducive to neither teaching nor learning*" (Paludi, 1990 p. 5). Claims of *quid pro quo* and *hostile environment* were claimed by the plaintiffs. In addition the plaintiffs claimed the lack of appropriate grievance procedures as required by Title IX.

The court agreed that Alexander had a valid claim under Title IX and this established for the first time that *quid pro quo harassment* of students violates Title IX. The court however dismissed the case as moot since Alexander had graduated and Yale University had adequately addressed her concern by setting up a sexual harassment grievance procedure. In the matter of the other four students, the court dismissed their claim because the "environment and atmosphere" claims were judged to be non specific and inadequate in their application to accepted sexual harassment law. It should be pointed out that the *Meritor*(1986) decision on *hostile environment* had not been handed down as of yet (Conte, 1990; Paludi, 1990; Fitzgerald, 1992).

The second case to attempt to use Title IX was *Moire v Temple University School of Medicine (1986)*. The plaintiff claimed that as a medical student, she had been subjected to sexual harassment based on her being a female, in addition she claimed that the environment she worked in was hostile. The court recognized that hostile environment could exist, based on the *Meritor (1986)* decision that had been handed down prior to this case. This established the *hostile environment* claim of sexual harassment as violating Title IX. The court however, found for the defendant based on lack of convincing evidence.

Lipsett v. University of Puerto Rico (1986) was the third case to use Title IX as a means of addressing sexual harassment. Lipsett was also the first case to find judgement in favor of the plaintiff. This case involved a medical

student who was subjected to hostile environment harassment by fellow residents in the program as well as being subjected to sexual overtures from a supervisor. Since this case was heard after *Alexander v. Yale, (1980); Moire v. Temple University(1986); and Meritor(1986)* the plaintiff successfully proved evidence of *quid pro quo harassment* and *hostile environment sexual harassment* (Lindermann et al. 1992; Fitzgerald. 1992).

As we have seen, both *quid pro quo harassment* and *hostile environment sexual harassment* have been shown to be in violation of Title IX. A more important Title IX court case to educational institutions is *Franklin v. Gwinnett County Public School District and Hill (1992)*. This case involved a female high school student and a teacher/coach. Franklin claimed that she had been sexually harassed by Mr. Hill who was a coach and an economics teacher in the Gwinnett County Public School District. During the years 1987 and 1988, Hill requested and received sexual favors from Franklin. At some point in 1988, the school principal was informed of the actions of Hill and when Franklin attempted to file a complaint the principal tried to convince her not to pursue the matter. In March 1988, the Gwinnett School Board started it investigation into the allegations made by Franklin. At the end of the school year, Hill resigned, and the principal retired, the Board ended its investigation without any final resolution of the complaint. Franklin unsatisfied by the school board's actions, filed a complaint with the Office of Civil Rights, U.S. Department of Education claiming that the Gwinett County Public School

District had violated Title IX. The OCR agreed that a violation of Title IX had occurred when she was subjected to physical and verbal sexual harassment and interference when she was pressured to drop her complaint. The OCR closed its investigation after the school district had taken the necessary steps to prevent such behavior in the future. Franklin filed a federal law suit in 1988 requesting monetary damages under Title IX. The U.S. Supreme court found that the Gwinnett County School Board had a duty not to discriminate against its students based on gender. Using the general rule on interpretation of sexual harassment law developed from *Meritor* case, that when a supervisor sexually harasses a subordinate because of the subordinate's sex that discrimination based on gender did occur. This decision by the U.S. Supreme Court allows individuals to collect monetary damages in private law suits against educational institutions and other individuals under Title IX.

There are other laws that may influence the courts in hearing sexual harassment cases. The first, the American with Disabilities Act of 1990 should be examined in any potential sexual harassment case involving an individual with disabilities. The ADA expands the protected rights of the disabled beyond laws previously in place.

Another law, the Awareness and Campus Security Act of 1990 will also impact sexual harassment law. This act was passed because of the increased level of crime on college campuses by students against students. Because of this act, institutions must establish preventive measures to prevent crime and

increase campus safety. A requirement of the Awareness and Campus Security Act is the mandatory reporting of crime statistics on campus. Included in this, the campus police must publish the number and types of crimes committed on their campus. Since sexual assault and rape are considered severe forms of sexual harassment; institutions of higher education, must develop policies forbidding sexual harassment. This act may also encourage students, faculty and staff to report sexual harassment crimes.

In 1992, the Campus Sexual Assault Victims Bill of Rights was passed which requires all universities and colleges of higher education receiving federal funds to establish policies aimed at preventing sexual offenses. Universities and colleges must develop a policy addressing the rights of the sexual assault victim which allow them to report the crime. The law provides for all crimes to be treated seriously and investigated with full cooperation of campus officials. Additionally the law provides for the investigation to be conducted without pressure from school officials to cover up any crimes and prevent the "suggestion" that the victims are responsible for the crimes occurring (Riggs, et al, 1993).

In summary, business and education will continue to be influenced by court decisions in the formation of sexual harassment law. Both business and institutions of education at the collegiate levels and at the secondary school levels must study the interpretations of the courts and develop guidelines to avoid sexual harassment related law suits.

RELATED RESEARCH ON SEXUAL HARASSMENT

Studies about sexual harassment have increased since the early 1980's to include many aspects of business, government, and education. Many of the earlier studies on sexual harassment attempted to define the term and identify the issue as a problem in both education and business, (Till, 1980; Betts & Newman, 1982; D.J. Benson & Thomson, 1982; Somers, 1983). One of the first studies on sexual harassment was published in *Redbook* magazine, with a sample size of 9,000 readers responding to a survey. Results reported 92% respondents had experienced physical or verbal harassment on the job, (as reported in Somers, 1983 p. 44 and as reported in Riddle & Johnson, 1983 p. 1)

One study by Adams, et al. (1983) conducted a study at a Midwestern university to determine behaviors defined as sexual harassment. Of those who participated in this study, 90% identified physical advances, sexual propositions, and bribery as forms of sexual harassment. Included in this study, sexist comments, undue attention, verbal sexual advances, body languages and invitations were also identified as sexual harassment.

Another of the major topics of research was to define and list the various behaviors that make up sexual harassment. Some authors have use the terms "sexually suggestive looks, verbal advances, invitations for dates, leering, standing too close, sexist jokes, and unwanted touching to define the behavior (D.J. Benson & Thomson, 1982; Adams et al. 1983; Reilly et al, 1986). Other authors have use the areas of gender harassment, seduction, sexual bribery,

threats and sexual imposition or touching to subtitle sexual harassment behavior and include those actions from previous studies into broader groups of behaviors (Fitzgerald & Hesson-McInnis, 1989; Brooks & Perot, 1991;

WHY SEXUAL HARASSMENT OCCURS

One theory (Gutek & Morasch, 1982) as to why sexual harassment occurs was described as "sex-ratios, and sex-role spillover". Basis for this concept was that as women move into employment areas once dominated by males, they are subjected to vulgar language, and sexist comments. Another view by Gutek & Morasch, was the "power differential perspective" in which men held a majority of supervisory positions (61%) and that women were more likely to have an opposite-sex supervisor (43%). In addition, Gutek and Morasch looked at how a women might interpret certain behaviors as sexual harassment.

A study of federal employees by the U.S. Merit Systems Protection Board in 1981 found 42% of the women and 15% of men had experienced harassment. Also in this study, the sexually harassed victim was most usually young, single and female in a predominantly male work environment (as reported in Somers, 1983 p. 44; as reported in Riddle & Johnson, 1983 p 1; as reported in Terpstra & Cook, 1985 p. 570; as reported in Cook, C.S. 1993 p. 537-555). This would tend to give support to Gutek and Morasch theory.

Another study, (Lafontaine and Tredeau, 1986) found that 75% of working

women are harassed as compared to earlier studies. Also that married workers and older workers are less likely to be harassed. This study also found that first year employees did not have many experiences of sexual harassment compared to employees who had been with company two or more years. Again, we see a pattern of the young, single individual as a potential victim.

As in business, higher education is filled with young single females and males who are in a subordinate role to be influenced by older experienced supervisors (professors). In higher education, D.J. Benson and Thomson (1982) discuss the role of male faculty who have positions of authority over students. "Faculty members serve as gatekeepers to the professions..." (Benson, D.J. & Thomson, p. 239). In addition, McCormack (1985) and Payne (1991) note the degree of power a teacher has over the student. This power increases when the student wants to attain a goal, the teacher can assist in the achieving or lost of the goal(p. 29, 30). This concept is further described by Dzeich and Weiner (1984, 1990) in their book *The Lecherous Professor*. This assumed power allows a professor of either gender to be in a position to mentor and influence young minds or to gain power through sexual conquests. Dzeich and Weiner discuss at length the power that college professors have over young naive females. Although they admit that not all college professors are lecherous, they discuss the "roles" a college professor may play to take advantage of the younger inexperienced student:(p. 124-126)

"The Counselor-Helper", gains the students trust by acting as a caretaker or nurturer, flatters the student, discovers the students vulnerabilities.

The "Confidante", approaches the student as an equal and friend gains the student's confidence and trust by lending the student books, use of his office so she may study.

The "Intellectual Seducer", impresses the student with their knowledge and experience. Uses class content to gain information about the student.

The "Opportunist" takes advantage of the physical settings and finds ways to touch the student. Using the student's body in a physical demonstration as a means of touching the student.

The "Power Broker" control over grades and recommendations.

SEXUAL HARASSMENT IN EMPLOYMENT

Situations in which sexual harassment occurs most appears to be in business and higher education. The first study was a 1976 survey conducted in *Redbook* magazine, in which ninety-two percent of the respondents reported that they had been physically or verbally harassed on the job (as reported in Somers 1983, p 44; as reported in D.J. Benson & Thomson, 1982, p 236).

In 1978 D.J. Benson and Thomson conducted one of the first major studies using a population composed of 400 female senior students at Berkeley. 269 or 67% return the questionnaire in which 59% perceived that sexual harassment occurred "occasionally", while nine percent perceived it to occur "frequently", and less than two percent perceived it "almost never" to have occurred. In addition, 30% of the female seniors had been sexually harassed at least once while attending college. A study by Kenig and Ryan (1986) have

reported that as many as one third of females in educational institutions have had some experience of sexual harassment. In the literature, Dzeich and Weiner's *The Lecherous Professor* (1984, 1990) found that 20% to 30% of women in higher education have experienced some form of sexual harassment.

In a study, conducted by the American Association of University Women (AAUW, 1993) Educational Foundation; called "Hostile Hallways", found 32% of students (in grades 7th through 9th) surveyed first experienced sexual harassment in the sixth grade or earlier. Two in three students reported being harassed in the hallways of their school.

STUDIES ON SEXUAL HARASSMENT INVOLVING UNIVERSITY STUDENTS: THEIR ATTITUDES AND PERCEPTIONS

In the study by D.J. Benson and Thomson (1982) over 20% of female students surveyed reported that they had been sexually harassed by at least one faculty member at Berkeley. About 15% reported being sexually harassed after they transferred to Berkeley. Fifteen percent of those who transferred to Berkeley also reported that they had experienced sexual harassment at their previous institution.

In a 1983 study, Adams, et al. found 65% of the women studied experienced sexist comments, 3% had experienced explicit sexual propositions and 2% experienced sexual bribery. Over half of the incidents occurred while the individual was enrolled in the class of the individual displaying sexually

harassing behavior. Another finding of this study, only 8% of the females and 23% of the males said they would not report the sexually harassing behavior. Adams et al. reported that the low reporting rate was due to students either ignoring the behavior or they avoided the faculty member. Some students reported that they confronted the faculty member and asked that the behavior not be repeated.

Maihoff & Forrest (1983) conducted a study of 998 women enrolled at Michigan State University. Findings from this study showed a total of 147 incidents of sexual harassment. The most frequently reported behavior (110) were jokes about the female anatomy. Sixteen incidents of touching or contact of a sexual nature were reported. Only two propositions were reported, one for a grade and the other for a job promotion/salary increase. Fifteen reports of sexual assaults were recorded. One finding of this study were that the number reporting sexual harassment were similar to Benson & Thomsom. Additional results show that victims do not share the same perceptions of what defines sexual harassment.

In a study by Mazer and Percival (1989b) perceptions about harassment were examined in order to look at the role of ideology and consciousness in the reporting of sexual harassment experiences. The results indicated that those who had experienced sexual harassment previously, tended to believe that sexual harassment occurred more often to other students. Students with little or no experience dealing with sexual harassment, tended to feel that

sexual harassment was not as serious an issue. Mazer and Percival's findings tend to support a earlier study conducted at the University of Rhode Island, that reported that women who had experience with sexual harassment tended to be more concerned with the issue. Mazer and Percival's study also found that 29% of reporting females had experienced sexual harassment from a faculty member. In addition, 20% of reporting males had also experienced sexual harassment from a faculty member. Both groups equally reported sexually harassing behavior from classmates of around 70%. The majority of sexual harassment occurred in the classroom with sexual jokes, faculty remarks and/or put downs on women, men, and homosexuals.

As the previous studies showed, sexual harassment was present on the college campus. Research was then undertaken to gain information of what types of behaviors and levels of authority existed. Kenig and Ryan (1986) studied four hypotheses. 1) that women would define more behaviors as sexual harassment than men would. 2) women would be more likely than men to disapprove of romantic relationships between co-workers when the male has greater authority in the organization than the women. 3) that men and women will differ in their attitudes toward the causes of harassment, with men more likely to attribute responsibility for the incident to the victim. 4) women will be more likely than men to view harassment as a matter of university concern (p. 536). Results from this study showed that women did have lower levels of tolerance to the behaviors listed, and perceived those behaviors to be sexually

harassing. Women also tended to perceive harassment more than men when a relations of power existed between the male and females. Men, although aware of the problem of sexual harassment, tended to be afraid of being accused of sexually harassing behavior and therefore lessen the severity of the behavior. When asked about a womens attractiveness, men responded that "it is only natural for a man to make sexual advances to a women he finds attractive" (p. 541). This result tended to show that men perceived that women were responsible for causing the sexually harassing behavior to occur. Additionally, women tended to feel that the university should play a central role in developing policy and controlling behavior that could be defined as harassing. Men tended to feel that unwanted sexual comments were individualized and should be handled by the women not the institution. This study was also one of the first to have male and female faculty participate with students in the survey.

In another study, Reilly, Lott and Gallogly (1986), looked at a population of not just undergraduate students but graduate students. 5,931 students (juniors, seniors, and graduate students) were asked to complete a 10 page survey. Of those returned only 399 were usable. Students were asked to look at seven areas perceived to be sexually harassing and determine if those behaviors were observed in the class room.

- 1) sexually obscene language
- 2) sexually explicit materials
- 3) sexually explicit jokes etc.
- 4) sexually suggestive comments

- 5) Put-downs of women as a group
- 6) Put-downs of men as a group
- 7) Instructors dating students

Results showed a higher rate of observed behaviors by female students with a slightly lower rate by the males. Also shown by the results is that male professors were observed exhibiting the behavior more than female professors. In addition this study examined behavior outside of class and found that 8% of the women reported male professors who engaged in deliberate touching or pressured students for dates. Around 9% of male students reported that female professors, female staff and female graduate assistants used suggestive looks and gestures. Lastly, male students reported sexually harassing behavior from other men more than females reported such behavior from other females (p. 340). Research studies show that males as well as females are potential victims of sexual harassment (Kenig and Ryan, 1986; Reilly, et al., 1986; Fitzgerald, et al, 1988; Fitzgerald & Hesson-McInnis, 1989).

Another study conducted by Fitzgerald, Shullman, Bailey, Richards, Swecker, Gold, Omerod and Weitzman in 1988. and repeated in 1989 (Fitzgerald and Hesson-McInnis, 1989) used an instrument called the SEQ (Sexual Experiences Questionnaire) which found that 31% of those students who participated in both studies experienced some type of gender related harassment and 43% of women working in the job force reported a similar result. Approximately 16% of both groups surveyed reported sexual approaches from a supervisor or a professor. Both studies showed that

gender harassment and seductive behaviors were the most common situations experienced. Another finding was that the age of the victim and the severity of the behavior determined if the behavior was labeled sexual harassment. Graduate students and older women in the work force tended to report more behaviors as being sexual harassment than younger students or workers (Fitzgerald et al. 1988, p. 172).

