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AD HOC TASK FORCE TO ASSESS THE CAMPUS
CLIMATE FOR GENDER

REPORT

ON

FINDINGS AND RECOMMENDATIONS

INDIANA UNIVERSITY SOUTH BEND

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Introduction

On May 26, 1995, at a special meeting of the Indiana University South Bend Academic Senate, the faculty voted to create an "Ad Hoc Task Force to Assess the Campus Climate for Gender." The charge of the Task Force was to investigate issues relating to the campus climate for gender and to propose recommendations for enhancing the campus climate for gender. The make-up of the Task Force was the same as for other committees created by the Academic Senate: five faculty members, two staff members, and two student members. Members of the Task Force were selected by the Academic Senate's Executive Committee. The following individuals agreed to serve on the Task Force:

James Blodgett, Associate Professor of English;
Linda Chen, Associate Professor of Political Science and Chair of Task Force;
Louise Collins, Assistant Professor of Philosophy;
Anthony Droege, Professor of Fine Arts;
Michael Filbert, Senator, Student Association;
Deborah Kingsberry, Enrollment Counselor, Office of Student Services;
Barbara Palatin, Senator, Student Association;
Tracy White, Student Records, Office of General Studies;
Sandra Winicur, Associate Professor of Biology.

In addition, Jean Troutman-Poole, Instructor, Labor Studies Program, was invited to participate in the Task Force's work beginning in December of 1995. Ms. Troutman-Poole has expertise in the area of workplace sexual harassment.

During the Spring 1996 semester, Deborah Kingsberry and Michael Filbert left IUSB. This report reflects the consensus of the remaining members of the Task Force.

Defining Our Mission

The Task Force convened in early September 1995 to discuss what steps to take in assessing the campus climate for gender. Our initial deliberations were informed by a meeting with Linda Fisher, Affirmative Action Officer, Charlotte Pfeifer, Director of the Office of Campus Climate, and Eileen Bender, Special Assistant to the Acting Chancellor. These discussions led to the consensus that we needed to take a broad look at what constituted gender climate issues. We agreed to look at the following areas:

- a review of the overall campus climate for gender, which included perceptions about gender equity and gender bias;
- a review of existing rules and policies which impacted on the gender climate at IUSB;
- a review of the sexual harassment policy.

In addition, after several meetings with individuals on campus, the Task Force decided to investigate gender connected issues relating to student/employee/faculty quality of work life.

It is important to note that the Task Force concerned itself with investigating broad general issues rather than specific grievances raised by members of the IUSB community. Our investigations involved reviewing official and informal IUSB policies

and practices, people's perceptions, and people's concerns as they related to the gender climate. The purpose of these investigations was to evaluate both positive and negative aspects of the campus climate for gender. Our recommendations are designed to promote a long-term proactive commitment by IUSB toward promoting gender equity and an harassment-free environment.

Methodology

The Task Force sought information from many varied sources.

Review of the Literature

Members of the Task Force reviewed:

- written statements appearing in official IUSB and IU publications;
- written documents which outlined the standard operating procedures of the institution;
- written reports and studies done by other IU campuses and the University of Notre Dame;
- published research about campus climate issues and on sexual harassment in academia and the workplace;
- written documents on how other university campuses dealt with their gender climate and sexual harassment complaints.

The review of IUSB's and IU's official statements with regards to the gender climate and a review of how IUSB puts into practice its stated commitments to gender equity gave us one reference point by which to assess the state of the gender climate. The review of reports and studies done by other IU campuses offered another reference point in terms of how institutions comparable to IUSB were dealing with issues of the gender climate. Finally, the review of the published scholarly literature on gender climate issues enabled us to interpret our findings within an established core of research. References to the literature are integrated throughout the report.

Interview Process

In addition to a review of written documents, the investigation of the gender climate necessitated accessing the views and perceptions of the IUSB community. To that end, the Task Force sponsored a series of open meetings for the IUSB community to express their views and perceptions of the gender climate. In addition, the Task Force scheduled meetings with specific individuals and representative groups at IUSB.

The open meetings targeted the various communities of people at IUSB:

1. students
2. bi-weekly staff
3. professional staff
4. faculty
5. service/maintenance staff.

These meetings were meant to serve as forums where the Task Force solicited the views and concerns of members of the IUSB community. Attendance at the open meetings were variable. The open meetings with the faculty and professional staff

were well attended and the Task Force learned of important issues beyond our original concerns that needed investigation.

We had virtually no attendance at the three meetings we sponsored for students. Likewise, we had no turnout for the meeting scheduled for service/maintenance staff and only two individuals turned out for the meeting for bi-weekly staff. Beyond the difficulties of scheduling meetings at a commuter campus, the Task Force speculated that the lack of participation could be interpreted several ways:

1. students and bi-weekly staff have no concerns about the gender climate;
2. students and bi-weekly staff had fears about expressing concerns at open meetings;
3. students and bi-weekly staff were cynical as to whether anything would actually change as a result of an exploration of the gender climate.

The Task Force sought other means of gaining input from these groups. To obtain information about the views of the bi-weekly staff, the Task Force held a meeting with the Bi-Weekly Staff Council. This group consists of elected representatives of the bi-weekly and service/maintenance staff and its purpose is to serve as a sounding board for staff concerns.

To obtain information about student perceptions of the campus climate, the Task Force relied on two principal sources of data. The first was a survey conducted by an honors student concerning gender relations at IUSB. The survey was mailed to a random sample of 2350 IUSB students. The response rate from the survey was 363 students. These responses were compared with 142 first semester first year students attending classes in the Fall of 1995. The survey was carried out in the Fall of 1995. The second source of information was a meeting with a student focus group, a recommendation made to the Task Force by Vice Chancellor for Student Affairs, Len James. The focus group consisted of students identified by Task Force members as involved in campus life at IUSB. The views expressed by the students were compared to the results of the student survey.

To build on the findings of the open meetings, the Task Force interviewed individuals who held administrative/supervisory positions in the university. This included meetings with the Chancellor and vice chancellors, several deans, and program directors. The purposes of these meetings were threefold:

- to find out how individuals with administrative duties perceived the campus climate for gender;

- to find out what was being done by their offices to improve the gender climate;

- to ascertain what recommendations they had for improving the gender climate.

Questions for these meetings were tailored for each individual administrator reflecting the specific responsibilities of their office. For example, our interview with the Vice Chancellor for Business Affairs centered on workplace issues for staff. Our interview with the Vice Chancellor for Academic Affairs centered primarily on issues of faculty and students.

Other important sources of information were obtained at two meetings with the chairs of the Division of Liberal Arts and Sciences and a meeting with the Associate Faculty Advisory Council.

In addition to formal meetings and interviews, Task Force members were approached throughout the year by individuals with concerns about the gender climate. After each meeting announcement, we had individuals e-mailing us commentaries or speaking privately with members of the Task Force. From this pattern of behavior, it does appear that there existed some reluctance on the part of many members of the IUSB community to relate their concerns about the gender climate in public.

The Task Force also received several individual complaints of sexual harassment and gender bias. While the Task Force was not in a position to adjudicate these complaints, we did analyze the issues raised by these complaints. We also offered advice as to the appropriate places to file these complaints.

Evaluating the Information

We began our investigations with a genuine desire to learn how members of the IUSB community perceived the campus climate for gender, without attempting to judge the validity of their views. It should be mentioned that people's perceptions are in and of themselves important. Campus climate issues deal with perceptions about the atmosphere, the environment, and the values of an institution. Perceptions of non-acceptance, of lack of support, or of being devalued have very real effects on how well students learn and how well people excel at their work. The issues that the Task Force ultimately chose to investigate and evaluate were based on the following criteria:

- how often was a concern raised, by whom, and in what contexts? For example, we heard from different sources at different meetings that students were afraid to lodge complaints of sexually harassing behavior. The Task Force looked at the official rules for lodging sexual harassment complaints and surveyed individuals with supervisory responsibilities as to if and how they had handled complaints in the past. This information served as the basis for our evaluation of this stated problem.

- in what ways did concerns raised in the IUSB context reflect similar concerns raised in the national discussion of gender climate issues? For example, the scholarly literature on women's experiences in colleges and universities is consistent in highlighting the persistence of gender biased behaviors and attitudes in the classroom environment. When women and men students related to us examples of sexist behavior by faculty at IUSB, we noted that these examples were illustrative of gender climate problems found nationally.

- in what ways was the information we received from one source consistent or inconsistent with another source? For example, the Task Force found an amazing consistency in what people felt to be major problems with gender equity at IUSB, such as the lack of more women in high administrative posts and the low salaries of the clerical staff. At the same time, the Task Force found real differences in perceptions about the gender climate based on the sex and institutional role of the informant. Women more than men had greater concerns about the gender climate. Persons higher up on the institutional hierarchy were aware of fewer problems than persons at the lower end of the institutional hierarchy. The Task Force noted these points of consistency and inconsistency in its overall evaluation of the gender climate.

- in what ways could claims made about the gender climate be validated by independent sources? For example, the Task Force received complaints that the child care center favored the children of faculty and staff, over that of students. Upon investigating the rules of child care admissions, the Task Force discovered that 85% of the spaces in the day care center were reserved for the children of students. In this case, the Task Force was able to separate out an erroneous perception from the actual reality. In most other instances, however, it was much more difficult to assess the reality of a situation. For example, we heard from many sources that past complaints of sexual harassment were ignored by the administration. Administrators claimed that official complaints were never ignored and that they were legally bound to act on formal complaints. This inconsistency of view was rather impossible to evaluate given the lack of access to former alleged victims and to IUSB employee records. In cases where the Task Force could not find definitive independent confirmation, the Task Force sought to explain why certain perceptions seemed to persist.

In utilizing the above criteria, the Task Force has attempted to paint a portrait of the campus climate for gender at IUSB. We make no claims to being definitive in our portrayal and several of our recommendations are geared towards further study. We do believe that the report which follows contains a great deal of useful information about gender relations at IUSB and that our recommendations are necessary stepping stones toward promoting a climate of equity and fairness at IUSB.

The Campus Climate for Gender - An Assessment

The "climate" of a university campus is a collective and prevailing set of standards and attitudes, the complex environment of teaching and learning, scholarship and service. (Bender, 1995) Everyone who works, studies, and teaches at IUSB is affected by the campus climate. The ability of individuals to develop their talents, to be productive in their work, and to grow intellectually is dependent upon an environment which fosters respect, civility, collegiality, and tolerance. The responsibility for fostering such an environment resides with all members of the campus community.

Campus Climate for Gender

Questions and issues regarding the campus climate gained prominence in the 1980s as the numbers of women and people of color entering the academy began to increase. With regards to women, a published report entitled "The Classroom Climate: A Chilly One for Women?" by Roberta Hall (1982) raised awareness of the many ways, subtle and not so subtle, that women students were treated less equitably than men in the academy. This study analyzed how the ordinary, everyday interactions (both within and outside of the classroom) between students and faculty can create an atmosphere which impedes the intellectual development of women. Attitudes and behavior which helped to create a "chilly climate" included:

- the use of sexist jokes and examples in the classroom;
- the use of texts where women were either invisible or always shown in stereotypical situations;
- the often unconscious ways that faculty ignore women students and their contributions to class discussions;
- the often unconscious ways that faculty exclude women students from formal and informal mentoring networks.

An updated and newly revised report entitled "The Chilly Classroom Climate: A Guide to Improving the Education of Women" by Bernice Sandler (1996) offered numerous recommendations for improving the campus climate for women.

While the two studies cited above dealt primarily with women students, research has also analyzed how women faculty are treated in the academy. (Sandler, 1996; Blakemore, 1994; Initiatives) Entering what were usually all male departments has engendered concerns about acceptance and support. Women faculty have cited attitudes and behavior which have made them feel unwelcome and marginal to academic life. Some of these attitudes and behavior include:

- the absence of mentoring networks to learn "the rules of the game";
- the subtle ways in which women's intellectual competence is questioned;
- the evidence of gender bias in evaluating women;
- the absence of a critical mass of female colleagues;
- the existence of hostility towards anything having to do with gender;
- the lack of interest in issues dealing with gender differences.

