

Marshall University

## Marshall Digital Scholar

---

Theses, Dissertations and Capstones

---

2023

# Take Their Feet off Our Necks: A Descriptive Study of Sexual Harassment in Higher Education

Megan Michelle Bolter  
boltermegan@gmail.com

Follow this and additional works at: <https://mds.marshall.edu/etd>



Part of the [Adult and Continuing Education Administration Commons](#), [Community College Education Administration Commons](#), [Educational Leadership Commons](#), [Higher Education Commons](#), and the [Higher Education Administration Commons](#)

---

### Recommended Citation

Bolter, Megan Michelle, "Take Their Feet off Our Necks: A Descriptive Study of Sexual Harassment in Higher Education" (2023). *Theses, Dissertations and Capstones*. 1816.  
<https://mds.marshall.edu/etd/1816>

This Dissertation is brought to you for free and open access by Marshall Digital Scholar. It has been accepted for inclusion in Theses, Dissertations and Capstones by an authorized administrator of Marshall Digital Scholar. For more information, please contact [beachgr@marshall.edu](mailto:beachgr@marshall.edu).

**TAKE THEIR FEET OFF OUR NECKS: A DESCRIPTIVE STUDY OF SEXUAL  
HARASSMENT IN HIGHER EDUCATION**

A dissertation submitted to  
Marshall University  
in partial fulfillment of  
the requirements for the degree of  
Doctorate of Education  
in  
Leadership Studies  
by  
Megan Michelle Bolter

Approved by  
Dr. Tom Hisiro, Committee Chairperson  
Dr. Eugenia Lambert  
Dr. Feon Smith-Branch

Marshall University  
August 2023

## Approval of Dissertation

We, the faculty supervising the work of **Megan Bolter**, affirm that the dissertation, *Take their Feet off our Necks: A Descriptive Study of Sexual Harassment in Higher Education*, meets the high academic standards for original scholarship and creative work established by the EdD Program in Leadership Studies and the College of Education and Professional Development. The work also conforms to the requirements and formatting guidelines of Marshall University. With our signatures, we approve the manuscript for publication.

  
Thomas Hisiro (May 18, 2023 14:25 EDT)

Dr. Tom Hisiro, Department of Education      Committee Chairperson

5-19-23

Date



Dr. Eugenia Lambert, Department of Education      Committee Member

5-19-23

Date



Dr. Feon Smith-Branch, Department of Education      Committee Member

5-19-23

Date

© 2023  
Megan Michelle Bolter  
ALL RIGHTS RESERVED

## Acknowledgements

I would like to express my heartfelt gratitude to all those who have supported and contributed to the completion of this dissertation. Your unwavering support, encouragement, and guidance have been instrumental in this journey. First and foremost, I would like to dedicate this dissertation to my mother, Dr. Anne Marie Gillespie, sister, Dr. Katie Bolter, and niece, Harriet, who masterfully endured many hours of my doing course work, stressing about the data, and keeping it together to completion. Thank you, Mum, and Kate, for sharing your experiences with the dissertation process and providing guidance when I felt like I hit a roadblock. Thank you, Harriet, for always being there with a smile and giggle, it made my day better. I hope you never have to experience the topic of this dissertation. I also am handing off the support system to you for the future. I also dedicate this dissertation to my Grandpa, Dick Gillespie, who also provide his own version of cheerleading, eternal optimism, and a focus on the brighter side of life all along the way. It's always a bright and shiny day with you, Boompa.

I will always cherish everyone's support and encouragement, throughout this undertaking. Having all of you believe in me, knowing I had your unwavering support, and sharing in your excitement when I wrote the last page, was marvelous. While you are not here, I also know my Grandpa, Dee Gillespie, is looking down at me smiling, proud of what I have accomplished. Dodie, Tobie, Molly, Ellie, Izzie, and Jimmy Boots- My furry critters, who helped me rebalance and destress with your unconditional love, and cuddles. There is nothing better than walking a dog, petting a purring cat, or cuddling pets when you need to work out a solution for a roadblock.. Your guidance and unwavering support have made this accomplishment possible. I appreciate all of you for your endless encouragement and understanding. I love you forever and always.

I extend my deepest appreciation to my dissertation committee for their invaluable guidance, expertise, and insightful feedback. Your commitment to excellence, dedication to mentorship, and belief in

my research have truly shaped the trajectory of this work. Your constructive criticism, and unwavering support have been invaluable in refining the quality and rigor of this dissertation.

Last but not least, I would like to express my sincere gratitude to the survivors who courageously shared their experiences of sexual harassment for this study. Your bravery and resilience in speaking out have shed light on a critical issue and have contributed to raising awareness and advocating for change. Your voices are powerful, and I am honored to have been entrusted with sharing your stories. Your willingness to open and share your experiences has deeply impacted me and shaped the direction of this research.

## Table of Contents

Acknowledgements.....	iii
Table of Contents.....	vi
List of Tables.....	x
List of Figures.....	xii
Abstract.....	xiii
Chapter 1: Introduction.....	1
Extent of Sexual Harassment.....	3
Problem Statement.....	5
Purpose Statement.....	8
Research Questions.....	8
Methods and Limitations.....	9
Definitions Overview.....	9
Chapter Summary.....	13
Chapter 2: Literature Review.....	15
Defining Sexual Harassment.....	16
Legal Definition.....	16
Categorizing Sexual Harassment.....	17
Examining EEOC or Fair Employment Department Cases.....	21
Developing a Model Definition of Sexual Harassment.....	22
Combining the Legal Definition and the Models.....	25
Current Study’s Definitional Model.....	27
Organizational Culture.....	27

Job-Gender Context .....	28
Institutional Response (Organizational Climate).....	31
Organizational Culture and Sexual Harassment .....	34
Outcomes .....	35
Summary of Sexual Harassment Outcomes.....	41
Sexual Harassment Perpetrators .....	42
Perpetrators and Sexual Harassment Summary .....	44
Gaps in the Literature.....	45
Chapter Summary .....	46
Summary and Transition.....	48
Chapter 3: Methods.....	49
Research Questions.....	49
Methods Overview and Rationale.....	50
Survivors of Sexual Harassment Defined.....	50
Context and Participants .....	51
Context.....	51
Population .....	51
Sample.....	53
Data Gathered .....	55
Variables .....	55
Data Analysis .....	57
Data Analysis Procedures .....	57
Hypothesis Testing.....	59

Framework .....	60
Theoretical Framework.....	60
Conceptual Framework.....	62
Delimitations and Limitations.....	63
Delimitations.....	63
Limitations .....	63
Summary and Transition.....	64
Chapter 4: Results.....	66
Research Questions.....	67
Major Findings.....	69
Findings Related to Research Question One .....	72
Findings Related to Research Question Two.....	76
Findings Related to Research Question Three.....	87
Findings Related to Research Question Four.....	93
Summary .....	95
Chapter 5: Discussion .....	98
Research Questions.....	98
Methods.....	99
Summary of Findings.....	99
Discussion.....	102
Recommendations for Future Research .....	103
Conclusions.....	104
References.....	106

Appendix A: IRB Approval Letter .....	116
Appendix B: Data Use Approval Letter.....	117
Appendix C: Dissertation Data Codebook.....	118
Appendix D: Full Tabular SPSS Outputs .....	124

## List of Tables

Table 1	Dependent Variables with Coding.....	55
Table 2	Dependent Variables.....	71
Table 3	Survivor’s Status by Harassment Type Crosstabulation.....	73
Table 4	Overall Test Results: Survivor Status vs. Harassment Type .....	75
Table 5	Overall Effect Size: Survivor Status vs. Harassment Type .....	75
Table 6	Survivor Status by Survivor Career Outcomes.....	77
Table 7	Overall Test Results: Survivor Status v Survivor Career Outcomes .....	78
Table 8	Overall Effect Size: Survivor Status v Survivor Career Outcomes .....	78
Table 9	Survivor Status by Survivor Mental Health Outcomes .....	80
Table 10	Overall Test Results: Survivor Status vs. Survivor Mental Health .....	82
Table 11	Overall Effect Size: Survivor Status vs. Survivor Mental Health .....	82
Table 12	Survivor status by Life Course Trajectory Crosstabulation.....	84
Table 13	Overall Test Results: Survivor Status vs. Survivor Life Course Trajectory.....	86
Table 14	Overall Effect Size: Survivor Status vs. Survivor Life Course Trajectory.....	86
Table 15	Survivor Status by Alleged Perpetrator Status Crosstabulation .....	88
Table 16	Overall Test Results: Survivor Status vs. Alleged Perpetrator Status .....	89
Table 17	Overall Effect Size: Survivor Status vs. Alleged Perpetrator Status .....	90
Table 18	Survivor Status by Alleged Perpetrator Consequence Crosstabulation.....	91
Table 19	Overall Test Results- Survivor Status vs. Alleged Perpetrator Consequences...	92
Table 20	Overall Effect Size- Survivor Status vs. Alleged Perpetrator Consequences....	92
Table 21	Survivor Status by Institutional Response Cross Tabulation.....	93
Table 22	Overall Test Results- Survivor Status vs. Institutional Response .....	94

Table 23	Overall Effect Size- Survivor Status vs. Institutional Response .....	95
Table 24	Result and Null Hypothesis Summary Table.....	96
Table 25	Findings of the Study and Comparision to Previous Research Findings.....	99
Table 26	Survivor’s Status by Harassment Type Crosstabulation.....	124
Table 27	Survivor Status by Survivor Career Outcomes.....	126
Table 28	Survivor Status by Survivior Mental Health Outcomes .....	127
Table 29	Survivor Status by Life Course Trajectory Crosstabulation.....	128
Table 30	Survivor Status by Alleged Perpetrator Status Cross Tabulation .....	129
Table 31	Survivor Status by Alleged Perpetrator Consequence Crosstabulation.....	131
Table 32	Survivor Status by Institutional Response Cross Tabulation.....	132

## **List of Figures**

Figure 1	Hybrid Model of Fitzgerald et al.'s (1995) and Fitzgerald et al.'s (1997) Sexual Harassment Models.....	10
Figure 2	Descriptive Study Research Design .....	58
Figure 3	Feminist Standpoint Theory .....	61
Figure 4	Initial Conceptual Framework.....	62
Figure 5	Test of Best Fit Selection Flowchart .....	69

## **Abstract**

This study examines survivors' perceptions of sexual harassment experienced as members of higher education (e.g., faculty, staff, students, and administrators). Individually, an examination of the survivors' perceptions of perpetrator consequences and how institutional responses occurred. This study aims to provide insight into the survivors' experiences and understandings of sexual harassment experiences, further than the well-established health and career consequences. I utilized the Sexual Harassment in the Academy data set created by Dr. Karen Kelsky. In this study, there is a sample of 1,230 members of higher education who experienced sexual harassment. The sample of self-identified sexual harassment survivors allows the study to focus on how survivors interpret sexual harassment events.

## Chapter 1: Introduction

On October 15, 2017, a light shone on a dark reality for many. The endemic sexual harassment they experienced and continued to experience was recognized by society. The survivors rallied and saw they were not alone with a single viral Twitter hashtag, #MeToo. The term has been around since 2007 when civil rights activist Tarana Burke coined the term “Me Too” and founded the MeToo Movement to respond to the vast number of women’s and girls’ sexual violence experiences. The MeToo movement demonstrated the pervasiveness of societal sexual abuse and assault. In response to the allegations against Harvey Weinstein, actress Alyssa Milano used her Twitter platform to call for the hashtag #MeToo to show survivors they were not alone. Survivors used this viral hashtag over 1.7 million times in the first ten days. The hashtag on social media showed people of all genders, races, and ethnicities the #MeToo hashtag; they were brothers, sisters, siblings, friends, neighbors, colleagues, and parents of sexual harassment survivors. This hashtag opened discussions regarding sexual harassment and demonstrated the magnitude of the issue (NPR/TED Staff, 2019; Park, 2017).

For the past several years, the MeToo Movement had reached more than 85 nations, with survivors demanding reforms. While the effort started as a grassroots movement, it had spread through multiple industries, including Hollywood, the military, and, more recently, higher education (Anderson, 2018; Burke, 2018; Chan, 2019; Garcia, 2017; Gluckman et al., 2017; Jaschik, 2019; Mangan, 2018; Mangan, 2019; Naso, 2020; Seck, 2018; Smartt, 2017). A growing number of students (former and present) and employees (current and former faculty, staff, and administrators) revealed long-hidden sexual harassment (up to and including rape)—events that negatively impacted the survivors. Sexual harassment harmed both the body and mind, and survivors had to balance reducing the individual outcomes with keeping down the adverse

professional consequences (e.g., retribution, loss of earning potential) (Bondestam & Lundqvist, 2020; Buchanan et al., 2018; Dykstra-DeVette, & Tarin, 2019).

Anderson (2018) explained that higher educational institutions were scrambling to assure faculty, staff, and administrators that the institutions understand that sexual harassment includes employees. The culture of higher education was set up to promote a power disparity. At the start of their careers, students had to depend on faculty members for recommendations, grades, and approval on final projects (e.g., dissertations, theses, capstones). Employees relied on supervisors for positive professional evaluations, promotions, pay raises, and recommendations for employment at other institutions. Part of the goals of the MeToo Movement was a cultural change where survivors were believed and supported, investigations were impartial, transparent, and fair, and justice was served (Burke, 2018; Cantor et al., 2017; Chan, 2019; Hosterman et al., 2018; Kearl, 2018; Kunst et al., 2018; Rodino-Colocino, 2018; Tambe, 2018; Tippett, 2018). The more successful sexual harassment policies and procedures required an understanding of employees' and students' experiences regarding sexual harassment and the effect of the harassment on individual survivors.

Knowledge of the campus community's experiences with sexual harassment increased our knowledge and understanding of the effects of the harassment and the individual's response to the sexual harassment. Sexual harassment affected an individual in three different areas: (a) mental health, (b) physical health, and (c) professional well-being. Survivors reported depression, higher anxiety, and symptoms of post-traumatic stress as mental health issues. Headaches and sleep disturbances were examples of the physical effects of sexual harassment on survivors. Survivors also reported professional impacts of sexual harassment included lower job satisfaction, organizational withdrawal, and increased financial stress (Bondestam & Lundqvist,

2020; Dykstra-Devette and Tarin, 2019; Johnson et al., 2018, McLaughlin et al., 2017). Clancy et al. (2017) explained that individuals experiencing sexual harassment responded to the hostile environment by avoiding significant career opportunities (e.g., meetings, conferences, classes, and fieldwork). Creating and implementing institutional policies and procedures to combat and curb sexual harassment without first understanding the survivors' perceptions of the experiences weakened the effectiveness of the policies and procedures.

This qualitative study investigated how survivors of sexual harassment who were members of the broader higher education community (i.e., faculty, staff, administrators, and students) perceived all aspects of their sexual harassment experiences. Dr. Karen Kelsky provided permission to use de-identified data collected from the *Sexual Harassment in the Academy* survey (see Appendix B). The data were gathered from December 2017 to August 2018 and contained over 2,400 lines of data.

### **Extent of Sexual Harassment**

Chatterjee (2018) reported Stop Street Harassment launched a national online survey in January 2018. The questionnaire responded to the perceived lack of data gathered on the prevalence of sexual harassment across the United States, illustrated by the MeToo movement. Kearl (2018) reported that the survey used a representative sample of 2,009 (1,013 males, 996 females) adults age 18 and older; the participants were required to identify their sex as male or female. The participants also identified their preferred gender identity (i.e., cisgender, other, transgender). Fewer than five percent of participants identified as either the transgender or other gender option: 13 (three females, ten male) individuals identified as transgender, five identified as the other gender option, and 63 individuals (28 female and 35 male) chose not to respond to the item. The researchers selected the required sex identification questions to determine the

subgroups because most individuals identified as cisgender. The survey consisted of eight questions asking participants if they experienced 14 different types of sexual harassment and assault. The participants identified the harassment they survived and where the harassment occurred out of 16 location options. The survey concluded after the first question if the participants self-identified as not experiencing sexual harassment.

Kearl (2018) reported that 81% of women and 43% of men recounted experiencing some form of sexual harassment, including rape. The most experienced sexual harassment was verbal sexual harassment (77% of women, 34% of men). Cyber sexual harassment, where the harasser used texting, phones, and online applications, was reported by 41% of women and 22% of men. More than half of women (62%) and 26% of men detailed surviving physically aggressive forms of sexual harassment. As a more severe form of sexual harassment, physically aggressive harassment includes: (a) unwelcome sexual touch (51% of women, 17% of men), (b) being followed (34% of women, 12% of men), (c) being showing genitals against the survivors will (i.e., being “flashed”) (30% of women, 12% of men), and (d) rape, including rape (27% of women, seven percent of men). A substantial proportion of participants who reported surviving rape also reported sexual harassment. Approximately 13% of women and five percent of men reported quid pro quo sexual harassment or a forced sexual favor for some supposed benefit (e.g., to keep their job, receive a raise).

While the number of survivors demonstrated the prevalence of sexual harassment, there is also a need to examine reporting sexual harassment. The Equal Employment Opportunity Commission (EEOC) (2020a) filed 61 sex-based and 48 retaliation-based merit suits in fiscal year [FY] 2019. A merit suit is a lawsuit filed in federal court which alleges violations of any federal law prohibiting employment discrimination based on an individual’s (a) race, (b) skin

color, (c) religion, (d) sex (including sexual orientation, pregnancy, and gender identity), (e) national origin, (f) age (40 years or older), (g) disability or (h) genetic information. The EEOC filed 48 lawsuits combating workplace harassment, 71% of which were hostile work environment claims based on alleged sex. The EEOC (2020b) filed over 12,700 sex-based harassment charges in FY 2019. Sexual harassment charges represented 59% (7,516 cases) of the sex-based harassment charges, with individuals self-identifying as male filing 17% of sexual harassment charges. The EEOC obtained over \$68 million in monetary benefits (excluding financial gains through litigations) for plaintiffs. The sheer number of individuals reporting experiencing sexual harassment and filing sexual harassment cases with the EEOC helped illustrate this epidemic's size.

### **Problem Statement**

Higher Education is required to comply with the federal regulation of Title IX, which requires institutions to address sexual harassment and rape incidents. Title IX of the Education Amendments of 1972 [Title IX] is applied to any institution or program, with exceptions, which received federal financial assistance. The exceptions to Title IX are (a) educational institutions governed by religious organizations, (b) military and merchant marine educational institutions, (c) membership practices of social fraternities and sororities, (d) membership practices of YMCA, YWCA, Girl Scouts, Boy Scouts, and Campfire Girls, (e) membership of voluntary youth service organizations, (f) admissions to educational institutions before June 24, 1973, and (g) single-sex institutions of higher education. Title IX required the covered institutions to designate an employee to coordinate the university's compliance with Title IX regulations and the responsibilities outlined (Patsy Mink Equal Opportunity in Education Act, 1972).

The mandated responsibilities of the Title IX employee included (a) investigating any filed complaints; (b) notifying all students and employees of the contact information for the Title IX Coordinator, (c) creating and adopting grievance procedures focused on providing prompt and equitable resolution of complaints, (d) notifying all students, employees, student applicants, and employee applicants of policies, and (e) publishing a statement of the sexual harassment policy prominently in any document used for the recruitment of students or employees (Patsy Mink Equal Opportunity in Education Act, 1972). These policies were often created in isolation from higher education communities' experiences and perceptions of sexual harassment. Those matters resulted in policies being created to maintain the status quo.