In a study by Malovich and Stake (1990), 224 students at a mid-sized Midwestern university were asked to respond to different scenarios that expressed sexual harassing behavior. Students were asked to assess blame for the harassment, and answer questions about the effects of sexual harassment on education, the emotional effects of harassment and to indicate ways for dealing with harassment. The main purpose of this study was to test the relationship between harassment attitudes and the personality variables of self esteem and attitude based on gender. The results showed that personality factors are more important than gender and previous experience with harassment, in determining their attitudes about harassment. The number of males that had experienced harassment was low and the number of males that suffered negative effects from harassment was low as well. The number of females that had experienced harassment was high as well as the number of females that suffered negative effects of harassment. In addition, those males with low self-esteem and females, with traditional attitudes with high self-esteem were more tolerant of sexual harassment behavior and more incline to

blame the victim for causing the sexual harassment.

Jaschik & Fretz (1991) studied the perceptions and labeling of sexual harassment by women. Female subjects were asked to view a video as part of a study on evaluating instructors. Students were not told that "sexual harassment" was being studied. Results of this study suggested that women are not likely to identify behaviors as sexually harassing unless they are told to look for that behavior. Women subjects in this study tended to describe the behavior as sexist, rude and unprofessional but not as sexually harassing. Only 3% of the subjects identified the behavior as sexual harassment. This study suggests that women may be aware that certain behaviors are inappropriate but not sexually harassing. This study suggests that this may be one reason sexual harassment goes unreported. This study suggests that women be educated on the different types of behaviors that constitute sexual harassment so that they are easily recognizable.

In a study by Johnson, Stockdale, & Saal (1991) gender differences was studied to determine if the sex of the harasser play a role in the perception of the individual. Results indicated that men perceived a female victim as the cause of sexual harassment by the manner of her behavior, regardless of the situation presented. Women tended to perceive the male professor as sexually harassing more times than males. This study added to the data from previous studies that said men are more likely to misunderstand women's behavior in dealing with sexual harassment.

Two separate studies conducted by Popovich, Gehlauf, Jolton, Somers, & Godinho (1992) and by Stockdale & Vaux (1993) studied the perceived experiences of sexually harassment and the chances of labeling that experience as sexually harassing. Previous studies had found that recognized forms of harassment were less likely to be identified as sexual harassment by those who had not been harassed. Findings of both studies found that women were more inclined to label their experiences as sexually harassing than men. Additionally, victims of sexual harassment tend to label their experience as being sexual harassment regardless of the severity, or the form.

A study by Marks and Nelson (1993) involving 35 college males and 92 college females was conducted to study perceptions of sexual harassment using video tape examples of behavior. Students were asked to view the video tape and decide if the exhibited behavior was sexually harassing. The video tape showed four examples of behavior. Two of the examples included a female professor who made comments to a male student about his physical condition. One of the examples included contact with the student with touching on the arm or other areas of the students body. Two examples of a male professor were included in the video, with both examples including verbal remarks to a female student. One of the examples of the male professor and female student included physical contact with touching on the arm or other areas of the students body. All four examples include the same or similar verbal remarks being made to the students. Results of this study showed that

females tended to identify certain behaviors as sexually harassing more times than male subjects. Another result of this study was that the blatant examples of the female professor and the male student were identified as being just as sexually harassing as those examples using the male professor. Those examples with touching involved were identified by both males and females as being more sexually harassing than those examples without touching. Students with a history of sexual harassment tended to perceive more behaviors as being sexually harassing than students who had no history of sexual harassment (Marks & Nelson, 1993).

RELATED STUDIES ON SEXUAL HARASSMENT INVOLVING UNIVERSITY FACULTY/STAFF AND THEIR ATTITUDES AND PERCEPTIONS

Although there was a substantial amount of research in the area of sexual harassment, the majority examined the problem students encountered with sexual harassment and the defining of sexually harassing behavior; little research was done on the harassment on faculty and staff.

Faculty must be educated about being a potential target of sexual harassment. Sexual harassment can interfere with a female professor's ability to teach (Rohrscheib, 1993) This issue is not isolated to women faculty, men too may be potential targets of obscene phone calls, physical advances and propositions (Grauerholz, 1989; Rohrscheib, 1993). Kenig and Ryan (1986) used faculty in addition to students to look at their questions concerning the definition of what constitutes harassment. Gender differences were found by

Kenig and Ryan with females perceiving events as being sexually harassing more often than males. Females and males who view the same behaviors tended to define them differently with the females selecting more behaviors as being sexual harassment. The results were broken down as follows: 36% of males and 61% of women faculty defined sexual harassment to include jokes or sexist comments. Additionally, 77% of the men to 91% of the women faculty defined unwanted suggestive looks or gestures as being sexual harassment.

Another study to involve faculty was in 1986. This study was conducted at Central Michigan University with the use of a survey questionnaire and is perhaps the first to include only faculty and staff (Goodwin, Roscoe, Rose, & Repp (1987). Of those who responded, 39% of the women and 19% of the men reported experiences of sexual harassment of one form or another. In other behaviors studied by Goodwin et al. 26% of male and female respondents listed sexist behavior as being present on the work site at the CMU campus. In terms of reporting the sexually harassing behavior, only 7% of the employees stated that they would report sexually harassing behavior direct to the Affirmative Action and Personnel Office; 31% reported that they would tell some university official; 24% would confront the harasser. This study also found that the most frequent perpetrator for employees of both genders was a male co-worker. This finding was the first to contradict earlier studies on the power differential and gender between worker and supervisor

and exhibit peer harassment.

Wells, (1993) reported in a study that incidence of sexual harassment of faculty, administrators and staff of 39% to 53% were similar to previous studies done by Goodwin et al. Most common behaviors such as unwanted teasing, jokes, and remarks of a sexual nature were reported. Well's findings listed women in classified/staff position were most often harassed by a superior, women in administrative position were harassed by a peer or colleague of equal standing, and that female faculty were most likely harassed by a fellow member of the faculty. Those who were harassed by a superior expressed concern of reprisals and reported that the sexual harassment interfered with their job performance. One major result of this study was the perceive view that harassment is often based on power differentials and that sexual harassment is perceived to be more serious when the differences in power between the harasser and the victim is greater. These results were consistent with studies conducted by Benson & Thomson, 1982; Gutek & Morasch, 1982 and MacKinnon in 1979.

Wells, in the same study, also studied the number of women who reported sexual harassment and their satisfaction with the outcomes. A small percentage, less than 1% made a formal complaint with the university. Informal discussions with university administrators occur at a slightly higher rate, around 11%; while 23% of the cases involved confronting the harasser. A larger majority, around 64% ignored the behavior. This result is similar to

findings by Cochran & Frazier (1992). Those in the 23% category were women who felt most troubled with the harassment and took steps to resolve the issue. Over 56% reported that they did not make a formal complaint because they have resolved the problem themselves. About 57% of the women in the study were satisfied with how the problem was resolved. Most women who avoided the problem or use the informal reporting method were generally dissatisfied with the outcome.

CONTRAPOWER HARASSMENT

Another issue of sexual harassment is the concept of contrapower harassment occurring. Contrapower examines the role of a individual with lesser power harassing a superior. Grauerholz (1989) looked at the sexual harassment of women professor by students. Her study found that of 208 female instructors employed at a major university who responded to the survey; 47% claimed to have experienced some type of sexually harassing behavior. Of this group, over half had experienced the behavior twice. Other experiences listed in the study included undue attention (18%), receiving obscene phone calls (17%), and receiving verbal comments (15%). Grauerholz's conclusions are that contrapower harassment does occur. The forms of harassment involve the same behaviors previously studied by other researchers, i.e. sexist comments, undue attention and body language. Another conclusion by Grauerholz is that power is based on gender and the

cultural power differences between men and women (p. 797-798).

McKinney, (1990) studied the effects of faculty being harassed by students (contrapower). Prior studies had made assumptions that harassment only occurred when the offenders had more formal power or a superior position of power. McKinney's study found results similar to Grauerholz (1989) and K. A. Benson's (1984) studies that counterpower harassment such as obscene phone calls and other behaviors is most often anonymous. McKinney found that females are less tolerant of sexually harassing behavior and regard it as a serious problem. Women still outnumbered males in responding that certain behaviors were sexually harassing. In this study, males and females both generally agreed on definitions of what types of behaviors were sexual harassment. McKinney believes that education and awareness among males is responsible for the increased numbers of males defining certain behaviors as sexually harassing.

As counterpower harassment was defined by various researchers, most notably K. A. Benson (1984). This term became defined as when the harasser does not possess a supervisory role over the victim, but occupies a lesser position such as a student. In a later study, McKinney (1992) studied the effects of offender/student gender, the type of harassing behavior and the victim's gender. Her findings were that when the harasser is male, female subjects viewed the behavior as sexual harassment more than their male counterparts did.

McKinney (1992) also found that contrapower harassment could have implications on the development of sexual harassment policies for universities and colleges. Administrators who develop sexual harassment policies, plan workshops on sexual harassment and hear complaints about sexual harassment should be aware that contrapower harassment exists. Administrators should also be aware that female faculty are more likely to label contrapower incidents as sexual harassment more than men. Administrators should provide information and workshop material on contrapower harassment to assist faculty members in identifying this form of sexual harassment.

SEXUAL HARASSMENT POLICY DEVELOPMENT

Individuals who experience harassment are affected by the institution's level of acceptance or tolerance of sexual harassment (Bond, Mulvey & Mandell, 1993). Given this premise, an institution that discourages harassment will create a climate of intolerance. Legally, educational institutions are required by the Equal Employment Opportunity Commission (EEOC) to investigate and complaints of sexual harassment (Douglas, 1992b). Policies and procedures for dealing with the problem of sexual harassment must be in place to be effective in the academic institutions (Brandenburg, 1982; Metha & Nigg, 1983; Simon & Forrest, 1983; AAUP, 1983; Douglas, 1992b; AAUP 1994; AAUP, 1995). Colleges and universities have used sexual harassment research in developing policies dealing with sexual harassment (Williams, Lam

& Shively, 1992). The existence of a sexual harassment policy will indicate that sexual harassment complaints will be taken seriously, and that sexual harassment behavior is clearly defined (Brandenburg, 1982; Blanshan, 1983; Schneider, 1987; Douglas 1992b; Higginson, 1993; AAUP, 1995). The policy should be strongly worded to include a definition of sexual harassment, and a statement that sexual harassment behavior is unacceptable and will not be tolerated (Meek & Lynch, 1983; Singer, 1989; Douglas, 1992b; Riggs et al., 1992). Once a policy has been developed and approved by institutional legal counsel, it must be adopted across the campus to include all faculty, students and staff.

The adopted policy must be placed in various mediums for the students, faculty and staff to be aware of the policy. Rational for high visibility of such a policy is to allow accessibility to males as well as females. Because the primary target of sexual harassment are females, they are more educated about the topic and more women are aware if an institution has a sexual harassment policy (Reilly, Cote-Bonanno & Bernstein, 1992). Placement in student handbooks, faculty handbooks, staff guidelines should be required. Additionally, the policy needs to be visible on bulletin boards and areas that people gather (Riggs et al., 1993).

In addition to posting and publishing of a sexual harassment policy, in-service workshops and a grievance procedure should be established (Terpstra & Cook, 1985; Hickerson & Johnson, 1992).

The in-services workshops provide education and information to your faculty, staff and students and should be conducted at least twice a year. The in-services should be conducted not just to educate on what type of behaviors constitute sexual harassment but to provide information on how to make complaints of sexual harassment (Kaufman & Wylie, 1983). The workshop should include a description of the various coping mechanisms the victims of sexual harassment use. In addition, the victims of sexual harassment should be encouraged to report the sexual harassment (Kaufman & Wylie).

All institutions must have a procedure for filing complaints and establishing ways for dealing with sexual harassment complaints. The grievance procedure should have a formal procedure in which a hearing is held. A formal procedure is a defined process of disciplinary action leading to an end result. The end result may be termination of employment or the advancement to a civil law suit. (Paludi & Barickman, 1991; Riggs, et al., 1993). Another part of the grievance policy is an informal procedure for handling complaints of sexual harassment. Various authors have reported the use of the informal procedure to resolve the complaint on an informal basis (Meek & Lynch, 1983; Paludi & Barickman, 1991; Riggs, et al., 1993). One reason the informal procedure is used, is to remove barriers to reporting complaints of sexual harassment. One study reported that 70% of the females responding to the survey, would not feel confident enough to report an incident of sexual harassment to a university official (as reported in Meek & Lynch, 1983, p. 31).

An additional reason women do not report sexual harassment is the fear that nothing will be done to the harasser. Meek and Lynch (1983) reported another reason is that women fear the face to face confrontation a formal hearing would require. An informal procedure allows the institution to meet individually with the victim, and the harasser, and resolve the matter to the satisfaction of the victim. During the informal procedure a resolution may be reached with the complainant and the accused. At any time, the informal procedure can end and a formal procedure can be started. Policies and procedures must preserve the rights and privacy of both the accused and the accuser to the extent allowed by the law.

REVIEW OF SURVEY INSTRUMENTS USED IN RELATED STUDIES

Various forms of survey instruments have been used by researchers to gather information on sexual harassment. In perhaps the most widely cited study, Benson and Thomson (1982) used a seven page questionnaire to gather information from 269 randomly selected female seniors at Berkeley. Subjects were asked about their awareness and experience with sexual harassment. Subjects were also asked about the frequency of incidents and coping strategies they employed to deal with the problem. Similar studies were conducted using survey questionnaires to gather additional information on sexual harassment (Maihoff & Forrest, 1983; Wilson & Kraus, 1983; Adams, et

al, 1983).

Kenig & Ryan (1986) studied the sex differences in levels of tolerance and attribution of blame for sexual harassment. Subjects were asked to answer a mailed questionnaire composed of eight categories of behaviors. Four hypotheses were studied, the first to determine if women would define more behaviors as sexual harassment than men would. The second hypothesis looked at the area of women being more likely than men to disapprove of romantic relationships where the male has greater authority than the women. The last two hypothesis look at the attitudes toward the causes of harassment and what role the university should play in preventing harassment.

Fitzgerald, et al. (1988) studying the incidence and dimensions of sexual harassment identified five areas to compose a item pool. These five items or levels in the pool consisted of (1) gender harassment, (2) seductive behavior, (3) sexual bribery, (4) sexual coercion and (5) sexual assault. Within each item pool, five questions were developed to gather responses on that item. Of the original instrument composed of 30 questions, two were eliminated leaving the instrument 28 item survey questionnaire with a Likert scale. This instrument was called the SEQ or Sexual Experiences Questionnaire.

The SEQ was modified to a 20 item questionnaire in a later study by Fitzgerald and Hesson-McInnis (1989) in studying the dimensions of sexual harassment. Fitzgerald and Hesson-McInnis had subjects complete 200 paired comparisons of all possible combinations of the 20 items used on the survey.

The same five item pool was still used but a 7 point bipolar scoring scale was used to determine seriousness and severity of the sexually harassing behavior. This was a small study consisting of 28 subjects who met at a central location for the testing. Subjects were given ten trials to complete the various combinations.

Grauerholz (1989) studying sexual harassment of women professors by students, designed a survey to determine the prevalence of sexual harassment of faculty women. this survey contained questions related to the faculty's experience with students and perceptions of student's behavior. Subjects were asked "yes" or "no" questions about various experiences and behaviors.

Goodwin, et al. (1989) studied the sexual harassment experiences of university employees using a mailed questionnaire of 24 items. The items were based on ten categories developed by Padgitt and Padgitt (1986). The six of the ten categories were (1) physical advances, (2) body language, (3) sexist behavior, (4) undue attention, (5) verbal sexual advances, (6) sexual assault.