In the most recent survey of faculty attitudes carried out by the Higher Education Research Institute of UCLA, women faculty indicated that "a chilly climate" still existed

within the academy towards women. (Magner, 1996)

That the issues of campus climate should revolve around race and gender are not surprising. Notwithstanding the popular myth that affirmative action has opened the floodgates to hordes of unqualified people of color and women to positions of power and influence, the academy has been and continues to be a predominantly white, male institution. Most college and university presidents and administrators are white men, most tenured professors are white men, and most members of Boards of Trustees are white men. In contrast, most of the clerical staffs of any college and university are women, and as of the 1990's, entering classes of students are majority female. The entrance of increasing numbers of women as students and as faculty to the male dominated academy has raised concerns about fairness, equity, sexism, and sexual harassment. National studies conducted over the past 15 years indicate that women are subjected to bias, discrimination, and sexual harassment in far greater numbers than white men. (Sandler, 1996; Hall, 1982; Paludi, 1996, Initiatives) In addition, the IUSB Task Force's investigations have found that many colleges and universities have in place institutional mechanisms for improving the campus climate for women.

The national debate about the campus climate for gender is one which is relevant for Indiana University South Bend. Although IUSB has historically been a majority female student campus, there has never been any study of what the campus climate is like for women and men. That such a study is timely and perhaps long overdue is evidenced by the following:

1. the sexual harassment allegations surrounding the resignation of IUSB's ex-chancellor and subsequent claims that sexual harassment was a general problem on campus;
2. the increased numbers of women faculty recruited in the past five years;
3. the growing awareness in the academy of how gendered analysis is important to teaching and learning.

The investigations of the Task Force in this section will deal with gender climate issues. This section is divided into three parts:

- Evidence of a Positive Gender Climate;
- Evidence of Need for Improvement;
- Recommendations for Improving the Campus Climate for gender.

Evidence of a Positive Gender Climate

Indiana University and Indiana University South Bend have a long-stated commitment to principles of providing "equal educational and occupational opportunities for all persons and [a commitment] to positive action toward elimination of discrimination in all phases of University life." (IU Academic Handbook, p. 2) The positive action which the IU Board of Trustees statement refers to is reflected in efforts taken by several offices and individuals at IUSB to foster greater awareness about the gender climate. Among the efforts which the Task Force believes facilitates a positive gender climate are:

1. The teaching and research activities of numerous faculty at IUSB who integrate issues of gender into their work;

2. The commitment of faculty search committees to recruit women to departments where they have traditionally been under represented;
3. The work of the Office of Campus Climate, under the directorship of Ms. Charlotte Pfeifer, which has sponsored many programs and activities to build awareness of the campus climate, primarily on issues of race;
4. The work of the Affirmative Action Officer, Ms. Linda Fisher, who has held numerous meetings with university offices and divisions to acquaint faculty and staff about affirmative action rules and regulations;
5. The commitment of the Division of Nursing, under the leadership of Dr. Marian Pettengill, which has actively recruited male students to the Nursing Program;
6. The teaching of a course on "Sexual Harassment" by Ms. Jean Troutman-Poole of the Division of Labor Studies;
7. The development of a strong Women's Studies Program, directed by Dr. Patricia McNeal;
8. The discussion of sexual harassment issues undertaken by the chairs of the Division of Liberal Arts and Sciences at their annual retreats. Acting Vice Chancellor Elizabeth Scarborough and Acting Dean Lynn Williams have initiated these discussions;
9. The survey conducted by Dr. Brenda Knowles within the Division of Business and Economics about gender differences in perceptions of sexual harassment;
10. The hosting of a teleconference on "Sexual Harassment in Academia," sponsored by the Office of Acting Chancellor Lester Lamon;
11. The founding of the IUSB Child Care Center over twenty years ago, by students and faculty at IUSB;
12. The formation of the IUSB Women's Student Union, a student organization dedicated to educational outreach about gender issues.

The efforts undertaken by the offices, groups, and individuals cited above are important to fostering a positive gender climate at IUSB.

In addition to the institutional efforts to promote a positive gender climate, the Task Force also received favorable comments about the gender climate. We heard comments from various individuals who felt comfortable working and studying at IUSB, and who had never personally suffered any discrimination, bias, or sexual harassment. In the student survey on gender relations at IUSB, conducted by honors student Merinell Heines, the majority of students expressed a lack of gender bias or sexual harassment in their academic lives.

The Task Force interprets these positive affirmations of the campus climate as evidence of the commitment of members of the IUSB community to treat each other with respect and civility. Many of our informants reported the IUSB campus climate as much more positive than other places where they had previously worked or studied.

At the same time, while individuals spoke of a positive gender climate, they also acknowledged that there were areas of campus life which could be improved. It was quite common for individuals to seek out Task Force members after our official meetings to offer anecdotes about "friends" or even themselves who had experienced harassing or biased behavior at IUSB. The frequency of such contacts led the Task Force to investigate aspects of campus life most cited as problem areas.

Evidence of Need for Improvement

In assessing the problem areas for the gender climate at IUSB, the Task Force noted two interesting, but not surprising phenomena:

1. the perceptions of the gender climate differed according to one's role/position in the university;
2. attendance at the open meetings and contacts from individuals came primarily from women.

The second point confirms that issues of campus climate are faced primarily by women as opposed to men. The first point indicated to the Task Force that analyzing gender climate issues required attention to the diverse communities of individuals who work, study, and teach at IUSB. It also indicated to the Task Force that the gender climate varied across the campus, depending on the office, department, and division.

Faculty Perceptions of the Campus Climate for Gender

Faculty perceptions concerning the campus climate for gender can be divided into two parts: a. attitudes and beliefs about campus climate and gender issues and b. concerns expressed by women faculty on how they are evaluated by the institution and their peers.

a. Attitudes and beliefs about campus climate and gender issues.

In its investigations, the Task Force found that many faculty were unaware of the burgeoning research done on the "chilly climate" for women in the academy. Perhaps because of this lack of knowledge, a variety of negative attitudes surfaced. In their mildest form, several faculty expressed skepticism as to whether women at IUSB faced such a "chilly climate". One department chair raised the question of what campus climate meant as a term. Some outright hostility did appear in the discussion of anything having to do with gender. This hostility was most pronounced among several male administrators and among several women and men faculty with administrative responsibilities. This is a special cause of concern, because these individuals have responsibilities for evaluating women faculty.

Along these same lines, throughout the year of the Task Force's existence, members of the Task Force were approached by faculty concerned about a "witch hunt" mentality on campus. This reflects a certain degree of defensiveness about gender relations and hostility toward discussions of gender issues. This also assumed that the Task Force's investigations of the gender climate only looked at issues pertaining to sexual harassment.

b. Women faculty and how they are evaluated by the institution and their peers

Women faculty cited various issues of concern as regards the gender climate. Several raised the issue of bias in the evaluation process. Were the contributions and talents of women faculty recognized by their overwhelmingly male departments? Were women faculty who taught about gender issues and women's studies in their disciplines seen as less scholarly than their counterparts who pursued more traditional fields of study? Did evaluation of student surveys of courses take into account that

according to research conducted across the nation, women faculty appear to receive less favorable reviews than white men faculty?(Langbein, 1995; Sandler, 1996) Were certain courses stereotyped as being more appropriate for female students and other courses stereotyped as being more appropriate for male students? Are women faculty stereotyped as "mother" figures while men faculty are stereotyped as "experts" in their fields?

These questions (raised primarily by women faculty) highlight a perception that the academy is a male-centric institution. Women faculty do perceive bias in the ways that they are evaluated vis-a-vis their male counterparts. They also expressed hesitation about discussing these issues with their department /divisional heads, who are mostly males.

Another important issue raised by faculty had to do with the level of everyday interactions with faculty peers. Women and men faculty related examples of sexist comments and attitudes by their peers. Comments dealing with physical appearance which mentioned parts of the anatomy, jokes where the content demeaned women and homosexuals, and comments which were dismissive of feminist perspectives all exist at IUSB. Women and men faculty who took offense at these sexist comments felt uneasy about expressing their views.

Faculty also raised concerns about more subtle biased behaviors. Several women and men faculty noted that in meetings, women faculty often spoke less and were recognized less often than their male counterparts. Women faculty related concerns about being interrupted frequently when attempting to make a point. Women faculty also spoke about the use of humor to denigrate issues and concerns they raise in a public context.

Staff Perceptions of the Campus Climate for Gender

Among the professional staff who attended the open meeting held in October, 1995 (most of whom were women), the view most expressed was one of changing climate with regards to race and gender. In the wake of the Cohen resignation, the offices where many professional staff worked seemed to resonate with a greater awareness to gender and racial bias. Several professional staff women noted that behavior which had been tolerated or ignored in the past, was now being modified. Concerns raised by the professional staff focused upon the overwhelmingly male bias in the upper levels of the administration. Also, professional staff raised the concern that gender and race bias existed in how their work was evaluated and the status which their positions were accorded. These perceptions dealt primarily with the daily intraoffice dynamics of work and with the subjective nature of evaluating their work.

Among the bi-weekly staff (most of whom are women), perceptions of the campus climate appeared most problematic. The range of perceptions about the campus climate included concerns of being ignored in policy making to feelings of fear and intimidation when attempting to raise concerns. It was a generally agreed upon feeling on the part of bi-weekly staff members that their work was undervalued and their concerns were largely ignored in the larger scheme of how the university operated. Bi-weekly staff members spoke of how decisions were often made without

consultation with staff even though staff would be responsible for implementing these decisions. Bi-weekly staff members spoke of a "lack of respect" for their concerns and a "lack of appreciation" for the work they do. One problem they cited most often was a lack of communication with upper level administrators.

Bi-weekly and service/maintenance staff also spoke of fear and intimidation. Threats of layoffs or undesirable job assignments seemed to accompany grievances brought forward by staff members. Staff were also told to seek employment outside of IUSB if they made known a grievance.

Several staff members raised the issue of the ex-chancellor's presence on campus. They felt that the way the situation was handled was another indication of how their feelings were ignored. Several staff members characterized this situation as "a symbolic slap in the face" to the bi-weekly staff, since the allegations of sexual misconduct by the former chancellor involved members of the staff.

The concerns raised above are certainly serious and speak to a need for a more thorough review of how bi-weekly staff are treated at IUSB. At the very least, our conversations with bi-weekly staff showed a low morale and cynicism which seemed pervasive among their ranks. What makes these concerns "gendered" is the fact that most of the staff are women. Most of their immediate supervisors are men. The distribution of power and authority is one where men, predominantly white men, oversee the working conditions of a predominantly female staff. The dynamics of everyday office interactions therefore, will necessarily be influenced by gender.

Student Perceptions of the Campus Climate for Gender

Student perceptions of the campus climate for gender indicated the existence of bias in certain areas:

- a. sexist attitudes and beliefs on the part of faculty,
- b. sexist attitudes and beliefs on the part of fellow students,
- c. concerns about physical safety.

a. Sexist attitudes and beliefs on the part of faculty

During the Fall of 1995, honors student Merinell Heines conducted a survey among students on Gender Relations at IUSB. This survey dealt with questions relating to general campus climate issues for men and women, sexual harassment, and campus safety. It should be noted that the survey in Heines' study is a standard survey used in investigating gender climate issues. It also bears mentioning that this survey was conducted as a student's honors project and had absolutely no connection to the events of May 1995 or to the creation of the Task Force.

With regards to those questions which dealt with general campus climate, the student survey showed that 32% of the student respondents had either witnessed or experienced first hand a faculty member using sexist language, humor, and comments. Twenty-nine percent of the student respondents witnessed faculty members taking women less seriously than men. Twenty-one percent of the student respondents stated that faculty members expected women to behave in passive or unassertive ways, and 22% stated that faculty members expected men to behave in dominant ways.

In our meeting with students, several raised similar concerns. Several students spoke of faculty taking women less seriously than men. Others spoke of sexist remarks made against both men and women. Students also spoke of the over representation of men as professors and the need for greater diversity among the faculty. Another issue raised by the student group dealt with course content. Students bemoaned the lack of inclusive coverage of women in their courses. Several of the women students felt that integrating women and gender into the entire curriculum was necessary and desirable.

b. Sexist attitudes and beliefs on the part of other students

In addition to looking at faculty-to-student interactions, the student survey also looked at student-to-student interactions. As with faculty-to-student interactions, the survey asked about the incidence of sexist language, humor, and comments; the expression of derogatory comments about women and men; and the expression of taking women less seriously than men. Sixty-four percent of the student respondents experienced sexist language, humor and comments by their peers. Forty-three percent of the student respondents experienced expressions of derogatory beliefs or attitudes about women. Thirty-two percent heard such comments directed toward men. Forty-three percent of the student respondents experienced students taking women less seriously than men and 35% said they had experienced other students expecting men to behave in a dominant way.

In our meeting with students, they raised concerns about other students using homophobic language as well.