A review of the current literature has not shown how survivors' perceptions of their sexual harassment experiences interact with institutional responses to create a safe and supportive environment. Studies have focused on defining sexual harassment (Fitzgerald et al., 1997; Schultz, 2018; Welsh, 2000), mitigating factors (Clancy et al., 2017; Gruber & Bjorn, 1986; Zeigler et al., 2016), and sexual harassment outcomes (Buchanan et al., 2018; Martin-Storey & August 2016; McLaughlin et al., 2017). Studies also focused on Title IX and sexual harassment (Clair, 1993; Cantor et al., 2017; MacKinnon, 2016) and organizational culture and sexual harassment (Clair, 1993; Holland et al., 2016; Ollo-Lopez & Nunez, 2018).

What might be missing is an investigation into the survivors' relationship with Title IX policy, focusing on real-life interactions and uses. Clair (1993) examined how communication techniques are used by 11 of the Big Ten institutions to frame their discussions regarding sexual harassment. The study analyzed the provided sexual harassment policies and procedures and found that 80% told survivors to confront the harasser, 56% of institutions told survivors to just say no to the harassment, 44% of institutions told survivors to report the harassment, and 78%

told survivors to document the harassment. Only one (nine percent) of the policies provided specific guidelines to assist with the formal complaint process, including institutional and governmental agency contacts. The studied institutional policies placed the responsibility of proof on the survivors. There was no indication that the institutions recognized the outcomes (e.g., increased stress, decreased job satisfaction, retribution due to coming forward) faced by survivors or any protections to document the cases. According to the study, no documentation is available to prevent sexual harassment from continuing after the investigations are closed.

This current study contributed to the literature in that it was helpful for higher education leaders and policymakers to develop effective policies and procedures for combating sexual harassment. The development of such policies and procedures required understanding survivors' sexual harassment experiences and how survivors perceive universities' current responses. Understanding survivors' experiences increased awareness of the impact of sexual harassment on the survivors, and understanding the impact of sexual harassment on the survivors helps developed and update strategies and support services for the campus. Examining the shared sexual harassment experiences, across university types and sizes led to a shared narrative and language that has helped develop standard terms and actions. Understanding the components of faculty, staff, administrator, and student experiences with sexual harassment helps policymakers develop practical and proactive sexual harassment policies. It also aided higher education institutions in becoming safe spaces for all to learn and work.

A detailed review of the literature, discussed in Chapter 2, examined the survivors' sexual harassment by defining sexual harassment. This is followed by looking at the organizational culture, exploring the outcomes for experienced sexual harassment, and reviewing

the perpetrators of sexual harassment. Finally, the literature is condensed down into the gaps in the literature.

### **Purpose Statement**

The purpose of this descriptive study was to contribute new knowledge regarding sexual harassment to the literature by examining the sexual harassment experiences of post-secondary students and employees using the lens of standpoint theory. Standpoint theory was a feminist perspective that argued individuals' knowledge stemmed from their social position. A model of sexual harassment, which extends Fitzgerald et al.'s (1997) Integrated Model of Sexual Harassment and Fitzgerald et al.'s (1995) definitional model of sexual harassment, was used to develop a study-specific codebook to describe and interpret sexual harassment experienced by the study's sample using inductive analysis. The study answered the following research questions:

### **Research Questions**

To understand the sexual harassment experiences of post-secondary students and employees, the following research questions guided this study:

1. Is there an association between the participants' roles and experiences of sexual harassment?
2. Is there an association between the participants' roles and the various sexual harassment event impacts (e.g., professional, mental health, life choice)?
3. Is there an association between the participants' roles and consequences for the alleged sexual harassment perpetrator(s)?
4. Is there an association between the participants' roles and the institutional responses to the reported sexual harassment events?

## **Methods and Limitations**

This descriptive study used the secondary data set generated by the *Sexual Harassment in the Academy* survey. The survey used self-selection sampling, where participants self-identified as survivors of sexual harassment. The survey ran from December 2017 to August 2018 and generated 3,749 separate rows of data. After the removal of incomplete data that did not fit this study's parameter, the final total was 1,230 rows of data, or 32.8% of responses. The data was then analyzed using chi-square tests. The focus of the tests was to analyze potential relationships between the categorical independent variable (participant's higher education position) and the categorical dependent variables (various aspects of the sexual harassment experience and results). The chi-square test results were then evaluated using the standpoint theory lens.

Like other studies, this study had limitations. First, the crowdsourced nature of the data set limited validity and reliability. Second, the survey did not gather the sex, gender, age, ethnicity, race, sexual orientation, or sexual identity variables. Third, the survivors controlled how many details were revealed in telling their sexual harassment stories. The survey was limited to faculty, staff, students, and administrators who had experienced sexual harassment linked to the higher education community and members of those groups who self-identified as survivors of sexual harassment. Finally, the gathered data was from the survivors' points of view.

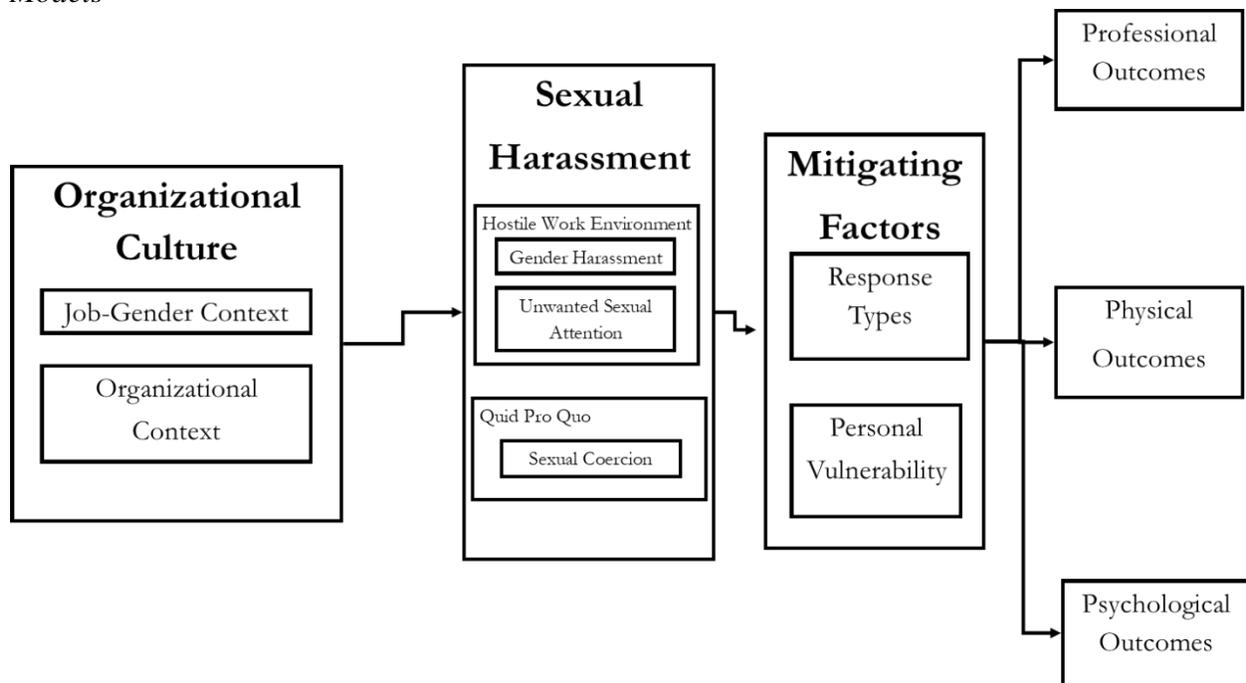
## **Definitions Overview**

This study conceptualized sexual harassment as an updated hybrid of Fitzgerald et al.'s (1997) Integrated Model of Sexual Harassment and Fitzgerald et al.'s (1995) definitional sexual harassment model. Fitzgerald et al. (1995) defined sexual harassment as three interconnected types. The first type was gender harassment, which consists of a broad range of behaviors (verbal

and nonverbal) that convey insulting, hostile, and degrading attitudes about women. This behavior includes but is not limited to: (a) sexual sayings, slurs, taunts, and gestures: (b) displaying or distribution of obscene or pornographic materials: (c) gender-based hazing: and (d) threatening and intimidating acts. The following defined type of sexual harassment was unwanted sexual harassment, a range of offensive and unreciprocated behaviors. Both gender harassment and unwanted sexual harassment can be distinguished using the sexualized conversation test. If the sexually charged conversation is a come-on, it is unwanted sexual attention. If the sexually charged conversation is a putdown, it is gender harassment. The final sexual harassment type was sexual coercion, defined as the extortion of sexual cooperation in return for job-related considerations (e.g., keeping a job, promotion, raises).

**Figure 1**

*Hybrid Model of Fitzgerald et al.'s (1995) and Fitzgerald et al.'s (1997) Sexual Harassment Models*



Fitzgerald et al. (1995) built their definitional model to examine the legal definition of sexual harassment. Fitzgerald et al. (1997) then used the definitional model as a component of

their integrated model of antecedents and sexual harassment consequences. This model conceptualizes how various factors contributed to sexual harassment and the effects of the event. The model argued that organizational sexual harassment occurred because of two conditions: an organizational context that tolerated sexual harassment events and job gender contexts, which allowed workgroups or job duties/tasks to be gendered.

Fitzgerald et al. (1997) explained that the job gender context and organizational context conditions predominantly determined the pervasiveness of sexual harassment in the organization. When the organization possessed a reputation for tolerating sexual harassment (i.e., organizational context), in failure to take sexual harassment seriously, created a high risk for complainants, and allowed perpetrators to go unpunished, there were higher levels of sexual harassment. When the job tasks were traditionally male-oriented (e.g., facilities, law enforcement), and when there was a higher number of male-identifying workers in the workforce, the model argued for increased sexual harassment.

According to the model, the survivor's vulnerability and response style tempered the effects of sexual harassment. Personal vulnerability, including age, educational level, professional position, and executive power, increased the likelihood of experiencing sexual harassment. Response styles can be categorized as either internally or externally focused. Internally focused responses occurred when the survivors experienced sexual harassment they perceived as less severe. These responses ranged from enduring the harassment (e.g., ignoring it and doing nothing) to denying the harassment occurred or pretending the harassment does not affect the survivor (Fitzgerald et al., 1997; Fitzgerald et al., 1995; Fitzgerald et al., 1995; O'Connell & Korabik, 2000).

Externally focused responses occurred when survivors changed how they used their environment to cope with the harassment. Common externally focused responses included avoidance, appeasement, seeking social support, asserting themselves, and institutional relief. Appeasement was the survivor's attempt to avoid confrontation while removing the harasser's attention. Techniques categorized as appeasement included the use of humor, excuses, and delays. Avoidance was the survivor's dodging of professional opportunities (e.g., classes, conferences, meetings, projects) to reduce the risk of sexual harassment. Survivors sought social support to combat harassment from coworkers, family members, or friends. Asserting themselves was as it sounds: the survivor communicated directly to the harasser to stop the behavior. The largely infrequently used response is the survivors seeking institutional relief, which was used as a last resort for some survivors. These responses included informing a supervisor, bringing a formal complaint against the harasser, and filing a lawsuit (Fitzgerald, 1993; Fitzgerald et al., 1995; Fitzgerald et al., 1997; O'Connell & Korabik, 2000).

Depending on the mitigating effect of the individual's vulnerability and response style, sexual harassment could result in three different outcomes, which include the following: job, health, or psychological conditions. Job conditions were negative occupational stress-related behaviors, including decreased satisfaction with one's job and work withdrawal. Work withdrawal was the individual's attempt to avoid work tasks while staying at the organization (e.g., tardiness, absenteeism, lower morale). Health conditions were negative physical responses to the stress of sexual harassment. These responses represented a deterioration of the survivor's physical health due to prolonged pressure (e.g., sleep disruption, headaches, nervousness, and gastrointestinal issues). Psychological conditions were the deterioration of the survivor's psyche due to prolonged stress (e.g., post-traumatic stress, anxiety, depression, anger, irritability)

(Fitzgerald et al., 1997; Fitzgerald, Gelfand, & Drasgow, 1995; Schneider, Swan, & Fitzgerald, 1997).

The format of the current study required some other key terms to be defined. In this study, (a) *online* is defined as being connected in some way (e.g., through technology, activities performed, available data) to the internet; (b) an *online community* is defined as a group of people who connected through the internet to pursue common interests; (c) an *online dataset* is defined as a collection of data available through the internet; (d) *crowdsourced* is defined as having used the internet to compile data from a large number of people; and (e) a *blog* is defined as a personal website containing personal reflections and stories written conversationally. This study also refers to social media and various specific platforms. For this study, (a) *social media* are defined as online websites or applications that facilitate communications through the creation of written or filmed posts with other people as a form of social networking; and (b) Twitter is a social media service that allowed users to update others with short blogs of 240 characters called tweets. Conversely, other social media platforms that were impactful on the MeToo movement were as follows: (a) Facebook was a social media service that will enable users to share photos, quotes, and blogs about themselves and their interests with others; and (b) Reddit was a crowdsourced social news website and forum where users can post about news and their interests in sub-pages called subreddits, and help curate the site through voting for (upvoting) stories that interest the users (Oremus, 2018; Stec, 2020).

### **Chapter Summary**

The MeToo movement drew international attention to sexual harassment. It accentuated the need to overhaul sexual harassment policies to account for survivors' perceptions of their

sexual harassment experiences and make campuses safer. A vital component of those policies was their creation as a reaction to federal mandates, which could have resulted in the withholding of federal funding for non-compliance. Even with the procedures at campuses across the country, sexual harassment occurred without perpetrators perceived as receiving punishments. The events share a commonality of power. Understanding a survivor's experience with sexual harassment events could help the leadership develop insights into survivors' needs and institutional responses to such events. The acquired knowledge helped create a shared understanding among higher education students, faculty, staff, and administrators across the United States. It could assist in outreach and policy maintenance.

## Chapter 2: Literature Review

The Me Too movement was founded in 2007 by Tarana Burke, a survivor, and civil rights activist, to illustrate the vast numbers of individuals who survived sexual abuse, including, but not limited to, sexual harassment and rape. MeToo went viral when the hashtag was transitioned from the Myspace platform to the Twitter Platform by actor Alyssa Milano on October 15<sup>th</sup>, 2017. Milano made the post in response to the allegations against Harvey Weinstein (Kearl, 2018).

Park (2017) reported that within two weeks of Milano's tweet, the hashtag #MeToo had over 1.7 million uses in 85 countries. The hashtag has become part of the cultural vernacular and has crossed platforms. Facebook released statistics detailing how within 24 hours of the Twitter hashtag, MeToo was referenced over 12 million times in posts by 4.7 million global users. Within ten days, Facebook reported that 45 percent of its users in the United States had Facebook friends upload posts referencing MeToo. Within two weeks, the movement successfully showed the magnitude of the sexual harassment epidemic. The MeToo movement continued focusing on supporting survivors and keeping a spotlight on the scourge of sexual harassment.

The current study aimed to outline and analyze the experiences of sexual harassment reported by post-secondary students, faculty, staff, and administrators. This analysis used the frame of standpoint theory. The sexual harassment experience included the events and the institutions' responses to reported sexual harassment. Understanding how higher education community members perceive their experience with sexual harassment aided policymakers in developing more robust, holistic policies and procedures. This study also clarified where survivors of sexual harassment need support services and protections.

This descriptive study focused on higher education comprised of members (students, faculty, staff, and administrators) who have experienced sexual harassment at a higher educational institution since the Me-Too movement went viral (2017). The de-identified self-reported data generated by the *Sexual Harassment in the Academy* survey met this study's selection criteria. The criteria were: (a) the data already identified incidents of alleged sexual harassment, (b) participants were members of the higher education community when the alleged sexual harassment occurred, (c) the participants have the power to include as much or as little information as they want, and (d) both participant and alleged perpetrators' identifying factors (e.g., race/ethnicity, gender, name; sexual orientation) have been removed.

This literature review examined the survivors' sexual harassment experiences by defining sexual harassment, looking at the organizational culture, exploring the outcomes of sexual harassment, and reviewing the perpetrators of sexual harassment. Finally, the literature was distilled into the gaps.

### **Defining Sexual Harassment**

The sheer number of reported sexual harassment cases illustrated the extent of this epidemic. The occurrences of sexual harassment and the survivors' consequences have drawn researchers' fascination. The shared goal of understanding and preventing the sexual harassment phenomenon led to researchers working to clarify the legal definition of sexual harassment and developing models of sexual harassment.

#### **Legal Definition**

The Equal Employment Opportunity Commission [EEOC] enforced the various laws governing employees based on legal definitions. Many researchers have turned to the EEOC for a standard legal definition (Cole, 1986; Fitzgerald et al., 1995; Garner, 2006; Johnson et al.,

2018; Schultz, 1998; Schultz, 2018; Till, 1980; Welsh, 1999; Welsh, 2000). The EEOC defined sexual harassment as verbal or physical harassment of a sexual nature. This broad range of behaviors included, while not being limited to, unwelcome sexual advances, requests for sexual favors, and offensive remarks about a person's sex. The EEOC explained that harassment is against the law when it is frequent or severe to the extent that it created a hostile or offensive work environment or resulted in an adverse employment decision (Equal Employment Opportunity Commission, 2020c).

The United Nations (n.d.) took the EEOC's definition further by explaining that the critical term in the definition is unwelcome. The survivor of sexual harassment may have welcomed and actively participated in some behavior (e.g., requests for dates, sex-oriented comments). The action was considered unwelcomed when the survivor define the action was unreciprocated. The United Nations provided a detailed list of behavioral examples of sexual harassment categorized as verbal, non-verbal, physical, and general. The United Nations also defined key terms that included subtle sexual harassment, quid pro quo harassment, and hostile work environment. The research that used the EEOC definition can be grouped as categorizing sexual harassment and examining EEOC or Fair Employment Departments' cases.

### **Categorizing Sexual Harassment**

Till (1980) surveyed 192 participants (116 victims, 43 secondary parties, and seven researchers) regarding sexual harassment experiences in response to a call for data to convince federal policy members of the seriousness of the sexual harassment students faced. Till was able to develop a categorization system to help define sexual harassment. The system included five different categories, which increased in severity of the act. Category one was generalized sexist remarks or behavior. This level did not include actions or sentiments which lead to sexual

behavior. The opinions or actions involved were often fiercely negative (against cisgender females, cisgender males, transgender, and gender non-conforming people, sexual orientations, and individuals' gender identities). The behavior was directed at the survivor because of their perceived sex. The second category was inappropriate and offensive sexual advances that were sanctioned free. This category included requests for social and sexual encounters. Category two explained that physical contact could have been sexual harassment when it is lewd (e.g., leering, groping, indecent exposure).

The next category of sexual harassment was soliciting sex-related behavior by promises or rewards. If the survivor does not comply with the requests for sex-related behaviors, the demand tended to turn into threats. The perpetrator attempted to use their authority to force the survivor to comply with the requestor's conformity with sex-role stereotypes (e.g., a female wearing form-fitting clothes is easy). Behaviors that fall into this category were definable as the perpetrator attempting to purchase the sex-related act from the survivor (Till, 1980).

The fourth category was an escalation of the third category of sexual harassment. The survivor is coerced into sexual activity with threats or punishment in the fourth category. In the simplest terms, this category of behavior was where the perpetrator exploited the difference of authority with the survivor to compel a choice between highly unwelcome alternatives (e.g., performing the sexual action, loss of employment). The perpetrator tended to have the ability to block access to a discipline, which resulted in the survivor's career trajectory being in jeopardy (Till, 1980).