Mazer and Percival (1989) studied the relationships among perceptions, attitudes, and experiences of sexual harassment in university students. Subjects were given a 20 page questionnaire with questions examining four categories of experience. Category one dealt with incidents with faculty in classroom situations, category two dealt with incidents with faculty outside of the class, category three dealt with incidents with staff and category four dealt

with incidents with other students.

McKinney, (1990) studied sexual harassment of university faculty by colleagues and students. Eight hypotheses were made by McKinney:

1. Female faculty have less tolerance of harassment and view harassment as a more serious problem than male faculty.
2. Female faculty have broader definitions (encompass more behaviors) of sexual harassment than male faculty.
3. Female faculty are most often harassed by colleagues, followed by students, and are more likely to experience all forms of harassment compared to male faculty.
4. Respondents will more often be harassed by colleagues of a higher academic rank than their own rather than by colleagues of the same or a lower rank.
5. Female faculty are more likely than male faculty to have experienced sexual harassment from a student (usually male), including receiving obscene phone calls suspected as being from a student and sexual comments on course evaluations.
6. Women are more likely to experience incidents of sexual harassment by men in male-dominated compared to female-dominated departments within the university.
7. Harassment by students is most often anonymous (i.e., sexist comments) in nature.
8. Most incidents of sexual harassment are not reported to formal agents of social control.(p. 426)

From these hypotheses, McKinney developed a nine page survey questionnaire. This self-administered mailed questionnaire, asked faculty at two universities about the nature and prevalence of sexual harassment. Section one of the questionnaire asked respondents to indicate which of the listed eight behaviors (sexist comments, undue attention, verbal sexual advances, body language, invitations, physical advances, explicit sexual propositions, and sexual bribery) constituted sexual harassment. Respondents

were also asked if they had experienced such behavior at their institution. The questionnaire ended with a 16-item Likert format attitude index to assess beliefs and tolerances of sexual harassment.

Fitzgerald & Ormerod (1991) studied perceptions of sexual harassment using 208 faculty members and 314 graduate students from two college/university campuses. The instrument was a modified SEQ using the five item pool developed in earlier studies. Each of the original SEQ items were rewritten to assess the respondents perception rather than as a question to gauge number or types of incidences. A 7-point Likert type scale (1 scored as definitely is not sexual harassment and 7 scored as definitely is sexual harassment) was used to assess attitudes concerning each situation.

Popovich & et al. (1992) studied perceptions of sexual harassment using the EEOC guidelines to survey undergraduate students in a campus psychology course. Ninety-nine females and 99 males were given 11 separate trials of reading a statement and given a 19 item questionnaire called the ICQ after each session. The ICQ or Incident Characteristics Questionnaire assess the incident for acceptable behavior, the degree of sexual harassment represented by the behavior, and whether the behavior would affect the victim's (in the statement) job performance or employment status. Items were rated on a 5-point bipolar scale, with 1 "not at all appropriate" to 5 "very appropriate" to the question "how appropriate is this behavior?"(pg 615).

Reilly, et al. (1992) did a study to examine actions perceived as sexual

harassment. Subjects in this study were composed of a population of high school students, adults in continuing education classes and teachers in the 12 school districts throughout the state of New Jersey. The survey instrument (Sexual Harassment Survey or SHS) was composed of 15 items/behaviors in which the respondents were asked to answer "yes" or "no" to the question "do you consider this to be sexual harassment?" The survey was administrated in structured group settings.

Stockdale and Vaux (1993) did a study on what sexual harassment experiences lead respondents to acknowledge being sexually harassed. Instrument for this study involved the 28 item SEQ developed by Fitzgerald and et al. (1988). The survey was administrated three groups at university, undergraduate students, graduate students, and staff/faculty.

Bond & et al. (1993) studied campus sexual harassment and departmental climate. In addition to measuring students experiences of the various types of sexual harassment, the survey also looked at the department the student majored in. The 12 item questionnaire did not look at any particular faculty member's behavior, but to generalize the climate of the department. Items were scored on the basis of 1 (disagree strongly) to 5 (agree strongly).

Marks and Nelson, (1993) studied the effect of professor gender on perceptions of sexually harassing behavior. The instrument in this study involved the use of a video tape presenting four "vignettes" or descriptive sketches to show subtle and blatant forms of behavior by faculty. One sketch

showed a male professor with a female student with a blatant form of behavior, while another sketch showed a male professor with a female student with a more subtle form of behavior. The other two sketches showed a female professor with a male student again, with subtle forms of behavior and one with more blatant behavior. Female and male respondents viewed all four vignettes and were then asked to judge if the behavior was appropriate or inappropriate. A seven point scale was used with "appropriate" scoring a 1 and "inappropriate" measuring a 7.

To summarize, various types of instruments have been used by numerous researchers to gather data. Many of the related studies used a mailed survey questionnaire ranging from 5 to 9 pages on average using questions developed from a item pool. Some data from other studies were collected in small groups using a structured format. It was the intent of this section to show how various studies on sexual harassment have used a wide range of instruments to collect data.

SUMMARY

In conclusion, sexual harassment should be a concern to professionals in athletic, physical education and athletic training, based on the number of studies that have been done on the issue of sexual harassment and the existence of sexual harassment on campuses of higher education (Rubin and Borgers, 1990). Athletics and physical education is not immune to the

problems of sexual harassment. Several professional organizations in athletics, physical education and related areas have included rules of conduct to preserve the dignity of the individual. The amount of sexual harassment that exists is unique to each institution. There is some consistency in defining sexual harassment but each definition of the term will differ from situation to situation and each individual will define the term from their personal perspective (Rubin and Borgers, 1990; Fitzgerald, 1992). Research has shown that the definition of sexual harassment is very broad and unique to the individual who has experienced this behavior.

In the legal context, the courts will continue to hear cases involving sexual harassment, education, business and the student. Sexual harassment law will be influenced by the court cases and the interpretations of *quid pro quo* and *hostile environment*. Under Title VII of the Civil Rights Act of 1964, sexual harassment has been declared illegal. With *Meritor Savings Bank, FSB v. Vinson*, the Supreme Court accepted the definition of sexual harassment developed by the Equal Employment Opportunity Commission. Two forms of sexual harassment were recognized by the Court; *quid pro quo* and *hostile environment*.

The courts will have additional acts which will allow victims of sexual harassment to seek protection. The Americans with Disabilities Act and the Crime Awareness and Campus Security Act. The ADA will expand the legal coverage for disabled individuals and protection from sexual harassment. The

Crime Awareness and Campus Security Act and the Campus Sexual Assault Victims' Bill of Rights are intended to require universities and colleges to establish preventive measures to increase safety on the campuses and allow full investigations of sex crimes.

In 1992, the United States Supreme Court held in *Franklin v. Gwinnett County Public Schools*, that monetary damages could be awarded for complaints of sexual harassment filed under Title IX of the Educational Amendments of 1972. Both employees and students are protected under this law.

Perceptions and attitudes of sexual harassing behavior have shown that individuals who have experienced sexual harassment tend to identify certain behaviors as sexual harassment while other who have not experiences that type of behavior tend not to identify the same behaviors as sexual harassment (Kenig & Ryan, 1986; Reilly, et al., 1986; Mazer & Percival, 1989). Gender differences were found to exist in several studies with female students and faculty perceiving behaviors as sexually harassing more times than their male counterparts (Kenig & Ryan, 1986). Studies on university faculty members have shown that they share the same attitudes and perceptions as students and that counterpower harassment exists as a real threat to faculty members (Kenig & Ryan, 1986; Goodwin, et al. 1987; Grauerholz, 1989; McKinney, 1992).

A vital component in developing sexual harassment policies in higher

education is the Affirmative Action Office. This is the office most times given the duty to develop and enforce sexual harassment violations. In most cases, the Affirmative Action Office will work with university/college administrators in developing a sexual harassment policy unique to the institution.

Although policy formation and development is important at every institution of higher education, the policy must be clearly stated with a definition of sexual harassment in the policy (Riggs, et al., 1993). The policy must state that sexually harassing behavior shall not be tolerated and such behavior is grounds for termination of employment. Workshops and in-services must be held to educate not on just the definition of sexual harassment, but the encourage the reporting of sexual harassment (Kaufman & Wylie, 1983). A policy for handling complaints of sexual harassment must also be in place. A grievance procedure composed of both formal and informal steps and procedures must be in place to stop the harassing behavior as well as remove barriers to reporting the harassment (Meek & Lynch, 1983; Riggs, et al. 1993). Institutions of higher education must be committed to examining policies and procedures to provide better educational opportunities. This will allow universities and colleges to become more responsive to the issue of sexual harassment.

The issue of sexual harassment in higher education can not be ignored. After the decision on *Franklin v. Gwinnett County Public Schools*, universities and colleges can not afford the legal liability that could arise out of sexual

harassment civil suit. Institutions of higher education must study the issue of sexual harassment, develop policies against this type of behavior and promoting the continued education and counseling of faculty, staff and students.

CHAPTER III

OVERVIEW OF RESEARCH METHODOLOGY

INTRODUCTION

The purpose of this chapter is to describe the procedures used in the collection and analysis of data in this study of university/college athletic directors, physical education faculty, athletic trainers, and physical education administrators. This discussion includes a description of the research design, the population, and the selection of the sample. In addition, the development of the VelMac survey instrument is discussed. The various hypotheses, and null hypotheses and the procedures used in the statistical analysis of the data collected are discussed.

RESEARCH DESIGN

This study is a causal-comparative design model. This is a study in which participants were asked to complete a mailed survey questionnaire dealing with perceptions and perceived experiences of sexual harassment.

POPULATION

The population studied consisted of four groups composed of both male and female athletic directors, physical education faculty, athletic trainers, and physical education administrators. Four hundred subjects, one hundred (100) from each group were randomly selected from four-year universities/colleges

that offer baccalaureate degrees in physical education, and/or related areas. All subjects resided in the Southern District of the American Alliance of Health, Physical Education, Recreation and Dance. The American Alliance of Health, Physical Education, Recreation and Dance is a professional organization for educators in the fields of physical education, health, dance, recreation, and safety. Thirteen states make up the Southern District of AAHPERD and are composed of the states of Alabama, Arkansas, Florida, Georgia, Kentucky Louisiana, Mississippi, Oklahoma, Tennessee, Texas, North Carolina, South Carolina, Virginia.

To assist in the selection of the athletic director population, the *National Directory of College Athletics*, (Mens and Womens Edition), a national directory of four-year colleges and universities in the United States that lists athletic programs and physical education programs was used. Only those institutions located in the thirteen states mentioned, were eligible for random sampling. From this directory, athletic directors were randomly selected for use in this study.

Physical education faculty in this study were randomly selected from the membership mailing list purchased from the Southern District of AAHPERD. A systematic random sampling was used to select faculty participants. This random sampling was conducted by a second party not associated with the study.

A list of athletic trainers selected at random was obtained from the National

Athletic Trainers Association, Inc. Only athletic trainers employed at four-year institutions and residing in the thirteen southeastern states were eligible for sampling. This random sampling was conducted by a second party not associated with the study.

To assist in the selection of the physical education administrators, the *National Directory of College Athletics*, (Mens and Womens Edition), a national directory of four-year colleges and universities in the United States that lists athletic programs and physical education programs was used. Only those institutions located in the thirteen states mentioned, were eligible for random sampling. From this directory, physical education administrators were randomly selected for use in this study.

With the population defined, all were listed by employment group and assigned a number 1 through 100. Measures were taken to insure that duplicate mailing did not occur.

CONSTRUCTION OF THE VELMAC-SHQ (SEXUAL HARASSMENT QUESTIONNAIRE)

The VELMAC-SHQ (Sexual Harassment Questionnaire) used in this study was developed by this researcher and Dr. Jon MacBeth, Professor in the HPERS Department at Middle Tennessee State University. The VELMAC-SHQ is based on research of previous survey instruments constructed by McKinney (1990) and Fitzgerald & et al., (1988). The construction of the VELMAC-SHQ incorporated several questions developed and modified from the

aforementioned research studies on sexual harassment. Questions specific to the area of physical education, athletics and athletic training were modified for use in this study. In the early stages, the survey questionnaire was submitted to an academic computing consultant and a peer review of physical educators at the University of Southern Mississippi, to determine content validity, wording of the items, wording of the directions and construction of questions. The questionnaire was submitted to the Human Subjects and Review Committee at the University of Southern Mississippi, and approval for use of the questionnaire and permission to conduct the study was approved by the aforementioned committee (see Appendix A-1). The VELMAC-SHQ underwent various modification based upon the peer review and initial pilot-study to rework questions that may be confusing and clarify what was being asked. One version of the VELMAC-SHQ was used in the initial pilot study of 40 individuals in the physical education department and athletic department at the University of Southern Mississippi. Participants in the pilot study consisted of faculty and athletic personnel at this institution of higher education that was not used as part of the actual study.

INITIAL PILOT-STUDY RESULTS USING THE VELMAC-SHQ

Over 40 questionnaires were distributed with 26 returned resulting in a 65% return rate. Of those questionnaires returned, 17 males and 9 females made up the respondents. Upon analysis, the testing instrument reported a reliability

coefficient of .80 on the section dealing with perceptions and a reliability coefficient of .92 on the section dealing with experiences. The internal consistency for the entire survey instrument was measured at .88. A final modification was done based upon comments received from the pilot-study responses.

THE VELMAC-SHQ

The finalized VELMAC-SHQ consisted of four parts. Part one contained 14 questions requesting demographical information about the survey participant background. All data were used for comparison purposes and not for identification of the respondent. Items 1 through 10 consisted of questions regarding the respondents gender, marital status, age, ethnic background, academic rank, instructional position in physical education, employment position in the athletic department, number of years at present institution, level of highest degree, and is the individual tenured tract or non-tenured tract. Items 11 through 13 consisted of questions about the knowledge of a sexual harassment policy at respondents institution, if the policy was departmental or campus wide. Item 14 consisted of one question about the ratio of male and female faculty/athletic personnel at the respondents institution. Respondents were asked to check the blank in front of the corresponding response that applies to them.

Part two of the VELMAC-SHQ consisted of 9 items intended to determine respondents perceptions or beliefs about sexual harassment. A five-point

Likert-type scale which presented statements about perceptions about sexual harassment issues was used. Responses varied from strongly agree to strongly disagree. Two additional questions were included in part two (questions 24 and 25), that were used for descriptive purposes (see Appendix D) .

Part three of the VELMAC-SHQ consisted of 30 questions to determine the experiences of the respondent dealing with sexual harassment (see Appendix E). This section of the instrument was designed to determine the degree to which the respondent has experienced sexual harassment in their professional career. A five-point Likert-type scale was also used in this section. Responses varied from No or Never to the experience occurring 7 or more times in their professional career.

Part four of the VELMAC-SHQ consisted of five questions to be answered only by respondents who have had experience with sexual harassment (see Appendix F). Items in this section was used to determine the age, gender and supervisory role of the sexual harasser. Included in this section was a question to determine if the sexual harassment was reported or unreported. As part of this question, if the sexual harassment was reported, was the respondent satisfied with the outcome; or did the incident go unreported due to fear or embarrassment.

At the end of the VELMAC-SHQ, respondents were thanked for their participation and given the opportunity to respond in writing any comments or

remarks they would wish to make. (see Appendix B)

COLLECTION OF DATA

A mailed survey was used to obtain the data for this study. This survey instrument (see Appendix B) along with a cover letter of introduction (see Appendix A-2) explained the purpose of the study and asked that the participant to respond. A statement in the cover letter was included indicating that any participation by the respondent was voluntary and that all responses would remain confidential. To give participants the assurance that responses would remain confidential, no identifying marks or numbers were placed on the survey, or the return envelope. Instructions were provided to the participant to assist in filling out the survey. A stamped, pre-addressed envelope was included to assist in the prompt return of the survey.