It should be noted that women respondents experienced these sexist behaviors and language in larger numbers than men.

c. Views about campus safety

The student survey also asked questions concerning physical safety on campus. The women student respondents cited safety concerns as affecting their behavior. Women students avoided the Schurz Library, the Writing Center, and student computer labs after dark because of safety concerns. Women students also avoided taking night classes out of safety concerns. Parking lots and the parking garage were also places cited as rather unsafe. Men students did not seem to have these concerns.

The results of the student survey are consistent with surveys done across the nation on gender climate issues in university settings. (Heines, 1996) It is clear that sexist attitudes and behavior exist at IUSB and that men and women experience this sexism in unequal ways.

Other Issues Concerning the Campus Climate for Gender

The Intersection of Race and Gender

The national literature on gender climate in the academy is paying increasing attention to the ways in which race and gender often intersect in creating differential

experiences between white women and women of color. Women of color in the academy face both racism and sexism, which undermines their ability to learn and work in supportive environments. Their small numbers in the academy usually mean that they face isolation and marginalization from academic life. At the same time, because of their small numbers, minority women faculty are often expected to "represent" their race to the academic community at large by serving on committees and teaching courses which promote "diversity". Recent studies also show that women of color face more sexual harassment in the academy than their white female counterparts. (Sandler, 1996; Hall, 1982; Dufour, 1996; Aguirre, 1994)

In the Task Force's investigations, we did not receive many concerns about the intersection of race and gender. However, an event which sparked widespread discussion was the candidacy of Mildred Garcia for the position of chancellor of IUSB. When President Brand declined to offer her the position, there was of course a great deal of discussion on campus. Many people who had supported Dr. Garcia's candidacy believed she was not selected because of her race and gender. The belief that racial and gender bias played a part in the president's decision was particularly strong among minority staff and a number of women faculty. As part of the controversy over the Garcia candidacy, the Task Force received a copy of a letter sent by six faculty members to President Brand which argued that neither of the two final candidates for chancellor (the other being an African-American man) were acceptable to them. What is of interest here is that the letter solely focused on what the signatories characterized as the "lack of qualifications" of Dr. Garcia for the position but was silent about the qualifications of the male candidate.

It is unclear what the above signifies about the campus climate for women of color at IUSB. In the absence of more input from the campus community, we conclude that this is an area which requires further investigation.

Sexual Orientation

Another issue which the Task Force considered to be important was the campus climate for gays and lesbians. The Task Force received little information on the situation of gays and lesbians, except several disturbing accounts of "gay bashing." One professor related a concern about homophobic graffiti left on bathroom walls while other graffiti was removed. Another professor related an account of witnessing one student harassing another student because he was gay. A student related an account of students treating another student with disdain because he was thought to be gay.

These anecdotes clearly demonstrate that there is a problem with homophobia on campus which requires further investigation.

The Campus Climate for Gender in Light of the Cohen Resignation

Embarking on an investigation of the campus climate for gender in the aftermath of a very public sexual harassment scandal involving the highest ranking administrator on campus will of course impact on people's perceptions and what they have to say. One positive outcome of the Cohen resignation was that long before the Task Force began its work in September 1995, discussions took place in all corners of the campus

about the issues of sexual harassment, gender bias, and campus climate. Most of the people we spoke to had already spent several months thinking about issues of gender.

At the same time, the Cohen resignation and the way the whole matter was handled by the central administration of Indiana University also had the effect of shutting down (and driving underground) discussion of the gender climate when the Task Force sponsored open meetings. Students and staff expressed concern (and some even fear) about discussing gender climate issues because of what they perceived to be the failure of IU to follow its own published policies concerning sexual harassment complaints. In addition, the initial denials that anything was amiss when Dr. Cohen suddenly resigned as chancellor in May 1995, having to read and hear about the sexual harassment allegations in the local media, President Brand's refusal to come to campus personally in those first few weeks, and the lack of available information to those who work at IUSB have all been cited as evidence of the mishandling of the situation. Dr. Cohen's continued presence on campus and his scheduled return to teaching in the Fall of 1996 reportedly made women reluctant to come forward with their concerns about gender. Many women feel that Indiana University does not take issues of sexual harassment and gender bias seriously. This view was especially strong among women staff and women students who expressed resignation and cynicism about whether IU would ever deal with sexual harassment and gender bias in a serious manner. Unfortunately, these feelings of resignation and cynicism were reinforced in light of the failed chancellor's search.

Recommendations for Improving the Campus Climate for Gender

It is clear from the Task Force's investigations that there are areas of the campus climate for gender in need of improvement. Strong perceptions exist at IUSB that women are not treated equitably and that sexist behavior exists and is detrimental to the learning and working environment for both women and men. The following are recommendations for improving the campus climate for gender:

1. Surveying the Faculty and Staff.

The Task Force recommends that faculty and staff be surveyed about gender climate issues to perhaps obtain a more concrete idea of the depth and breadth of people's perceptions about gender bias, sexist behavior, and sexual harassment at IUSB. An empirical study about the gender climate would provide information which would not be readily accessible using the open-ended, informal interview procedures of the Task Force. Since many of the issues dealing with gender are of a rather sensitive nature, individuals would perhaps feel more comfortable expressing their concerns in anonymous surveys.

2. Workshops on Gender Issues for faculty, staff, and students.

The Task Force recommends that workshops be sponsored to educate members of the IUSB community on issues of gender. This includes educating members of the IUSB community on their legal rights and obligations under affirmative action and Title VII guidelines, as well as IU-specific policies. We also recommend

that these workshops be designed to fit the needs of specific groups on campus.

a. Workshops for faculty - We recommend workshops to introduce faculty to the research on gendered learning styles and on the chilly climate for women in the academy. These workshops should be offered over the course of each academic year in specific departments/divisions, as well as to all new incoming faculty. We also recommend that all academic divisions sponsor workshops to promote the integration of gender analysis into their curricular offerings.

b. Workshops for administrators - We recommend workshops for administrators who have supervisory responsibilities. These workshops should focus on the challenges of working with a diverse population and with improving the channels of communication between supervisors and their staffs. Workshops on how to design fair and equitable systems of evaluation in partnership with employees are also important.

c. Workshops for staff - We recommend workshops for staff in assertiveness-training. Workshops should also focus on the challenges of working in diverse settings.

d. Workshops for students - We recommend that all incoming students to IUSB attend workshops which deal with diversity issues. This should be built into their orientation sessions.

3. Administrative Leadership in Promoting Gender Equity

The Task Force recommends that the top levels of IUSB's administration take a more active role in promoting gender equity at IUSB. Isolated pronouncements of personal commitments to gender equity are not enough to improve the gender climate. Regular attention to gender issues and concrete actions are called for in promoting a climate which will not tolerate sexism and sexual harassment. Among the possibilities for demonstrating commitment to gender equity by administrators are:

- a. sponsoring a series of speakers on issues of gender;
- b. appointing more women to line positions of leadership within the administration;
- c. greater visibility of the Women's Studies Program;
- d. greater visibility of the Affirmative Action Office;
- e. greater visibility of the Office of Campus Climate;
- f. more publicity about the positive aspects of the gender climate at IUSB;
- g. greater commitment to publicizing the legal and ethical obligations to adhering to affirmative action rules and regulations.

Quality of Work Life-Related Issues and Gender

The working environment of a university is important to an overall appraisal of the campus climate. Given the fact that universities and colleges have traditionally been male-dominated institutions, it is important to analyze how the entrance of women into what were once all-male faculties has effected the workings of the institution. At the same time, it is important to analyze how women have fared as employees of universities and colleges.

This chapter deals with work issues which disproportionately impact more on women than men. However, it should be noted that changing gender roles have meant that men as well as women benefit from an exploration of the various issues we present in this chapter.

This chapter is divided into five sections:

- "family friendly" policies of Indiana University South Bend and Indiana University;
- issues raised by faculty;
- issues raised by staff;
- issues raised by students;
- recommendations on areas for further investigation.

Family-Friendly Policies of IU:

In keeping with national trends, Indiana University has initiated several policies which attempt to provide benefits for individuals with family responsibilities. These benefits are particularly important to women, as women still have major responsibilities for the care of their families. These benefits of course are also available to male employees.

Among the family friendly policies which exist at IUSB are:

1. A basic Employee Assistance program (EAP) for employees and their dependents;
2. A new policy which allows up to 15 weeks (one semester) of partially paid leave at the rate of 65% of the appointee's salary for maternity/paternity leave, illness, and the care of a sick relative. This policy is available for all full time faculty members who have at least three years of service at IU and may be used to supplement the Federal Family and Medical Leave Act of 1993;
3. A Tax Saver Benefit Plan which includes a dependent care account;
4. Bi-weekly staff can charge up to 40 hours per year of income protection time to family care;
5. Bi-weekly staff can charge up to 24 hours per year of either income protection or vacation time to personal affairs;
6. Professional staff only need report full days of absence in accounting for paid-time off;

- 7. Fee courtesy for spouses and dependent children;
- 8. Availability of a spousal employment information network for new hires;
- 9. Possibility of access to on-site child care. (This is not a guaranteed benefit for any employee. The IUSB Child Care Center is a service provided for students and paid primarily out of student funds.)

In addition, the institution of flexible hours is in the experimental stage among various offices at IUSB.

IUSB also adheres to the federally mandated Family and Medical Leave Act of 1993 which requires that employers allow up to twelve weeks of unpaid leave for family and medical leave matters.

Issues Raised by Faculty

Workplace issues raised by faculty centered on several areas:

- representation of women;
- salary equity;
- service load of women faculty;
- pregnancy and childrearing leaves;
- child ban policy.

Representation of Women

Using data provided by the Office of the Associate Vice Chancellor for Academic Affairs, the following reflects the number of tenured and tenure-track positions at IUSB for 1995 -96:

<u>Assistant Professors</u>	<u>Men</u>	<u>Women</u>
Total number = 61	37	24
Total with tenure = 3	2	1
Total, tenure probationary= 58	35	23

<u>Associate Professors</u>	<u>Men</u>	<u>Women</u>
Total number = 66	46	20
Total with tenure = 60*	43	17
Total, tenure probationary = 6	3	3

* Includes those who were awarded tenure during 1994-95, but whose tenure actually begins in 1996.

<u>Full Professors</u>	<u>Men</u>	<u>Women</u>
Total number = 52	44	8
Total w/tenure = 52	44	8

<u>Summary</u>	<u>Men</u>	<u>Women</u>
Total tenure lines = 179	127	52
Total with tenure = 115	89	26
Total, tenure probationary = 64	38	26

Percentages for tenured and tenure track lines

- 29% of faculty at IUSB are women.
- 41% of tenure probationary faculty are women.
- 30% of associate professors are women.
- 39% of assistant professors are women.

- 64% of faculty have tenure.
- 36% of faculty are tenure probationary.

- 50% of women faculty at IUSB have tenure.
- 70% of men faculty at IUSB have tenure.

- 35% of the male faculty are full professors.
- 15% of the female faculty are full professors.

- 36% of the male faculty are associate professors.
- 38% of the female faculty are associate professors.

- 29% of the male faculty are assistant professors.
- 46% of the female faculty are assistant professors.

These numbers reflect the fact that the academy has been and continues to be a male dominant institution. At IUSB, the numbers show that women will continue to be underrepresented in the professoriate for some time. What these numbers do not show is that women faculty tend to be clustered in disciplines which have traditionally been seen as traditional female professions.

Of the eight women who were tenured full professors in 1995-96, six were in english, foreign languages, and education. Of the 17 women who were tenured associate professors and librarians, 9 were in disciplines that were predominantly female or had near parity of females.

Because the representation of women faculty continues to lag behind men, it is important that IUSB ensure that women are treated equitably with men. To ensure that equity exists, the institution needs to undertake regular data gathering in the following areas:

- recruitment rates by gender;
- retention rates by gender;
- tenure and promotion rates by gender.

These data should also include a breakdown by department and division.

In addition, IUSB statistics on the representation of women should be regularly

compared to IUSB's peer institutions in the Big Ten states. Appendix A at the back of this report show data calculated from 39 Category IIA institutions in the Big Ten states with regards to women faculty in all ranks. The tables show that IUSB ranks in the bottom quartile among all ranks in the representation of women faculty.

Salary Equity

A number of senior women faculty raised the issue of salary equity. Are women's salaries keeping pace with their male faculty peers? While there did exist anecdotal evidence that salary inequities had been dealt with on an individual basis, there has never been a systematic salary equity review between women and men faculty.