The final category of sexual harassment was sexual crimes and misdemeanors. This category included behaviors that, if reported to police, would be considered a legal offense (felony, misdemeanor). This category of sexual harassment tended to be underreported, even

when the behaviors were extreme (e.g., rape, rape). The underreporting of practices was due to a fear of the consequence of reporting the incidents to any authority (e.g., law enforcement, university leadership). The perpetrator tended to misconstrue the survivor's fear as consent. This class of sexual harassment differed from the third and fourth categories due to its exaggerated sexual nature. This category involved prohibited activities such as forced contact with genitalia (Till, 1980).

Fitzgerald et al. (1995) defined sexual harassment as three different and interconnected types. The categories were gender harassment, unwanted sexual harassment, and sexual coercion. Gender harassment and unwanted sexual harassment were categorized as hostile work environment sexual harassment. Sexual coercion represented quid pro quo sexual harassment. The definitional model was tested with the Sexual Experience Questionnaire (measuring sexual harassment). The questionnaire was administered to 448 employed women in a regulated utility, a cross-section of professional, technical, clerical, and blue-collar workers. The study found that identifying a hostile work environment typically required a demonstrated pattern of offensive behavior. While quid pro quo sexual harassment, this behavior typically required one demonstrated example of offensive behavior.

Schultz (1998) provided the legal history of sexual harassment through a law analysis. The research utilized Title VII of the Civil Rights Act as the start of legal history. This law started with the primary goal of extending the prohibition of sex discrimination. No matter the individuals' perceived and self-disclosed sex, gender expression, and sexual orientation, they could pursue their chosen field on equal and empowered terms. While the starting legal definition of sexual harassment focused on quid pro quo sexual harassment (granting an unwelcomed sexual favor to protect oneself), several court cases identified a link between a

hostile work environment and job segregation. The study argued that the legal definition should work towards a world where all individuals can work at any endeavor they desire as fully enabled equals.

Welsh (1999) explained that the legal definition of sexual harassment consisted of quid pro quo harassment and a hostile work environment. Quid pro quo harassment included sexual threats and bribery as a condition of employment and employment improvements (e.g., promotions). The hostile work environment comprised behaviors that affected the individual's ability to do their job and created a threatening, antagonistic, or aggressive work culture. A fundamental tenant of defining sexual harassment was that the behavior was about creating an exclusionary workplace that lets the identified individual(s) know their status as an outsider(s). The study argued that in properly defining sexual harassment, there was a demonstrated awareness of behaviors that constituted a hostile work environment which can be used to create an inclusive and respectful environment.

Garner (2006) focused on how sexual harassment was a form of employment discrimination involving verbal or physical abuse of a sexual nature. The legal explanation of sexual harassment being categorized as quid pro quo or hostile work environment was explained in terms of employment. Quid pro quo harassment meant sexual harassment consisted of employment decisions based on the satisfaction of sexual demands. An example of quid pro quo harassment was an individual who was fired or demoted for refusing to go on a date with the boss. Hostile work environment sexual harassment was a work culture where unwelcome verbal or physical sexual behavior existed, and such actions were either severe or pervasive. In this study, an example of a hostile work environment sexual harassment was a group of coworkers continually e-mailing pornographic pictures to a colleague who found the images disgusting.

Schultz (2018) revisited the legal definition of sexual harassment 20 years after their previous law review. The law review expanded on Schultz's previous research by examining sexual harassment in terms of the MeToo Movement and various case studies from the technology and Hollywood industries. Schultz found a need to eliminate sex segregation and move toward the point that all sexes could and should be treated equally and work together. There was also a need to restrict subjective authority; reduce discrimination and stereotyping while eliminating abuse and harassment. There was a need to start structural reforms by the removal of the bosses' ability to use quid pro quo sexual harassment. The structural reforms could then continue to eliminate arbitrary authority and sex segregation.

### **Examining EEOC or Fair Employment Department Cases**

As researchers were examining the legal definition from Title VII of the Civil Rights Act or the definition provided by the EEOC, other researchers were investigating the practical applications of these definitions. Cole (1986) examined how the legal definition was applied to filed sexual harassment claims. The study analyzed 88 sexual harassment cases filed with the San Bernardino County Office of the California Fair Employment and Housing Department, recorded between January 1, 1979, and December 31, 1983. The sample included employed men and women at a Southern California Electronic Design Company. The analysis focused on the complaints, perpetrators, alleged behaviors, and agency actions listed in the case files and found support for the behavior to exist on a continuum. The verbal and slight physical contact was at one end of the continuum. Extreme actions, such as persistent sexual advances, rape, attempted rape, and rape, are on the other end of the continuum. In around half of the cases, quid pro quo sexual harassment occurred, with the behaviors being accompanied by job threats (work conditions, job loss) if the behavior was not positively received. Due to failing to agree to the

behaviors, 40 complainants reported being fired, while 20 reported quitting due to fear or frustration.

Welsh (2000) analyzed 296 sexual harassment complaints filed by females against corporations registered with the CHRC over 15 years. The claims analysis included looking for commonality based upon the following behavior categories (a) verbal gender harassment, (b) sexual derogation, (c) unwanted sexual attention, (d) relational advantages, and (e) sexual coercion. The most common type of harassment was unwelcome sexual attention (e.g., sexual touching, covert sexual pressuring, personal remarks), which was reported in 74 percent of cases. Sexual harassment (e.g., gendered insults, gendered derogatory comments) was the second-highest reported rate at 46 percent. The different types of sexual harassment were shown to be interconnected. Behaviors fitting the definition for quid pro quo harassment occurred with actions meeting the description for hostile work environment harassment.

### **Developing a Model Definition of Sexual Harassment**

While governmental agencies established the legal definitions, researchers have also focused on developing models that helped explain the process of sexual harassment and its effects on the survivors. The process components included the various elements (e.g., organizational culture, job-gender context, personal vulnerability) affecting sexual harassment events. Gruber and Bjorn (1986) administered a questionnaire regarding topics related to jobs and family to 150 women who worked in one of four different departments in a final assembly auto plant. The study found that sociocultural power was essential for predicting sexual harassment targets. Women with less power were more likely to be selected as sexual harassment targets. The higher the women's status, the more likely they responded passively, working to appease the harasser. Organizational power affects how the survivor dealt with sexual

harassment, with the survivors in lower-skill or low-status jobs already having a higher likelihood of experiencing sexual harassment. They also tended to respond in a powerless, limited manner.

Fitzgerald and Hesson-McInnis (1989) utilized paired comparison tests performed by 28 students (11 male and 17 female) from a large midwestern university. The tests were used to analyze the structure of sexual harassment. The research found that the structure of sexual harassment was multidimensional based on the type and severity of the sexual harassment.

Gruber et al. (1996) performed a meta-analysis of 17 research and legal articles which resulted in a sample size of around 18,806 women. The analysis resulted in eleven specific harassments (verbal and non-verbal) being mentioned in the literature. The types of harassment included four definable verbal requests (sexual bribery, sexual advances, relational advances, and subtle pressures/advances), three definable verbal remarks (personal remarks, subjective objectification, sexual categorical remarks), and four nonverbal displays (rape, sexual touching, sexual posturing, and sexual materials). The meta-analysis worked to define the different types of sexual harassment while leaving it to the audience to classify the harassment types by severity.

Cleaveland and Kerst (1993) performed a meta-analysis to define the relationship between power and types of sexual harassment. The meta-analysis resulted in a conceptual framework of sexual harassment, accounting for various power aspects. Societal and organizational power affected work conditions. The work conditions interacted with the personal and situational power possessed by the harasser and the personal and situational power of the survivor. This interaction resulted in the sexual harassment event. The sexual harassment events resulted in the individuals' reactions to sexual harassment and organizational responses to sexual

harassment. The individuals' reactions to sexual harassment are impacted by the work conditions while impacting the personal and situational power of the survivor.

Pryor et al. (1993) utilized a social psychological framework to perform a meta-analysis examining how the person interacted with the situation affects the sexual harassment events. The analysis found support for sexual harassment occurring when the local norms allow harassment. When the managers conveyed that the behavior was not condoned, individuals highly likely to sexually harass [LSH] tended to avoid such actions. When the managers or societal norms communicated, the individual could get away with the harassment; individuals high in LSH tended to perpetrate sexual harassment.

Fitzgerald et al. (1995) utilized behavioral science research in a meta-analysis examining the survivors' responses to sexual harassment events. Instead of the more traditional legal paradigm where the victim was held responsible for their response (e.g., giving in to the harassment), the authors offered a new cognitive-behavioral paradigm examining the effect of stress and coping on the sexual harassment consequences. As discussed in chapter one, the authors found evidence supporting that response styles (internal and externally focused responses) influenced the outcomes of sexual harassment. The evidence also supported that coping strategies were affected by the situation and individual. Situational factors included severity, harasser status, and organizational norms.

Gelfand et al. (1995) analyzed three different samples. The first sample was 1,746 female university students from two medium-sized universities. The sample from University One was 903 women (349 graduate students and 554 undergraduate students). The sample from University Two was 843 women (309 graduate students and 535 undergraduate students). The second sample was 389 female university students from one of four Brazilian universities. The

third sample was 307 female university employees. Depending on which subgroup the participant belonged to (student or employee), they were provided with either the SEQ-E (student form of the Sexual Experience Questionnaire) or the SEQ-W (employee form of the Sexual Experience Questionnaire). This brings the overall sample size to 2,442 women from a university setting. The research found evidence of Fitzgerald et al.'s Integrated Model of Sexual Harassment, and its multidimensionality was generalizable and stable.

Hulin et al. (1996) hypothesized that the organization's climate toward sexual harassment might lead to adverse professional outcomes for survivors. The study also described the scale development of the Organizational Tolerance for Sexual Harassment Inventory. This scale measured the belief of the participants that sexual harassment behaviors were associated with negative organizational consequences. The scale test utilized 263 graduate students from a midwestern university and 1,156 employees at a West Coast public utility. The scale was found to predict occurrences of sexual harassment and acted as a strong predictor of adverse work-related, psychological, and physical outcomes, which directly resulted from sexual harassment experiences.

Willness et al. (2007) performed a meta-analysis of 41 studies with a total sample size of 70,000 participants. The study found that sexual harassment was significantly and substantively associated with a multitude of harms and was considered universally harming. Organizations could be partially held responsible due to some variables lying in their control. The study suggested that organizations should address sexual harassment in wellness programs.

### **Combining the Legal Definition and the Models**

Researchers focused on clarifying the legal definitions and developing descriptive models of the nature of sexual harassment. While it may seem like these are two separate research veins,

research has been conducted that combines clarifying the legal definitions with a descriptive model. As discussed in chapter one, Fitzgerald et al. (1997) used the legal categories of sexual harassment (quid pro quo and hostile work environment) as a component of their integrated model of sexual harassment. This model illustrated how various environmental elements affected the opportunity for sexual harassment to occur and the effect the harassment had on the survivor. The organizational environmental factors included the organizational context and the job gender context. The impact of the sexual harassment event may be lessened by the survivor's vulnerability and response styles. The effect of sexual harassment can be categorized as affecting job, health, and psychological conditions.

Fitzgerald et al. (1997) tested their model by administering questionnaires to 357 women who worked at a large, regulated west coast utility. The participants were administered multiple scales, including the Sexual Experience Questionnaire revised, the Satisfaction with Life Scale, and the Job Descriptive Index. The study found that the model confirmed that organizational conditions (organizational context and job-gender context) could increase the likelihood of experiencing sexual harassment. Regarding the outcomes of sexual harassment, the study supported the assertion that sexual harassment harmed the survivor and the organization. The survivor experienced adverse professional, psychological, and physical effects of sexual harassment.

Johnson et al. (2018) supported Fitzgerald et al.'s (1995) categorization of sexual harassment into three related categories: gender harassment, unwanted sexual attention, and sexual coercion. The sexual harassment behavior could have been direct (towards an individual) or ambient (creating a general level of sexual harassment in the environment). The legality threshold of sexual harassment occurred when gender harassment or unwanted sexual attention

created a hostile work environment so severe and pervasive that it altered the employment conditions. This included interfering with the survivor's work performance or ability to get an education. The legality threshold also occurred when sexual harassment could be categorized as quid pro quo harassment or as Rape (rape). The study found that sexual harassment affected the survivor's job, physical health, and psychological health.

### **Current Study's Definitional Model**

Creswell and Creswell (2018) explained that the researcher needed to define terms for the readers to understand the study. For this study, the definition of terms is provided through a hybrid model. This model is developed by combining Fitzgerald et al.'s (1995) explanation of the legal definition of sexual harassment and Fitzgerald et al.'s (1997) Integrated Model of Sexual Harassment. The Integrated Model of Sexual Harassment was first published in 1994 as a chapter in *Job stress in a changing workforce: Investigating gender, diversity, and family issues*, and then republished in 1997 in the *Journal of Applied Psychology*. This model had already been established as a predictive model regarding sexual harassment (Gelfand, Fitzgerald, & Drasgow, 1995; Herrera, Herrera, & Exposito, 2014; Hulin, Fitzgerald & Drasgow, 1996; Lim & Cortina, 2005; Quick & McFadyen, 2017; Willness, Steel, & Lee; 2007). Fitzgerald et al.'s (1995) explanation of the legal definition was used to provide the reader with the legal classification of the sexual harassment events (quid pro quo and hostile work environment) in understandable terms.

### **Organizational Culture**

The organizational culture is a crucial component of Fitzgerald et al.'s integrated model of sexual harassment. The institutional response to cases of sexual harassment indicated the organizational climate. The organizational culture was composed of the organizational climate

and the job-gender context. The organizational climate was defined as institutional characteristics that communicated an institutional tolerance of sexual harassment. The job-gender context is defined as the gendered nature of workgroups, including the group-sex ratios and the gendered nature of job duties and tasks (Fitzgerald et al., 1997).

### **Job-Gender Context**

Kenig and Ryan (1986) utilized a random sample of faculty, staff, and students at a large southern university to study sex differences in defining sexual harassment. The study participants were a random sample of male faculty, female staff, students, and female faculty members. With a 57 percent response rate, the survey asked participants to judge if eight types of behaviors were sexual harassment when performed by individuals with and without authority. The actions under review were (a) sex-stereotyped jokes or depictions, (b) teasing remarks of a sexual nature, (c) unwanted suggestive looks or gestures, (d) unsolicited letters or telephone calls, (e) unwanted leaning or cornering, (f) unwanted pressure for dates, (g) unwanted touching and (h) unwanted pressure for sexual activity. The study results had significant sex differences regarding the tolerance of defined sexual harassing behavior. Women tended to have a lower acceptance of actions that were identified as sexual harassment. Many participants included all behaviors other than sex-stereotyped jokes or depictions of sexual harassment behaviors.

Gruber (1998) performed phone surveys with 1,990 Canadian women employed during the previous year. The study found that the job-gender context was a strong predictor of the incidences of sexual harassment and the number of different types of sexual harassment, including sexual comments, sexual categorical remarks, and sexual materials. When one gender is predominant, it was a crucial predictor of physical threats and sexual materials.

Rospenda (1998) performed eight focus groups, 20 qualitative in-depth interviews, and one-case study to examine how gender, race, and class resulted in sexual harassment. The sample for the eight focus groups were employees of a large midwestern university familiar with sexual harassment, 20 qualitative in-depth interviews with targets of harassment who had gone to the affirmative action office, and one case study. The study found that when a lower-powered individual sexually harasses a higher-powered individual, it worked to reinforce the gendered nature of the profession. Informal power (e.g., control over resources, personality characteristics, and a strong relationship with influential organizational members) influenced the ability of lower-status individuals to harass higher-status individuals. The access to informal power was found to link with the gender, race, and class of the perpetrator and target.

O'Connell and Korabik (2000) surveyed 214 female university employees regarding sexual harassment using Fitzgerald et al.'s Sexual Experiences Questionnaire. The majority (54%) of the participants reported sexual harassment. Of the 116 participants, (a) 69 percent reported experiencing sexual harassment from men at a higher level, (b) 62 percent reported experiencing sexual harassment from men at an equal level, and (c) 42 percent reported experiencing sexual harassment from men at a lower level. The participants had a negative view of the organization's response to and sanctions against sexual harassment. The results also indicated that sexual harassment is the norm, leading to dissatisfaction with the work.

Quinn (2002) performed 43 semi-structured interviews and participant observations with employed men and women at a Southern California Electronic Design Company. The total participant pool was created from 25 participants who were recruited from a Southern California electronic design and manufacturing company. Eighteen participants were recruited from an evening class at a community college and university summer class, and three participants to

whom other participants referred. The study found that sexual harassment behaviors worked to keep the power dynamic in favor of males. For instance, when sexual harassment behaviors focus on a woman's gendered sexuality, it worked to reduce or exclude the recognition of her rationality, trustworthiness, competence, and even humanity. This worked to produce the harassment and kept men from acknowledging the harassment's potential harm. The study suggested that traditional anti-sexual harassment training and policies were not practical due to not focusing on sexually harassing behaviors born out of masculinity as social practices.

McLaughlin et al. (2012) utilized longitudinal Youth Development Study data. The sample consisted of 1,010 youths used to examine sexual harassment in direct terms of workplace authority. The Youth Development Study sections used in this study asked participants to report if they had experienced eight harassing behaviors. The data was modeled using the Inventory of Sexual Harassment and the Sexual Experiences Questionnaire. The study also performed qualitative interviews to further explore some identified themes in the data. The study found that female supervisors were likelier to report sexual harassment behaviors and define such actions as sexual harassment. Sexual harassment was used as an equalizer against women in power. The harassment was motivated more by a need to control and dominate the powerful woman, not by dominating the influential women sexually.

Olló-López and Nunez (2018) utilized a representative sample of workers in Spain through the VI and VII National Survey on Working Conditions. The study pointed to a power imbalance affecting an individual's risk of sexual harassment. The power is formalized, and individuals are under direct control. Sexual harassment events were found to be increased in hierarchical organizations. Hierarchical organizations tended to have women in weaker relative positions. On the other hand, sexual harassment was less likely to occur when women had the

power within the organizations and more opportunities (e.g., women receiving training and enjoying empowered jobs).

Tenbrunsel et al. (2019) performed a research review that examined sexual harassment in academia and the effect of different climate factors. The factors were categorized as individual-level influences and organizational influences. The most significant individual-level influences were gender and power. It was found that males and high-powered individuals were more likely to engage in sexual harassment. If individuals lacked ethical leadership, the organizational culture was perceived as tolerant of sexual harassment. Regarding organizational-level influences, unclear promotion policies, vague sexual harassment policies and procedures, increased power differences, and fragile employment contracts led to increased sexual harassment and decreased reporting.

### **Institutional Response (Organizational Climate)**

Clair (1993) examined how communication techniques were used by nine of the Big Ten institutions to frame their discussions relating to sexual harassment. The institutions were asked to provide copies of their procedures and policies regarding sexual harassment, racial discrimination, and plagiarism. The institutions were also asked to provide any other handouts on sexual harassment. In analyzing the participating universities, 89 percent told survivors to confront the harasser, and 56 percent of institutions told survivors to say no to the harasser. The “say no” approach was one institution's first and last step. The remaining institutions used the say no method for their first step. In analyzing the universities, 44 percent told survivors of sexual harassment to report it, and 78 percent of institutions told survivors to document it. Only one institution provided clear guidelines on how and whom to contact in cases of sexual

harassment. It also includes contact information for the government agencies that assist in the formal complaint process.