A daily record was kept logging in each survey as they were returned. Each survey received an identifiable number to establish it's numerical place in the survey. After a two week period had lapsed, a postcard reminder was mailed to all participants to encourage response to the survey (see Appendix A-3). After a four week period had passed from the date of the initial mailing, follow-up phone calls were made at random to either encourage participants to respond, thank the participant if they reported that they had completed the survey and returned it, or to confirm the address and willingness to participate if they had not received a survey. One month after the postcard reminder was

mailed, a second mailing was sent out (see Appendix A-4). This second mailing contained a new cover letter, a copy of the survey, and a stamped, pre-addressed envelope. Data were analyzed after an acceptable return rate was reached.

Null Hypotheses

The following six null hypotheses were developed and tested at the .05 level of significance. The hypotheses are as follow:

Hypothesis 1. There will be no significant difference between male and females on perceptions of sexual harassment as a problem.

Hypothesis 2. There will be no significant difference among the four groups (athletic directors, physical education faculty, athletic trainers, and physical education administrators) on perceptions of sexual harassment as a problem.

Hypothesis 3. There will be no significant interaction between gender and the four groups (athletic directors, physical education faculty, athletic trainers, and physical education administrators) on perceptions of sexual harassment as a problem.

Hypothesis 4. There will be no significant difference between male and females with experiences of sexual harassment.

Hypothesis 5. There will be no significant difference among the four groups (athletic directors, physical education faculty, athletic trainers, and physical education administrators) with experiences of sexual harassment.

Hypothesis 6. There will be no significant interaction between gender and the four groups (athletic directors, physical education faculty, athletic trainers, and physical education administrators) with experiences of sexual harassment.

ANALYSIS OF DATA

Upon completion of the study, an analysis of the data obtained through use of the VELMAC-SHQ was done. The Statistical Package for the Social Sciences (SPSS-X 2.1) was used to analysis the data pertaining to the six hypotheses. An two-way ANOVA, a procedure used to analyze nominal data, was used to determine the statistically significant differences among the frequencies of responses. Appropriate follow-up procedures were used for significant main effects or interactions. The independent variables were defined as gender and employment group, (athletic directors, physical education faculty, athletic trainers, and physical education administrator). The dependent variable was the attitudes and perceived experiences of sexual harassment of the various groups. The first group for comparison were athletic directors employed at four-year institutions of higher learning. The second group for comparison were physical education faculty employed at four-year institutions of higher learning. The third group used for comparison were athletic trainers employed at four-year institutions of higher learning. The fourth group used for comparison were physical education administrators employed at four-year institutions of higher learning.

Descriptive statistics were used to address frequencies of responses not discussed in the hypotheses.

CHAPTER IV

ANALYSIS OF DATA

INTRODUCTION

The purpose of this chapter is to present results from this study of sexual harassment issues involving a population composed of athletic directors, physical education faculty, athletic trainers, and physical education administrators. The organization and presentation of results contain the following: a stating of the major hypotheses; a description of the demographical background information; a brief restating of the population and collection of data; a restating of the hypotheses with a presentation of the statistical data relating to each null hypotheses; an interpretation of the data to support or reject the hypothesis. Other data not statistically significant will be presented for descriptive purposes to answer research questions not covered by the null hypotheses. Six null hypotheses were formed to compare the perceptions and experiences of sexual harassment of the four groups in physical education and athletics. The remainder of this chapter presents the results from the stated research questions.

MAJOR HYPOTHESES

The following major hypotheses tested in this investigation are as follows:

Hypothesis 1. There will be significant difference between males and females on perceptions of sexual harassment as a problem.

Hypothesis 2. There will be significant difference among the groups on perceptions of sexual harassment as a problem.

Hypothesis 3. There will be significant interaction between gender and the groups on perceptions of sexual harassment as a problem.

Hypothesis 4. There will be significant difference between male and females with experiences of sexual harassment.

Hypothesis 5. There will be significant difference among the groups with experiences of sexual harassment.

Hypothesis 6. There will be significant interaction between gender and the groups with experiences of sexual harassment.

BACKGROUND INFORMATION

The VELMAC-SHQ survey instrument consists of four parts, (see Appendix B). Part one consists of questions requesting information about the survey participant background. Background items consisted of questions regarding the respondents gender, marital status, age, ethnic background, level of highest degree, academic rank, number of years at present institution, tenure status, instructional position in physical education, and employment position in the athletic department (see Appendix C). Part two contains items intended to determine respondents perceptions or beliefs about sexual harassment (see Appendix D). Part three is composed of questions to determine the experiences of the respondent dealing with sexual harassment (see Appendix

E). Part four consists of questions to be answered only by respondents who have had experience with sexual harassment (see Appendix F). This data was analyzed by gender and by individual group. Statistical analysis was done on data that could be analyzed using a two-way ANOVA, at the .05 level of significance. Simple frequency distributions and percentages were generated for other information for which there is not statistically significant data.

POPULATION AND COLLECTION OF DATA

Members of the population were employed at four-year institutions of higher learning, located in thirteen southeastern states. The population consisted of four groups composed of athletic directors, physical education faculty, athletic trainers, and physical education administrators.

A stratified sampling of these professionals was desired with an equal number of individuals, selected at random to form a workable sample population. A desired sample size of four hundred was selected with one hundred from each of the four groups to construct the sample population. Four hundred survey instruments, cover letters, and stamped, pre-addressed envelopes were mailed to a randomly selected sample of one hundred (100) athletic directors, one hundred (100) physical education faculty, one hundred (100) athletic trainers, one hundred (100) physical education administrators. The survey was mailed out February 1, 1996 (see Appendix A--2). A reminder postcard was mailed February 15, 1996 (see Appendix A-3). Between the

period of February 16 through February 27, one hundred and fifty phone call reminders were made to individuals at random from the four groups. A second mailing of the survey was mailed out March 15, 1996 (see Appendix A-4).

Table 1 presents the distribution of returns by gender and employment position.

Table 1: Return Rate of Mailed Surveys by Employment Position and Gender

Total Number of Respondents by position and gender	Total Number of Respondents by Group	% of Population by Groups Represented
Athletic Directors (18 Females 29%) (44 Males 71%)	62 (62% of all Athletic Directors Surveyed)	30%(of 205 Returned Surveys)
P.E. Faculty (25 Females 52%) (22 Males 48%)	47 (47% of all P.E. Faculty Surveyed)	23%(of 205 Returned Surveys)
Athletic Trainers (17 Females 30%) (40 Males 70%)	57 (57% of all Athletic Trainers Surveyed)	28%(of 205 Returned Surveys)
P.E. Administrators (12 Females 31%) (27 Males 69%)	39 (39% of all P.E. Admin. Surveyed)	19%(of 205 Returned Surveys)
TOTAL SURVEYS RETURNED	205	51%

Of four hundred (400) surveys mailed, a combined total of two hundred and eight (208) responses were returned for a response rate of 52%. Of those two

hundred and eight (208) responses, three were non-usable due to being incomplete, resulting in two hundred and five (205) usable surveys and a corrected response rate of 51.25% .

STATISTICAL ANALYSIS OF DATA

Results are presented for each of the six major hypotheses tested. The Statistical Package for the Social Sciences (SPSS-X 2.1) was used to analyze the data pertaining to the six null hypotheses. A two-way ANOVA, a procedure used to analyze nominal data, was used to determine the statistically significant differences among the frequencies of responses. Each null hypotheses corresponds to specific survey items and was tested at the .05 level of significance. An analysis was done to examine any statistically significant difference in responses of the target population in their perceptions and experiences of sexual harassment.

Null Hypothesis 1: There will be no significant difference between males and females on perceptions of sexual harassment as a problem.

Survey questions 15-23 (see appendix D) were used to test this hypothesis. Hypothesis 1 was designed to determine the difference between males and females on their perceptions of sexual harassment in their employment, department and university/college campus. Results are given in Table 2. The ratio of variance (F) was equal to 14.454, and the degrees of

freedom, (df) was equal to 1/197, the significance (p) was equal to .0001.

Based on these results, this hypothesis was rejected. It was determined that there was a significant difference between males and females on perceptions of sexual harassment as a problem. Composition of the survey questionnaire assigned a lower numerical value to items that tended to give a higher perception of sexually harassing behavior. Statistical analysis of responses to questions on perceptions showed a higher number of responses by females to items that they would identified as being sexually harassing behavior.

Table 2: Two-way ANOVA analysis of Hypothesis 1: Perceptions of Sexual Harassment by gender, questions 15-23.

Source	Summary of Squares	Degrees of Freedom (df)	Mean Squares	Ratio of Variance (F)	Significance (p)
Gender (H 1)	3.292	1	3.292	14.454	.0001

$p < .05$ level of significance

Null Hypothesis 2: There will be no significant difference among the groups on perceptions of sexual harassment as a problem.

Survey questions 15-23 were used to test this hypothesis (see Appendix D). Hypothesis 2 was designed to determine whether a significant difference exists between the groups of athletic directors, physical education faculty, athletic trainers, and physical education administrators on perceptions of

sexual harassment as a problem. Results are presented in Table 3. The ratio of variance (F) was equal to .846, and the degrees of freedom, (df) was equal to 3/197. The significance (p) was equal to .846. Based on these results, this hypothesis was accepted. It was determined that there was no significant differences between the groups on perceptions of sexual harassment as a problem. Further analysis of this hypothesis indicates that the groups had similar perceptions of sexual harassment.

Table 3: Two-way ANOVA analysis of Hypothesis 2: Perceptions of Sexual Harassment by group, questions 15-23.

Source	Summary of Squares	Degrees of Freedom (df)	Mean Squares	Ratio of Variance (F)	Significance (p)
Groups (H 2)	.185	3	.062	.271	.846 (NS)

NS = no significance

Null Hypothesis 3. There will be no significant interaction between gender and the groups on perceptions of sexual harassment as a problem.

Survey questions 15-23 (see Appendix D) were used to test this hypothesis. Hypothesis 3 was designed to determine interaction between genders and the groups perceptions of sexual harassment as a problem. Results are given in Table 4. The ratio of variance, (F) was equal to .863, and the degrees of freedom, (df) was equal to 3/197, The significance (p)

was measured at .461. Based on these results this hypothesis was accepted. It was determined that there was no significant interaction between the groups and gender on sexual harassment as a problem. Results indicate no one select group or gender had a greater perception of sexual harassing behavior than another group or gender.

Table 4: Two-way ANOVA analysis of Hypothesis 3: Perceptions of Sexual Harassment by gender and group, questions 15-23.

Source	Summary of Squares	Degrees of Freedom (df)	Mean Squares	Ratio of Variance (F)	Significance (p)
Group x Gender (H 3)	.590	3	.197	.863	.461 (NS)

NS = no significance

Means and Standard Deviations for Hypotheses 1-3

The means for all women were lower in each group compared to all males. Because of the composition of the survey instrument, those items that identified sexual harassment as a problem were assigned a lower numerical value. The lower means is an indication that females selected items in the survey that would reflect sexual harassment as posing a problem. Females as a group, based upon their selection of response items, considered sexual harassment more of a problem than did males. This review of the means shows there were significant differences between males and females on

perceptions of sexual harassment as a problem. Means and standard deviations for perceptions of sexual harassment are given in Table 5.

Table 5: Means and Standard Deviations for Hypotheses 1-3: Perceptions of Sexual Harassment, Questions 15-23.

Groups	Number of Females	Mean	SD	Number of Males	Mean	SD
Athletic Director	18	2.42	.50	44	2.79	.46
P.E. Faculty	25	2.60	.48	22	2.69	.46
Athletic Trainer	17	2.46	.63	40	2.80	.41
P.E. Admin.	12	2.56	.42	27	2.86	.49
Totals	72	2.51	.50	133	2.78	.45

Null Hypothesis 4: There will be no significant difference between males and females with experiences of sexual harassment.

Survey questions 26-55 (see Appendix E) were used to test this hypothesis. Hypothesis 4 was designed to measure the differences between males and females in their experiences of sexual harassment. Results are presented in Table 6. The ratio of variance (F) was equal to 19.178, and the degrees of freedom (df) were equal to 1/197) and the significance (p) was

.0001. Based on these results, this hypothesis was rejected. It was determined there was a significant differences between males and females with experiences of sexual harassment.

Table 6: Two-way ANOVA analysis of Hypothesis 4: Experiences of Sexual Harassment by gender, questions 26-55.

Source	Summary of Squares	Degrees of Freedom (df)	Mean Squares	Ratio of Variance (F)	Significance (p)
Gender (H 4)	3.049	1	3.049	19.178	.0001

$p < .05$ level of significance

Null Hypothesis 5: There will be no significant difference among the groups with experiences of sexual harassment.

Survey questions 26 through 55 (see Appendix E) were used to test this hypothesis. Hypothesis 5 was designed to determine if there would be any significant difference in the sexual harassment experiences associated with the groups. Results are presented in Table 7. The ratio of variance (F) equal to 2.120, with the degrees of freedom (df) = 3/197. The significance (p) was .099. Based on these results, this hypothesis was accepted indicating there was no significance difference between the four groups with experiences of sexual harassment.

Table 7: Two-way ANOVA analysis of Hypothesis 5: Experiences of Sexual Harassment by group, questions 26-55.

Source	Summary of Squares	Degrees of Freedom (df)	Mean Squares	Ratio of Variance (F)	Significance (p)
Groups (H 5)	1.011	3	.337	2.120	.099 (NS)

NS = no significance

Null Hypothesis 6: There will be no significant interaction between gender and the groups with experiences of sexual harassment.

Survey questions 26 through 55 (see Appendix E) were used to test this hypothesis. Hypothesis 6 was designed to measure the interaction between the genders and the groups of professionals. Results are presented in Table 8. The ratio of variance (F) was equal to .457 and the degrees of freedom (df) was equal to 3/197. The significance was .713. Based on these results, this hypothesis was accepted, indicating no interaction between gender and the four groups with experiences of sexual harassment.

Table 8: Two-way ANOVA analysis of Hypothesis 6: Experiences of Sexual Harassment by group, questions 26-55.

Source	Summary of Squares	Degrees of Freedom (df)	Mean Squares	Ratio of Variance (F)	Significance (p)
Group x Gender (H 6)	.218	3	.073	.457	.713 (NS)

NS = no significance

Means and Standard Deviations for Hypotheses 4-6

The means for all women were higher in each group compared to all males. Because of the composition of the survey instrument, those items that identified an experience of sexual harassment were assigned higher numerical values. The higher means measured for females is an indication they tended to select items in the survey that would reflect their experiences of sexual harassment. Females as a group, based upon their selection of response items, indicated more experiences of sexual harassment than males. This review of the means shows there were significant differences between males and females on experiences of sexual harassment. Means and standard deviations are presented in Table 9.

Table 9: Means and Standard Deviations for Experiences of Sexual Harassment.

Groups	Number of Females	Mean	SD	Number of Males	Mean	SD
Athletic Director	18	1.55	.30	44	1.25	.30
P.E. Faculty	25	1.55	.39	22	1.40	.31
Athletic Trainers	17	1.69	.65	40	1.36	.45
P.E. Admin.	12	1.71	.40	27	1.46	.34
Totals	72	1.62	.43	133	1.36	.35

SUMMARY OF THE NULL HYPOTHESES

Hypothesis one stated there would be no significant difference between males and females perceptions of sexual harassment. The analysis of data proved there was a significant difference between the genders on their perceptions of sexually harassing behavior. This hypothesis was rejected.

Hypothesis two stated there would be no significant difference among the groups in their perceptions of sexual harassment. Analysis of data did not show any significant difference between the groups in perceptions of sexual harassment. This hypothesis was accepted.

Hypothesis three stated there would be no significant interaction between gender and the groups on their perceptions of sexual harassment. This hypothesis was accepted, analysis of data did not show any significant interaction between the gender and the groups on their perceptions of sexual harassment.

Table 10 presents a summary of the null hypotheses 1-3, their acceptance or rejection, and the source of questions used to test perceptions of sexual harassment.

Table 10: Summary of Null Hypotheses of Sexual Harassment Perceptions.