Service Load of Women Faculty

Several women faculty raised the issue of service. Were women faculty faced with more demands for their time because of the fact that there were fewer of them among the faculty? For example, were women faculty called upon for more committee assignments so as to promote gender diversity? Another important issue had to do with student advising. Were women faculty sought after to do more advising by their students because this is an activity viewed as "typically female"? Do women faculty receive recognition for advising and working with students outside of the classroom? Several women faculty have made the observation that when their male peers mentor students outside of the classroom, students are more likely to sing their praises but when women mentor students outside of the classroom, their work is often unacknowledged because after all, aren't women naturally predisposed to helping others?

Both issues point to a need to examine the service workloads of faculty by gender.

Pregnancy and Childrearing Leaves

Several women faculty spoke of the conflicts they had in balancing the needs of their career and their desire to start families. While the Federal Family and Medical Leave Act and the newly adopted partially paid family and medical leave policy of IU are designed to permit employees to balance childrearing and career development, many junior faculty are hesitant to request such leaves. Junior faculty feel constrained by several factors:

- the impact a leave would have on their department/division's course offerings;
- the impact a leave would have on the workloads of their chairs;
- the impact a leave would have on their senior male colleagues' perceptions of the junior faculty member's commitment to their careers.

Child Ban Policy

Since 1988, IUSB has had a policy prohibiting children of employees from being on campus during the workday. Many faculty at IUSB were unaware of this policy until two faculty members received letters in the Fall of 1995 informing them of this policy and that their children's presence on campus was in violation of this rule.

Subsequent reminders of this policy were sent to all the divisional deans.

The Task Force received numerous comments concerning the child ban, most in the form of complaints. The rigidity of this rule was viewed as being contrary to the national trend of promoting more family friendly workplaces. With this in mind, the Faculty Welfare Committee of the Academic Senate has drafted revised guidelines concerning children in the workplace.

Quality of Work Issues among the Staff

This section is divided into three parts:

- salaries
- job definitions and descriptions
- workplace conditions

Salaries

It is generally acknowledged that the clerical staff are underpaid. Using the market references developed by the Office of Human Resources, staff make considerably less than the established means. The low salaries of the staff have been an intractable issue at IUSB for years.

Job Definitions and Descriptions

A major concern of the female staff at IUSB has to do with how jobs are defined. IUSB has experimented with various systems of job classifications over the years, but on the whole, staff are not satisfied with them. Disagreements over categorizing job skills and knowledge levels are never resolved to anyone's satisfaction. Differences in salary levels across divisions and departments creates resentment among the staff. Also, the staff believe that the appeal procedure for disputing job classifications is inadequate.

Another concern of the staff is the fact that most clerical positions do not lead to opportunities for upward mobility. Those positions which are seen as job advancements require bachelor of arts degrees, which most clerical staff do not have. Staff would like to see comparable experience as an alternative to the bachelor of arts degree requirement.

There are also questions as to how jobs are described and advertised. The task force received several complaints that positions are filled before there is adequate time for people to find out about job postings. The perception exists that job postings are sometimes done just to adhere to the law while in reality, they are positions which have already been filled.

Perhaps the new policy of posting jobs on the web can ameliorate this perception.

Workplace Conditions

Staff spoke often of how their job responsibilities have changed over time but with little recognition and no compensation. When IUSB began to experience expanded enrollments in the early 1990's, little consideration was given as to how increased numbers of students would impact on the work loads of those staff who worked primarily with students. Advising loads, increased paperwork, and physical

plant management are a few of the issues raised by staff. The rapid expansion of the campus was accompanied by little in the way of staff training to meet this expansion.

Another workplace related issue has to do with new skills. As offices have become more computerized, many staff are now required to learn how to use computer programs and systems. Again, this requirement to learn new skills has not led to increased compensation or recognition for their work. The burden of learning new office technologies has fallen on the shoulders of clerical staff who often find themselves training faculty in their use.

Another problem has to do with flexibility of time on the job. Most persons employed in what are called "front line" positions have no flexibility to attend meetings and functions at IUSB because their positions are deemed vital to the workings of their particular offices. However, when it comes to job evaluations, there is no recognition of their "vital" work.

Finally, many staff we spoke to expressed a need for a place/office where they could go to air concerns without fear of repercussions for their job situations. Concerns about working conditions, conflicts with supervisors or other staff, and personal matters which impinge on their work are often never addressed for lack of a place to get advice and counsel.

Quality of Study Issues among Students

While most students are not employees of the university, certain services are critical to whether students are able to attend IUSB. The most prominent concern raised by students has to do with the availability of child care. It is a monument to how effective student activism can be when one realizes that the IUSB Child Care Center was created and funded by students. Women students in 1969 organized the child care center and convinced the then IUSB administration (which at the time was hostile to such an effort) to support it. The IUSB Child Care Center has been in operation ever since.

Concerns about the availability of child care have to do with expanding services. Many students would like to see infant care be made available.

Recommendations

1. Human Resources Ombudsperson

The Task Force recommends that a new position be created in the Office of Human Resources to serve as ombudsperson for staff concerns. A consistent view expressed by staff was the lack of communication between staff and upper levels of the administration. Staff also do not feel comfortable bringing complaints to persons who have supervisory power over them. The Task Force recommends the position of ombudsperson as someone whom staff would have confidence in approaching, as someone who would have complete access to the administration, and as someone who would not be involved in any staff person's work evaluation. As things stand now, the staff do not feel that their concerns are given due consideration by the administration. The creation of an ombudsperson position might be a way to ease the chilly climate between staff and the administration.

2. Unionization for Clerical Staff

The Task Force recommends that the clerical staff explore more fully the benefits of unionization. The fact that clerical staff are underpaid has been a problem for many years within the Indiana University system. It appears that years of raising the issue have led to little redress from the University. Given this history, the Task Force feels unionization to be a desirable option for the clerical staff. We use as our reference point the fact that the service/maintenance staff are unionized, as part of the American Federation of State, County, and Municipal Employees (AFSCME). Using salary data from the published salaries of IUSB Employees, 1995 - 96, the Task Force notes that the average custodial worker makes an hourly rate of \$9.42, which is the lowest hourly rate listed under the service/maintenance staff category. In contrast, among the lowest grade of clerical workers (CLOB classification), most of the hourly rates average between \$7.70 and \$7.75. Among the next highest classification (CLOC) for clerical staff, the average hourly rate is between \$8.21 and \$9.00. Most of the positions listed in these two classifications are secretaries. The majority of people listed as custodial workers are men. All except one of the people listed under the CLOB and CLOC classifications are women.

3. Flexibility in Work

The Task Force recommends that IUSB look into the possibility of offering the following for staff:

- flexibility of working hours for all staff, including those in "front line" positions;
- availability of a partially paid leave policy modeled on the one available for faculty;
- availability of benefits for appointed part-time bi-weekly staff;
- extension of the "child in the workplace" guidelines to include staff.

4. Salary Reviews

The Task Force recommends that salary equity reviews be done of all faculty and professional staff. The wide variation in salaries which can be found in specific categories (ex.: full professors, PA13s, etc.) needs to be analyzed to ensure that gender and race bias do not exist. Salary equity reviews should take into account more than such variables as rank, when tenure was attained, longevity in position, and market references. As an educational institution in Michiana, IUSB should provide a model of rewarding people who work here based on the values of equity, fairness, and merit.

5. Comparable Worth Study

Underlying much of the inequality which seems to exist between men and women at all levels are cultural norms which have historically undervalued work which is seen primarily as women's work. The history of American women entering the workplace is one of being excluded from certain professions and being channeled into others. Clerical office work has been a feminized profession for most of the 20th century. Trades such as plumbing, construction work, and skilled factory labor have traditionally discriminated against women. In academia, fields where women have gained entrance in significant numbers are also fields which have depressed salaries,

such as modern languages, English and literature, and education. While the salary practices of IUSB cannot overcome these historical patterns of discrimination, it can do something to ensure that salary equity be attained. The Task Force recommends that IUSB look into doing a comparable worth study for all positions.

6. Gender Study of Faculty Workloads, Retention, Tenure, and Promotion

The Task Force recommends that a study be done of faculty workloads and retention, tenure, and promotion rates by gender. A recent study done at IUPUI of women faculty found that women faculty generally had lower retention, tenure, and promotion rates than their male counterparts. The study also found women faculty teaching more undergraduate, large enrollment courses than men. A study done by the University of Notre Dame found that a higher percentage of women faculty left the university than the percentage of men. In this study, two cohort groups of faculty were analyzed. Given that women faculty make up 29% of all full-time tenured and tenure probationary faculty at IUSB, it is important to ensure that equity exists. The Task Force recommends that cohort studies be done of men and women faculty to determine whether there are any gender differences in how faculty are promoted through the ranks, whether retention rates for faculty differ by gender, and whether work loads differ by gender.

7. Expanded Child Care Facilities

The Task Force recommends that the IUSB Child Care Center expand its services to include infant care and to accommodate all faculty and staff who wish to use the child care center. This would entail acquiring more space for their facility, hiring more staff, and acquiring more materials to run their programs.

President Brand has authorized \$2 million for upgrading child care facilities throughout the IU system. The amount that IUSB is to receive is \$40,000.

Sexual Harassment Policy Issues

Introduction

The sexual harassment allegations surrounding the resignation of IUSB Chancellor Daniel Cohen in May 1995 was the catalyst which led to the creation of this Task Force. The Cohen resignation forced IUSB to take a look at its sexual harassment policies and procedures, as well as the nature of gender relations on campus. This examination of IUSB's policies concerning sexual and gender harassment is in keeping with the national trend of colleges and universities in examining their own policies to ensure that incidents of sexual harassment are dealt with in fair and equitable ways. This is particularly important as sexual harassment constitutes a violation of civil rights laws and may subject universities and colleges to legal liability. The legal standards required to show sexual harassment in educational institutions are constantly evolving; hence, universities and colleges find themselves scrambling to keep up with these legal guidelines. While sexual harassment law continues to evolve, it is imperative that all colleges and universities develop a campus ethos that recognizes and understands the discriminatory impact of sexual harassment. Creating a campus climate that explicitly condemns sexually harassing behavior and attitudes and that fosters a preventative approach is as important as maintaining effective institutional mechanisms for objectively adjudicating sexual harassment complaints when they occur.

This chapter is divided into the following sections:

- Perceptions about Sexual Harassment
- Perceptions of the Extent of Sexual Harassment at IUSB
- Responses to Sexually Harassing Behavior
- Official Routes to Filing Sexual Harassment Complaints
- IUSB Policies for Handling Sexual Harassment Complaints
- Evaluation and Recommendations

Perceptions about Sexual Harassment at IUSB

Legal Definitions of Sexual Harassment

Sexual harassment is defined as a form of sex discrimination under Title VII of the Civil Rights Act of 1964, as well as Title IX of the Education Amendments of 1972. Sexual harassment is an abuse of power characterized by manipulation, coercion, and unwanted sexual attentions. The law defines two broad areas of sexual harassment:

- **quid pro quo** harassment occurs when a supervisor or instructor makes employment or academic decisions based on an individual's willingness to go along with requests for sexual favors or makes sexual behavior a term or a condition of employment. Quid pro quo sexual harassment carries either:
 - 1) the threat of punishment (such as lowered grades, poor performance evaluations, blocked promotions, or firing) or
 - 2) the promise of rewards (such as higher grades, excellent performance evaluations,

promotions, or hiring).

- **hostile environment** harassment occurs when there is a pattern of behaviors that is sexual in nature and creates a workplace or academic climate that “unreasonably interferes” with performance. “Sexual in nature” refers not only to “amorous” behavior but also to hostile conduct of a sexual or nonsexual nature that is based on a particular sex.

Sexual harassment can be a one-time occurrence (for example, requests for sex in exchange for grades) or a continuing pattern of behavior (for example, sexually explicit jokes). It can include either physical harassment or verbal and non-verbal forms of harassment.

Assumptions about the Definition of Sexual Harassment at IUSB

In the Task Force’s investigations, several false assumptions concerning the definition of sexual harassment came to light. Below is a sampling of the most commonly heard erroneous assumptions about sexual harassment followed by explanations of their inaccuracy.

Myths

1. Sexual harassment is only explicit pressure for dating and/or sexual relations by someone who has supervisory/grading/evaluative power over someone who is professionally or educationally dependent on that person.
2. Sexual harassment is the problem only of the person who is offended by the behavior and of the person who displays the behavior that is of a sexual nature.
3. Sexual harassment is behavior that must involve physical contact.