Williams et al. (1999) utilized a version of the United States Department of Defense 1995 Form B Gender Issues Survey. Form B was condensed into 21 questions across three scales: perception of implementation practices scales (11 items), provision of resources scales (4 questions), and the provision of training scales (6 questions) and was administered to 22,372 women and 5,924 men in the armed forces. Sexual harassment was found to directly and substantially affect harassment incidences and individual outcomes. When organizations had implemented policies (including thorough investigations, enforcing penalties, not-tolerating sexual harassment, and efforts to combat sexual harassment), provided resources to sexual harassment survivors, and provided training (awareness training, policy training, and consequences for perpetrators of sexual harassment), then the frequency of sexual harassment decreased.

Bowes-Sperry and O'Leary (2005) performed a meta-analysis on bystander(observer) intervention literature. Bystander(observer) intervention was defined as an individual who has witnessed or heard about the incidence of sexual harassment and wants to help the survivor. When institutions excused bystanders from being responsible for combating and preventing sexual harassment, it created ambiguity around what constitutes sexual harassment and reduced the moral intensity of the issue. Over time it was found that the loss of responsibility for combating and preventing sexual harassment could lead to an institutional environment that encouraged sexual harassment.

Tinkler (2013) used 97 participants to examine how institutional sexual harassment policies affected gender beliefs. Participants viewed a sexual harassment video similar to those

required for new hires by institutions. The participants' beliefs affected the interpretation of sexual harassment policies about gender roles. Male gender norm conformists saw women as less competent and less considerate after being exposed to the sexual harassment policy. Women who endorsed more equal gender norms rejected patriarchal female stereotypes while rating women who reported as less thoughtful after exposure to sexual harassment policies. The author stated this effect might have been due to the negative view of women seen making a big deal about sexual harassment.

MacKinnon (2016) performed a legal review focusing on Title IX's guarantees and the institutional liability standard of deliberate indifference. Many survivors experienced institutions siding with the sexual harassers, and courts, when involved, side with the institutions. This bias resulted from the organizational cultural norms where perpetrators are believed over survivors and built into the deliberate indifference legal doctrine.

Jacobson and Eaton (2017) performed two studies examining perceptions of institutional sexual harassment policies. The study had a total of 320 (219 undergraduate students [study 1] and 101 human resource professionals [study 2]) participants. In study one, the participants were shown a fictitious company website with one of three company policies on sexual harassment (zero-tolerance policy, standard policy, no policy). The participants were then asked to read a vignette about an instance (severe or moderate) of sexual harassment they supposedly observed at the organization. In study two, the participants were supplied with existing policy statements from an organization. When quid pro quo sexual harassment was observed, participants indicated a higher likelihood of reporting the behavior than hostile workplace sexual harassment behaviors. The zero-tolerance policies were found to lead to more participants being willing to report the behaviors, even significantly moderate.

Quick and McFadyen (2017) performed a literature review examining the job-gender context and its relation to sexual harassment. The term job gender context was defined for this study as balancing genders/sexes in the work environment. Employees were found not to believe organizations would take sexual harassment complaints seriously when the organizational climate was supportive of sexual harassment. Sexual harassment was found to occur more frequently when the balance of gender is disproportionate. Specifically, when males outnumber females in the job gender context, sexual harassment occurred more regularly. When supervisors are predominantly male sexual harassment regularly occurred.

### **Organizational Culture and Sexual Harassment**

Research has demonstrated that organizational culture is a strong predictor of sexual harassment. Many organizations have a hierarchical model. These models tended to have women in weaker positions with less power. Sexual harassment was used to keep the power dynamics in favor of males. When more women were in power, there was less potential for sexual harassment. Maybe due to women having a lower acceptance of sexual harassment behaviors. There was also the ability of lower-powered individuals to use informal power to sexually harass higher-powered individuals. The predominance of one gender was a crucial predictor of physically threatening and sexual materials sexual harassment behaviors (Gruber, 1998; Kenig & Ryan, 1986; McLaughlin et al., 2017; O'Connell & Korabik, 2000; Ollo-Lopez & Nunez, 2018; Quinn, 2002; Rospenda, 1998; Shanker et al., 2015; Tenbrunsel et al., 2019).

Organizational culture could be expressed through policies and procedures. Unclear promotion policies, vague sexual harassment policies and procedures, increased power differences, and fragile employment contracts increased the likelihood of sexual harassment and decreased reporting. As part of the inadequate sexual harassment policies and procedures, many

institutions had survivors need to report and say no. Since interpreting sexual harassment policy is affected by the individual's beliefs about gender roles, organizations should implement policies outlining the investigation procedures, enforcement penalties, not-tolerating sexual harassment, how to combat sexual harassment, resources for survivors, and training. These zero-tolerance policies led to sexual harassment occurring less frequently, and when it happens, a higher likelihood of sexual harassment being reported. When organizations do not hold individuals responsible as bystanders, it helped to support an organizational environment that encouraged sexual harassment rather than discourages it (Bowes-Sperry & O'Leary, 2005; Clair, 1993; Gruber, 1998; Jacobson & Eaton, 2017; Kenig & Ryan, 1986; Lim & Cortina, 2005; Mackinnon, 2016; McLaughlin et al., 2017; O'Connell & Korabile, 2000; Ollo-Lopez & Nunez, 2018; Quick & McFadyen, 2017; Quinn, 2000; Rospenda, 1998; Shanker et al., 2015; Tenbrunsel et al., 2018; Tinker, 2013; Williams et al., 1999; Wood et al., 2018).

### **Outcomes**

Sexual harassment occurred in the private sector and at universities. It had been well established that sexual harassment results in various psychological, physical, and professional outcomes. Schneider et al. (1997) studied 747 female employees (60% private sector, 40% university). A modified 18-question sexual experience survey was used to gather data on how sexual harassment had affected the workforce. The participants who had experienced sexual harassment reported experiencing effects on their mental and professional health. The participants described having experienced symptoms of post-traumatic stress and decreased organizational loyalty.

Bergman et al. (2002) studied 6,417 military personnel and the reporting of sexual harassment. The authors gathered data through a mail survey distributed by the Defense

Manpower Data Center to all branches of the United States military. The study results indicated that reporting sexual harassment led to harm for the survivors, including retaliation, decreased job satisfaction, and higher psychological distress. Many survivors found the most reasonable action was to avoid reporting sexual harassment. Not reporting the harassment acted as a form of self-preservation to prevent retaliation, decreased job satisfaction, and psychological distress.

Lim and Cortina (2005) surveyed individuals working for the United States Federal Courts. The sample size of study one surveyed 833 female court employees, and study two surveyed 1,425 female attorneys. Overall, the results underscored the need to look at sexual harassment as an experience embedded in a broader context of disrespect. These findings should cast a new perspective on how such seemingly different forms of antisocial behavior interfered with working women's occupational, psychological, and physical health.

Huerta et al. (2006) analyzed data from 1,455 women who attended college regarding experiences with sexual harassment. The participants were required to be at least part-time enrolled, degree-seeking, 18-year-old or older students who had up-to-date contact information on file. The participants completed surveys utilizing 12 items from the Sexual Experience Questionnaire and the depression and anxiety subscales of the Brief Symptom Inventory. The study participants reported that 56.6 percent had experienced sexual harassment during the past year. The experience with sexual harassment was associated with higher psychological distress, lower academic satisfaction, increased physical illness, and increased disordered eating. The results also included an association with higher disengagement rates from the educational environment, resulting in declining academic performance. Academic achievements were even lower when higher-status individuals perpetrated sexual harassment.

De Haas et al. (2009) surveyed 4,296 Dutch police officers regarding the effects of sexual harassment. The study used a modified version of the Sexual Experience Questionnaire. According to the study, 64 percent of the female participants reported experiencing sexual harassment behaviors at least once, with half of the women reporting that the sexual harassment bothered them. According to the study, 48 percent of the male participants reported experiencing sexual harassment at least once, with 13 percent of the men reporting the harassment bothered them. The most common types of harassment were offensive remarks about the body or appearance. The study indicated sexual harassment affected the physical and mental health of the individuals who experienced sexual harassment. The effect was highest for bothered survivors of sexual harassment regarding emotional exhaustion and physical complaints.

Hutagalung and Ishak (2012) randomly selected 1,423- female employees at three universities in Malaysia. The participants were given a four-section questionnaire to examine the relationship between sexual harassment, job satisfaction, and work stress. The study found that (a) 21 percent of participants experienced a low degree of sexual harassment, (b) 52 percent of participants experienced a moderate degree of sexual harassment, and (c) 26 percent of participants experienced a high degree of sexual harassment. Employees who experienced sexual harassment reported lower job satisfaction and higher job stress.

Martin-Storey and August (2016) administered the Beck's Depression Inventory (Second Edition) to 251 undergraduate students who attended a university or community college in a Southwestern United States city. The participants were recruited through the psychology participant pool, lesbian, gay, bisexual, and transgender (LGBT) e-mail lists, classrooms, and flyers distributed at LGBT events at the college or university. Sexual harassment due to gender nonconformity and sexual harassment due to having sexual minority status affected the outcomes

of sexual harassment. Sexual harassment due to gender nonconformity had a stronger association with survivors experiencing depressive symptoms.

Friborg et al. (2017) utilized data from the Work Environment and Health in Denmark cohort study and the Work Environment Activities in Danish Workplace Study gathered in 2012. This resulted in a sample of 7,603 employees and supervisors representing 1,041 organizations. The study found that employees exposed to sexual harassment perpetrated by peers, supervisors, or subordinates had higher levels of depressive symptoms compared to those sexually harassed by clients or customers.

Mclaughlin et al. (2017) utilized a mixed-method approach, including interviewing 364 women who were potential targets for sexual harassment, to examine the possible effect of sexual harassment on the survivors' careers. Of the participants, 79 percent reported distressing touching or multiple instances of harassing behavior in 2003 and had a career change in 2004 or 2005. The results compare to 54 percent of non-reporting women. Sexual harassment experienced by the participants at the age of 29 or 30 increased the financial stress for the participants when they reached their early thirties. Some participants quit their jobs to avoid the harassers, and others left due to dissatisfaction with the organization's response. The participants reported the job change included a pay cut with short- and long-term effects on their professional trajectories.

Bondestam and Lundqvist (2018) performed a literature review of approximately 800 publications from 1966 to 2018. When individuals experienced sexual harassment, it led to various physical, psychological, and professional consequences. Specifically, the research focused on sexual harassment in academia found that survivors of such sexual harassment experienced outcomes including but not limited to (a) depression, (b) anxiety, (c) symptoms of

post-traumatic stress, (d) physical pain, (e) unwanted pregnancies, (f) sexually transmitted infections, (g) increased alcohol use, (h) impaired career opportunities, and (i) reduced job motivation. The research found more than fifty percent of the students, faculty, staff, and administrators who experienced sexual harassment did not report the events to their administration.

Buchanan et al. (2018) administered a 19-item Sexual Experience Questionnaire to assess the frequencies of unwanted gender-based behaviors from a teacher, classmate, advisor, or staff member at the university within the last 12 months. The survey was administered to 129 Asian American women enrolled at a large university. Participants indicated they often reported sexual harassment behaviors while not defining the actions as sexual harassment. Gender harassment was found to have a stronger association with higher depression symptoms. Unwanted sexual attention and sexual coercion were found to have a stronger association with higher post-traumatic stress symptoms.

Wood et al. (2018) invited 186,790 students from all higher education institutions to participate in the study. The study's final sample was comprised of 26,417 participants who completed the victimization measures at least three-quarters of the way through the survey. Due to randomization, 17,406 participants were surveyed about sexual harassment. The administered survey was comprised of (a) the administrator research campus climate consortium survey (measured violence in the participants' lives) and (b) the Department of Defense Sexual Experience Questionnaire (one asking about faculty-and staff-perpetrated sexual harassment and one asking about peer-perpetrated sexual harassment). The study found that 19% of participants reported experiencing sexual harassment by a faculty or staff member. Female participants reported that the odds of experiencing sexual harassment from a faculty or staff member

increased by 86 percent due to sex and gender. The study found that 30 percent of participants reported experiencing sexual harassment perpetrated by a peer. Female participants reported that the odds of experiencing sexual harassment perpetrated by a peer increased by 147 percent due to sex and gender. The participants who did not self-identify as Caucasian reported less sexual harassment, while those who did not self-identify as Caucasian who reported sexual harassment faced more severe forms of harassing behaviors.

Burn (2019) performed a research review focused on the effect of sexual harassment on the survivor's psychology. Sexual harassment created an intimidating, hostile, abusive, and overall offensive environment that eroded the survivor's confidence and sense of safety. This erosion could have resulted in deliberate or unintentional interference with the survivor's performance and career aspirations. Some survivors of sexual harassment chose to combat the harassment by leaving their current employment. This decision harmed the survivor's career progression due to (a) loss of seniority, (b) loss of organization-specific work skills, (c) difficult-to-explain employment gaps, and (d) difficulty in obtaining positive references from managers and peers. Individuals who self-identify as members of a minority group report higher rates of sexual harassment. Membership in minority groups denoted marginality and lack of power (both associated with higher incidences of sexual harassment).

Bondestam and Lundqvist (2020) performed a literature review of 30 peer-reviewed articles on sexual harassment in higher education. Exposure to sexual harassment in higher education resulted in physical, psychological, and professional consequences for the survivors. The outcomes included (a) irritation, (b) anger, (c) stress, (d) discomfort, (e) feelings of powerlessness, (f) feelings of degradation, (g) depression, (h) anxiety, (i) post-traumatic stress, (j) physical pain, (k) unwanted pregnancies, (l) sexually transmitted infections, (m) increase

alcohol use, (n) absences from the job, (o) decreased job satisfaction, (p) decreased job engagement, (q) decreased job productivity, (r) decreased self-confidence, and (s) giving notice from their job.

### **Summary of Sexual Harassment Outcomes**

As explained earlier in the chapter, Fitzgerald et al.'s integrated model showed that sexual harassment events could have resulted in various outcomes for the survivor. Research has demonstrated that the consequences can be categorized as physical, psychological, and professional outcomes. Physical consequences included (a) an increase in overall physical illness, (b) an increase in eating disorders, (c) physical pain, (d) unwanted pregnancy, (e) an increase in sexually transmitted infections, and (f) an increase in alcohol use. Psychological outcomes included (a) post-traumatic stress (higher likelihood of resulting from unwanted sexual attention and sexual coercion), (b) higher psychological distress, (c) emotional exhaustion, (d) depression (higher likelihood of resulting from gender harassment), (e) higher rates of anxiety, (f) higher rates of irritation, (g) higher rates of anger, (h) higher rates of stress, (i) higher rates of discomfort, (j) higher rates of feelings of powerlessness, (k) higher rates of feelings of degradations, and (l) a decrease in self-confidence. Professional outcomes included decreased organizational loyalty, job/academic satisfaction, job motivation, job engagement, and job productivity. Professionally sexual harassment also resulted in increased disengagement, job stress, absences from the job, and an increase in dissatisfaction with the organizational response to the reporting of sexual harassment. Professionally survivors faced retaliation for reporting sexually harassing behaviors. Facing the various outcomes could have resulted in the survivor turning in their notice and quitting their job. If the survivor left their job, they also faced a pay cut, impaired career opportunities, loss of seniority, loss of organizational specific work skills,

difficulty in explaining employment gaps, and difficulty in obtaining positive references (Bergman et al., 2002; Bondestam & Ludquvist, 2020; Buchanan et al., 2018; Burn, 2019; DeHaas et al., 2009; Friborg et al., 2017; Huerta et al., 2006; Hutagalung & Ishak, 2012; Lim & Cortina, 2005; Martin-Storey & August, 2016; Mclaughlin et al., 2017; Schneider et al., 1997; Wood, 2018).

### **Sexual Harassment Perpetrators**

There was a need to understand research regarding sexual harassment perpetrators for this current study. LaRocca and Kromrey (1999) collected data during undergraduate and graduate classes at a large urban university and a vocational community college. A total of 30 classes were used for the study, with an average class size of 20, resulting in a sample size of 296 male and 295 female students. Men were more lenient than women in interpreting ambiguous sexual harassment incidents. Incidents that involved female sexual harassers were judged as less harassing than incidents involving male harassers. The physical attractiveness of the perpetrators worked in their favor when judged by the opposite sex. The physical attractiveness of the perpetrator worked against the perpetrator's favor when being judged by the same sex. Men viewed sexual harassment situations where they perceived the survivor as unattractive as more harassing.

Saunders and Senn (2009) recruited 250 undergraduate males from a medium-sized university in Ontario. The participants were asked to respond to two different vignettes. The first vignette was a control vignette used solely to promote the participant's belief that they were partaking in a study. The second vignette was the experimental vignette. There was a team of one male and one female in the scenario. From a list of individuals, the team had to select 12 members who were most beneficial for a group to survive on a deserted island. The participants

were asked to take on the male role in the vignette. The supplied vignettes varied by the level of sexual harassment (gender harassment or unwanted sexual attention) and confrontation styles (non-hostile assertive, hostile assertive, exclamation, or humorous/sarcastic). When the men were confronted about gender harassment, they had more negative reactions than unwanted sexual attention.

Herrera et al. (2014) utilized a sample size of 101 male undergraduates at the University of Granada to examine their perceptions of sexual harassment. The participants were administered a questionnaire comprised of a vignette, Exposito's 26-item gender stereotype questionnaire, the Illinois Sexual Harassment Myth Acceptance Scale, and the Ambivalent Sexism Inventory. Behaviors that constituted unwanted sexual attention were perceived as harassment more times than gender harassment actions. This could have resulted in gender harassment being normalized as a culture. The participants negatively perceived the survivors who confronted their harassers on personal and work characteristics. The lack of gender harassment perceived as harassment led to the survivor's reactions being viewed as exaggerated.

Shanker et al. (2015) simulated a medium-sized company of a fixed 1,000-employee size. Each simulation run generated individual characteristics for each of the 1,000 agents and was set to mimic three years of real-time. The gender-mix, training, and enforcement settings were coded with three different levels for the 27 treatments performed in the simulated three years. Each treatment was replicated five times, resulting in 135 simulated runs. The greatest likelihood of experiencing sexual harassment was with younger women in lower positions and with higher sexually permissive attitudes; when male perpetrators hold higher positions and higher sexually permissive attitudes, the chance for a sexual harassment event increased.

Zeigler et al. (2016) administered a questionnaire to a sample of 2,551 Israeli community members (1,140 men and 1,411 women) across two studies. The questionnaire was comprised of a 40-item version of the Narcissistic Personality Inventory (measures narcissism), a self-report psychopathy scale (measures psychopathy), a 20-item MACH-IV (measures Machiavellianism), and the sexual harassment proclivity scale. Study 2 also had participants evaluate whether female targets would experience sexual harassment and the likelihood that male targets would sexually harass women. The dark triad set of traits (narcissism, psychopathy, and Machiavellianism) being possessed by an individual is positively associated with sexual harassment tendencies. Individuals with high dark triad traits used sexual harassment as a manipulative mating strategy with sexual coercion, infidelity, and mate poaching.