Null Hypotheses	Questions in survey to test hypothesis	Hypothesis Status
Hypothesis One (perception by gender)	Questions 15-23	Rejected
Hypothesis Two (perceptions by groups)	Questions 15-23	Accepted
Hypothesis Three (perceptions by gender x groups)	Questions 15-23	Accepted

Hypothesis four stated there would be no significant difference between males and females experiences of sexual harassment. The analysis of data proved there was a significant difference between the genders on their experiences of sexually harassing behavior. This hypothesis was rejected.

Hypothesis five stated there would be no significant difference among the groups in their experiences of sexual harassment. Analysis of data did not show any significant difference between the groups in experiences of sexual harassment. This hypothesis was accepted.

Hypothesis six stated there would be no significant interaction between gender and the groups on their experiences of sexual harassment. The analysis of data did not show any significant interaction between gender and the groups. This hypothesis was accepted.

Table 11, presents a summary of the null hypotheses 4-6, their acceptance or rejection, and the source of questions used to test for experiences of sexual harassment.

Table 11: Summary of Null Hypotheses of Sexual Harassment Experiences.

Null Hypotheses	Questions in survey to test hypothesis	Hypothesis Status
Hypothesis Four (experiences by gender)	Questions 26-55	Rejected
Hypothesis Five (experiences by groups)	Questions 26-55	Accepted
Hypothesis Six (experiences by gender x groups)	Questions 26-55	Accepted

DISCUSSION OF THE RESEARCH QUESTIONS

The research questions were developed to assist in identifying issues regarding the sexual harassment of athletic directors, physical education faculty, athletic trainers, and physical education administrators. From those research questions, the survey instrument was constructed and developed to gather data. Other research questions posed at the beginning of this study discussed various aspects of sexual harassment not addressed by null hypotheses. Although information generated from research questions one through five are not statistically significant, information is presented for descriptive purposes only. Appendices D, E, and F contains the survey questions 15-60 in table form with total respondent distributions and percentages.

Research Question 1

Have any members of the target population perceived they have experiences of sexual harassment?

Respondents were asked if they had been sexually harassed. Data from the survey questionnaire, (question 56) revealed that fifty individuals or 24% of the respondent population reported they had been sexually harassed. Of this number, twenty-eight were female accounting for 39% of the female respondent population and of the total male respondent population, twenty-two males or 16% reported experiencing sexually harassing behavior of some type. Descriptive data revealed that in the group of athletic directors, eight females

(13%) out of eighteen who responded to the survey, reported they had been the victim of sexual harassment. Seven male athletic directors (11%) out of forty-four reported they had been sexually harassed. This accounted for a total of 24% of all athletic directors who responded to the survey.

Descriptive data also revealed that in the P.E. faculty group, eight females (17%) out of twenty-five, reported they had been the victim of sexual harassment. Three male (6%) P.E. faculty, reported they had been sexually harassed. This accounted for 23% of the total faculty that responded to the survey.

The group of athletic trainers contained 8 females (17%) out of a total of seventeen who reported they had been victims of sexual harassment. Male athletic trainers had six (11%) out of a total of forty that reported they had been the victim of sexual harassment. This accounted for 25% of all athletic trainers who responded to the survey.

In the last group, P.E. administrators, four females (39%) out of a total of twelve who responded to the survey reported they had been the victim of sexual harassment. Male administrators, numbered six (15%) out of a total of twenty-seven. This accounted for 26% of all P.E. administrators who responded to the survey.

Table 12 presents data describing the break down of respondents by gender and group.

Table 12. Number of Respondent Population That Reported Being Sexually Harassed.

Total # of Respondents by Group and Gender	# of Females Reporting Sexual Harassment	# of Males Reporting Sexual Harassment	Total # of Males and Females Reporting Sexual Harassment
	n %/pop	n % / pop.	n %/ pop.
(62) Athletic Directors (18 Females) (44 Males)	8/62-13% total respondent pop. 8/18-45% female pop.	7/62-11% total respondent pop. 7/44-16% male pop.	15 24%
(47) P.E. Faculty (25 Females) (22 Males)	8/47-17% total respondent pop. 8/25-32% female pop.	3/47- 6% total respondent pop. 8/22-36% male pop.	11 23%
(57) Athletic Trainers (17 Females) (40 Males)	8/57- 14% total respondent pop. 8/17-47% female pop.	6/57-11% total respondent pop. 6/40-15% male pop.	14 25%
(39)P.E. Admin. (12 Females) (27 Males)	4/39-10 % total respondent pop. 4/12-34% female pop.	6/39-15% total respondent pop. 6/27-23% male pop.	10 26%
205 Total Respondents (72 Females) (133 Males)	28/205- 14% Total respondent pop. 28/72-39% Female pop.	22/205- 11% Total respondent pop. 22/133 - 16% Male pop.	50 24%

In total, 24% of all survey respondents reported they had been victims of sexual harassment. Of all survey respondents, 39% of female respondents to this survey, reported they had been victims of sexual harassment. Of the male population, only 16% reported they had been the victims of sexual harassment.

Research Question 2

If an individual perceived they were sexually harassed, what was the gender and age of the harasser?

Analysis of the data from this study provided information that individuals of all ages may be subjected to sexual harassment. The following information is based on the fifty reported cases who responded to questions 56-58 in the survey questionnaire. In the fifty reported cases, the majority of victims, (26) reported that the alleged sexual harasser was an older individual (53%). The second most reported group (19 cases reported) indicated that the alleged sexual harasser was a individual younger than the victim (37%). Sexual harassment from someone the same age (3 cases reported) accounted for only 6%. Table 13 presents the age of the sexual harasser. This data suggests that over half of reported sexual harassment incidents occur to young individuals, with a growing number of incidents (almost 37%) occurring to older individuals.

Table 13: Age of Reported Sexual Harassers.

Age of Sexual Harasser	# of Reported Cases	%
Same Age as Victim	3	6%
Older than Victim	26	53%
Younger than Victim	19	37%
Age Unknown	2	4%
Totals	50	100%

Regarding gender, this study indicates that males are alleged to be the sexual harasser in 52% of the reported (26) cases. Females were alleged to be the sexual harasser in only 36% of the reported cases (13). Those who reported experience of sexual harassment from both genders (6 cases reported), accounted for 12%. Results from this data give a strong indication that over 50% of sexual harassment is initiated by males. This data also revealed that males (36%) are now reporting complaints of the sexual harassment. In addition, 12% indicate that victims are not limited to harassment by only one gender. At least six cases were reported that the victim suffered sexually harassing behavior from females as well males. Table 14 presents the gender of the reported sexual harasser.

Table 14: Gender of Reported Sexual Harassers.

Gender of Sexual Harasser	# of Reported Cases	%
Male	26	52%
Female	18	36%
Experience of Sexual Harassment from both genders	6	12%
Totals	50	100%

Research Question 3

Did the alleged victim perceive the harasser occupying a position of supervising the victim or was the faculty/staff member a victim of a person not having a supervisory role over the victim (an example of contrapower)?

Individuals in a supervisory role or in a position of administration may not be the alleged sexual harasser in a majority of the cases of reported sexual harassment. Question 59 in the survey questionnaire requested information about the supervisory position of the sexual harasser. Table 15 presents numbers and percentages for this question. There were fifty reported cases of sexual harassment in this study. Seven cases (or 14%) documented that a supervisor within the department was responsible for the sexual harassment.

Eight cases (or 16%) documented that a supervisor outside the department was responsible for initiating the sexually harassing behavior. Combined, this would indicate that individuals in a supervisory role were responsible for only 30% of all sexual harassment cases reported in this study.

Of the remaining cases, 70% were reported not to be initiated by a supervisor and are broken down as follows: Fourteen cases (or 28%) documented that a colleague or associate in the same department was responsible for the sexual harassment. Three cases (or 6%) reported that a colleague or associate outside the department was responsible for the sexual harassment. In total, seventeen cases (or 34%) of reported sexual harassment were documented as being initiated by an associate or colleague (within or outside the department). Eleven cases (or 22%) documented that a student taking a class in the same department was responsible for the sexually harassing behavior. Only one case (2%) reported the sexual harassment was from a student outside the department. In total, twelve cases (or 24%) of reported sexual harassment were alleged as being initiated by students. Six cases (12%) were reported as "other" that did not fall into the possible responses listed and it would be speculation at this point to identify the power status of these individuals.

Thirty-five cases (70%) out of fifty were initiated by individuals other than an administrator or an individual who would have a power position over others.

Table 15: Power Status of the Sexual Harasser.

Power Position of Sexual Harasser	# of Reported Cases	%
Supervisor in same department	7	14%
Administrator/Supervisor in other department	8	16%
Fellow Colleague/Associate in same department	14	28%
Associate/Colleague outside the department	3	6%
Student taking class in the department	11	22%
Student, from another department	1	2%
Other	6	12%
Totals	50	100%

Research Question 4

Were any members of the target population perceived they were treated differently because of their gender?

Two survey questions regarding gender sought to gather information about treatment from supervisors and treatment from students. The first question, number 36 in the survey, asked if the individual had been treated differently by a supervisor based on gender. Table 16 presents numbers and percentages

Table 16: Treatment by Supervisor based on Gender.

Groups and Genders	Athletic Directors		P.E. Faculty		Athletic Trainers		P.E. Admin.		Totals	
	Females	Males	Females	Males	Females	Males	Females	Males		
Treatment by Supervisor	n/%	n/%	n/%	n/%	n/%	n/%	n/%	n/%	n	%
No/Never Happened	6/4%	41/31%	7/5%	19/14%	5/4%	31/23%	3/2%	23/17%	134	65%
Occurred Once	1/8%	0	2/15%	1/8%	5/38%	4/31%	0	0	13	6%
Occurred Two- Three Times	7/26%	3/11%	7/26%	0	2/7%	3/11%	4/15%	1/4%	27	14%
Occurred Four- Six Times	2/13%	0	4/27%	1/7%	2/13%	1/7%	3/20%	2/13%	15	8%
Occurred Seven + Times	1/7%	0	5/35%	1/7%	3/22%	1/7%	2/15%	1/7%	14	7%
Totals	17/8%	44/21%	25/12%	22/11%	17/8%	40/20%	12/6%	27/14%	205	100%

for this question. Seventy-one individuals (35%) perceived they were treated by a supervisor differently because of their gender. At least thirteen individuals (6%) reported this had occurred at least once in their career. A large number of twenty nine individuals (14%) reported this behavior had occurred from two to three times in their professional career. Fifteen individuals (8%) reported this treatment had occurred four to six times during their career. Fourteen individuals (7%) had reported this behavior had occurred more than seven times in their professional career.

The follow-up question on gender, Question 37 asked if respondents felt they had been treated differently by a student because of their gender. Table 17 presents numbers and percentages for this question. Of two hundred and five respondents to this question, a smaller number (one hundred and eighteen compared to the one hundred and thirty-four in Question 36) responded they had not or never been exposed to this type of behavior. A total of eighty-seven individuals (42%) reported that they had been treated differently by students because of their gender. Twenty-one individuals (or 10%) reported this behavior had occurred once in their professional career, while forty-one (21%) reported this behavior had occurred two to three times. Nine individuals (4%) reported this behavior had occurred four to six times. In the last category, sixteen individuals (8%) reported this behavior had occurred more than seven times.

Table 17: Treatment by Students based on Gender

Groups and Gender	Athletic Directors		P.E. Faculty		Athletic Trainers		P.E. Admin.		Totals	
	Females	Males	Females	Males	Females	Males	Females	Males		
Treatment by Students	n/%	n/%	n/%	n/%	n/%	n/%	n/%	n/%	n	%
No/Never Occurred	9/8%	33/28%	12/10%	12/10%	7/6%	27/23%	2/2%	16/13%	118	58%
Occurred Once	2/10%	3/14%	1/5%	2/10%	3/14%	3/14%	2/10%	5/23%	21	10%
Occurred Two-Three Times	5/12%	7/17%	5/12%	3/7%	3/7%	8/20%	6/15%	4/10%	41	20%
Occurred Four-Six Times	1/13%	0	4/50%	0	3/25%	0	1/13%	0	9	4%
Occurred Seven + Times	0	1/6%	3/19%	5/31%	2/13%	2/13%	1/6%	2/13%	16	8%
Totals	17/8%	44/21%	25/12%	22/11%	18/9%	40/20%	12/6%	27/13%	205	100%

Research Question 5

Did the selection of a chosen profession in physical education, athletic administration or athletic training make any individuals in the groups perceive themselves a target for sexual harassment?

Question 26 in the survey questionnaire requested information on whether employment in a chosen field made an individual a target for sexual harassment. Table 18 presents numbers and percentages for this question. One hundred and fifty-five individuals (76%) reported they did not perceive themselves a target for sexual harassment based on their choice of employment. Twelve individuals (6%) reported they had perceived themselves a target for sexual harassment at least once while employed as a profession in physical education or athletic. Nineteen individuals (9%) reported they had perceived themselves a target for sexual harassment two to three times during their employment. Nine individuals (4%) reported they had perceived themselves a target for sexual harassment four to six times. Ten individuals (5%) perceived themselves a target for sexual harassment seven or more times in their professional career. Fifty-one individuals (around 25% of the respondent population) that responded to this question, indicating they felt this type of employment environment did contribute to their being sexually harassed.

Table 18: Sexual Harassment Experiences in Employment Environment.

Groups and Genders	Athletic Directors		P.E. Faculty		Athletic Trainers		P.E. Admin.		Totals	
	Female	Male	Female	Male	Female	Male	Female	Male		
Occurrences	n/%	n/%	n/%	n/%	n/%	n/%	n/%	n/%	n	%
No/Never Happened	11/6%	39/25%	18/12%	17/11%	8/5%	35/23%	7/5%	20/13%	155	76%
Occurred Once	0	4/34%	1/8%	2/17%	2/17%	1/8%	1/8%	1/8%	12	6%
Occurred Two-Three Times	1/6%	2/11%	4/21%	2/11%	3/17%	1/6%	2/11%	3/17%	19	9%
Occurred Four-Six Times	1/11%	0	1/11%	1/11%	2/22%	2/22%	2/22%	0	9	4%
Occurred Seven-+ Times	2/20%	1/10%	1/10%	0	2/20%	1/10%	0	3/30%	10	5%
Totals	15/7%	46/22%	25/12%	22/11%	17/8%	40/20%	12/6%	27/13%	205	100%

Summary of Data Analysis

The purpose of the research questions were to form a guide to the study of sexual harassment of professionals in physical education, athletics and related fields of study. Statistical analysis of data was performed on those research questions concerning gender and group perceptions and experiences of sexual harassment. Hypotheses were accepted or rejected based upon results at the .05 level of significance.

Additional research questions not formulated into hypotheses were examined to offer descriptive information on other sexual harassment issues. Descriptive data was obtained concerning the age and gender of the sexual harasser as well as the supervisory role of the individual exhibiting the sexually harassing behavior. Descriptive data was obtained concerning if the sexual harassment was exhibited by a student. Lastly, descriptive data was obtained to observe the existence of sexual harassment in the employment environment.

CHAPTER V

SUMMARY, CONCLUSIONS, OBSERVATIONS, AND RECOMMENDATIONS

INTRODUCTION

This study conducted research into issues of sexual harassment, including perceptions and experiences of sexual harassment among athletic directors, physical education faculty, athletic trainers and physical education administrators. This chapter contains a summary of the study, conclusions, observations and recommendations for further research based on this study.

Summary

Sexual harassment over the past twenty years has become an important issue to institutions of higher education. With the growing legal concerns that sexual harassment generates, it is vital for institutions of higher education to study this problem and address the concerns of faculty, administrators, and students. Important to this issue is the development of an environment free of sexually harassing behavior, and discrimination based on gender.

This study focused on four groups composed of both male and female athletic directors, physical education faculty, athletic trainers, and physical education administrators. Four hundred subjects, one hundred from each group were randomly selected from four-year universities/colleges that offer baccalaureate degrees in physical education, and/or related areas. All

subjects resided in states located in the southeastern section of the United States. Systematic random sampling was used to select the survey participants.