Reality

The points listed above are at odds with legal definitions and research on sexual harassment. These excessively narrow definitions of sexual harassment ignore hostile environment harassment. The legal definition of sexual harassment includes behavior, both verbal, nonverbal, and physical which promotes a “hostile working or learning environment.” Such behavior may or may not include the aim of obtaining sex. Also, persons who are not the direct objects of sexually harassing behavior can also be effected by a working or learning environment which prevents them from doing their job or from effective studying.

Myths

4. Sexual harassment is anything of a sexual nature that happens to be offensive to someone.
5. Sexual harassment is using any materials with sexual content in a class.

Reality

The rather broad definitions of sexual harassment as illustrated in points 4 and 5 do not adequately define the nature of the offensiveness or differentiate between sexual topics and sexual discrimination. The fact that behavior may be offensive to someone is not in and of itself proof that sexual harassment is operative. The law

(which is still evolving) uses the standard of whether a “reasonable person” would be offended by such behavior or statements.

The issue of using sexually explicit materials in a classroom is of particular concern to academic institutions. Part of what we do as teachers and professors is to introduce our students to materials and points of view which may be provocative and controversial. While it is important that professors be aware of the sensibilities of their students, it is also important to ensure that academic freedom be respected. For example, an English professor assigning some rather ribald sections of Chaucer’s Canterbury Tales should not be seen as a sexual harasser.

Myths

6. Sexual harassment involves mere misunderstandings between men and women caught up in the age old rituals of dating.
7. Sexual harassment is an inevitable outcome of men and women working and studying in the same place.

Reality

Points 6 and 7 reflect misconceptions and stereotypes about sexual harassment. Viewing sexual harassment as part of courtship rituals ignores the fact that sexual harassment primarily consists of exercising power over someone because of that person’s sex. Sexual harassment as misunderstood dating cues trivializes the seriousness of such behavior by ignoring the serious effects of sexual harassment on the individuals who are the objects of such behavior and on the work and study environment.

Myth

8. Sexual harassment does not include consensual relationships between faculty and students, supervisors and subordinates.

Reality

Ignoring the ethical issues raised in consensual relationships between faculty and students, supervisors and immediate subordinates opens the door for problems down the line. It bears reprinting here the rules for consensual relationships as established by Indiana University:

1. *Relationships in the Instructional Context.* A faculty member shall not have an amorous or sexual relationship, consensual or otherwise, with a student who is enrolled in a course taught by the faculty member or whose performance is being supervised or evaluated by the faculty member.
2. *Relationships outside the Instructional Context.* A faculty member should be careful to distance himself or herself from any decisions that may reward or penalize a student with whom he or she has or has had an amorous sexual relationship, even outside the instructional context, especially when the faculty member and student are in the same academic unit or in units that are allied academically. (IU Academic Handbook, 1992, p.35)

It is also instructive to reprint the rationale behind the rules cited above:

Faculty members exercise power over students, whether in giving them praise, criticism, evaluating them, making recommendations for further studies or their future employment, or conferring any other benefits on them. All amorous or sexual relationships between faculty members and students are unacceptable when the faculty member has any professional responsibility for the student. Such situations greatly increase the chances that the faculty member will abuse his or her power and sexually exploit the student. Voluntary consent by the student in such a relationship is suspect, given the fundamentally asymmetric nature of the relationship. Moreover, other students and faculty may be affected by such unprofessional behavior because it places the faculty member in a position to favor or advance one student's interest at the expense of others and implicitly makes obtaining benefits contingent on amorous sexual favors. (p. 35)

Myths

9. Sexual harassment happens only to women who appear to be young and naive.
10. Sexual harassment happens only to women who are attractive.
11. Sexual harassment happens only to women who wear provocative clothing.

Reality

By focusing on the behavior of women (most often the victims of sexual harassment) as illustrated above, the responsibility for sexual harassment is placed squarely on women. It is still true that when allegations of sexual harassment are raised, one of the immediate reactions is to question the motives of the alleged victim. Questions such as "what did you do to attract his attention?", "what do you want to gain out of this?" or "why did you dress like that?" and "why did you agree to go to his house?" come to mind when people consider a woman's claim to being sexually harassed. In contrast, when a man claims to have been mugged, how often do we question his motives for coming forward? Do questions such as "why were you walking down that street in the first place?", or "have you ever given money to strangers?" and "why did you dress in clothes which announced your middle class status?" ever come to mind in reaction to hearing about a mugging?

It also bears mentioning here that sexual harassment is not solely a problem faced by women. While the vast majority of all sexual harassment cases involve men harassing women, it is also possible for women to harass men. Given that sexual harassment usually takes place in a context where one person has more institutional and /or social power over another, the fact that women have made strides in acquiring power, at least at the institutional level, opens up the possibility of women harassing men.

Myths

12. Sexual harassers are just men who have poor social skills.
13. Sexual harassers are men who are oversexed.

Reality

By characterizing male harassers' behavior as a problem of social skills, the

issue of the use and abuse of power gets ignored. Research on the psychology of male academic sexual harassers confirm that they often deny they exercise power over their students. Furthermore, rather than being oversexed, psychological profiles of certain types of male academic sexual harassers point to men who often display exaggerated airs of virility while at the same time harboring private insecurities about their sexual potency. (Dzeich, 1984; Zalk, 1996)

Defining Sexual Harassment - A Review of the Student Survey Findings

In the student survey on Gender Relations, students were asked to evaluate a set of behaviors as to whether they considered such behaviors to fit their own definitions of sexual harassment. Each behavior was rated along a continuum of possibilities: yes, no, depends (on the situation), don't know. The behaviors covered three broad areas: direct physical contact, direct verbal innuendo, and implied sexist beliefs. (See chapter on "campus climate" for a review of findings on implied sexist beliefs.)

Survey results show that women more often than men identified certain behaviors as clearly sexual harassment. While the vast majority of both men and women cited "demands for sexual favors with implied threat," and "physical assault" as clearly behaviors which constitute sexual harassment, gender differences emerged as the range of behaviors became more subtle. For example, in answer to how survey respondents viewed "subtle pressure for sexual activity," 71% of the women student respondents saw this as clearly sexual harassment to 53% of the men respondents. Men more than women put such behavior under the "depends" (on the situation) category. Likewise, in answer to the behaviors of "staring, excessive eye contact," and "frequent comments on personal appearance or flattery," men tended to answer that this was not sexual harassment whereas women tended to categorize it in the "depends" column, meaning that it depended on the specific context. Generally, women tended to view all the behaviors listed as sexual harassment in larger numbers than men.

The student survey results are consistent with national surveys on sexual harassment which take into account gender differences in defining sexual harassment. Women and men have different perceptions as to behaviors which constitute sexual harassment (Fitzgerald, 1996), differences which need to be addressed more fully as universities work toward building awareness of sexual harassment issues.

Another interesting finding of the survey was the differences in responses between upper division and first year students. Upper division students were consistently more severe in rating the behaviors as sexual harassment than first year students. While the survey author speculated that this was perhaps due to lowered tolerance levels among upper division students for unwanted sexually focused behavior, she did not really explain what she meant by this. The Task Force speculates that the differences between upper division and first year students is perhaps due to how education promotes emotional and social development over time. Students at the beginning of their academic careers often have little exposure to analyzing and even articulating about their own lives and experiences. Often, students have limited contact with ideas and experiences beyond their own families

and communities. As students progress in their educations, they become more worldly and, perhaps even more important, they develop the analytical skills to articulate, understand and interpret their life experiences. Simply put, upper division students, because of their educational level, are better able to recognize behaviors which constitute sexual harassment, both from their own experiences and from their realizations that such behavior is unacceptable.

Perceptions of the Extent of Sexual Harassment at IUSB

Perceptions as to the extent of sexual harassment at IUSB varied along a wide continuum. People's willingness to honestly discuss issues of sexual harassment at IUSB also varied from those who made claims that sexual harassment was a pervasive problem to those who accused the Task Force of trying to "dig up dirt" about alleged sexual harassment incidents in an effort to malign certain individuals. Most of the comments we received from members of the IUSB community fell between these two extreme views.

For some, the sexual harassment allegations surrounding the resignation of ex-Chancellor Daniel Cohen were viewed as isolated charges that did not signal a deeper problem of sexual harassment on campus. Others viewed sexual harassment as a much larger problem within certain academic units. There was more unanimity concerning the problem of getting students to file official complaints when they experience sexual harassment. Many also claimed that IUSB administrators often discouraged people from filing formal complaints.

The student survey results show that four percent of the student respondents stated that they experienced or observed faculty making sexual advances or direct physical contact with students. In the area of direct verbal innuendo as indicated by implied sexist beliefs, 32% of the student respondents stated that they experienced or observed faculty using sexist language, humor, or comments. "For 61% of the total student respondents, these verbal statements fit their definition of sexual harassment" (Heines, p. 29). Also, 27% of the student respondents stated that they experienced or observed faculty making frequent comments on students' personal appearance or flattery. These comments were not viewed as clear sexual harassment but ones which fell primarily in the "depends" (on the context) category.

Of particular interest were the findings on student- to- student interactions. The student survey results show that sexually harassing behavior from other students occurred to a much greater degree (mean average of difference was 261%) than faculty- to- student harassment. For example, 59% of the respondents stated that they observed or experienced "frequent comments on personal appearance or flattery" by other students. Sixty-four percent of the students stated that they heard "sexist language, humor, or comments" from their peers. Forty percent stated that they experienced or observed "inappropriate eye contact or body language" from their peers. The incidence of sexual advances was 5.2%. (See section in campus climate chapter for analysis of implied sexist beliefs.)

The results of the student survey and an evaluation of the comments received by the Task Force clearly show that sexual harassment is a problem at IUSB. The fact that there is evidence of faculty making sexual advances to students is a situation

which should not be tolerated in any way. The fact that almost a third of all the student respondents cited the use of sexist language by faculty as a problem and the fact that nearly two-thirds of the student respondents cited the use of sexist language by fellow students as a problem is indicative of a climate which harbors sexist views, attitudes, and beliefs. This state of affairs is incompatible with the mission of IUSB.

Responses to Sexually Harassing Behavior

Faculty/Staff Responses to Sexually Harassing Behavior or Allegations Thereof

Faculty and staff who spoke about sexual harassment reflected various views. It was interesting that in discussions with men, the issue of false accusations came up with great regularity. Men tended to view sexual harassment from the perspective of being potentially accused of this behavior. The specter of a woman student filing a false complaint was often cited as a reason for denying the existence of sexual harassment altogether. This was the case despite that fact that in surveys of hundreds of universities, the incidence of intentionally fabricated complaints brought by women was less than one percent. (Stites, 1996) Contrast this perception with the many surveys that show that up to half of all women in academia will experience sexually harassing behavior at some point in their academic careers. (Sandler, 1996; Dzeich, 1984; Siegel, 1992)

Other male faculty, who usually focused on female students harassing them, expressed the feeling that they thought attention from their female students was "flattering" and basically harmless. A few women and men faculty spoke about sexual harassment as happening to them when "they were younger and therefore good looking" (thereby reflecting an insidious myth about sexual harassment).

Another issue raised primarily by men was the claim that rumors of sexual harassment were as harmful as the actual incidents themselves. The argument went something like this: rumors (usually spread by women) about sexually harassing behavior (usually done by men) can ruin reputations and lives (of men). After all, sexual harassment is illegal. If someone (that is, a woman) has a legitimate complaint, then she should file an official complaint or else she should keep quiet. If she is unwilling to file an official complaint, then we must assume that the woman is lying.

Clearly, no institution or community likes to encourage rumor mongering. However, the fact of its existence says more about the perceived lack of confidence in official channels for lodging complaints than in the truth or falsity of rumors. Furthermore, focusing on rumor mongering as the problem serves to distract attention from solving the real problem of sexual harassment. It would seem that the more prudent concern as regards the alleged problem of "rumors" is to ensure that the institutional mechanisms for dealing with complaints are fair, effective, and have the confidence of those who must abide by them. If rumor mongering appears to be a problem, then an institution should be working to find out why people are choosing not to use the officially established channels for airing complaints, rather than disparaging the reputations of those (who often have little institutional power) who are being victimized.

Women tended to view sexual harassment from the perspective of being potential

targets. Many women faculty and staff related situations of students' approaching them with allegations of sexual harassment by men professors. Women also related accounts of being subjected to sexist behavior by their male peers. These gender-specific perceptions perhaps help to explain why women in larger numbers turned out for our open meetings and provided the Task Force with more input than men. This gender imbalance also reflects an understanding (whether acknowledged or not) that sexual harassment predominantly involves the harassment of women by men. Again, the vast majority of cases dealing with sexual harassment involve men harassing women. The other cases are divided among men harassing other men, women harassing other women, and women harassing other men.