### **Perpetrators and Sexual Harassment Summary**

Research has found several links between an individual's characteristics and perpetrating sexual harassment. The dark triad is a psychological term describing the grouping of narcissism (inflated sense of self), psychopathy (lack of empathy), and Machiavellianism (exploitation and manipulation of others and absence of morality). If individuals scored higher in the dark triad personality grouping, the higher the likelihood the individual will use sexual harassment as a manipulative mating strategy along with sexual coercion, infidelity, and mate poaching. The perpetrator's physical attractiveness affects others' judgment regarding sexual harassment. When a member of the opposite sex judged the attractive perpetrator, they are considered less harshly. Female harassers are judged overall as performing less harassing behaviors. Male perpetrators of sexual harassment were found to hold higher-powered positions and have higher sexually permissive attitudes. When survivors confronted perpetrators, the harasser had a more negative reaction towards the confrontation when it stems from gender harassment. The adverse reaction

affects the perpetrator's perception of the survivor's personal and work characteristics (Herrera et al., 2014; LaRocca & Kromrey, 1999; Saunders & Senn, 2009; Shanker et al., 2015; Zeigler et al., 2016).

### **Gaps in the Literature**

The available research did not provide a holistic understanding of survivors' perceptions of their sexual harassment experiences. The literature started by focusing on defining sexual harassment in terms of the understanding of the legal definitions, understanding the practical applications of the legal definitions, and the creation of sexual harassment models (Cleaveland & Kerst, 1993; Cole, 1986; Equal Employment Opportunity Commission, 2020c; Fitzgerald et al., 1989; Fitzgerald et al. 1995; Fitzgerald et al. 1995; Garner, 2006; Gelfand et al., 1995; Hulin et al., 1996; Pryor et al., 1993; Schultz, 1998; Schultz, 2018; Till, 1980; United Nations, n.d.; Welsh, 1999; Welsh, 2000; Willness et al., 2007). Once the models were established, the literature turned to understanding the various components of sexual harassment. These components included the organizational culture and outcomes. The organizational culture research included research on the job-gender context (Gruber, 1998; Kenig & Ryan, 1986; McLaughlin et al., 2012; O'Connell & Korabik, 2000; Ollo-Lopez & Nunez, 2018; Quinn, 2002; Rospenda, 1998; Tenbrunsel et al., 2019) and research on the organizational climate (Bowes-Sperry & O'Leary, 2005; Clair, 1993; Jacobson & Eaton, 2017; MacKinnon, 2016; Quick & McFadyen, 2017; Tinkler, 2013; Williams et al., 1999). The outcomes included research on the psychological, physical, and professional effects of sexual harassment (Bergman et al., 2002; Bondestam & Ludquvist, 2020; Buchanan et al., 2018; Burn, 2019; DeHaas et al., 2009; Friborg et al., 2017; Huerta et al., 2006; Hutagalung & Ishak, 2012; Lim & Cortina, 2005; Martin-Storey & August, 2016; McLaughlin et al., 2017; Schneider et al., 1997; Wood, 2018).

The literature has identified sexual harassment as an epidemic. In much of the literature, the survivors were identified by asking individuals if they have experienced sexual harassment. The survivors tended to be a subset of the larger study sample. With the virality of the MeToo movement, there was a need to give voice to self-identified survivors and their experiences. This current study contributed to the literature by examining sexual harassment survivors' experiences for commonalities of the overall sexual harassment experiences, institutional response, effect on the survivors, and survivors perceived impact on the perpetrators. These commonalities were examined using Fitzgerald et al.'s integrated model of sexual harassment. This allowed the current study to bridge the previous literature with how survivors perceive sexual harassment events, including the institutional response and perceptions of the alleged perpetrators.

### **Chapter Summary**

The research on sexual harassment started with clarifying the broad legal definition outlined by governmental agencies, including the United States Government (through regulations and the EEOC) and the United Nations (Equal Employment Opportunity Commission, 2020c; Fitzgerald et al., 1995; Garner, 2006; Schultz, 1998; Schultz, 2018; Till, 1980; United Nations, n.d.; Welsh, 1999). The legal definitions were also examined using filed cases with governmental regulatory bodies (Cole, 1986; Welsh, 2000). The definitional research also moved to provide models to describe sexual harassment (Cleaveland & Kerst, 1993; Fitzgerald et al., 1989; Fitzgerald et al., 1995; Gelfand et al., 1995; Hulin et al., 1996; Pryor et al., 1993; Willness et al., 2007).

The research then moved to examine how organizational culture affected sexual harassment. Researchers found that sexual harassment was used to keep the power dynamics unfairly balanced. Organizational cultural research was divided into job-gender context research

and organizational climate research. Job-gender context research examined how the gendered nature of the work teams (e.g., group-sex ratios; gendered nature of job roles) resulted in sexual harassment (Gruber, 1998; Kenig & Ryan, 1986; McLaughlin et al., 2012; O'Connell & Korabik, 2000; Ollo-Lopez & Nunez, 2018; Quinn, 2002; Rospenda, 1998; Tenbrunsel et al., 2019).

Organizational climate research examined how the organizational characteristics communicated tolerance of sexual harassment and how that communication resulted in sexual harassment (Bowes-Sperry & O'Leary, 2005; Clair, 1993; Jacobson & Eaton, 2017; MacKinnon, 2016; Quick & McFadyen, 2017; Tinkler, 2013; Williams et al., 1999).

The research established that sexual harassment has various effects on the survivors. Sexual harassment affected the survivor physically, psychologically, and professionally. Physical effects included physical pain, unwanted pregnancy, sexually transmitted infections, and increased alcohol use. Psychological effects included post-traumatic stress, depression, feelings of powerlessness, and decreased self-confidence. Professional effects were found to include retaliation for reporting, reduced job satisfaction, reduced job engagement, and quitting (Bergman et al., 2002; Bondestam & Lundqvist, 2018; Bondestam & Ludqvist, 2020; Buchanan et al., 2018; Burn, 2019; DeHaas et al., 2009; Friborg et al., 2017; Huerta et al., 2006; Hutagalung & Ishak, 2012; Lim & Cortina, 2005; Martin-Storey & August, 2016; Mclaughlin et al., 2017; Schneider et al., 1997; Wood, 2018).

Perpetrator-focused research found potential links to individuals' characteristics and the likelihood of perpetrating sexual harassment. The characteristics included the dark triad personality traits level and the attractiveness of the individual. When individuals are higher in the dark triad personality trait levels, they were more likely to use sexual harassment as a manipulative dating strategy. The judgment is less harsh when the individual is attractive and

judged by a member of the opposite sex. (Herrera et al., 2014; LaRocca & Kromrey, 1999; Saunders & Senn, 2009; Shanker et al., 2015; Zeigler et al., 2016).

### **Summary and Transition**

Chapter two provided the reader with a detailed description of the previous literature. This summary included research on defining sexual harassment, organizational culture (job-gender context, organizational climate), outcomes, and perpetrators of sexual harassment. The chapter ends by explaining gaps in the literature. In chapter three, the reader will be provided with a description of this study's research method. This included details about the survey instrument, analytical procedure, delimitations and limitations, and the research's significance. The instrumentation discussion discussed the sample, collection process, data to be gathered, codebook creation, and study variables. The analytical procedure discussion included a description of the statistics and hypotheses testing this study used.

### **Chapter 3: Methods**

This study used quantitative methods to describe and understand the shared sexual harassment experiences reported by faculty, staff, administrators, and student survivors. A secondary data source, the *Sexual Harassment in the Academy* survey, was used. The survey was made up of ten open questions regarding various aspects of sexual harassment events. This study used a study-specific data codebook (Appendix C) to recode the participant responses, in order to perform chi-square tests with the data. Finally, the study examined how the results were interpreted using standpoint theory, the theoretical framework used for this study.

The researcher conceptualized sexual harassment as existing of two interrelated but separate harassing behavior categories, a hostile work environment, and quid pro quo sexual harassment. The hostile work environment consisted of gender harassment (verbal and nonverbal behaviors that conveyed hostile and degrading attitudes towards individuals of a particular gender or sex) and unwanted sexual attention (offensive and unreciprocated actions that can be construed as a come-on). The quid pro quo sexual harassment consisted of sexual favors being requested or coerced from the survivors in exchange for a supposed benefit (e.g., keep a job) (Fitzgerald et al., 1995). The following research questions guided the study:

#### **Research Questions**

1. Is there an association between the participants' roles and experiences of sexual harassment?
2. Is there an association between the participants' roles and the various sexual harassment event impacts (e.g., professional, mental health, life choice)?
3. Is there an association between the participants' roles and consequences for the alleged sexual harassment perpetrator(s)?

4. Is there an association between the participants' roles and the institutional responses to the reported sexual harassment events?

### **Methods Overview and Rationale**

The study used a descriptive research design. Fluet (2020) explained that descriptive research was a quantitative method used to describe characteristics through secondary data, surveys, or observations. This research design worked to study the phenomenon in its natural state as much as possible (Lambert & Lambert, 2012). The rationale for performing a quantitative descriptive study was to allow the survivors to describe the sexual harassment experiences and resulting outcomes in their own words. The utilization of the secondary data set generated by the *Sexual Harassment in the Academy* survey was appropriate because it provided a safe and supportive environment for the experiences to be shared. This survey allowed the participants to self-identify as survivors of sexual harassment.

Kelsky (2017a) ran the survey from December 2017 to August 2018 and generated 3,749 separate data tuples. After data cleaning to remove incomplete responses and responses outside the survey's scope, the final total was 1,230 data tuples or a 32.8% response rate. This study then performed chi-squared tests analyzing the *Sexual Harassment in the Academy* dataset. This analysis was focused on finding if there were significant relationships between the participants' role in higher education and various elements of the harassment.

### **Survivors of Sexual Harassment Defined**

Studies have shown that the more social acceptance of the individual and their experience, the more beneficial it was for the individual. Individuals who perceived less social support after sharing their experience reported increased severity of post-traumatic stress symptoms. The studies also have shown that individuals who reported being more reluctant to

disclose their experiences noted a higher need to talk about said experiences (Maercker & Muller, 2004; Muller et al., 2008). Bogen et al. (2018) focused on survivors of sexual harassment. The study analyzed 777 original tweets on Twitter using the hashtag #NotOkay. Bogen et al. found that when recalling their experiences, the Twitter users self-identifying as survivors. As a form of social support provided through a safe and supportive share environment, participants in the current study were labeled with their chosen term of a survivor.

### **Context and Participants**

This section described the participants, how Dr. Kelsky collected the data, and the data analysis choices for this study.

#### **Context**

The participants for this research were members of the higher education community. This membership was as a student, faculty member, staff member, or administrator. Each participant self-identified as having experienced sexual harassment and was willing to provide details regarding the event(s), institutional response(s), and perceptions of what happened to the alleged perpetrators.

#### **Population**

Salkind (2017) explained a population was defined as all the possible subjects of interest for a study. A sample was described as a smaller group of subjects from the population group. For this study, the larger population was the higher education community members who had experienced sexual harassment. These individuals were predefined as faculty members, staff members, administrators, or students. The participants needed to self-identify as survivors of sexual harassment, be willing to go into detail regarding the sexual harassment events, and the events needed to be linked to the individual's time at an institution of higher education. Any

identifiable information (e.g., names; institutional affiliation) of the alleged perpetrators and the participants were scrubbed from the data set before access was given. While the gender of the alleged perpetrators may have been included, it was not required for this study.

This study used criterion sampling to identify a data set. Criterion sampling was defined as having included individuals in a sample who meet some requirements (Marshall & Rossman, 2011). The criteria for inclusion in the study were that the participants (a) had experienced sexual harassment linked to higher education, (b) were members of the higher education community, and (c) were willing to provide details in a self-administered survey. All higher education community members (i.e., faculty members, staff members, administrators, or students) who provided data in the data set were accepted

An online data set was selected for the following reasons; first, the online self-administered survey aspect acted as an online community for survivors free from judgment. Research has demonstrated that the use of an online community as a safe, shared place assisted in healing. The survivors engaged in online communities through feelings of anonymity and reduced fear of retribution, (a) to gather information, (b) to understand their experiences, and (c) to gain support. (Fawcett & Shrestha, 2016; Sills et al., 2016; Smith, 2010; O'Neill, 2018).

Second, an online dataset lessened the likelihood of retrospective recall bias occurring with the survivors. This bias occurs when an error is caused by differences in the accuracy or completeness of the memory recall. The survivors were more willing to utilize an online platform due to lacking access to resources (e.g., a supportive interpersonal environment) (Bogen et al., 2018; Category of Bias Collaboration, 2017). Gathering the data online allowed the survivors to identify as such and self-conceptualize their experiences.

Finally, the online platform provided a safe and supportive environment for the survivors to share their experiences. Survivors prioritized safety for themselves and the community and found justice in having told their stories. Telling their stories allowed for the relationship between the survivor and the broader community (e.g., the higher education community) to heal. (Herman, 2005).

For these three reasons it allowed for a larger sample to be gathered in a shorter amount of time. It also permitted for collecting data regarding the survivors' sexual harassment experiences in their words. The description of the harassment included the effect(s) on the survivors, survivors' perceived effect(s) on the alleged perpetrator(s), and how the institutions responded to the events.

I conducted a Google search using “sexual harassment in higher education” and “Me Too Movement in Higher Education.” These searches produced several articles that referred to a survey that gathered data detailing sexual harassment events described by survivors, which occurred while the participants worked in and with higher education (Anderson, 2018; Armstrong, 2018; Hardy, 2018; Hiraishi, 2018). The survey, *Sexual Harassment in the Academy*, was opened to the public to view the extent of sexual harassment in higher education. After a preliminary review of the dataset, having shown it met this study's criteria, an email was sent to the survey's creator, Dr. Karen Kelsky, requesting permission to use the generated data set. Permission was granted on February 28, 2019 (Appendix B).

## **Sample**

The participant selection used the non-probability sampling technique of self-selection sampling. Lund Research (2012) explained that self-selection sampling allowed the participant to contribute to the research voluntarily. The researcher may publish their survey online and invite

anyone who fits the study's population to participate while not directly approaching anyone. Kelsky utilized a Google Form to facilitate the collection of the cross-sectional survey titled *Sexual Harassment in the Academy*. In the survey, the participants answered questions regarding the effects of the sexual harassment on them, the outcome of the sexual harassment for the perpetrator(s), and institutional responses to the sexual harassment. The responses then populated a public Google Sheets. The public reported potential errors, duplications, identifying information, or trolling to Kelsky, who then reviewed the reported submission. Any submission that was trolling or duplicated was removed from the data set. Any submission found to have identifiable information had the identifiable information hidden. In recognition of participants potentially not identifying with one of the binary sexes (i.e., male, female), the sex of the survivor was not gathered in the data set. Kelsky (2017c) states that the sample group included

- a) members of higher education (i.e., faculty, staff, administrator, students);
- b) who have experienced sexual harassment in higher education; and
- c) who are willing to share their experiences

The final sample size for this study was 1,230 higher education community members. Kelsky (2017a) explained that the goal of this survey was threefold. First, it provides a safe and anonymous way for survivors to report their sexual harassment experiences; second, it afforded a way for academia to grasp the true scope and scale of sexual harassment in higher education; and finally, it provided de-identified information on personal stories of sexual harassment and its career outcomes for survivors. Overall, the survey created a data set to demonstrate the extent of the sexual harassment issue in higher education.

## Data Gathered

This study aimed to examine the sexual harassment experiences of post-secondary employees and students. Focusing on this population's data allowed for the examination of sexual harassment in higher education throughout the spectrum of the interactions (student up to employee). The structure of the *Sexual Harassment in the Academy* survey allowed the data gathered to cover four different areas. First, the data covered the relationship between the participants' roles (e.g., student, employee) and their experience of sexual harassment. Second, the data covered the relationship between the participants' roles and their experienced impacts on their mental health, life choices, and professional decisions. The following data area was the relationship between the participants' roles and consequences for the alleged sexual harassment perpetrator (e.g., fired, note in their file). Finally, the data covered the relationship between the participants' roles and the institution's response to the reported sexual harassment.

### Variables

The independent variable for this study was the survivors' role in the organization (e.g., faculty, staff, administrator, student). The STATUS code measures the independent variable. This study examined the effect of the independent variable on four dependent variables. Table 1 summarizes the dependent variables and coding used to measure the variable.

**Table 1**

*Dependent Variables with Coding*

Variable Code	Variable Description	Values	Dependent Variable
<b>HARASSMENT</b>	The type of event reported in the survey	0= Series of Sexual Harassment 1=Unwanted Sexual Harassment 2= Grapevine/Bystander	1

<b>Variable Code</b>	<b>Variable Description</b>	<b>Values</b>	<b>Dependent Variable</b>
<b>PERP_STATUS</b>	The values identify the perpetrator's location on the social hierarchy of Higher Education (as reported by the survivors).	3=Sexual Coercion 4=Gender Harassment 0= Progressive Status 1= Pre-Tenure Faculty 2=Non-Tenure Faculty 3= Graduate Student 4=Undergraduate Student 5=Post-Tenure Faculty 6=Staff 7=Admin	3
<b>PERP_CONS</b>	The survivor reported Institutional Career Consequences for the Harasser	0=None 1=Multiple Results 2=Negative Consequence(s) 3=Better Position 4=Forced Out (includes retirement)	3
<b>INST_RESP</b>	Survivor's report of the institution's response to the harassment	0=Did Nothing 1=Did Not Report 2=Punishment of Some Form (Survivor) 3=Multiple Experiences, Different Results 4=Sided with the Perpetrator(s) 5=Investigation 6=Punishment of Some Form (Perpetrator(s)) 7=Sided with the Reporter	4
<b>SURV_CAR</b>	The survivor reported experienced Career Consequences	0=Multiple Events and Results 1=Impaired Career Opportunities (Including Reduction of Force) 2= Increased Job Stress and Decreased Satisfaction 3=None 4=Retaliation/Fear of Retaliation	2

Variable Code	Variable Description	Values	Dependent Variable
SURV_MH	The survivor reported impact of the harassment on their mental health	0= Multiple Events and Results	2
		1= Anger and Fear Responses	
		2= PTS	
		3= Stress Associated Response	
		4= Anxiety and Depression Associated Response	
		5= None	
		6=Suicidality	
SURV_LCT	The survivor reported impact of the harassment on their life choices or trajectory	7=Sought Counseling	2
		0=Multiple Events and Results	
		2=Left or Thinking about Leaving Academia	
		3= Effected Trajectory	
		4=None	
		5=Refused to let it Affect Trajectory	
		6=Lost Faith	
7= Made an Advocate			

*Note.* The dependent variables represented different aspects of sexual harassment experiences.

### Data Analysis

In this quantitative approach, chi-square tests were used to analyze the data because the focus was on examining the relationship between the categorical independent variable and the categorical dependent variables. The results were viewed from the standpoint frame to describe the different aspects of the survivors' sexual harassment experiences.