A survey instrument called the VELMAC-SHQ (Sexual Harassment Questionnaire), was used in this study based on research of previous survey instruments constructed by McKinney (1990) and Fitzgerald et al., (1988). Questions specific to the four groups were modified for use in this study (see Appendix B). The Human Subjects and Review Committee at the University of Southern Mississippi granted approval for use of the questionnaire and permission to conduct the study (see Appendix A-1). In addition, a peer review was conducted at the University of Southern Mississippi.

Upon completion of the study, an analysis of the data obtained was conducted using the Statistical Package for the Social Sciences (SPSS-X 2.1). An two-way ANOVA was used to analyze nominal data to determine the statistically significant differences among the frequencies of response. Six major hypotheses and five research questions were studied. Statistical data were obtained to address the major hypotheses. Descriptive data were obtained to discuss frequencies of responses not addressed by the major hypotheses.

Conclusions

This study found the following major conclusions based on an examination of the stated research questions and the formation of the six major

hypotheses. Descriptive data were also studied to examine frequency distribution and tabulation. The conclusions were derived from the data analysis of the major hypotheses and a study of the descriptive data.

1. This study found in examination of perceptions of sexual harassment, there is a significant difference in the perceptions of sexual harassment between males and females in the four groups. The males in the respondent population tended not to select items the female population felt described sexual harassment. Females as a population, tended to have higher perceptions of sexual harassment than males. However, when the four groups were examined, it was found that there was no significant differences between the groups on perceptions of sexual harassment as a problem. No group indicated that they perceived sexual harassment any more or less than any of the other groups. This indicates that the groups all had a similar perception of sexual harassment. Lastly, regarding perceptions, this study found there was no significant interaction between gender and the groups in their perceptions of sexually harassing behavior. No one group or gender within the group perceived sexual harassment any more or less than any other group or gender.

2. This study found in examination of preceived experiences of sexual harassment, that there was a significant difference in the perceived experiences of sexual harassment of the males and females. Females as a group reported a larger amount of experiences dealing with sexual harassment

then males. This indicates that females are still experiencing a large amount of sexual harassment. However, when the four groups were examined, this study found there was no significant difference in the perceived experiences of sexual harassment between the groups. This indicates that each group had similar experiences of sexual harassment. Lastly, regarding experiences, this study found that there was no significant difference in the perceived experiences of sexual harassment between the genders and groups. Results indicate that there was no significant difference in the perceived experiences of sexual harassment based on gender and group interaction.

3. This study found in examination for victims of sexually harassing behavior, that both males and females in each group were reported as being victims of sexual harassment. Fifty individuals (24% of total respondents) reported being sexually harassed. Of this number, twenty-eight were female (39% of the total female respondent population) and twenty-two were male (16% of the total male respondent population). Upon further examination, an average of 25% of each groups population were alleged victims of sexual harassment. Although over half (52%) alleged a male initiated the sexual harassment, thirty-six percent indicated that a female was the initiator of the behavior. In addition, both males and females may be subjected to sexual harassment by both males and females. Six individuals (12% of all reported cases) reported that their experiences of alleged sexual harassment involved a person from each gender.

4. This study found that although over fifty percent (53%) of all reported sexual harassment cases in this study of the four groups are alleged to involve an older individual sexually harassing a younger victim, data indicates that older individuals too, have been subjected to sexual harassment from a younger person (contrapower). Twenty-two cases (49%) were reported indicating that the alleged sexual harasser was younger than the victim.

5. This study found that administrators/supervisors and the alleged power they have over faculty and subordinates, is not instrumental in the initiation of sexually harassing behavior. The majority of cases (68%) reported in this study of the four groups indicated that a colleague/associate, student or other individual who was not in an administrative or supervisory role was the initiator of the sexually harassing behavior.

6. This study found in examining gender discrimination (a form of sexual harassment) those who supervise or administrate, treat those they are supervising differently based on their gender. Seventy-one respondents to the survey (35%) reported that they had been treated differently by a supervisor/administrator because of their gender. In addition, respondents to the survey indicated that students treated administrators, faculty and others in supervisory roles within the four groups, differently based on their gender. Eighty-seven respondents to the survey (42%) reported that they had been treated differently by a student because of their gender.

7. This study found that individuals employed in the four groups perceive

themselves a target for sexual harassment. Based on the response to this question, a small percentage (almost 25%) felt being employed in these positions made them potential targets of sexual harassment.

Observations

In the process of conducting this study, the following general observations were made, which this researcher believes is relevant to the study of sexual harassment.

1. Group perceptions of sexual harassment are determined by the individual members that comprise that group. Researchers, educators and administrators are re-defining the term sexual harassment with each new study or complaint. With all the definitions of sexual harassment being generated there will continue to be differences in individuals perceptions of sexually harassing behavior and that of the group they represent.

2. Females as a group, continue to have more experiences of sexually harassing behavior in the job environment. Although males outnumbered females one hundred and thirty-three to seventy-two in this study, more females experienced sexual harassment than males.

3. Experiences by groups were very similar. Each of the four groups averaged around 25% of their population as having been sexually harassed. An observation from this study is not that the groups and genders failed to have a significant difference, but that each group had similar numbers of

experiences dealing with sexual harassment.

4. Males and females employed in athletics and physical education indicate that both genders have experienced sexual harassment just like other employment groups. Sexual harassment is not a problem that affects just the female gender.

5. This study showed a significant number of males reporting sexual harassment. Any future increase in the amount may be due to increased awareness and education as to what constitutes sexual harassment.

6. With females alleged to be the sexual harasser in 36% of the cases presented in this study, males are a target of sexual harassment as much as females.

7. Alleged sexual harassers are younger or the same age more than anticipated. Victims indicated that the alleged sexual harasser in 43% of the reported cases were not the stereotypical older individual.

8. The power position of supervisor and administrators is not a instrument of force it once was. Alleged sexual harassers who occupied a supervisory role were indicated in only 30% of the cases in this study. The administrator is not always the initiator, but could be the victim.

9. Colleagues or associates, those who are equal in position (not having a supervisory role), tend to be the initiator of sexually harassing behavior in 34% of the cases reported in this study.

10. The term "power" in sexual harassment cases is ambiguous and

arbitrary because individuals in administrative/supervisory positions are not the primary initiators of sexually harassing behavior. Individuals who share an equal position (such as a colleague or associate) in employment, can and do sexually harass fellow workers. In addition, students who are most often viewed as being in a position to take advantage of by faculty/administrators, are exhibiting "contrapower" sexual harassment upon those same faculty and administrators.

11. The number of administrators who treat individuals differently based on their gender is less than the number of students. This gives foundation to the previous questions on age and supervisory role of the alleged sexual harasser. Older individuals who may be administrators may still be treating individuals differently because of their gender. However, this number is lower compared to the number of students who are treating faculty and administrators differently from other faculty and administrators based on their gender. An additional observation is that administrators and faculty (possibly through awareness of sexual harassment and educational seminars) may be realizing that individuals must be treated equally regardless of their gender. In addition, younger individuals such as students need to be educated about sexual harassment and sexual discrimination.

12. Employment in physical education, athletics and athletic training may not be the sole indicator of whether or not an individual is a target of sexual harassment. Those who perceived they were a target, might have developed

this belief based solely on their experiences with sexually harassing behavior.

Recommendations

The following recommendations are made in the interest of future studies of sexual harassment in athletics, athletic training and physical education.

1. Continued study and research should be done in the area of sexual harassment utilizing the same four groups in other geographical regions of the United States.
2. A duplication of this study in five years should be conducted utilizing the same four groups in the southeastern region of the United States, to study changes in statistical data and demographics.
3. Continued modification and development of testing instruments, such as the VELMAC-SHQ, to gather information on sexual harassment.
4. A similar study of sexual harassment involving other groups rather than the four groups in this study, to determine if results are similar to those in this study; (i.e. coaches, student athletes, sports information staff, and other personnel not researched in this study).
5. Physical education departments and athletic programs should examine and analyze this study to update present programs or develop a plan for educating institutional personnel in the prevention of sexual harassment problems. If possible, this should be done in conjunction with the institution's Affirmative Action Office or if the institution does not have such an office, those

responsible for investigating sexual harassment complaints.

6. Physical education departments and athletic programs should examine and analyze this study to assist the institution's Affirmative Action Office (or those responsible for investigating sexual harassment complaints), in developing written policies that are specific to athletics, athletic training and physical education.

7. Physical education departments and athletic programs should work closely with their Affirmative Action Office, (or those responsible for investigating sexual harassment complaints), in handling sexual harassment complaints and to insure that the work environments are free from sexual harassment and gender discrimination.

8. Physical education departments and athletic programs should work closely with their Affirmative Action Office, (or those responsible for investigating sexual harassment complaints), in placing greater emphasis on seminars, training activities, and education of personnel and students to provide information about policies and laws governing sexually harassing behavior.

9. Research should be conducted to study the effects that sexual harassment may have upon the working and teaching environments of both physical education/athletic administrators, faculty and students who participate in physical education/athletics.

10. Further research needs to be undertaken to examine if being

employed in athletics, athletic training or physical education does in fact makes an individual more of a target for sexual harassment more than any other employment group or is this an example of transference from an individual's previous experiences with sexual harassment to their specific profession.

APPENDICES

APPENDIX A

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE LETTER TO CONDUCT RESEARCH

A-1

COVER LETTER TO PARTICIPANTS

A-2

REMINDER POST CARD

A-3

COVER LETTER TO SECOND MAIL-OUT

A-4



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

RESEARCH AND SPONSORED PROGRAMS

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE NOTICE OF COMMITTEE ACTION

The project listed has been reviewed by the University of Southern Mississippi Human Subjects Protection Review Committee, in accordance with Federal Drug Administration regulations (21 CFE 26.111) and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 95100404

PROJECT TITLE: A Study of University/College Physical Education Faculty, Administrators, Athletic Directors, and Athletic Trainers and Their Beliefs, Perceptions and Experiences of Sexual Harassment.

PROPOSED PROJECT DATES: 11/1/95 to 4/1/96

PROJECT TYPE: New Project

PRINCIPAL INVESTIGATOR(S): Ben Velasquez

SCHOOL: Health & Human Sciences

DEPARTMENT: Human Performance & Recreation

FUNDING AGENCY OR SPONSOR: None

HSPRC COMMITTEE ACTION: Category I - Exempt - Approved

PERIOD OF APPROVAL: 11/1/95 to 4/1/96

Cecil D. Burge, Chairman, HSPRC
University of Southern Mississippi

10-26-95
Date



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

SCHOOL OF HUMAN PERFORMANCE AND RECREATION

February 1, 1996

Dear Colleague:

This letter is to seek your assistance with a survey of physical education administrators, faculty, athletic directors, and athletic trainers at four-year institutions of higher education concerning your perceptions, beliefs and experiences with an important social issue. This study is being conducted to increase knowledge regarding a vital issue that affects all colleges/universities physical education administrators, faculty and athletic staffs. Very little research of this nature has been done with this group of professionals and would provide valuable information to the profession.

Your participation is very important to this study. Please take ten minutes to fill out the enclosed survey. Your participation is voluntary, and all responses will be confidential. No responses will be tallied by institution or by individual. Assurance is given to all participants that any and all responses can not be traced back to any one institution or individual.

At any time prior to mailing, you may withdraw from this study. Again, all information is confidential. This information will be used in a doctoral dissertation, and published in subsequent journal articles. Please complete the enclosed survey, and return it by March 1, 1996 in the stamped, pre-addressed envelope I have provided.

Thank you in advance for your participation. We will look forward to your response.
If you have any questions, you may contact us by:

phone: (601) 266-6058 (or) E-Mail: bvelasqu@ocean.st.usm.edu

Sincerely,

A handwritten signature in cursive script that reads "Ben Velasquez".

Benito (Ben) Velasquez, M.Ed., ATC
Principal Investigator,
School of Human Performance & Recreation

A handwritten signature in cursive script that reads "Sandra K. Gangstead".

Sandra Gangstead, Ph.D.
Director, School of Human Performance & Recreation

enclosure

Just a friendly reminder to ask your assistance in filling out the recently sent survey on sexual harassment in physical education and athletics.

If you did not receive a survey, please contact me at the address below, and I will send another.

If you have already filled out the questionnaire and sent in your response, please accept my thanks.

Ben Velasquez, Doctoral Candidate
Middle Tennessee State University

Athletic Training Education Program
The University of Southern Mississippi
Hattiesburg, MS 39406
(601)266-6058



THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Box 5142
Hattiesburg, Mississippi
39406-5142



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

SCHOOL OF HUMAN PERFORMANCE AND RECREATION

March 15, 1996

Dear Colleague:

On February 1st of this year a survey questionnaire was sent to you requesting your assistance with a survey of physical education administrators, faculty, athletic directors, and athletic trainers at four-year institutions of higher education concerning the issue of sexual harassment.

If you received the initial survey questionnaire, filled it out and returned it, THANK YOU. YOU MAY DISREGARD THIS LETTER AND THE ENCLOSED SURVEY.

HOWEVER, if you never received the initial survey questionnaire, or it has been lost or misplaced, this is a second opportunity for you to participate in this important study.

This study is being conducted to increase knowledge regarding a social issue that affects all colleges/universities physical education administrators, faculty and athletic staffs. Very little research of this nature has been done with this group of professionals and would provide valuable information to the profession.

Your participation is very important to this study. Please take ten minutes to fill out the enclosed survey. Your participation is voluntary, and all responses will be confidential. No responses will be tallied by institution or by individual. Assurance is given to all participants that any and all responses can not be traced back to any one institution or individual.

At any time prior to mailing, you may withdraw from this study. Again, all information is confidential. This information will be used in a doctoral dissertation, and published in subsequent journal articles. Please complete the enclosed survey, and return it by April 15, 1996 in the stamped, pre-addressed envelope provided.

Thank you in advance for your participation. We will look forward to your response. If you have any questions, you may contact us by:

phone: (601) 266-6058 (or) E-Mail: bvelasqu@ocean.st.usm.edu

Sincerely,

Benito (Ben) Velasquez, M.Ed., ATC
Principal Investigator,
School of Human Performance & Recreation

enclosure

APPENDIX B

SURVEY INSTRUMENT

THE VELMAC-SHQ (SEXUAL HARASSMENT QUESTIONNAIRE)

Appendix B-Survey Instrument (page 1)

VelMac-SHQ

The VelMac-SHQ (Sexual Harassment Questionnaire) is a survey questionnaire to assess attitudes and experiences of sexual harassment of professionals in physical education, athletics and the related fields of health, dance and physical movement sciences.

Part I. Demographic Information. Please check the appropriate blank next to your response.

- | | | | |
|------------------------------------|--------------------------------------|---|--|
| 1. Gender: | 2. Marital Status: | 3. Present Age: | 4. Ethnic Background: |
| <input type="checkbox"/> 1. Female | <input type="checkbox"/> 1. Single | <input type="checkbox"/> 1. 20 yrs.- 30 yrs. | <input type="checkbox"/> 1. White Caucasian |
| <input type="checkbox"/> 2. Male | <input type="checkbox"/> 2. Married | <input type="checkbox"/> 2. 31 yrs.- 40 yrs. | <input type="checkbox"/> 2. African American |
| | <input type="checkbox"/> 3. Divorced | <input type="checkbox"/> 3. 41 yrs.- 50 yrs. | <input type="checkbox"/> 3. Hispanic |
| | | <input type="checkbox"/> 4. 51 yrs.- 60 yrs. | <input type="checkbox"/> 4. Native American |
| | | <input type="checkbox"/> 5. OVER 60 yrs. of age | <input type="checkbox"/> 5. Other |
-
- | | | | |
|---------------------------------------|---|---|--|
| 5. Level of Highest Degree: | 6. Academic Rank: | 7. Number of yrs. at Present Institution: | 8. Tenure Status |
| <input type="checkbox"/> 1. Bachelors | <input type="checkbox"/> 1. Graduate Assistant | <input type="checkbox"/> 1. 0-2 years | <input type="checkbox"/> 1. Tenured-Track |
| <input type="checkbox"/> 2. Masters | <input type="checkbox"/> 2. Instructor | <input type="checkbox"/> 2. 3-5 years | <input type="checkbox"/> 2. Tenured |
| <input type="checkbox"/> 3. Masters + | <input type="checkbox"/> 3. Assistant Professor | <input type="checkbox"/> 3. 6-10 years | <input type="checkbox"/> 3. Non-Tenured |
| <input type="checkbox"/> 4. Doctoral | <input type="checkbox"/> 4. Associate Professor | <input type="checkbox"/> 4. 11-15 years | <input type="checkbox"/> 4. Adjunct |
| | <input type="checkbox"/> 5. Full Professor | <input type="checkbox"/> 5. 16+ years | <input type="checkbox"/> 5. Not Applicable |
| | <input type="checkbox"/> 6. Not Applicable | | |
-
9. Academic/Instructional position in physical education or related field:
- ☐ 1. Administrator (Full-time/or with teaching duties).
- ☐ 2. Faculty (Full-time, NO coaching or athletic trainer duties).
- ☐ 3. Faculty (Part-time, NO coaching or athletic trainer duties).
- ☐ 4. Faculty (Full-time or Part time, WITH coaching or athletic trainer duties).
- ☐ 5. NO Academic/Instruction duties in physical education or related field.