Student Survey Responses

At IUSB, students who reported experiencing or observing sexually harassing behavior by their professors reacted in various ways:

- they avoided participation in class discussions or asking questions;
- they avoided meeting with instructor in faculty office ;
- they avoided discussing a grade or other class-related matters;
- they skipped classes.

In response to peer sexual harassment, students avoided other students in lab groups or group projects and avoided participation in class discussions.

In addition, national research (Siegel, 1992; Biaggio, 1996) on the effects of sexual harassment on students and employees point to:

- altered professional goals or academic major;
- feelings of fear and anger;
- feelings of guilt and self-blame;
- confusion, depression, humiliation;
- feelings of isolation and powerlessness;
- physical maladies such as nausea, headaches, eating and sleeping disorders;
- lowered self esteem.

The effects on the workplace can include:

- low morale;
- absenteeism;
- employee turnover;
- lowered productivity;
- damaged reputation of department;
- undermined professionalism;
- diminished trust and respect.

In short, sexual harassment interferes with the overall educational mission of the university. Hence, the university has a very real responsibility to addressing these issues.

Official Routes to Filing Sexual Harassment Complaints

The student survey on gender relations at IUSB, indicates that the overwhelming majority of the student respondents are unaware of IUSB's policies and procedures for dealing with sexual harassment complaints. Students who had

experienced or witnessed sexually harassing behavior in most cases took no official action. While the student survey did not probe into why students took no official action, the anecdotal information the Task Force received indicate several reasons for this non-reporting:

- students do not know how to report sexual harassment complaints;
- students do not have confidence that the institution will resolve the problem;
- students do not want to get the faculty member into trouble;
- students do not want to get themselves into trouble;
- students do not want to jeopardize their grades, or their ability to obtain future letters of recommendation;
- students do not want to develop reputations as complainers;
- students believe past complaints against professors have not resulted in any sanctions;
- students do not want to expend the energy in filing complaints;
- students believe that professors and administrators are not interested in their problems;
- students feel intimidated in approaching the Affirmative Action Office;
- students believe that all faculty "stick together."

The national research (Rabinowitz, 1996; Siegel, 1992) on sexual harassment points to the social and psychological pressures that discourage women from coming forward with complaints. Women's socialization patterns, their general lack of power in the workplace and universities, and sexist attitudes in society, all combine to make the perceived costs of filing sexual harassment complaints rather high.

In addition, the Task Force received repeated claims that the IUSB administration has not taken sexual harassment complaints seriously in the past. The IUSB administration has consistently claimed that they always dealt with formal complaints of sexual harassment as the law required them to do. In attempting to understand the existence of these two opposing viewpoints, the Task Force speculates that certain practices of handling sexual harassment in the past have engendered the widespread belief that complaints were not handled properly. The student survey shows that few students ever filed official complaints with the Affirmative Action Office. However, students did make known their complaints to other persons within the IUSB hierarchy such as departmental chairs, deans, faculty and student affairs' advisors. Faculty and student affairs' advisors may or may not have felt they were in any position to redress the situation. Department chairs and deans may or may not have dealt with the complaint. Also, if actions were taken, the results may not have been readily visible to those who filed the initial complaint. In all cases, it appears that whatever actions were taken were not made known to the original complainant. The lack of follow-up to the initial complaint may account for the widespread perception that sexual harassment complaints have not been addressed in the past.

IUSB Policies for Handling Sexual Harassment Complaints

The national research shows that the most important way to ensure that sexual harassment complaints get addressed is for institutions to have credible and working sexual harassment policies in place. This section evaluates the policies of IUSB in

dealing with sexual harassment.

A review of the literature IUSB distributes to its students, faculty and staff, (Code of Student Ethics, Faculty Handbook, Staff Handbook, and Associate Faculty Handbook) shows that sexual harassment is defined by using the wording of the Equal Employment Opportunity Commission (EEOC) guidelines. There does not exist any other literature (flyers, for example) which focus on sexual harassment that are widely distributed. The IUSB leaflet on "Affirmative Action" includes a very brief reference on harassment, but does not separate out sexual harassment from other forms of discrimination. Procedures for filing complaints are described at length only in the Code of Student Ethics under the section: "Student Complaint Procedures." The complaint procedures are detailed in ten pages of very small print. The last paragraph of the section speaks about racial and sexual harassment in very general terms. Other documents obtained by the Task Force, which are not widely distributed were a policy statement titled "Sexual Harassment" from the Office of Human Resources and a document titled "Procedure for Informal and Formal Affirmative Action Complaints" from the Office of Affirmative Action.

Complaints about sexual harassment are the official responsibility of the Affirmative Action Officer, a part-time position held by a person with faculty status. An Affirmative Action Committee, whose members are appointed by the Chancellor, serves as an advisory body to the Affirmative Action Officer and Chancellor. The Affirmative Action Committee hears cases concerning sexual harassment complaints. Persons with sexual harassment complaints may elect to pursue informal channels for resolving their complaints.

The informal complaint procedure, as outlined under the "Procedure for Informal and Formal Affirmative Action Complaints," involves mediation through the Affirmative Action Officer to come to a mutual resolution of the complaint. This process should take about ten days and if mediation is successful, the result is a written memo from the Affirmative Action Officer to all parties concerned that a mutual resolution was agreed upon. A record of the informal grievance and its outcome is kept on file for ten years.

If informal conciliation fails or if the person wishes to file a formal complaint, the process involves a formal hearing before the Affirmative Action Committee. Investigation of the formal complaint will be done by the Affirmative Action Officer and copies of the investigative report will be distributed to committee members, the complainant, and the person who committed the alleged discriminatory act. The person who is the accused and the university may choose to be represented by legal counsel. Normally, all parties to the complaint will be allowed to be present during the hearing and all parties will be asked to testify. If the Affirmative Action Committee determines that a complaint is valid, it will recommend a course of corrective action which will be presented to all parties for agreement. If all parties agree to the corrective action, a detailed written letter will be prepared for all parties to sign and return to the Affirmative Action Officer. If agreement between the parties cannot be reached, then the case is referred to the Chancellor who shall make the final decision. Appeals to outside authorities can be made by either party if the Chancellor's decision is unacceptable.

If the Affirmative Action Committee determines that a complaint is invalid, then all persons involved will be notified within ten working days in a written letter. Appeals can be made to the Chancellor and to outside government agencies if desired. Records of formal grievances are kept for ten years (presumably by the Affirmative Action Office).

In addition, if a person wishes to make an allegation of sexual harassment against another person, but does not wish to take any further action, a record of the allegation shall be kept on file for two years.

Sanctions which may be imposed in cases where the complaints are determined to be valid range from dismissal to using findings of guilt in determination of salaries, promotions, and tenure decisions. The flyer titled: "IUSB Affirmative Action" lists four examples of penalties which can be applied when acts of discrimination are found to be credible. The Student Code of Ethics under the section "Disciplinary Actions" lists several more penalties.

Evaluation and Recommendations

Good, effective policies for processing sexual harassment complaints generally have the following criteria:

1. information on what sexual harassment is and why it is unlawful behavior should be widely known by members of a campus community;
2. information on what procedures exist for filing complaints should be widely distributed to all members of the campus community;
3. procedures for handling sexual harassment complaints should ensure confidentiality;
4. procedures for handling sexual harassment complaints should ensure impartiality on the part of the persons/offices handling the investigation;
5. procedures for handling sexual harassment complaints should ensure that the complainant has protection from retaliation;
6. procedures for handling sexual harassment complaints should ensure that viable administrative remedies are applied if wrongdoing is found;
7. procedures for handling sexual harassment complaints should be publicized in concert with the university's overall commitment to provide an open, harassment-free environment for all members of a campus community. (Remick, 1996; Biaggio, 1996)

1. Publication of Sexual Harassment Guidelines

The Task Force finds that basic information concerning sexual harassment and IUSB's policies at present are inadequately disseminated to members of the IUSB community. Subsuming sexual harassment under the category of affirmative action discrimination necessarily generates confusion on the part of those seeking to understand the definition and the legal aspects of sexual harassment. Targets of sexual harassment do not readily see how this behavior is a form of discrimination against them. When we think of the word "discrimination," we often visualize a situation where someone has been passed over for a job or who has received a poor work evaluation or grade based on the fact of their sex or race. Discriminatory acts are often seen as patently hostile and acts where avoidance is the main component.

In cases of sexual harassment, the problem is usually one of not being left alone. Sexual harassment is often geared toward obtaining compliance, usually of a sexual nature, from the target of this behavior (Remick, 1996).

The Task Force recommends that IUSB develop and publicize information concerning the definitions of sexual harassment in the form of a flyer that is distributed on a regular basis to all members of the IUSB community. The flyer on sexual harassment distributed by Indiana University - Kokomo is an excellent example of what such a flyer should include. The IU-K flyer offers a comprehensive overview of what sexual harassment is, why it is unlawful, and what persons should do if confronted with sexually harassing behavior. (See Appendix B)

The Task Force recommends that the procedures for filing sexual harassment complaints be published in detail in the Faculty Handbook, Staff Handbook, and the Associate Faculty Handbook. Procedures for filing complaints in the Student Code of Ethics should be condensed or at least a separate section on the processing of sexual harassment complaints should be included. When persons believe they have been the victims of sexual harassment, they often are confused as to what steps, if any, to pursue in obtaining redress. Clearly stated procedures that are widely disseminated are absolutely essential to encouraging those with complaints to come forward.

2. Confidentiality Issues

The Task Force recommends that issues of confidentiality be more fully addressed in sexual harassment complaint procedures. The nature of a small campus combined with the procedure of having a committee hear formal complaints of sexual harassment make it difficult for confidentiality to be maintained. More importantly, persons who have sexual harassment complaints are often reticent to come forward because their confidentiality cannot be guaranteed. Persons who witness sexual harassment will also be hesitant to come forward for fear of retaliation for cooperating with an investigation. Persons who have been accused of sexual harassment may suffer consequences just from the fact of being accused. The Task Force recommends that specific procedures be devised to ensure the confidentiality of all parties to a sexual harassment complaint.

3. Investigation of Complaints and Impartiality

The Task Force recommends that another person in addition to the Affirmative Action Officer be charged with investigating sexual harassment complaints. This recommendation stems from a review of the literature concerning the roles of an affirmative action officer. (NOTE THAT THE FOLLOWING IS A REVIEW OF THE INSTITUTIONAL ROLES AND RESPONSIBILITIES OF THE AFFIRMATIVE ACTION OFFICE AND NOT A REVIEW OF THE PERSON HOLDING THE POSITION.) For a sexual harassment policy to have the confidence of those who must abide by it, it requires that the investigatory agent be seen as impartial, not only vis-a-vis the complainant and the accused, but also from the university itself.

The Affirmative Action Officer at IUSB is an administrative position with reporting responsibilities to the Chancellor. The funding for the Office of Affirmative Action, and the salary and performance review of the Affirmative Action Officer are

under the control of the Chancellor. Given the institutional location of the Affirmative Action Officer in the IUSB administration, there exists the very real question as to whether an Affirmative Action Officer can establish her/his impartiality in the eyes of the rest of the community (Biaggio, 1996). This dilemma has been brought into stark relief with the resignation of the former Chancellor of IUSB amidst allegations of sexual harassment. If for no other reason, the case of the former Chancellor, who was the person responsible for enforcing affirmative action rules, and the subsequent handling of the sexual harassment allegations by the central administration of IU raises very serious questions of confidence in IUSB's ability and willingness to deal with sexual harassment in an effective way.

To ensure that the Affirmative Action Officer is seen to be impartial in investigating sexual harassment complaints, both formal and informal, the Task Force recommends that another person (preferably a tenured faculty member) be involved in investigating these complaints. This tenured faculty member should be chosen from the Affirmative Action Committee and have training in how to conduct an investigation. There is also evidence to suggest that women are more effective investigators than men, regardless of whether the victim is a woman or a man (Remick, 1996). However, having the interview team consist of a man and a woman might help to allay concerns by male faculty of possible bias in the investigation. The tenured faculty member should also be someone for whom the accused has little social and institutional contact. (We understand this may be difficult to do on a campus as small as IUSB.) If the complaint under investigation comes before the Affirmative Action Committee, the faculty member who participated in the investigation would recuse him or herself from the hearing process.