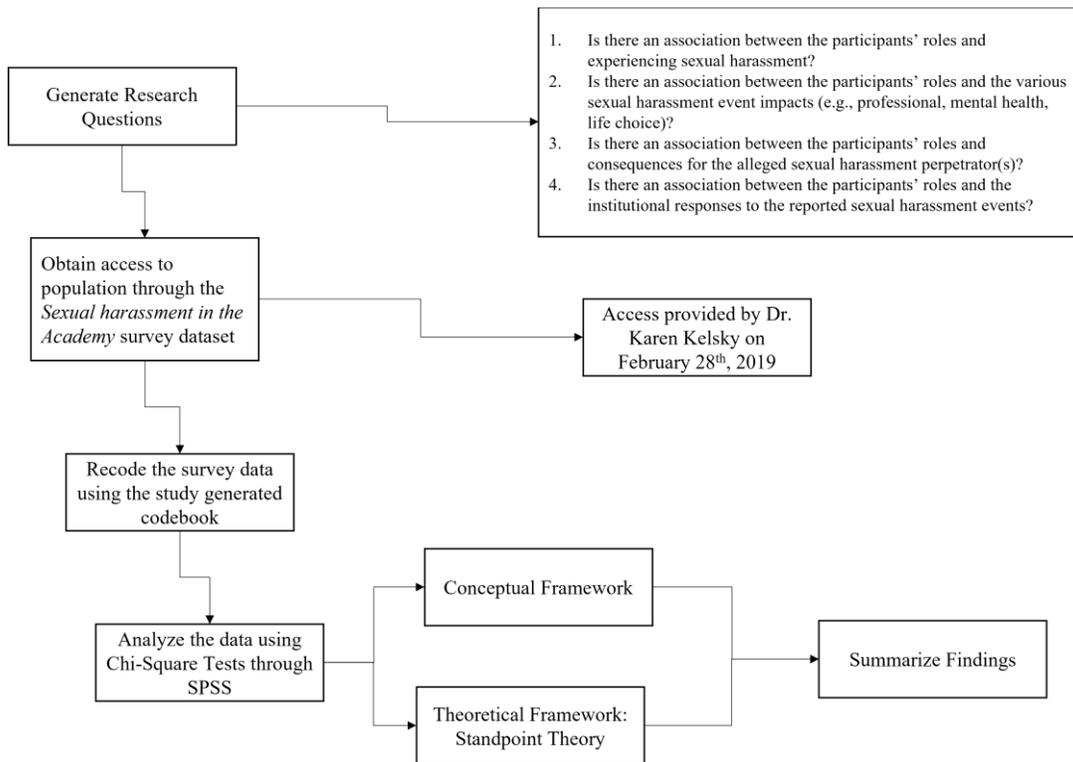
### Data Analysis Procedures

Once access was given to the dataset, the next step was to categorize information gathered by the *Sexual Harassment in the Academy* survey. For this study, I created a codebook to assist with the analysis. The codebook (Appendix C) used hypothesis coding. Saldaña (2009) explained that hypothesis coding was a coding method where the researcher created a codebook

of predetermined codes for the data. The researcher created predetermined codes specifically to evaluate the study’s hypotheses. The visual model of the procedures for the descriptive design of this study is presented in Figure 2.

**Figure 2**

*Descriptive Study Research Design*



For the current study’s data analysis, the Marshall University Institutional Research Board determined that the survey was not under Human Subject Research regulations (see Appendix A). The data was encoded into an Excel Comma Delimited Text File format from the Google sheets dataset. While the data was anonymously reported, the participants were assigned unique identifiers through a running line numbering (e.g., on line 5 is participant 5). Once the coding was completed, the comma delimited text file was transferred into the SPSS data analysis

software. This software used CROSSTABS to run chi-square tests between the independent and dependent variables. As Akoglu (2018) recommended, Cramer's V was used in this study to measure the strength of any association between the independent and dependent variables. Cramer's V was used because the analysis contained chi-square tests larger than a 2x2 tabulation.

### **Hypothesis Testing**

After the data were coded, the data were analyzed using non-parametric statistics. More specifically, chi-square tests were selected to analyze the relationship between the independent and dependent variables. The dependent variables were accounts of sexual harassment events, accounts of the impact the sexual harassment had on the survivors, accounts of the impact of the sexual harassment on the perpetrators, and accounts of the institutional response to sexual harassment events. The independent variable was the participants' roles (e.g., student, employee).

The assumptions of the chi-square tests are (a) frequencies, (b) mutually exclusive, (c) distinct participants, (d) independent, (e) two categorical variables, and (f) greater than one count. The assumption of frequencies meant the data was recorded as a count of cases or frequencies. The assumption of mutually exclusive meant the participant fit into one level of each variable being tested. The assumption of distinct participants meant the participants represented one level of the variables being tested. The assumption of independence focused on two different areas. First, the various groups used in the study were other people. For instance, in this current study, the participants were categorized as faculty, staff, administrators, and students. A participant is not both a faculty member and a student. Second, the observations were independent of each other. In this current study, the observations were one row of data. Each row

was a separate participant and sexual harassment event. The assumption of the two categorical variables meant both measured variables were nominal or ordinal. Finally, the assumption of greater than one count meant when the row marginals are multiplied by the column marginals and then divided by the sample size, and the resulting number should be one than one (preferably five or more) for 80% of cases (Glen, 2015; McHugh, 2013).

A significance value of .05 was used to determine the relational statistical significance during the analysis. The effect of the independent variable on the dependent variables was considered statistically significant if the *p*-value (probability value of significance) was less than or equal to the level of significance value (.05). If the *p*-value was found to affect the .05 significance level, the null hypothesis was rejected, implying a significant effect from the independent variable to the dependent variables.

### **Framework**

Once the chi-square tests were performed, the results were interpreted using the current study's framework. Grant and Osanloo (2014) explained that the framework helped guide the reader through the study by providing a fundamental idea of the concepts and principles. Two frameworks combined to create a master study framework: the theoretical and conceptual frameworks.

#### **Theoretical Framework**

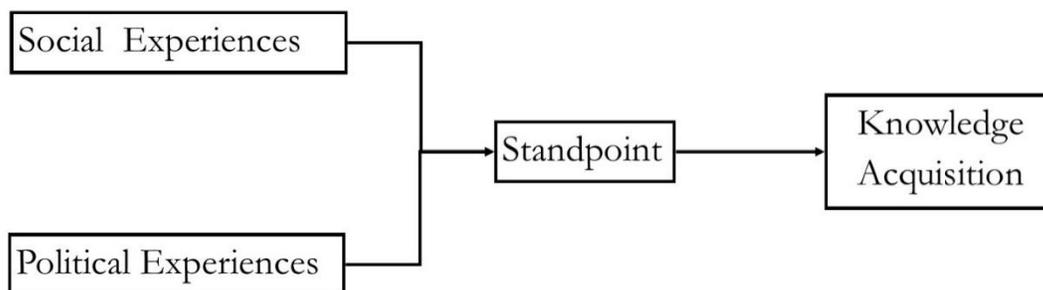
The theoretical frame acted as a foundation for the research. Grant and Osanloo (2014) explained that the theory provided the definitional structure which guided the researcher in building and supporting the study's arguments. The frame was created using already established ideas to explain the phenomenon. The goals of the theoretical framework were (a) supporting the researcher's understanding of the topic, (b) supporting the conceptual framework for the topic,

(c) defining concepts for the study's subject, and (d) defining any terms used in the study. The theoretical frame used for this current study is standpoint theory.

The standpoint theory was housed in the feminist philosophy school, with three connected guiding tenets. First, knowledge was gathered from social situations. Second, marginalized outsiders were socially situated in ways that increased the possibility for them to be conscious of situations and ask questions compared to those in power. Finally, any research, particularly power relation studies, started with research on the outsider group. Individuals who were the outsiders were marginalized or invisible in society, became conscious of their social situations (i.e., relationship with social-political power and oppression), and began to find their voices. According to this theory, a standpoint developed through experiencing the collective social and political struggle. The standpoint was a created collective intersectional identity; through shared socio-political positions, including historical positions. When the standpoint emerged, achieving knowledge started (Harding, 1986; Harding, 1991; Smith, 1987). The visual representation of the standpoint theory was shown in Figure 3.

**Figure 3**

*Feminist Standpoint Theory*



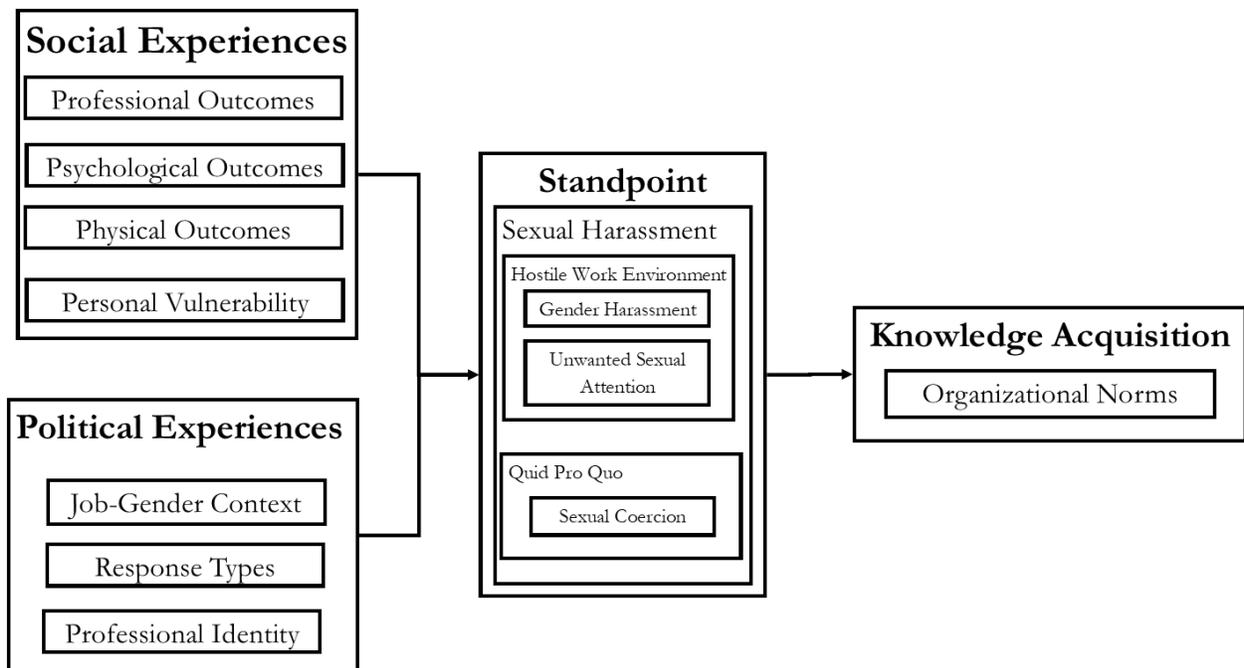
The current study fits into standpoint theory in knowledge acquisition. The marginalized group was the survivors of sexual harassment. The standpoint was the collective identity of

having survived sexual harassment. The survivors needed to identify as such before data gathering occurred. The knowledge acquisition started with the survivors completing the *Sexual Harassment in the Academy* survey. This study is located at the nexus of knowledge and socio-political power. The goal of the current study was to distill the outsiders' knowledge, as provided in the dataset, into usable power pieces to make campuses safer.

### Conceptual Framework

The conceptual framework helps identify the relationships between ideas regarding the theoretical foundation (Creswell, 2008). Grant and Osanloo (2014) explained that a conceptual framework provided a rational arrangement of linked ideas. This framework helped outline visually how the study's concepts relate to the theoretical foundation.

**Figure 4**  
*Initial Conceptual Framework*



As shown in Figure 4, the conceptual framework demonstrated how standpoint theory applies to the current study while not constricting the guiding concepts.

## **Delimitations and Limitations**

This study is not without limits. Marshall and Rossman (2011) explained that limits help frame the research conditions for others to understand. There are two different types of restrictions. The first type was delimitations, which were choices I have made as a researcher. The second type was limitations, which were limits out of my control. Both the limitations and the delimitations are detailed below.

### **Delimitations**

Inclusivity was at the core of this study. This study used a similar view to the MeToo Movement (i.e., it is not just a women's movement but an equality movement). The decision was not to collect demographic variables (e.g., gender, sex, race, sexual orientation, sexual identity, ethnicity, and age). The study's focus was on sexual harassment events and outcomes.

### **Limitations**

Five potential limitations existed in this study regarding sample selection. First, the crowdsourced nature of the data set limited the ability to verify validity and reliability. Other research studies and news reports have used the data (Dykstra-DeVette & Tarin, 2019; Flaherty, 2017; Smith et al., 2019). As the data set was used more in academic research, the argument for interrater reliability can be made, with each study's authors acting as raters. Currently, the dataset held internal consistency reliability. It measured the sexual harassment experiences of survivors. The survey holds content validity, where the data provided information on sexual harassment events and their outcomes (Salkind, 2017).

Second, the goal of the survey was to be as inclusive as possible. This goal meant the survey explicitly gathered no sex, gender, age, ethnicity, race, sexual orientation, or sexual identity variables about the survivors. Through telling their stories, the survivors could have

provided gendered pronouns indicating the survivor's or alleged perpetrator's sex. There were no requirements for survivors to provide these data points, however. Third, the survivors had the control to provide as much or as little data as they wanted in telling their sexual harassment stories. This ability offered as much anonymity as the survivor needed to reveal their experiences and also resulted in unanswered questions while analyzing the data (e.g., was the perpetrator known to be an alleged sexual harasser?). The survey already limited the data. The data was limited to faculty, staff, students, and administrators who had experienced sexual harassment linked to the higher education community and those who self-identified as survivors of sexual harassment. Finally, the sample participants were sexual harassment survivors. The gathered data on the perceptions of the sexual harassment events were only from survivors' points of view.

### **Summary and Transition**

This chapter discussed the method for this study. The purpose of the study was to describe and interpret the survivor's perception of sexual harassment experiences. Descriptive methods were used to answer the research questions. A non-experimental research design using data from a survey of self-identifying population members was used to gather the data for the study. Responses to the survey were collected by Dr. Karen Kelsky through Google Forms and recorded in a Google Sheets document; both products are open-sourced. The sample of study participants included self-identified students, faculty, staff, and administrators in higher education who experienced sexual harassment. The data collected were analyzed using chi-square tests to address the research questions and hypotheses of the study.

To summarize, Chapter 3 provided a detailed description of the study's method and design, the data collection procedure, and the analysis procedure. The population and sampling

procedure were described in detail. The theoretical and conceptual frameworks were described to link the data, variables, and research questions. In chapter 4, the results were discussed in detail.

## Chapter 4: Results

There is an epidemic of sexual harassment occurring across many industries, including higher education. Kearl (2018) described how a large majority (81%) of women and some (43%) of men reported experiencing sexual harassment ranging from verbal and rape. In October 2017, individuals had had enough. They started using the hashtag #MeToo to convey their experiences and to let other survivors know they were not alone. This hashtag relayed the magnitude of the epidemic and worked to facilitate open and frank sexual harassment discussions (NPR/TED Staff, 2019; Park, 2017).

In examining the current pool of literature, there has been little focus on how survivors' perceptions of their sexual harassment interacted with the institutional responses and the effect on creating a safe and supportive environment. Instead, studies have focused on the definition of sexual harassment (e.g., Fitzgerald et al., 1997), the mitigating factors (e.g., Clancy et al.), and outcomes (e.g., Buchanan et al., 2018). Studies also focused on the relationship between Title IX and sexual harassment (e.g., Cantor et al., 2017) and the effect of organizational culture on sexual harassment (e.g., Ollo-Lopez & Nunez, 2018). What is needed is an investigation into the relationship between Title IX and the survivors' experiences, with a focus on actual events and policy uses.

This study aimed to contribute new research regarding sexual harassment by focusing on the survivors' experiences in their own words. This study utilized the secondary data set generated by the *Sexual Harassment in the Academy* survey to include as many survivors' experiences as possible. In the *Sexual Harassment in the Academy* survey, the participants answered questions regarding outcomes of the sexual harassment, the consequences for the

perpetrator(s), and institutional responses. The survey then used the public to report potential errors, duplications, identifying information, or trolling.

Kelsky (2017c) stated that the respondents met three different criteria. First, the respondent was a member of higher education. The respondents represented the membership as a student, faculty member, staff, or administrator. Second, sexual harassment experiences occurred in academia. While all experiences with sexual harassment are important, this study focused on incidents that occurred within higher education. Finally, the respondent was willing to share their experiences. With the current study, for the row to be kept in the sample, it needed to describe a sexual harassment experience; be reported by a member of academia; and be complete, representing a willingness to provide details of the experience.

The data cleaning removed the blank rows, non-higher education entries, and incomplete responses. This resulted in the exclusion of 2,519 rows, bringing the final total down to 1,230 rows of data, representing a 32.8% response rate.

This current study investigated the sexual harassment experience of higher education students and employees. The intent was to determine if a relationship existed between the survivor's status in higher education and their experience with sexual harassment. This was achieved by analyzing the data collected by the *Sexual Harassment in the Academy* survey. Additionally, the study assessed the potential relationships between the survivor's status, the alleged perpetrator's status, the survivors' outcomes, and the institutional response. The rest of this chapter summarizes this study's findings and analysis of collected data.

### **Research Questions**

The following questions and hypotheses were considered in this study:

1. Is there an association between the participants' roles and experiences of sexual harassment?
  - a.  $H_0$ - There is no association between the participants' roles and experiencing sexual harassment.
  - b.  $H_1$ - There is an association between the participants' roles and experiencing sexual harassment.
  
2. Is there an association between the participants' roles and the various sexual harassment event impacts (e.g., professional, mental health, life choice)?
  - a.  $H_{0A}$ - There is no association between the participants' roles and the survivor's Career outcomes.
  - b.  $H_{0B}$ - There is no association between the participants' roles and the survivor's Mental Health outcomes.
  - c.  $H_{0C}$ - There is no association between the participants' roles and the survivor's Life Course Trajectory outcomes.
  - d.  $H_{1A}$ - There is an association between the participants' roles and the survivor's Career outcomes.
  - e.  $H_{1B}$ - There is an association between the participants' roles and the Survivor's Mental Health outcomes.
  - f.  $H_{1C}$ - There is an association between the participants' roles and the Survivor's Life Course Trajectory outcomes.
  
3. Is there an association between the participants' roles and consequences for the alleged sexual harassment perpetrator(s)?