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Appendix B-Survey Instrument (page 2)

10. Athletic Department Responsibilities:

- ☐ 1. Athletic Director (NO teaching/coaching responsibilities).
☐ 2. Athletic Director (WITH teaching/coaching responsibilities).
☐ 3. Athletic Trainer (No teaching/coaching responsibilities).
☐ 4. Athletic Trainer (WITH teaching responsibilities).
☐ 5. NO Athletic Department responsibilities.
☐ 6. OTHER: _____

11. Does your institution have a written sexual harassment policy?

- ☐ 1. Yes ☐ 2. No ☐ 3. Uncertain

12. If you answered YES to the previous question, do you comprehend the meaning of the policy?

- ☐ 1. Yes ☐ 2. No ☐ 3. Have glanced at the policy.

13. Is this policy:

- ☐ 1. University/college wide ☐ 2. Departmental ☐ 3. Uncertain

14. In the department you work 90% of the time, what is the number of full-time male and female faculty or athletic department personnel at your institution?

Females Males

Part II. Perceptions and Beliefs

Using the scale below, please CIRCLE the number that best indicates your perceptions or beliefs about sexual harassment.

(1)Strongly Agree (2)Agree (3)No Opinion (4)Disagree (5)Strongly Disagree

	SA	A	NO	D	SD
15. Sexual harassment is a serious problem on university and college campuses across the United States.	1	2	3	4	5
16. Sexual harassment is a serious problem on <u>this</u> campus.	1	2	3	4	5
17. Sexual harassment is <u>not</u> a problem in physical education athletics or related fields across the United States.	1	2	3	4	5
18. Sexual harassment is <u>not</u> a problem on <u>this</u> campus.	1	2	3	4	5
19. Most sexual harassment claims are true and valid complaints.	1	2	3	4	5

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Appendix B-Survey Instrument (page 3)

	SA	A	NO	D	SD
20. Sexual harassers are usually aware that they are offending their victims.	1	2	3	4	5
21. Victims of sexual harassment usually encourage this type of harassing behavior.	1	2	3	4	5
22. Most victims of sexual harassment are females.	1	2	3	4	5
23. Most alleged sexual harassers are male.	1	2	3	4	5

Please CIRCLE YES or NO in response to the following:

24. Do you believe you may have demonstrated behaviors that others might identify or label as being sexually harassing?	YES	NO
25. As an administrator or supervisor, YOU have received a complaint of sexual harassment AGAINST a member of your faculty/staff. Do you believe you can remain objective in judgement prior to the initial meeting with the alleged harasser?	YES	NO

Part III. Experiences with sexual harassment on the job.

Using the scale below, please CIRCLE the response which best indicates the experience YOU have had with sexual harassment throughout your professional career.

- (1)No/Never occurred during my career
 (2)Occured once during my career
 (3)Occured 2-3 times during my career
 (4)Occured 4-6 times during my career
 (5)Occured 7+ times during my career

	N	1	2-3	4-6	7+
26. Has it been your experience that your professional employment has made you a target of sexual harassment?	1	2	3	4	5
27. Do you feel that you have been the victim of sexual harassment?	1	2	3	4	5
28. Have you ever talked with individuals who have experienced sexual harassment of some type?	1	2	3	4	5
29. Have you ever been offended by suggestive stories or offensive/sexist jokes?	1	2	3	4	5
30. Have you ever been offended by seductive remarks from a supervisor/administrator?	1	2	3	4	5

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Appendix B-Survey Instrument
(page 4)

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- | | N | 1 | 2-3 | 4-6 | 7+ |
|--|---|---|-----|-----|----|
| 31. Have you ever been the victim of "staring, leering, or ogling" from a supervisor/administrator? | 1 | 2 | 3 | 4 | 5 |
| 32. Have you ever been the victim of "staring, leering, or ogling" from a student? | 1 | 2 | 3 | 4 | 5 |
| 33. Have you ever been the victim of harassing or obscene phone calls, notes, E-mail, of <u>any type or at any time</u> ? | 1 | 2 | 3 | 4 | 5 |
| 34. Have you ever been the victim of seductive remarks based on your appearance or manner of dress? | 1 | 2 | 3 | 4 | 5 |
| 35. Have you ever <u>changed</u> your appearance or manner of dress to discourage sexually harassing behavior? | 1 | 2 | 3 | 4 | 5 |
| 36. Do you feel you have been treated differently by a supervisor <u>because</u> of your gender? | 1 | 2 | 3 | 4 | 5 |
| 37. Do you feel you have been treated differently by a student <u>because</u> of your gender? | 1 | 2 | 3 | 4 | 5 |
| 38. Have you ever experienced sexist comments from a supervisor regarding your career advancement? | 1 | 2 | 3 | 4 | 5 |
| 39. Have you ever experienced unwanted discussion of your personal/sexual habits from a supervisor? | 1 | 2 | 3 | 4 | 5 |
| 40. Have you ever experienced unwanted discussion of your personal/sexual habits from a colleague? | 1 | 2 | 3 | 4 | 5 |
| 41. Have you ever experienced unwanted discussion of your personal/sexual habits from a student? | 1 | 2 | 3 | 4 | 5 |
| 42. Have you ever been subjected to unwelcomed seductive behavior (such as requests for dates, drinks, backrubs, touching/physical contact) in your job environment? | 1 | 2 | 3 | 4 | 5 |
| 43. Have you ever been approached or propositioned to establish a romantic sexual relationship by a supervisor? | 1 | 2 | 3 | 4 | 5 |
| 44. Have you ever been approached or propositioned to establish a romantic sexual relationship by a student? | 1 | 2 | 3 | 4 | 5 |
| 45. Have you ever received a subtle offer in exchange for your sexual cooperation (hints of promotion/salary increase)? | 1 | 2 | 3 | 4 | 5 |
| 46. Have you ever received a subtle offer in exchange for your sexual cooperation (student offering sex in exchange for a passing/higher grade)? | 1 | 2 | 3 | 4 | 5 |
| 47. Have you ever engaged in <u>unwanted</u> sexual behavior due to promises of a reward? | 1 | 2 | 3 | 4 | 5 |

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Appendix B-Survey Instrument (page 5)

	N	1	2-3	4-6	7+
48. Have you been rewarded for your sexual cooperation?	1	2	3	4	5
49. Have you ever received "hints" of retaliation for not cooperating with a sexual proposition?	1	2	3	4	5
50. Have you ever received direct threats for not cooperating with a sexual proposition?	1	2	3	4	5
51. Have you ever engaged in <u>unwanted</u> sexual behavior because of threats of retaliation?	1	2	3	4	5
52. Have you ever experienced <u>negative</u> consequences for refusing sexual relations?	1	2	3	4	5
53. Have you attended a workshop on sexual harassment?	1	2	3	4	5
54. Have you ever investigated or served on a committee dealing with a sexual harassment complaint?	1	2	3	4	5
55. Have <u>you</u> ever filed a sexual harassment complaint?	1	2	3	4	5

Part IV. The Sexual Harasser and YOU.

This section is only to be answered IF you have experienced sexual harassment on the job. If you HAVE NOT experienced sexual harassment yourself, you may GO TO Part V. AND if you wish, write any comments regarding the survey. THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

Please read each question and the responses carefully before answering.

If you were the victim of sexual harassment on the job, please CIRCLE the response which best answers questions about the person who harassed you.

56. In your professional career, how many times have you experienced sexual harassment?

1 2 3 4 5 6 7 8 9 10 More than 10

57. Regarding your most recent experience, the sexual harasser was:

(1) same age (2) older (3) younger

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Appendix B-Survey Instrument
(page 6)

58. Regarding all your experiences with sexual harassment, the sexual harasser was:

- (1) Male (2) Female (3) Experience of sexual harassment by both men and women.

59. Regarding your most recent experience with sexual harassment, the sexual harasser was a:

- (1) supervisor in my department.
 (2) administrator/supervisor outside my department.
 (3) fellow colleague/associate in my department.
 (4) fellow colleague/associate outside my department, but at my campus.
 (5) student in one of my classes.
 (6) student (but never been a student in my class).

(7) Other: _____

60. Regarding your own experience with sexual harassment:

- (1) I'm glad I reported it and I am satisfied with the outcome.
 (2) I'm glad I reported it, but was not satisfied with the outcome.
 (3) I'm sorry I reported it and wished I never had because of the problems it created.
 (4) I never reported it because I was afraid to.
 (5) I never reported it because I was too embarrassed to report it.
 (6) I never reported it because I confronted the individual and the harassment stopped.

(7) Other: _____

Part V. Optional Comments/Remarks.

THANK YOU FOR YOUR PARTICIPATION IN THIS IMPORTANT SURVEY. YOUR COMMENTS/REMARKS BELOW WOULD BE MOST WELCOMED.

APPENDIX C

TABULATED DEMOGRAPHICS OF RESPONDENT POPULATION

PART 1 OF SURVEY QUESTIONNAIRE QUESTIONS 1-10

Appendix C-1: Question 1. Number of Respondents by Gender

Gender	Athletic Directors		Physical Ed. Faculty		Athletic Trainers		Physical Ed Admin		Totals	
	n	%	n	%	n	%	n	%	n	%
Females	18	29%	25	53%	17	30%	12	31%	72	35%
Males	44	71%	22	47%	40	70%	27	69%	133	65%
Group Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-2: Question 2. Marital Status of Respondents

	Athletic Directors		Physical Education Faculty		Athletic Trainers		Physical Education Admin.		Row Totals	
	n	%	n	%	n	%	n	%	n	%
Single	13	21%	16	34%	16	28%	9	23%	54	26%
Married	45	73%	30	64%	37	65%	24	62%	136	66%
Divorced	4	6%	1	2%	4	7%	6	15%	15	7%
Column Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-3: Question 3. Age of Repondents

	Athletic Directors		Physical Education Faculty		Athletic Trainers		Physical Education Admin.		Totals	
	n	%	n	%	n	%	n	%	n	%
20-30 years of age	4	6%	4	9%	15	26%	0	0%	23	11%
31-40 years of age	15	24%	15	32%	28	49%	4	10%	62	30%
41-50 years of age	20	33%	21	45%	10	18%	21	54%	72	35%
51-60 years of age	13	21%	6	13%	2	4%	10	26%	31	15%
60+ years of age	10	16%	1	2%	2	4%	4	10%	17	8%
Column Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-4: Question 4. Ethnic Background of Respondents

Ethnic Background	Athletic Directors		Physical Education Faculty		Athletic Trainers		Physical Education Admin.		Totals	
	n	%	n	%	n	%	n	%	n	%
White Caucasian	51	82%	42	89%	55	96%	34	87%	182	89%
African American	11	18%	4	9%	1	2%	3	9%	19	9%
Hispanic	0		0		1	2%	0		1	1%
Native American	0		0		0		1	2%	1	1%
Other	0		1	2%	0		1	2%	2	1%
Column Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-5: Question 5. Highest Academic Degree Acheived by Respondents

Degree	Athletic Directors		Physical Education Faculty		Athletic Trainers		Physical Education Admin.		Totals	
	n	%	n	%	n	%	n	%	n	%
Bachelors	12	19%	4	9%	8	14%	0		24	12%
Masters	17	27%	8	17%	35	61%	1	3%	61	30%
Masters +	17	27%	11	23%	10	18%	5	13%	43	21%
Doctoral	16	26%	24	51%	4	7%	33	85%	77	38%
Column Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-6: Question 6. Respondents Academic Rank

Academic Rank	Athletic Directors		Physical Education Faculty		Athletic Trainers		Physical Education Admin.		Totals	
	n	%	n	%	n	%	n	%	n	%
Graduate Assistant	2	3%	0		2	4%	0		4	2%
Instructor	4	6%	14	30%	27	47%	2	5%	47	23%
Assistant Professor	8	13%	9	19%	5	9%	4	10%	22	11%
Associate Professor	8	13%	5	11%	4	7%	12	31%	29	14%
Full Professor	11	18%	13	28%	1	2%	19	49%	44	22%
Rank Not Applicable	33	53%	6	13%	18	32%	2	5%	59	29%
Column Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-7: Question 7. Respondents Years Employed at Present Insitutions

# of Years	Athletic Directors		Physical Education Faculty		Athletic Trainers		Physical Education Admin.		Totals	
	n	%	n	%	n	%	n	%	n	%
0-2 years	16	26%	5	11%	6	11%	2	5%	29	14%
3-5 years	10	16%	6	13%	13	23%	4	10%	33	16%
6-10 years	10	16%	13	28%	27	47%	4	10%	54	26%
11-15 years	8	13%	9	19%	4	7%	8	21%	29	14%
16 + years	18	29%	14	30%	7	12%	21	54%	60	29%
Column Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-8: Question 8. Respondents Tenure Status

Tenure Status	Athletic Directors		Physical Education Faculty		Athletic Trainers		Physical Education Admin.		Totals	
	n	%	n	%	n	%	n	%	n	%
Tenure-Track	2	3%	5	11%	0		4	10%	11	5%
Tenured	15	24%	24	51%	5	9%	30	77%	74	36%
Non-Tenured	18	29%	7	15%	18	32%	3	8%	46	22%
Adjunct	0		2	4%	7	12%	0		9	4%
Not Applicable	27	44%	9	19%	27	47%	2	5%	65	32%
Column Totals	62	30%	47	23%	57	28%	39	19%	205	100%

Appendix C-9: Questions 9 and 10. Respondents Tabulated by Employment Position

Employment Position	Number of Respondents	% of Total Returns By Groups
Athletic Directors	62	30%
P.E. Faculty	47	23%
Athletic Trainers	57	28%
P.E. Administrators	39	19%
TOTAL (USABLE) SURVEYS RETURNED	205 out of 400	51% out of 100%

APPENDIX D

TABULATED RESPONSES TO SURVEY

PART II OF SURVEY QUESTIONNAIRE

QUESTIONS 15-25

Appendix D-1 Question 15. Sexual Harassment is a serious problem on university and college campuses across the United States.

Responses	Number of Responses	Percent
Strongly Agree	15	7%
Agree	82	40%
No Opinion	41	20%
Disagree	56	27%
Strongly Disagree	11	5%
TOTALS	205	100%

Appendix D-2: Question 16. Sexual Harassment is a serious problem on this campus.

Responses	Number of Responses	Percent
Strongly Agree	4	2%
Agree	25	12%
No Opinion	41	20%
Disagree	95	46%
Strongly Disagree	41	20%
TOTALS	205	100%

Appendix D-3: Question 17. Sexual Harassment is not a problem in physical education, athletics, or related fields.

Responses	Number of Responses	Percent
Strongly Agree	2	1%
Agree	25	12%
No Opinion	57	28%
Disagree	97	48%
Strongly Disagree	23	11%
TOTALS	205	100%

Appendix D-4: Question 18. Sexual Harassment is not a problem on this campus.