The reasons for having a tenured faculty member involved in the investigation is to promote a degree of separation from the administration in handling sexual harassment complaints. A tenured faculty member will also provide legitimacy to an investigation in the eyes of the faculty, who often view Affirmative Action Officers as agents of the administration. Tenure also enables the faculty member to resist the pressures of an administration which may wish to see the problem just go away.

4. Protection from Retaliation Issues

The Task Force recommends that the policy of protection from retaliation be more specifically defined. Very often, persons who have been subjected to sexual harassment are most concerned about retaliation for coming forward with complaints. They fear retaliation not only from those whom they have accused, but from the institution itself. It would help to reassure victims of sexual harassment that they will be protected from retaliation if concrete examples were delineated under the policies for adjudicating sexual harassment complaints. It would also be useful to know at what point in the complaint process this protection kicks in. Does protection from retaliation come at the moment someone makes known a complaint to the Affirmative Action Officer or does it only apply after an investigation has been done?

5. Sanctions

The Task Force recommends that sanctions for sexually harassing behavior be

more specifically defined. Under the policy guidelines, specific examples of sanctions should be delineated. Recommendations of sanctions are made by the Affirmative Action Committee or the Affirmative Action Officer. These recommendations are approved or changed by the Chancellor who is the final internal arbiter of cases. The guidelines specifically state that all parties to a complaint shall receive in writing the outcome of a case. All parties are also notified that they may pursue outside remedies to the complaint. A problem arises when sanctions applied are not readily apparent to the IUSB community. Because of privacy issues concerning personnel matters, the Task Force is mindful that such matters should only be known to the parties involved. However, in the interest of reassuring the IUSB community that sanctions are actually imposed in sexual harassment cases, the Task Force recommends that the Affirmative Action Committee report to the Academic Senate each year the numbers of cases dealt with, the outcomes of hearings, and the sanctions applied. By reporting once a year, using anonymous numbers, privacy issues can be respected while reassuring the IUSB community that sexual harassment cases are properly handled.

6. Review of the "must report" rule

The Task Force recommends that the rule that all employees of IUSB who are told about sexual harassment incidents must report them to one of several people in supervisory/administrative positions be modified. The Task Force understands that this rule is designed to ensure that sexual harassment complaints are properly routed to the Affirmative Action Office rather than lost between the cracks in departments, offices, and academic units. It is also designed to enable the Affirmative Action Office to keep records as to patterns of complaints. However, the Task Force is concerned that this rule may discourage persons from coming forward with complaints. The Task Force is also concerned about the vulnerability of certain groups of IUSB employees (non-tenured faculty and clerical staff) in having to report sexual harassment allegations (which may involve people who have supervisory power over them). In operationalizing this rule, great care should be taken in reassuring all IUSB employees that compliance with this rule will not in any way jeopardize their position at the University.

7. Clarification of the "Need to Know" Rule

The sexual harassment guidelines of Indiana University state that knowledge of a sexual harassment complaint will only be made available on a "need to know" basis. The guidelines also state that in the event of a finding that a complaint is valid, certain sanctions can be applied, among them dismissal, non-reappointment, denial of tenure and/or promotion. The Task Force recommends that this "need to know" rule be further clarified. For example, in the case of tenure, promotion, and reappointment decisions, faculty committees are heavily involved in evaluating faculty. Would these committees have a need to know about sexual harassment complaints which were found to be valid?

Other Recommendations

8. Creation of an Ombudscommittee

The Task Force recommends that IUSB look into the creation of an ombudscommittee, consisting of faculty, staff, and students who would serve as advocates for persons who suffered sexual harassment. These persons would receive training in how to advise persons who report sexual harassment complaints. A key finding of the student survey was the fact that the majority of students were unaware of the Affirmative Action Office and the procedures for filing sexual harassment complaints. Task Force members' own experiences tell us that students who suffer sexual harassment are most likely to approach someone they know (in the IUSB hierarchy) to report the incident. Given the embarrassing and upsetting nature of sexual harassment, it is understandable that persons should seek out individuals they believe to be sympathetic to their concerns. Determining whether an incident was sexual harassment is often their first concern.

Rather than having the Affirmative Action Officer be both counselor and principal investigator of a sexual harassment complaint, the Task Force recommends that an ombudscommittee serve as an intermediary between a complainant and the Affirmative Action Officer. A member of the ombudscommittee who is approached by a student/staff/faculty member would be responsible for understanding the procedures for sexual harassment complaints at IUSB, would be responsible for explaining all the options available to the complainant, and would listen to the account of the alleged sexual harassment incident. At all times, records of the ombudsperson's dealings with a complainant would be filed with the Affirmative Action Officer. Whether an ombudsperson would serve as an official advocate for the complainant and how involved an ombudsperson would be if a complaint were lodged are questions that need further refinement should this recommendation be accepted.

9. IUSB's Upper Level Administration and Sexual Harassment

Finally, the Task Force recommends that the IUSB administration take a more public and proactive stance in highlighting its commitment to promoting a harassment free campus. While much of the public debate has surrounded the specific case of the ex-Chancellor's resignation and return to the classroom, the IUSB administration can rise above this crisis by acting in ways that make it clear that sexual harassment is taken seriously and will not be tolerated on campus. Administrators have the responsibility for setting the tone of the campus, and they have the actual power to implement the recommendations suggested in this report. In working towards creating a campus climate where all persons feel comfortable and are respected, several actions can be taken:

- administrator's reports to the campus or division should regularly include mention of gender climate issues ;
- administrative offices can sponsor speakers or programs dealing with sexual harassment issues;
- administrators can regularly inform their mid-level administrators (deans, chairs of

departments, heads of divisions) about new legal requirements and research concerning sexual harassment;
- administrators can regularly sponsor discussions about the sexual harassment policy with various constituencies of the IUSB community.

Recommendations for Institutional Changes

This chapter deals with recommendations for institutional change. The Task Force offers the following recommendations for institutional change because we believe that it is important to not only recognize problems concerning the gender climate at IUSB, but to also offer concrete, workable suggestions for change. Efforts undertaken to change attitudes and values at IUSB must be accompanied by changing policies which institutionalize gender equity into the standard operating procedures of the university.

1. Integrating Gender Issues into the Evaluation Processes at IUSB.

The Task Force recommends that issues concerning gender equity be integrated into the annual reports filed each year by department chairs, program heads, deans, vice chancellors, and supervisors. Questions to be answered on their annual reports might include:

- what efforts have been undertaken to enhance the representation of women (or men) in your particular supervisory area?
- what educational efforts have been undertaken by your dept./division to promote awareness of gender equity issues?
- what workshops have you or members of your dept./division attended this past year dealing with gender equity issues?

The Task Force believes that proactive efforts are needed to promote gender equity at IUSB by those who have supervisory responsibilities. By making questions of gender equity a regular part of the job, efforts to promote gender equity can be routinized over time.

2. Review of Hiring Practices at IUSB

The Task Force recommends a review of the affirmative action guidelines for recruiting women to administrative, professional, and faculty positions where they are currently under represented. While all departments, divisions, and programs are required to follow certain procedures in the advertisement and recruitment of positions, the Task Force believes that more needs to be done than that required by law. For example, do departments and divisions engaged in hiring discuss what affirmative action means to how they review candidates' dossiers? Are the criteria used for distinguishing among a pool of qualified candidates free of gender and racial bias?

The Task Force believes that in light of the findings of this report which show evidence of a chilly climate for women and continued low representation of women among faculty ranks, that a review of hiring practices be undertaken.

3. Changes in the Affirmative Action Committee

The Task Force recommends that the members of the Affirmative Action Committee be selected differently than has been the practice at IUSB. Members of the Affirmative Action Committee are presently selected by the Chancellor to serve one year terms. The chair of the Affirmative Action Committee is a tenured faculty member.

The Task Force recommends that half the members of the Affirmative Action Committee be selected by the Faculty Senate Executive Committee. Our reasoning for this recommendation is as follows:

- a. An Affirmative Action Committee selected by both the Chancellor and the Executive Committee would enhance the Affirmative Action Committee as an impartial jury in adjudicating Affirmative Action complaints.
- b. An Affirmative Action Committee partially selected by the Executive Committee would increase the faculty's responsibility for ensuring that Affirmative Action and sexual harassment policies were followed.
- c. An Affirmative Action Committee selected by both the Chancellor and Executive Committee would ensure that the representation of such a committee would reflect diverse interests.

In addition, the Task Force recommends that the terms of members of the Affirmative Action Committee be extended to two years instead of the one year presently in force.

4. Systematic Data Collection on Women at IUSB

The Task Force recommends that regular data collection concerning the status and progress of women be kept as a regular part of the information gathering IUSB does internally. Statistics on the status and progress of women at IUSB could include:

- recruitment rates of male and female faculty, broken down by rank and status;
- promotion and tenure rates of men and women;
- retention rates of faculty, staff, and students broken down by gender;
- recruitment rates of male and female professional staff;
- salary levels broken down by rank and gender;
- numbers of internal grants awarded to women and men;
- committee assignments broken down by gender;
- teaching awards broken down by gender.

These are just a few of the suggestions the Task Force has for tracking the status and progress of women at IUSB. Regular, yearly collection of such numbers would help to identify areas of gender inequity in need of redress.

5. Creation of an IUSB Commission/Office on Women.

The Task Force recommends the creation of a Commission on Women to centralize data gathering and promote advocacy on issues of gender equity. On the basis of the findings of this report, the Task Force believes that a commission/office on women is the most appropriate institutional mechanism to promote ongoing efforts to ensure gender equity and a harassment-free environment. Among the responsibilities a Commission on Women would undertake are:

- a salary equity review based on gender;

- a survey on gender climate issues for faculty and staff;
 - sponsorship of workshops on sexual harassment in academia;
 - sponsorship of workshops on gender issues in education;
 - monitoring the efforts to implement the recommendations contained in this report;
 - interpreting data on the status and progress of women at IUSB;
 - general campus outreach on issues of gender;
 - liaison and information source for campus constituencies on issues of gender.
- These are just a few of the ideas for what a Commission on Women would do.

How this Commission would fit into the institutional structure of IUSB.

Utilizing the model for the Commission on Women established at IU-East, the Task Force recommends that the Commission consist of faculty, professional and bi-weekly staff, and students. The chair of the commission would be designated as the Director of the Commission on Women. The Director would be a faculty member given reassigned time from teaching, who would be responsible for promoting gender equity issues on campus. The model for this position is the IUSB Director of the Honors Program, where a faculty member is allotted reassigned time from teaching to administer the Honors Program. The Commission itself would serve as an advisory body to the advisor's position, much like the Honors Committee advises the Director of Honors.

Liaisons with other IUSB constituencies.

One aspect of the Commission's responsibilities would be to work with various offices and committees on gender issues. For example, in reviewing affirmative action procedures, the Commission would work with the Office of Affirmative Action. If workshops are sponsored on gender issues in the classroom, the office of faculty development would be consulted for advice and support. Issues dealing with faculty welfare would be discussed with the faculty welfare committee of the Senate. Workshops on building sensitivity awareness to gender issues would be coordinated with the Office of Campus Climate. By having a central home for issues concerning gender equity, IUSB will be better able to track the progress of women in the institution.

Funding Needs of the Commission on Women

- Funding needs for the Commission on Women would include:
- funds for faculty replacement to the department of the faculty member serving as the Director of the Commission
 - office space with support staff;
 - funds for photocopying materials;
 - funds for purchasing videos, books on gender equity issues;
 - funds for bringing in speakers;
 - funds to design and carry out a survey of faculty and staff;
 - funds to travel to conferences and workshops pertaining to gender equity.

Precedents for a Commission on Women

Commissions on Women at universities have been commonplace for several decades. In the Task Force's research, we found most large universities had longstanding offices/commissions devoted to women's concerns. The University of Minnesota, for example, has had successive commissions on women since 1957. Within the IU system, the Bloomington campus has an Office of Women and IU-East has a Commission on Women. The campus of IUPUI has recently been granted Strategic Directions Grants' monies to establish an Office of Women with a full-time director and a three year operating budget.

In evaluating the models established by the other IU campuses for Offices/Commissions on Women, the Task Force believes the IU-East model is the most appropriate for IUSB at this time.

Conclusion

The suggestions offered in this chapter are working recommendations for institutional change. The Task Force hopes that these suggestions, along with those in the other chapters will be discussed and debated at the appropriate levels of the administration and in the relevant Senate committees. The Task Force also encourages that these discussions be done in a timely manner.