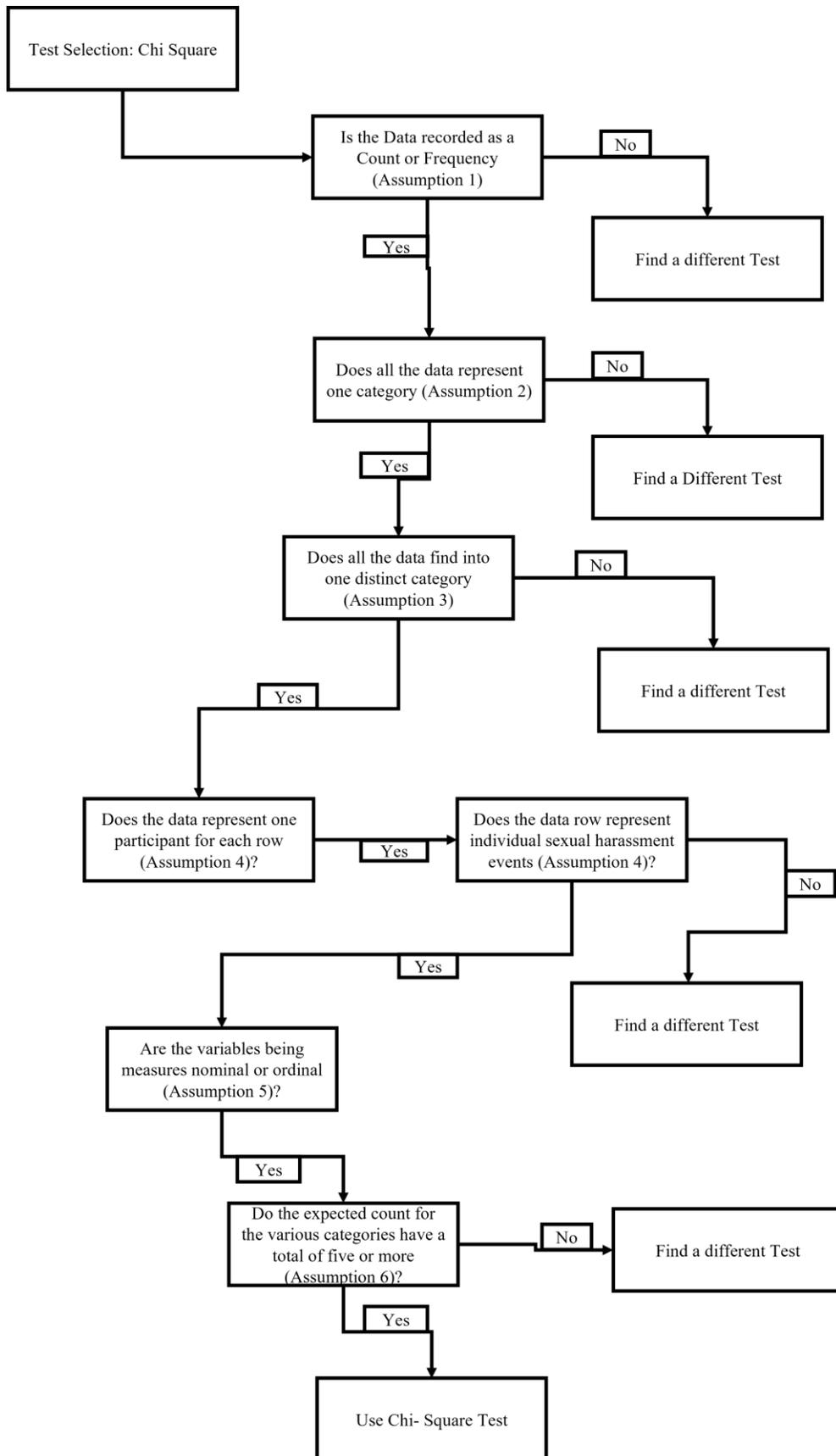
- a. H<sub>0</sub>A- There is no association between the participants' roles and the Alleged Perpetrators' roles.
  - b. H<sub>0</sub>B- There is no association between the participants' roles and the Alleged Perpetrators' Consequences.
  - c. H<sub>1</sub>A- There is an association between the participants' roles and the Alleged Perpetrators' roles.
  - d. H<sub>1</sub>B- There is an association between the participants' roles and the Alleged Perpetrators' Consequences.
4. Is there an association between the participants' roles and the institutional responses to the reported sexual harassment events?
    - a. H<sub>0</sub>- There is no association between the participants' roles and the institutional responses to the reported sexual harassment events.
    - b. H<sub>1</sub>- There is an association between the participants' roles and the institutional responses to the reported sexual harassment events.

### **Major Findings**

Quantitative data were provided as responses to the *Sexual Harassment in the Academy* survey. The following statistical data analysis for each research question used Chi-Square statistical tests.

### **Figure 5**

*Test of Best Fit Selection Flowchart*



Chi-square tests were selected as the best-fitting test due to the assumptions of (a) frequencies, (b) mutually exclusive, (c) distinct participants, (d) independent, (e) two categorical variables, and (f) greater than one count. First, the data was recorded as a count of cases or frequencies. This is where a count can be taken on the number of rows fitting into the different categories. Second, the participants fit into one level of each of the seven variables being tested (listed in Table 2).

**Table 2**

*Dependent Variables*

<b>Variable Code</b>	<b>Variable Description</b>
<b>HARASSMENT</b>	The type of event reported in the survey
<b>PERP_STATUS</b>	The values identify the perpetrator’s location on the social hierarchy of Higher Education (as reported by the survivors).
<b>PERP_CONS</b>	The survivor reported Institutional Career Consequences for the Harasser
<b>INST_RESP</b>	Survivor’s report of the institution’s response to the harassment
<b>SURV_CAR</b>	The survivor reported experienced Career Consequences
<b>SURV_MH</b>	The survivor reported the impact of the harassment on their mental health
<b>SURV_LCT</b>	The survivor reported the impact of the harassment on their life choices or trajectory

Third, the participants represented one level of the variables being tested. While similar, the second assumption focuses on how the data can be categorized into any of the variables. The third assumption focuses on the data is categorized into only one of the variable categories. For instance, think of the data as different colors and types of Legos. The second assumption is focused on sorting the data Legos into different colors. The third assumption is focused on the blocks only fitting into the piles of the type of Legos (e.g., plate, tile, stud) by color.

The next area focused on two different interpretations of independent: participant and row independence. The participants were categorized as faculty, staff, administrators, and

students. Also, each row was a separate participant and sexual harassment event. The next assumption met was that both measured variables were nominal or ordinal. The final assumption was the expected count (See Appendix D for complete data output including expected counts) for each tested category being five or more for 80% of cases (Glen, 2015; McHugh, 2013). A significance value of .05 was used to determine the relational statistical significance during the analysis.

### **Findings Related to Research Question One**

*Is there an association between the participants' roles and experiencing sexual harassment?*

The following tables present the analysis of the *Sexual Harassment in the Academy* survey data collected regarding survivors' status in higher education and the harassment event.

**Table 3**

*Survivor's Status by Harassment Type Crosstabulation*

Survivor's Status	Graduate Student	Count	Harassment				Total	
			Gender Harassment	Grapevine/Bystander	Series of Sexual Harassment	Sexual Coercion	Unwanted Sexual Harassment	
			345	67	47	92	126	677
		% within Survivor's Status	51.0%	9.9%	6.9%	13.6%	18.6%	100.0%
	Non-Tenure Faculty	Count	133	16	8	12	33	202
		% within Survivor's Status	65.8%	7.9%	4.0%	5.9%	16.3%	100.0%
	Post-Tenure Faculty	Count	23	5	4	3	3	38
		% within Survivor's Status	60.5%	13.2%	10.5%	7.9%	7.9%	100.0%
	Staff	Count	35	14	36	7	9	101
		% within Survivor's Status	34.7%	13.9%	35.6%	6.9%	8.9%	100.0%

		<b>Harassment</b>				<b>Total</b>	
		<b>Gender Harassment</b>	<b>Grapevine/Bystander</b>	<b>Series of Sexual Harassment</b>	<b>Sexual Coercion</b>	<b>Unwanted Sexual Harassment</b>	
<b>Undergraduate Student</b>	<b>Count</b>	100	14	8	45	45	212
	<b>% within Survivor's Status</b>	47.2%	6.6%	3.8%	21.2%	21.2%	100.0%
<b>Total</b>	<b>Count</b>	636	116	103	159	216	1230
	<b>% within Survivor's Status</b>	51.7%	9.4%	8.4%	12.9%	17.6%	100.0%

Gender harassment had the highest frequency of occurrence among participant status other than staff, ranging from 65.8 percent (non-tenure faculty) to 47.2 percent (undergraduate students). Staff had the highest frequency of a series of sexual harassment (35.6%). Unwanted sexual harassment was the next highest for undergraduate students (21.2%), graduate students (18.6%), and non-tenure faculty (16.3%). Gender harassment was the next highest for staff (34.7%). Experiencing sexual harassment through the grapevine or as a bystander was the second highest for post-tenure faculty (13.2%). The lowest frequency for undergraduate students (3.8%), graduate students (6.9%), and non-tenure faculty (4.0%) was a series of sexual harassment. Sexual coercion was the lowest frequency (6.9%) for staff. Finally, the lowest frequency event for staff was tied between sexual coercion (7.9%) and unwanted sexual harassment (7.9%).

A chi-square test was conducted on these data. In the table, the significance level associated with this value was found in the column labeled Asymptotic Significance.

**Table 4**

*Overall Test Results: Survivor Status vs. Harassment Type*

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
<b>Pearson Chi-Square</b>	152.944 <sup>a</sup>	16	<.001
<b>Likelihood Ratio</b>	117.278	16	<.001
<b>N of Valid Cases</b>	1230		

*Notes.* Three (3) cells (12.0%) have an expected count of less than 5. The minimum expected count is 3.18.

**Table 5**

*Overall Effect Size: Survivor Status vs. Harassment Type*

		<b>Value</b>	<b>Approximate Significance</b>
<b>Nominal by</b>	Phi	.353	<.001
<b>Nominal</b>	Cramer's V	.176	<.001
<b>N of Valid Cases</b>		1230	

A 5 x 5 Chi-square test indicated that the relationship between the Survivor Status and Harassment Type Experienced was significant  $X^2 (16, N = 1230) = 152.944, p < .001, \phi = .176$ . Table Three showed that Cramer's V ( $\phi = .176$ ) was greater than .15 and less than .25. This result indicated a strong association between Survivor status and harassment type. The p-value (<.001) was less than the alpha ( $\alpha = .05$ ), which resulted in the null hypothesis being rejected. This meant a strong association exists between the participants' roles and experiencing sexual harassment.

### **Findings Related to Research Question Two**

*Is there an association between the participants' roles and the various sexual harassment event impacts (e.g., professional, mental health, life choice)?*

The following tables present the analysis of the *Sexual Harassment in the Academy* survey data collected regarding survivors' status in higher education, career outcomes, mental health outcomes, and life trajectory outcomes.

**Table 6***Survivor Status by Survivor Career Outcomes*

		<b>Updated Surv_Car</b>				
			<b>Impaired Career Opportunities (Including Reduction of Force)</b>	<b>Increased Job Stress or Decreased Satisfaction</b>	<b>Other Career Consequences</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	388	58	231	677
		<b>% within Survivor's Status</b>	57.3%	8.6%	34.1%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	114	18	70	202
		<b>% within Survivor's Status</b>	56.4%	8.9%	34.7%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	21	7	10	38
		<b>% within Survivor's Status</b>	55.3%	18.4%	26.3%	100.0%
	<b>Staff</b>	<b>Count</b>	39	7	55	101
		<b>% within Survivor's Status</b>	38.6%	6.9%	54.5%	100.0%
	<b>Undergraduate Student</b>	<b>Count</b>	128	20	64	212
		<b>% within Survivor's Status</b>	60.4%	9.4%	30.2%	100.0%
<b>Total</b>		<b>Count</b>	690	110	430	1230
		<b>% within Survivor's Status</b>	56.1%	8.9%	35.0%	100.0%

Impaired Career Opportunities had the highest frequency of occurrence among participant status other than Staff, ranging from 55.3 percent (Post-Tenure Faculty) to 60.4 percent (Undergraduate Student). Staff had the highest frequency of Other Career Consequences (54.5%). There was an inverse for the next highest frequency. Other Career Consequences was the next highest for Graduate Student (34.1%), Non-Tenure Faculty (34.7%), Post-Tenure Faculty (26.3%), and Undergraduate Student (30.2%). Impaired Career Opportunities were the

next highest frequency for Staff (38.6%). The lowest frequency for all statuses was Decreased Satisfaction, ranging from 6.9 percent (Staff) to 18.4% (Post-Tenure Faculty). A chi-square test was conducted on these data. In the table, the significance level associated with this value was found in the column labeled Asymptotic Significance.

**Table 7**

*Overall Test Results: Survivor Status v Survivor Career Outcomes*

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
<b>Pearson Chi-Square</b>	24.136 <sup>a</sup>	8	.002
<b>Likelihood Ratio</b>	22.469	8	.004
<b>N of Valid Cases</b>	1230		

*Notes.* One (1) cell (6.7%) has an expected count of less than 5. The minimum expected count is 3.40.

**Table 8**

*Overall Effect Size: Survivor Status v Survivor Career Outcomes*

		<b>Value</b>	<b>Approximate Significance</b>
<b>Nominal by Nominal</b>	<b>Phi</b>	.140	.002
	<b>Cramer's V</b>	.099	.002
<b>N of Valid Cases</b>		1230	

A 5 x 3 Chi-square test indicated that the relationship between the Survivor Status and Survivor Career Consequences experienced was significant  $X^2(8, N= 1230) = 24.136, p = .002, \phi = .099$ . Table Seven showed that Cramer's V ( $\phi = .099$ ) is greater than .05 and less than .10. This

result indicated a weak association between Survivor's Status and Career Outcomes. The p-value (.002) was less than the alpha ( $\alpha=.05$ ), resulting in the null hypothesis being rejected. This means there was a weak association between the participants' roles and survivor career outcomes

**Table 9***Survivor Status by Survivor Mental Health Outcomes*

		<b>Updated Surv_MH</b>					
			<b>Anger and Fear Responses</b>	<b>Anxiety and Depression Associated Response (includes Suicidality)</b>	<b>Other MH Consequences</b>	<b>PTS and Other Stress- Associated Responses</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	110	285	163	119	677
		<b>% within Survivor's Status</b>	16.2%	42.1%	24.1%	17.6%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	41	86	36	39	202
		<b>% within Survivor's Status</b>	20.3%	42.6%	17.8%	19.3%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	13	6	15	4	38
		<b>% within Survivor's Status</b>	34.2%	15.8%	39.5%	10.5%	100.0%
	<b>Staff</b>	<b>Count</b>	12	27	51	11	101
		<b>% within Survivor's Status</b>	11.9%	26.7%	50.5%	10.9%	100.0%
	<b>Undergraduate Student</b>	<b>Count</b>	41	95	40	36	212
		<b>% within Survivor's Status</b>	19.3%	44.8%	18.9%	17.0%	100.0%
<b>Total</b>		<b>Count</b>	217	499	305	209	1230

**Updated Surv\_MH**

---

	<b>Anger and Fear Responses</b>	<b>Anxiety and Depression Associated Response (includes Suicidality)</b>	<b>Other MH Consequences</b>	<b>PTS and Other Stress- Associated Responses</b>	<b>Total</b>
<b>% within Survivor's Status</b>	17.6%	40.6%	24.8%	17.0%	100.0%

---

Anxiety and Depression Associated Responses had the highest frequency of occurrence among participants other than Staff and Post-Tenure Faculty, ranging from 42.1 percent (Graduate Students) to 44.8 percent (Undergraduate Students). Staff and Post-Tenure Faculty had the highest frequency of Other MH Consequences (39.5% and 50.5%, respectively). Anger and Fear Responses were the next highest frequency for Non-Tenure Faculty (20.3%), Post-Tenure Faculty (34.2%), and Undergraduate Students (19.3%). Other MH Consequences was the next highest frequency for Graduate Students (24.1%). Anxiety and Depression Associated Response was the next highest frequency for Staff (26.7%). PTS and Other Stress-Associated Responses was the lowest frequency for Post-Tenure Faculty (10.5%), Staff (10.9%), and Undergraduate Students (17.0%). Other MH Consequences was the lowest frequency for Non-Tenure Faculty (17.8%). Anger and Fear Response was the lowest frequency for Graduate Students (16.2%). A chi-square test was conducted on these data. In the table, the significance level associated with this value was found in the column labeled Asymptotic Significance.

**Table 10**

*Overall Test Results: Survivor Status vs. Survivor Mental Health*

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
<b>Pearson Chi-Square</b>	62.991 <sup>a</sup>	12	<.001
<b>Likelihood Ratio</b>	58.678	12	<.001
<b>N of Valid Cases</b>	1230		

*Notes.* Zero (0) cells (0.0%) have an expected count of less than 5. The minimum expected count is 6.46.

**Table 11***Overall Effect Size: Survivor Status vs. Survivor Mental Health*

		<b>Value</b>	<b>Approximate Significance</b>
<b>Nominal by</b>	Phi	.226	<.001
<b>Nominal</b>	Cramer's V	.131	<.001
<b>N of Valid Cases</b>		1230	

A 5 x 4 Chi-square test indicated that the relationship between the Survivor Status and Survivor Mental Health Consequences experienced was significant  $X^2 (12, N = 1230) = 62.991$ ,  $p < .001$ ,  $\phi = .131$ . Table Ten showed that Cramer's V ( $\phi = .131$ ) is greater than .10 and less than .15. This result indicated a moderate association between Survivor Status and Survivor Mental Health Outcomes. The p-value (<.001) was less than the alpha ( $\alpha = .05$ ), which resulted in the null hypothesis being rejected. This meant a moderate association between the participants' roles and Survivor Mental Health.

**Table 12**

*Survivor status by Life Course Trajectory Crosstabulation*

			Surv_Lct							
Survivor's Status			Affected Trajectory	Left or Thinking about Leaving Academia	Lost Faith	Made an Advocate	Multiple Events and Results	None	Refused to let it Affect Trajectory	Total
			Graduate Student	Count	298	95	34	53	62	115
	% within Survivor's Status	44.0%	14.0%	5.0%	7.8%	9.2%	17.0%	3.0%	100.0%	
Non-Tenure Faculty	Count	87	36	10	14	11	34	10	202	
	% within Survivor's Status	43.1%	17.8%	5.0%	6.9%	5.4%	16.8%	5.0%	100.0%	
Post-Tenure Faculty	Count	19	2	2	2	4	7	2	38	
	% within Survivor's Status	50.0%	5.3%	5.3%	5.3%	10.5%	18.4%	5.3%	100.0%	
Staff	Count	28	14	4	1	38	12	4	101	
	% within Survivor's Status	27.7%	13.9%	4.0%	1.0%	37.6%	11.9%	4.0%	100.0%	
Undergraduate Student	Count	97	28	12	13	10	42	10	212	
	% within Survivor's Status	45.8%	13.2%	5.7%	6.1%	4.7%	19.8%	4.7%	100.0%	
<b>Total</b>	<b>Count</b>	<b>529</b>	<b>175</b>	<b>62</b>	<b>83</b>	<b>125</b>	<b>210</b>	<b>46</b>	<b>1230</b>	

---

**Surv\_Lct**

---

	<b>Affected Trajectory</b>	<b>Left or Thinking about Leaving Academia</b>	<b>Lost Faith</b>	<b>Made an Advocate</b>	<b>Multiple Events and Results</b>	<b>None</b>	<b>Refused to let it Affect Trajectory</b>	<b>Total</b>
<b>% within Survivor's Status</b>	43.0%	14.2%	5.0%	6.7%	10.2%	17.1%	3.7%	100.0%

---

Affected Trajectory had the highest frequency of occurrence among participants other than Staff, ranged from 43.1 percent (Non-Tenure Faculty) to 50.0 percent (Post-Tenure Faculty). Multiple Events and Results were the highest frequency for Staff (37.6%). None had the next highest frequency for Graduate Students (17.0%), Post-Tenure Faculty (18.4%), and Undergraduate Students (19.8%). Left or Thinking about Leaving Academia was the next highest frequency for Non-Tenure Faculty (17.8%). Affected Trajectory was the next highest frequency for Staff (27.7%). Lost Faith was the lowest frequency for Graduate Students (5.0%). Non-Tenure Faculty was tied with Lost Faith and Refused to let it Affect Trajectory as the lowest frequency (5.0%). Post-Tenure Faculty was tied three ways between Lost Faith, Made an Advocate, and Left of Thinking about Leaving Academia as the lowest frequency (5.3%). Made an Advocate was the lowest frequency for Staff (1.0%). Multiple Events and Results and Refused to let it Affect Trajectory was tied for the lowest frequency for Undergraduate Students (4.7%). A chi-square test was conducted on these data. In the table, the significance level associated with this value was found in the column labeled Asymptotic Significance.