Responses	Number of Responses	Percent
Strongly Agree	29	14%
Agree	74	36%
No Opinion	39	19%
Disagree	56	27%
Strongly Disagree	7	4%
TOTALS	205	100%

Appendix D-5: Question 19. Most Sexual Harassment claims are true and valid complaints.

Responses	Number of Responses	Percent
Strongly Agree	7	3%
Agree	93	46 %
No Opinion	76	37%
Disagree	25	12%
Strongly Disagree	3	2%
TOTALS	205	100%

Appendix D-6: Question 20. Sexual harassers are usually aware that they are offending their victims.

Responses	Number of Responses	Percent
Strongly Agree	9	4%
Agree	85	42%
No Opinion	32	16%
Disagree	73	36%
Strongly Disagree	6	3%
TOTALS	205	100%

Appendix D-7: Question 21. Victims of Sexual Harassment usually encourage this type of harassing behavior.

Responses	Number of Responses	Percent
Strongly Agree	1	1%
Agree	12	5%
No Opinion	36	18%
Disagree	110	53%
Strongly Disagree	47	23%
TOTALS	205	100%

Appendix D-8: Question 22. Most victims of sexual harassment are females.

Responses	Number of Responses	Percent
Strongly Agree	31	15%
Agree	123	60%
No Opinion	27	13%
Disagree	23	11%
Strongly Disagree	2	1%
TOTALS	205	100%

Appendix D-9: Question 23. Most alleged sexual harassers are male.

Responses	Number of Responses	Percent
Strongly Agree	32	15%
Agree	131	63%
No Opinion	26	12%
Disagree	16	8%
Strongly Disagree	1	2%
TOTALS	205	100%

Appendix D-10: Question 24. Do you believe you may have demonstrated behavior that others might identify or label as being sexually harassing?.

Responses	Number of Responses	Percent
YES	63	31%
NO	141	69%
TOTALS	204	100%

Appendix D-11: Question 25. As an administrator or supervisor, YOU have received a complaint of sexual harassment AGAINST a member of your faculty/staff. Do you believe you can remain objective in judgement prior to the initial meeting with the alleged harasser?

Responses	Number of Responses	Percent
YES	184	90%
NO	20	10%
TOTALS	204	100%

APPENDIX E

TABULATED RESPONSES TO SURVEY

PART III OF SURVEY QUESTIONNAIRE

QUESTIONS 26-55

Appendix E-1: Question 26. Has it been your experience that your professional employment has made you a target of sexual harassment

Experiences	Number of Responses	Percent
No/Never has occurred	155	76%
Has occurred once	12	6%
Has occurred 2 to 3 times	19	9%
Has occurred 4 to 6 times	9	4%
Has occurred 7+ times	10	5%
Totals	205	100%

Appendix E-2: Question 27. Do you feel that you have been the victim of sexual harassment?

Experiences	Number of Responses	Percent
No/Never has occurred	145	70%
Has occurred once	18	9%
Has occurred 2 to 3 times	28	14%
Has occurred 4 to 6 times	10	5%
Has occurred 7+ times	5	2%
Totals	206	100%

Appendix E-3: Question 28. Have you ever talked with individuals who have experienced sexual harassment of some type?

Experiences	Number of Responses	Percent
No/Never has occurred	34	17%
Has occurred once	40	19%
Has occurred 2 to 3 times	97	47%
Has occurred 4 to 6 times	24	12%
Has occurred 7+ times	11	5%
Totals	206	100%

Appendix E-4: Question 29. Have you ever been offended by suggestive stories or offensive/sexist jokes?

Experiences	Number of Responses	Percent
No/Never has occurred	80	39%
Has occurred once	22	11%
Has occurred 2 to 3 times	48	23%
Has occurred 4 to 6 times	22	11%
Has occurred 7+ times	34	16%
Totals	206	100%

Appendix E-5: Question 30. Have you ever been offended by seductive remarks from a supervisor/administrator?

Experiences	Number of Responses	Percent
No/Never has occurred	167	81%
Has occurred once	17	8%
Has occurred 2 to 3 times	12	6%
Has occurred 4 to 6 times	4	2%
Has occurred 7+ times	6	3%
Totals	206	100%

Appendix E-6: Question 31. Have you ever been the victim of "staring, leering, or ogling" from a supervisor/administrator?

Experiences	Number of Responses	Percent
No/Never has occurred	168	80%
Has occurred once	20	10%
Has occurred 2 to 3 times	12	6%
Has occurred 4 to 6 times	3	2%
Has occurred 7+ times	3	2%
Totals	206	100%

Appendix E-7: Question 32. Have you ever been the victim of "staring, leering, or ogling" from a student

Experiences	Number of Responses	Percent
No/Never has occurred	135	66%
Has occurred once	18	9%
Has occurred 2 to 3 times	28	14%
Has occurred 4 to 6 times	9	4%
Has occurred 7+ times	15	7%
Totals	205	100%

Appendix E-8: Question 33. Have you ever been the victim of harassing or obscene phone calls, notes, E-Mail, of any type or at any time?

Experiences	Number of Responses	Percent
No/Never has occurred	120	58%
Has occurred once	37	18%
Has occurred 2 to 3 times	33	16%
Has occurred 4 to 6 times	5	2%
Has occurred 7+ times	11	6%
Totals	206	100%

Appendix E-9: Question 34. Have you ever been the victim of seductive remarks based on your appearance or manner of dress?

Experiences	Number of Responses	Percent
No/Never has occurred	132	64%
Has occurred once	25	12%
Has occurred 2 to 3 times	33	16%
Has occurred 4 to 6 times	5	2%
Has occurred 7+ times	11	6%
Totals	206	100%

Appendix E-10: Question 35. Have you ever changed your appearance or manner of dress to discourage sexually harassing behavior?

Experiences	Number of Responses	Percent
No/Never has occurred	182	88%
Has occurred once	7	3%
Has occurred 2 to 3 times	9	5%
Has occurred 4 to 6 times	4	2%
Has occurred 7+ times	4	2%
Totals	206	100%

Appendix E-11: Question 36. Do you feel you have been treated differently by a supervisor because of your gender?

Experiences	Number of Responses	Percent
No/Never has occurred	134	65%
Has occurred once	13	6%
Has occurred 2 to 3 times	29	14%
Has occurred 4 to 6 times	15	8%
Has occurred 7+ times	14	7%
Totals	205	100%

Appendix E-12: Question 37. Do you feel you have been treated differently by a student because of your gender?

Experiences	Number of Responses	Percent
No/Never has occurred	118	58%
Has occurred once	21	10%
Has occurred 2 to 3 times	41	20%
Has occurred 4 to 6 times	9	4%
Has occurred 7+ times	16	8%
Totals	205	100%

Appendix E-13: Question 38. Have you ever experienced sexist comments from a supervisor regarding your career advancement?

Experiences	Number of Responses	Percent
No/Never has occurred	176	85%
Has occurred once	11	5%
Has occurred 2 to 3 times	13	7%
Has occurred 4 to 6 times	2	1%
Has occurred 7+ times	4	2%
Totals	206	100%

Appendix E-14: Question 39. Have you ever experienced unwanted discussion of your personal/sexual habits from a supervisor?

Experiences	Number of Responses	Percent
No/Never has occurred	184	89%
Has occurred once	13	4%
Has occurred 2 to 3 times	4	4%
Has occurred 4 to 6 times	2	1%
Has occurred 7+ times	3	2%
Totals	206	100%

Appendix E-15: Question 40. Have you ever experienced unwanted discussion of your personal/sexual habits from a colleague?

Experiences	Number of Responses	Percent
No/Never has occurred	162	79%
Has occurred once	18	8%
Has occurred 2 to 3 times	18	8%
Has occurred 4 to 6 times	3	2%
Has occurred 7+ times	5	3%
Totals	206	100%

Appendix E-16: Question 41. Have you ever experienced unwanted discussion of your personal/sexual habits from a student?

Experiences	Number of Responses	Percent
No/Never has occurred	164	79%
Has occurred once	22	11%
Has occurred 2 to 3 times	16	7%
Has occurred 4 to 6 times	3	2%
Has occurred 7+ times	1	1%
Totals	206	100%

Appendix E-17: Question 42. Have you ever been subjected to unwelcomed seductive behavior (such as requests for dates, drinks, backrubs, touching/physical contact) in your job environment?

Experiences	Number of Responses	Percent
No/Never has occurred	145	70%
Has occurred once	29	14%
Has occurred 2 to 3 times	20	10%
Has occurred 4 to 6 times	7	4%
Has occurred 7+ times	5	2%
Totals	206	100%

Appendix E-18: Question 43. Have you ever been approached or propositioned to establish a romantic sexual relationship by a supervisor?

Experiences	Number of Responses	Percent
No/Never has occurred	191	92%
Has occurred once	9	4%
Has occurred 2 to 3 times	2	1%
Has occurred 4 to 6 times	3	2%
Has occurred 7+ times	1	1%
Totals	206	100%

Appendix E-19: Question 44. Have you ever been approached or propositioned to establish a romantic sexual relationship by a student?

Experiences	Number of Responses	Percent
No/Never has occurred	151	73%
Has occurred once	26	13%
Has occurred 2 to 3 times	16	8%
Has occurred 4 to 6 times	8	4%
Has occurred 7+ times	5	2%
Totals	206	100%

Appendix E-20: Question 45. Have you ever received a subtle offer in exchange for your sexual cooperation (hints of promotion/salary increase)?

Experiences	Number of Responses	Percent
No/Never has occurred	201	96%
Has occurred once	1	1%
Has occurred 2 to 3 times	3	2%
Has occurred 4 to 6 times	0	0
Has occurred 7+ times	1	1%
Totals	206	100%

Appendix E-21: Question 46. Have you ever received a subtle offer in exchange for your sexual cooperation (student offering sex in exchange for a passing/higher grade?)

Experiences	Number of Responses	Percent
No/Never has occurred	181	87%
Has occurred once	11	6%
Has occurred 2 to 3 times	8	4%
Has occurred 4 to 6 times	2	1%
Has occurred 7+ times	4	2%
Totals	206	100%

Appendix E-22: Question 47. Have you ever engaged in unwanted sexual behavior due to promises of a reward?

Experiences	Number of Responses	Percent
No/Never has occurred	204	99%
Has occurred once	0	0
Has occurred 2 to 3 times	2	1%
Has occurred 4 to 6 times	0	0
Has occurred 7+ times	0	0
Totals	206	100%

Appendix E-23: Question 48. Have you been rewarded for your sexual cooperation?

Experiences	Number of Responses	Percent
No/Never has occurred	204	98%
Has occurred once	0	0
Has occurred 2 to 3 times	1	1%
Has occurred 4 to 6 times	0	0
Has occurred 7+ times	1	1%
Totals	206	100%

Appendix E-24: Question 49. Have you ever received "hints" of retaliation for not cooperating with a sexual proposition?

Experiences	Number of Responses	Percent
No/Never has occurred	197	96%
Has occurred once	5	3%
Has occurred 2 to 3 times	4	1%
Has occurred 4 to 6 times	0	0
Has occurred 7+ times	0	0
Totals	206	100%

Appendix E-25: Question 50. Have you ever received direct threats for not cooperating with a sexual proposition?

Experiences	Number of Responses	Percent
No/Never has occurred	204	98%
Has occurred once	1	1%
Has occurred 2 to 3 times	1	1%
Has occurred 4 to 6 times	0	0
Has occurred 7+ times	0	0
Totals	206	100%

Appendix E-26: Question 51. Have you ever engaged in unwanted sexual behavior because of threats of retaliation?

Experiences	Number of Responses	Percent
No/Never has occurred	201	97%
Has occurred once	4	2%
Has occurred 2 to 3 times	1	1%
Has occurred 4 to 6 times	0	0
Has occurred 7+ times	0	0
Totals	206	100%

Appendix E-27: Question 52. Have you ever experienced negative consequences for refusing sexual relations?

Experiences	Number of Responses	Percent
No/Never has occurred	201	97%
Has occurred once	3	2%
Has occurred 2 to 3 times	2	1%
Has occurred 4 to 6 times	0	0
Has occurred 7+ times	0	0
Totals	206	100%

Appendix E-28: Question 53. Have you attended a workshop on sexual harassment?

Experiences	Number of Responses	Percent
No/Never has occurred	98	47%
Has occurred once	65	31%
Has occurred 2 to 3 times	37	18%
Has occurred 4 to 6 times	4	3%
Has occurred 7+ times	2	1%
Totals	206	100%

Appendix E-29: Question 54. Have you ever investigated or served on a committee dealing with a sexual harassment complaint?

Experiences	Number of Responses	Percent
No/Never has occurred	159	77%
Has occurred once	29	14%
Has occurred 2 to 3 times	14	7%
Has occurred 4 to 6 times	2	1%
Has occurred 7+ times	2	1%
Totals	206	100%

Appendix E-30: Question 55. Have you ever filed a sexual harassment complaint?

Experiences	Number of Responses	Percent
No/Never has occurred	204	98%
Has occurred once	1	1%
Has occurred 2 to 3 times	0	0
Has occurred 4 to 6 times	1	1%
Has occurred 7+ times	0	0
Totals	206	100%

APPENDIX F

TABULATED RESPONSES TO SURVEY

PART IV OF SURVEY QUESTIONNAIRE

QUESTIONS 56-60

Appendix F-1: Question 56. In your professional career, how many times have you experienced sexual harassment?

Number of Times Respondents Reported Occurrences of Sexual Harassment	Number of respondents who reported experiencing sexual harassment	Percent
One	9	18%
Two	6	12%
Three	15	30%
Four	3	6%
Five	6	12%
Six	3	6%
Seven	3	6%
Eight	0	0
Nine	0	0
Ten	4	8%
More Than Ten	1	2%
Totals	50	100%

Note: Fifty respondents reported sexual harassment incidents.

Appendix F-2: Question 57. Regarding your most recent experience, (the age of) the sexual harasser was:

Age of Alleged Sexual Harasser	Number of Reported Cases	Percent
Same Age as Victim	3	6%
Older than Victim	26	53%
Younger than Victim	19	37%
Age Unknown	2	4%
Totals	50	100%

Appendix F-3: Question 58. Regarding all your experiences with sexual harassment, (the gender of) the sexual harasser was:

Gender of Alleged Sexual Harasser	Number of Reported Cases	Percent
Male	26	52%
Female	18	36%
Experience of Sexual Harassment from both genders	6	12%
Totals	50	100%

Appendix F-4: Question 59. Regarding your most recent experience with sexual harassment, (the supervisory position of) the sexual harasser was:

Power Position of Alleged Sexual Harasser	Number of Reported Cases	Percent
Supervisor in same department	7	14%
Administrator/Supervisor in other department	8	16%
Fellow Colleague/Associate in same department	14	28%
Associate/Colleague outside the department	3	6%
Student taking class in the department	11	22%
Student, from another department	1	2%
Other	6	12%
Totals	50	100%

Appendix F-5: Question 60. Regarding your own experience with sexual harassment (your satisfaction level was):

Satisfaction Level	Number of Respondents	Percent
Glad I reported it and I am happy with outcome	3	6%
Glad I reported it, But not satisfied with outcome	1	2%
Sorry I reported it and wished I never had because of the problems it created.	0	0
Never reported it because I was afraid to.	5	10%
Never reported it because I was too embarrassed.	1	2%
Never reported it because I confronted the individual and the harassment stopped.	23	47%
Other*	16	33%
Totals	50	100%

note: *Other: Written responses ranged from the following:

"I quit and left the position"

"Relocated"

"I didn't want to escalate the situation"

"I didn't let it distract (me) from my purposes"

"Handled it in another manner" or "It was not significant"

"At the time I didn't consider it sexual harassment"

"I reported it and it stopped for a time, then it began again"

"Never reported it because no one would believe me"

"I didn't think it needed to be reported, I spoke with person and it stopped."

"I ignored it"

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