Appendix A

Regional Comparisons of Women Faculty

The following tables compare the representation of women faculty at IUSB to a set of peer institutions. The institutions listed are the ones which IUSB usually compares itself with regards to salaries. The percentages of women faculty for each institution were calculated from data listed in the March/April 1996 issue of Academe. Statistics were gathered from 39 universities in the category IIA classification in the Big Ten States. The data for IUSB is somewhat different from the data provided by the Office of Academic Affairs for the definition of "full-time faculty" in Academe **excludes** faculty who are:

1. primarily in administrative positions such as deans and librarians;
2. on leave without pay;
3. in preclinical and clinical medicine.

% of women as full-time faculty - all ranks

Appendix A

Univ. of Southern Indiana	41%
Eastern Illinois University	40
Northeastern Illinois Univ.	40
Purdue-Calumet	40
Grand Valley State	40
Moorhead State	38
Univ. of Northern Iowa	38
IU - South East	37
Eastern Michigan Univ.	37
Northern Michigan Univ.	35
Southern Ill. - Edwardsville	32
IPFW	32
Saginaw State	32
UM - Flint	32
UW - River Falls	32
Western Illinois	31
Bemidji State	31
Wright State	31
UW - Osh Kosh	31
IU - Northwest	30
St. Cloud State	30
Youngstown State	30
UW - Whitewater	30
UMinn - Duluth	29
UW - Eau Claire	29
UW - Green Bay	29
UW - Stout	29
Oakland Univ.	28
Cleveland State	27
UW - LaCrosse	27
UW - Parkside	27
IUSB	26
Central Michigan	26
UM - Dearborn	26
UW - Superior	26
Penn State - IIA	24
UW - Stevens Point	23
UW - Platteville	20
Michigan Tech	15
Median	30%
Mean	28.33%
IUSB	26%

% of women as full-time faculty - full professor rank

Appendix A

Northeastern Ill.	35%
Eastern Michigan	27
UW - Stout	26
IU - South East	25
Eastern Illinois	24
Saginaw State	24
UW - Whitewater	23
Grand Valley State	22
UM - Flint	21
St. Cloud State	21
UW - River Falls	21
UW - Superior	21
Northern Michigan	20
Western Illinois	19
Moorhead State	19
S.I.U. - Edwardsville	18
Purdue - Calumet	17
Univ. of Northern Iowa	17
Youngstown State	17
Oakland Univ.	16
IPFW	15
Bemidji State	15
UW - Eau Claire	15
UW - La Crosse	15
UW - Parkside	14
UW - Osh Kosh	14
UM - Dearborn	14
Central Michigan Univ.	13
Univ. of S. Indiana	13
UM - Duluth	13
UW - Stevens Point	12
Penn State IIA	11
Wright State	11
IU - Northwest	10
UW - Green Bay	10
IUSB	9
Cleveland State	9
UW - Platteville	6
Michigan Tech	5
Median	16%
Mean	16.85%
IUSB	9%

% of women as full-time faculty - associate professor rank

Appendix A

Northeastern Ill.	47
Northern Michigan	43
Eastern Michigan	42
IU - South East	40
St. Cloud State	39
Bemidji State	38
Youngstown State	38
Purdue - Calumet	38
Eastern Illinois	36
Grand Valley State	36
Moorhead State	36
UM - Duluth	36
UW - River Falls	35
Univ. of Southern Indiana	33
Central Michigan	33
UW - Superior	33
UW - Stout	32
UW - Eau Claire	31
Univ. of Northern Iowa	30
Oakland Univ.	30
UW - La Crosse	30
IPFW	30
Western Illinois	28
UM - Flint	28
UW - Osh Kosh	28
UW - Whitewater	28
S.I.U. - Edwardsville	27
Wright State	26
UW - Parkside	26
IUSB	25
UW - Platteville	24
Cleveland State	24
IU - Northwest	23
UW - Stevens Point	22
UM - Dearborn	22
UW - Green Bay	22
Saginaw State	19
Penn State IIA	17
Michigan Tech	17
Median	30%
Mean	30.56%
IUSB	25%

% of women as full- time faculty - assistant professor rank

Appendix A

UW - Green Bay	67%
Saginaw State	66
Northern Michigan Univ.	63
Purdue - Calumet	60
IU - Northwest	55
Grand Valley State	53
Moorhead State	53
UW - River Falls	53
Eastern Michigan	51
Cleveland State	51
UW - Eau Claire	51
IU - South East	47
St. Cloud State	47
UW - Stevens Point	47
Wright State	47
S.I.U. - Edwardsville	46
UM - Flint	46
UW - Osh Kosh	46
UW - Parkside	46
Oakland Univ.	45
UM - Dearborn	44
Univ. of Northern Iowa	44
Eastern Ill.	43
Univ. of Southern Indiana	41
Bemidji State	41
Northeastern Ill.	41
UW - Whitewater	41
Western Illinois	40
Central Michigan	40
Youngstown State	40
UW - La Crosse	39
UW - Platteville	39
IPFW	37
IUSB	37
UW - Duluth	32
UW - Stout	32
UW - Superior	32
Penn State IIA	30
Michigan Tech	24
Median	45%
Mean	45.51%
IUSB	37%

Appendix B

Questions

Q Can sexually explicit materials such as calendars, pin-ups, or cartoons be considered sexual harassment?

A These materials can contribute to a hostile work environment and can be used as evidence that a hostile environment exists.

Q Can I ask a co-worker out on a date?

A Yes. But if the person indicates that he or she is not interested (either by saying "no" or by putting you off repeatedly), take "NO" for an answer.

Q Can men be sexually harassed?

A Yes. Although 90% of reported cases are a man harassing a woman, men can be sexually harassed, and they have equal protection under the law.

Q Does certain dress invite sexual harassment?

A While employers may set dress codes, how a person dresses does not change his or her right to a workplace free of sexual harassment or make sexual harassment okay.

Q No one's reported sexual harassment here; is it a problem?

A It may be. The majority of sexual harassment incidents are not reported. This may be because people are afraid of retaliation if they complain, or because they want to get along with the group, or because they don't know what sexual harassment is.

Q Is Indiana University Kokomo responsible for the behavior of the employees of outside contractors and subcontractors (such as the copy machine repairperson)?

A Yes. Indiana University Kokomo is responsible for maintaining a harassment-free environment for all employees and students. This includes taking prompt, corrective action to stop sexual harassment by anyone within the university's control.

Q Can I be sexually harassed even if the offending behavior is not aimed directly at me?

A Yes, if it creates a hostile work environment.

Q What about consensual relationships?

A Consensual relationships can present problems, particularly for people in unequal positions of power and for others in the workplace who may be affected. Supervisors need to be especially cautious about entering into relationships with employees. Faculty members (including Associate Instructors) need to refer to the university's "Code of Academic Ethics" and students should consult the "Code of Student Ethics."

Q Where should I go for information if I am accused of sexual harassment?

A Contact the Office of Affirmative Action for further information.

Indiana University Kokomo is an Affirmative Action/Equal Opportunity institution.

Prepared by:
INDIANA UNIVERSITY
Office for Women's Affairs
Office of Affirmative Action
Bloomington, Indiana 47405
Updated by Kokomo Campus
July 1995

SEXUAL HARASSMENT

Understanding Sexual Harassment

Indiana University Kokomo has a strong policy against sexual harassment which is designed to ensure that the safety and dignity of every student and employee on the Kokomo campus is respected."

— Emita B. Hill,
Chancellor,
Kokomo Campus

Definitions

Sexual harassment is one form of sex discrimination defined under Title VII of the Civil Rights Act of 1964, as well as Title IX of the Education Amendments of 1972, and is an abuse of power characterized by manipulation, coercion, or unwanted sexual attention. While this brochure focuses on sexual harassment, other types of discrimination may occur simultaneously.

Quid Pro Quo (which means "this for that") harassment occurs when a supervisor or instructor makes employment or academic decisions based on an individual's willingness to go along with requests for sexual favors or makes sexual behavior a term or a condition of employment. Quid pro quo sexual harassment carries either 1) the threat of punishment (such as lowered grades, poor performance evaluations, blocked promotions, or firing) or 2) the promise of rewards (such as higher grades, excellent performance evaluations, promotions, or hiring).

Examples:

- After a student refuses the sexual advances of her professor, she begins to receive extreme, negative criticism, challenging a research project, although previously the student had been given praise by the professor for this assignment.
- A clerical worker is promised a promotion if she agrees to date her supervisor.

Hostile Environment harassment is a pattern of behaviors which is sexual in nature and creates a workplace or academic climate that "unreasonably interferes" with performance. "Sexual in nature" refers not only to "amorous" behavior but also to hostile conduct of a sexual or nonsexual nature which is based on a particular sex. If you aren't sure if certain behavior creates a hostile work environment,

ask yourself whether a "reasonable person" would be offended. The "reasonable person" is the standard used at Indiana University to determine hostile work environment.

Examples:

- A male nursing student is offended by his professor's repeated comments about men's inability to be compassionate and female students avoid working with him on class projects.
- A male carpenter continually makes off-color, sexual jokes about women in front of a new female apprentice. In addition, he does not give her important training she needs to successfully complete her apprenticeship and puts her down in front of her co-workers.

How to Recognize Sexual Harassment

Sexual harassment can be a one time occurrence (for example, sex for grades) or a continuing pattern of behavior (for example, sexually explicit jokes). The context, severity, and frequency of the behavior must be considered when determining sexual harassment. Listed below are some of the behaviors which may be considered sexual harassment:

Physical Harassment

- inappropriate touching, patting, feeling, pinching
- unwanted kissing or fondling
- coerced sexual encounters or assault

Verbal Harassment

- suggestive or insulting sounds
- sexist jokes or humor
- gender specific insults or comments
- unwanted sexual invitations, propositions, or pressure

Non-Verbal Harassment

- leering, ogling, and obscene gestures
- circulating sexually explicit materials
- blocking someone's path

If you are unsure of your own behavior, ask yourself, "Would I be acting this way if my spouse/boyfriend/girlfriend were standing next to me?"

How It Feels

Sexual harassment has negative effects on both the individual and the workplace and/or academic environment.

Effects on the employee or student can include:

- fear, anger
- guilt, self-blame
- confusion, depression, humiliation
- feelings of isolation, powerlessness
- decreased participation
- anxiety, nausea, headaches
- nervousness, increased tension
- eating or sleeping disorders
- lowered self-esteem
- changed professional goals or academic major

Effects on the workplace can include:

- low morale
- absenteeism
- employee turnover
- lowered productivity
- cost of staff time and potential legal fees
- damaged reputation of department
- undermined professionalism
- diminished trust and respect

Finally, sexual harassment interferes with the overall educational mission of the university.

What To Do

- **DONT IGNORE IT.** Sexual harassment will not go away.
- **DONT BLAME YOURSELF.** Sexual harassment is the responsibility of the harasser, not the victim.
- **COMMUNICATE CLEARLY.** Sometimes people don't realize they are being offensive, and sometimes the problem can be solved privately. Communication may be verbal or written.
- **KEEP A RECORD.** Note times, places, and specifics of each incident (including people who might be witnesses). Also record your reactions.
- **REPORT CONTINUING HARASSMENT.** Consult your supervisor (or the person responsible for your supervisor if he or she is the problem), the Office of Affirmative Action, or Human Resources.
- **GET SUPPORT.** Emotional support, including counseling, is crucial for a victim of sexual harassment.

Where to Go

Affirmative Action Officer

Gerry Stroman
201D Kelley Center
(317) 455-9309

Vice Chancellor Academic Affairs

William Nunez
126 Main Building
(317) 455-0227

Vice Chancellor Student Services

Jack Tharp
201 Kelley Center
(317) 455-9360

Human Resources Director

Stant Clark
113 Main Building
(317) 455-9226

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NWSA Journal, the official publication of the National Women's Studies Association, Bloomington: Indiana University Press.

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Austin Peay State University, Sexual Harassment Survey.

Brown University, Guide to Sexual Harassment, Misconduct, Assault Prevention.
University of Iowa Policy on Sexual Harassment and Consensual Relationships.
University of Minnesota Commission on Women, Guide to Improving the Campus Climate for Women.
University of Notre Dame, Academic Affirmative Action Report on Faculty Diversity, 1994 - 1995.
Purdue University, Sexual Harassment Guide for Administrators and Supervisors.
University of Toledo, Report on Gender Relations Survey.

Books on Women in Academia, particularly on women professors:

Aisenberg, N. and M. Harrington. Women of Academe: Outsiders in the Sacred Grove.
Caplan, P. Lifting a Ton of Feathers: A Woman's Guide for Surviving in the Academic World.
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