**Table 13**

*Overall Test Results: Survivor Status vs. Survivor Life Course Trajectory*

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
<b>Pearson Chi-Square</b>	108.913 <sup>a</sup>	24	<.001
<b>Likelihood Ratio</b>	84.667	24	<.001
<b>N of Valid Cases</b>	1230		

*Notes.* Five (5) cells (14.3%) have an expected count of less than 5. The minimum expected count is 1.42.

**Table 14**

*Overall Effect Size: Survivor Status vs. Survivor Life Course Trajectory*

		<b>Value</b>	<b>Approximate Significance</b>
<b>Nominal by</b>	<b>Phi</b>	.298	<.001
<b>Nominal</b>	<b>Cramer's V</b>	.149	<.001
<b>N of Valid Cases</b>		1230	

A 5 x 7 Chi-square test indicated that the relationship between the Survivor Status and Survivor Life Course Trajectory Consequences experienced was significant  $X^2 (24, N = 1230) = 108.913, p < .001, \phi = .149$ . As seen in Table 13, Cramer's V ( $\phi = .149$ ) was greater than .10 and less than .15. This result indicated a moderate association between Survivor status and Life Course Trajectory Outcomes. The p-value (<.001) was less than the alpha ( $\alpha = .05$ ), which resulted in the null hypothesis being rejected. This meant a moderate association exists between the participants' roles and Life Course Trajectory Outcomes.

### **Findings Related to Research Question Three**

*Is there an association between the participants' roles and consequences for the alleged sexual harassment perpetrator(s)?*

The following tables present the analysis of the *Sexual Harassment in the Academy* survey data collected regarding survivors' status in higher education, the alleged perpetrator status, and the consequences for the alleged perpetrators.

**Table 15**

*Survivor Status by Alleged Perpetrator Status Cross Tabulation*

			Perpetrator's Status					Total	
			Graduate Student	Multiple Harassers	Non-Tenure Faculty	Post-Tenure Faculty	Staff		Undergraduate Student
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	97	71	76	351	71	11	677
		<b>% within Survivor's Status</b>	14.3%	10.5%	11.2%	51.8%	10.5%	1.6%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	2	23	22	97	52	6	202
		<b>% within Survivor's Status</b>	1.0%	11.4%	10.9%	48.0%	25.7%	3.0%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	0	7	2	15	14	0	38
		<b>% within Survivor's Status</b>	0.0%	18.4%	5.3%	39.5%	36.8%	0.0%	100.0%
	<b>Staff</b>	<b>Count</b>	3	38	8	20	31	1	101
		<b>% within Survivor's Status</b>	3.0%	37.6%	7.9%	19.8%	30.7%	1.0%	100.0%
	<b>Undergraduate Student</b>	<b>Count</b>	16	11	47	92	29	17	212
		<b>% within Survivor's Status</b>	7.5%	5.2%	22.2%	43.4%	13.7%	8.0%	100.0%
<b>Total</b>		<b>Count</b>	118	150	155	575	197	35	1230
		<b>% within Survivor's Status</b>	9.6%	12.2%	12.6%	46.7%	16.0%	2.8%	100.0%

A perpetrator status of Post-Tenure Faculty had the highest frequency of occurrence among participants other than Staff, ranging from 39.5 percent (Post-Tenure Faculty) to 51.8 percent (Graduate Students). Multiple Harassers had the highest frequency of occurrence among Staff (37.6%). A perpetrator status of Staff was the next highest frequency for Non-Tenure Faculty (25.7%), Post-Tenure Faculty (36.8%), and Staff (30.7%). A perpetrator status of Graduate Students was the next highest frequency for Graduate Students (14.3%). A perpetrator status of Non-tenure faculty was the next highest frequency for Undergraduate Students (22.2%). A perpetrator status of Graduate Students was the lowest frequency for Non-Tenure Faculty (1.0%), Post-Tenure Faculty (0.0%), and Undergraduate Students (7.5%). A perpetrator status of Undergraduate Students was the lowest frequency for Graduate Students (1.6%) and Staff (1.0%). A chi-square test was conducted on these data. In the table, the significance level associated with this value was found in the column labeled Asymptotic Significance.

**Table 16**

*Overall Test Results: Survivor Status vs. Alleged Perpetrator Status*

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
<b>Pearson Chi-Square</b>	221.591 <sup>a</sup>	20	<.001
<b>Likelihood Ratio</b>	210.012	20	<.001
<b>N of Valid Cases</b>	1230		

*Notes.* Five (5) cells (16.7%) have an expected count of less than 5. The minimum expected count is 1.08.

**Table 17***Overall Effect Size: Survivor Status vs. Alleged Perpetrator Status*

		<b>Value</b>	<b>Approximate Significance</b>
<b>Nominal by Nominal</b>	Phi	.424	<.001
	Cramer's V	.212	<.001
<b>N of Valid Cases</b>		1230	

A 5 x 6 Chi-square test indicated that the relationship between the Survivor Status and Alleged Perpetrator Status experienced was significant  $X^2 (20, N = 1230) = 221.591, p < .001, \phi = .212$ . As seen in Table 16, Cramer's V ( $\phi = .212$ ) was greater than .15 and less than .25. This result indicated a strong association between Survivor Status and Alleged Perpetrator Status. The p-value (<.001) was less than the alpha ( $\alpha = .05$ ), which resulted in the null hypothesis being rejected. This meant a strong association between the participants' and alleged perpetrators' roles.

**Table 18***Survivor Status by Alleged Perpetrator Consequence Crosstabulation*

		<b>Perpetrator's Consequences</b>					
			<b>Better Position</b>	<b>Multiple Results</b>	<b>Negative Consequences</b>	<b>None</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	17	69	37	554	677
		<b>% within Survivor's Status</b>	2.5%	10.2%	5.5%	81.8%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	8	12	9	173	202
		<b>% within Survivor's Status</b>	4.0%	5.9%	4.5%	85.6%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	3	5	3	27	38
		<b>% within Survivor's Status</b>	7.9%	13.2%	7.9%	71.1%	100.0%
	<b>Staff</b>	<b>Count</b>	1	40	5	55	101
		<b>% within Survivor's Status</b>	1.0%	39.6%	5.0%	54.5%	100.0%
	<b>Undergraduate Student</b>	<b>Count</b>	9	12	14	177	212
		<b>% within Survivor's Status</b>	4.2%	5.7%	6.6%	83.5%	100.0%
<b>Total</b>		<b>Count</b>	38	138	68	986	1230
		<b>% within Survivor's Status</b>	3.1%	11.2%	5.5%	80.2%	100.0%

The perpetrator's consequence of None had the highest frequency of occurrence among all participants, ranging from 54.5 percent (Staff) to 85.6% (Non-Tenure Faculty). Multiple Results was the next highest frequency, ranging from 5.7 percent (Undergraduate Students) to 39.6 percent (Staff). A better position was the lowest frequency for all participants, ranging from 1.0 percent (Staff) to 7.9 percent (Post-Tenure Faculty). Post-Tenure Faculty also had Negative Consequences tied at the lowest frequency with 7.9 percent. A chi-square test was conducted on

these data. In the table, the significance level associated with this value was found in the column labeled Asymptotic Significance.

**Table 19**

*Overall Test Results- Survivor Status vs. Alleged Perpetrator Consequences*

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
<b>Pearson Chi-Square</b>	101.896 <sup>a</sup>	12	<.001
<b>Likelihood Ratio</b>	75.903	12	<.001
<b>N of Valid Cases</b>	1230		

*Notes.* Four (4) cells (20.0%) have an expected count of less than 5. The minimum expected count is 1.17.

**Table 20**

*Overall Effect Size- Survivor Status vs. Alleged Perpetrator Consequences*

		<b>Value</b>	<b>Approximate Significance</b>
<b>Nominal by Nominal</b>	Phi	.288	<.001
	Cramer's V	.166	<.001
<b>N of Valid Cases</b>		1230	

A 5 x 4 Chi-square test indicated that the relationship between the Survivor Status and Consequences for the Alleged Perpetrators was significant  $X^2 (12, N = 1230) = 101.896, p < .001, \phi = .166$ . As seen in Table 19, Cramer's V ( $\phi = .166$ ) was greater than .15 and less than .25. This result indicated a strong association between Survivor Status and Alleged Perpetrator Consequences. The p-value (<.001) is less than the alpha ( $\alpha = .05$ ), which resulted in the null

hypothesis being rejected. This meant an association between the participants' roles and the alleged perpetrators' consequences.

### Findings Related to Research Question Four

*Is there an association between the participants' roles and the institutional responses to the reported sexual harassment events?*

The following tables present the analysis of the *Sexual Harassment in the Academy* survey data collected regarding Survivors' Status in higher education and the Institutional Response.

**Table 21**

*Survivor Status by Institutional Response Cross Tabulation*

		<u>Institutional Response</u>			
		<b>Other Responses</b>	<b>Punished Perpetrator</b>	<b>Total</b>	
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	579	98	677
		<b>% within Survivor's Status</b>	85.50%	14.50%	100.00%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	179	23	202
		<b>% within Survivor's Status</b>	88.60%	11.40%	100.00%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	27	11	38
		<b>% within Survivor's Status</b>	71.10%	28.90%	100.00%
	<b>Staff</b>	<b>Count</b>	82	19	101
		<b>% within Survivor's Status</b>	81.20%	18.80%	100.00%
		<b>Count</b>	194	18	212

		<u>Institutional Response</u>			
		<b>Other Responses</b>	<b>Punished Perpetrator</b>	<b>Total</b>	
	<b>Undergraduate Student</b>	<b>% within Survivor's Status</b>	91.50%	8.50%	100.00%
<b>Total</b>		<b>Count</b>	1061	169	1230
		<b>% within Survivor's Status</b>	86.30%	13.70%	100.00%

Other response was the highest frequency of occurrence among all participants, Post-Tenure Faculty (71.1%), Staff (81.2%), Graduate Students (85.5%), Non-Tenure Faculty (88.6%), and Undergraduate Students (91.5%). Punished perpetrators had a frequency of 8.5 percent (Undergraduate Students), 11.4 percent (Non-Tenure Faculty), 14.5 percent (Graduate Students), 18.8 percent (Staff), and 28.9% (Post-Tenure Faculty). A chi-square test was conducted on these data. In the table, the significance level associated with this value was found in the column labeled Asymptotic Significance.

**Table 22**

*Overall Test Results- Survivor Status vs. Institutional Response*

	<b>Value</b>	<b>df</b>	<b>Asymptotic Significance (2-sided)</b>
<b>Pearson Chi-Square</b>	15.789 <sup>a</sup>	4	.003
<b>Likelihood Ratio</b>	14.813	4	.005
<b>N of Valid Cases</b>	1230		

*Notes.* Zero (0) cells (0.0%) have an expected count of less than 5. The minimum expected count is 5.22.

**Table 23**

*Overall Effect Size- Survivor Status vs. Institutional Response*

		<b>Value</b>	<b>Approximate Significance</b>
<b>Nominal by</b>	<b>Phi</b>	.113	.003
<b>Nominal</b>	<b>Cramer's V</b>	.113	.003
<b>N of Valid Cases</b>		1230	

A 5 x 2 Chi-square test indicated that the relationship between the Survivor Status and Institutional Response experienced was significant  $X^2(4, N = 1230) = 15.789, p < .005, \phi = .113$ . As seen in Table 22, Cramer's V ( $\phi = .113$ ) was greater than .10 and less than .15. This result indicated a moderate association between Survivor Status and Institutional Response. The p-value (.003) was less than the alpha ( $\alpha = .05$ ), resulting in the null hypothesis being rejected. This meant there was an association between the Participants' Roles and Institutional Response.

### **Summary**

This study analyzed the relationship between survivors' status and higher education sexual harassment. The relationship between survivors' status and alleged perpetrators' status, alleged perpetrators' consequences, institutional response, and survivors' life course, mental health, and career consequences were also examined. Data from 1,230 participants linked to higher education during the sexual harassment experience was obtained through the *Sexual Harassment in the Academy Survey* and analyzed. The majority (88.70%) of the total participants were: graduate students (55.04%), undergraduate students (17.24%), and non-tenured faculty (16.42%). The remainder of the participants (11.30%) were staff (8.21%) and post-tenured faculty (3.09%).

**Table 24***Result and Null Hypothesis Summary Table*

Research Question	Null Hypothesis	Association Value	Association Strength	P-Value	Alpha Value	Hypothesis Status
1	H <sub>0</sub> - There is no association between the participants' roles and experiencing sexual harassment.	.176	Strong	<.001	.05	Rejected
2	H <sub>0</sub> A- There is no association between the participants' roles and career outcomes.	.099	Weak	.002	.05	Rejected
2	H <sub>0</sub> B- There is no association between the participants' roles and their Mental Health outcomes.	.131	Moderate	<.001	.05	Rejected
2	H <sub>0</sub> C- There is no association between the participants' roles and their Life Course Trajectory outcomes.	.149	Moderate	<.001	.05	Rejected
3	H <sub>0</sub> A- There is no association between the participants' roles and the Alleged Perpetrators' roles.	.212	Strong	<.001	.05	Rejected
3	H <sub>0</sub> B- There is no association between the participants' roles and the Alleged Perpetrators' Consequences.	.166	Strong	<.001	.05	Rejected
4	H <sub>0</sub> - There is no association between the participants' roles and the institutional responses to the reported sexual harassment events.	.113	Moderate	.003	.05	Rejected

The study's analyses supported rejecting all null hypotheses generated for this study. The chi-square found a significant relationship between the survivors' status in academia and the type of sexual harassment experienced. Further performed chi-square tests generated support for the existence of a significant relationship between (a) survivors' status and perpetrator status, (b) survivors' status and perpetrators' consequences, (c) survivors' status and institutional responses, (d) survivors' status and survivors' life course consequences, (e) survivors' status and survivors' mental health consequences, and (f) survivors' status and career consequences. The conclusions of this study are presented in Chapter Five. Implications, limitations, recommendations, and suggestions for further research are also examined.

## **Chapter 5: Discussion**

Higher education institutions must comply with several federal regulations to receive federal funding. One such regulation is Title IX of the Education Amendments of 1972 [Title IX]. Title IX requires institutions to a) investigate any filed complaints; (b) notify all students and employees of the contact information for the Title IX Coordinator, (c) create and adopt grievance procedures focused on providing prompt and equitable resolution of complaints, (d) notifying all students, employees, student applicants, and employee applicants of policies; and (e) publishing a statement of the sexual harassment policy prominently in any document used for the recruitment of students or employees (Patsy Mink Equal Opportunity in Education Act, 1972). These institutional policies are often written to meet the minimum requirements to receive funding. The policies are written to maintain the status quo, not to protect community members experiencing harassment.

This current study was designed to help facilitate an understanding of survivors' sexual harassment experiences and the practical application of the current policies. This understanding can aid higher education institutions in becoming safe spaces for all. Higher education leaders and policymakers can use this new understanding to develop effective policies and procedures for combating sexual harassment. This study also raised awareness of the impact of sexual harassment on the survivors. The current study worked to develop a shared narrative and language which could help develop standard terms and actions.

### **Research Questions**

The following research questions guided this study:

1. Is there an association between the participants' roles and experiencing sexual harassment?

2. Is there an association between the participants' roles and the various sexual harassment event impacts (e.g., professional, mental health, life choice)?
3. Is there an association between the participants' roles and consequences for the alleged sexual harassment perpetrator(s)?
4. Is there an association between the participants' roles and the institutional responses to the reported sexual harassment events?

### **Methods**

The study's quantitative descriptive research design utilized the secondary data set generated by the *Sexual Harassment in the Academy* survey. Once the data was finalized, SPSS chi-squared tests were used to analyze the data. The survey ran from December 2017 to August 2018 and generated 3,749 separate rows of data. After data cleaning, the final total was a 32.8% response rate (1,230 rows of data).

### **Summary of Findings**

A statistically significant relationship was found between the survivors' academic status and the type of sexual harassment experienced. Further performed chi-square tests supported a significant relationship between (a) survivors' status and perpetrator status, (b) survivors' status and perpetrators' consequences, (c) survivors' status and institutional responses, (d) survivors' status and life course consequences, (e) survivors' status and mental health consequences, and (f) survivors' status and career consequences.

This current study found support for previous research on (a) the association between the participants' role and experiencing sexual harassment, (b) the association between the participants' roles and the various sexual harassment event impact, and (c) the association between the participants' roles and the institutional responses to the reported sexual harassment

events. The study found new findings supporting the association between the participants' roles and consequences for the alleged sexual harassment perpetrator(s). A summary of the study's top findings and comparison to previous research findings is discussed below.

**Table 25**

Findings of the Study and Comparison to Previous Research Findings

<b>Findings (Bolter, 2022)</b>	<b>Research Question</b>	<b>Supporting Research</b>
Individuals in lower positions, both hierarchical and power-wise, are more likely to experience sexual harassment	1	Supports Shanker et al., 2015; Tinkler, 2013; Wood et al., 2018 in that individuals experience sexual harassment perpetrated by peers or higher, and the lower the position the individual holds, the more likely the individual will experience sexual harassment.
Surviving sexual harassment has a detrimental effect on the survivors' career outcomes. The effects include impaired career opportunities (including a reduction of force), increased job stress, decreased satisfaction, and other career consequences.	2	Supports Bergman et al., 2021; Bondestam & Lundqvist, 2020; Burn, 2019; Huerta et al., 2006; Hutagalung & Ishak, 2012; Lim & Cortina, 2005; Mclaughlin et al., 2017; Schneider et al., 1997 in those individuals who experienced sexual harassment report a significant impact in their professional positions.
Surviving sexual harassment has a detrimental effect on the survivors' mental health. The effects include anger, fear, anxiety, depression, stress, post-traumatic stress, or other mental health symptoms.	2	Supports Bergman et al., 2021; Bondestam & Lundqvist, 2020; Burn, 2019; De Haas et al., 2009; Hutagalung & Ishak, 2012; Lim & Cortina, 2005; Marin-Storey & August, 2016; Mclaughlin et al., 2017; Schneider et al., 1997 in those individuals who experienced sexual harassment report a significant impact in their professional positions.
Surviving sexual harassment has a detrimental effect on the survivors' life-course trajectory. The effects include an unspecified affected trajectory, thinking about leaving	2	Supports Bergman et al., 2021; Bondestam & Lundqvist, 2020; Burn, 2019; Huerta et al., 2006; Hutagalung & Ishak, 2012; Lim & Cortina, 2005; Mclaughlin et al., 2017; Schneider et al., 1997 in those individuals who experienced sexual harassment report a significant impact in the trajectory of their life course.

<b>Findings (Bolter, 2022)</b>	<b>Research Question</b>	<b>Supporting Research</b>
<p>academia, losing faith, becoming an advocate, experiencing multiple events and results, and refused to let it affect the trajectory.</p> <p>Most (75.3%) of the alleged perpetrators were faculty or staff members. The remaining split equally between students (12.4%) and multiple harassers (12.2%). This distribution held steady independent of the survivor's status in higher education.</p>	3	No previous research was found; thus, Bolter (2022) is a new finding.
<p>Only a tiny minority of alleged perpetrators faced negative consequences ranging from a discussion to forced retirement. Of the remaining majority, 80.2 percent of suspected perpetrators faced no reported consequences contributing to maintaining the status quo of those in power. The distributions held steady independent of the survivor's status in higher education.</p>	3	No previous research was found; thus Bolter (2022) is a new finding.
<p>Organizations have been structured to tolerate sexual harassment through their policies and responses to such events.</p>	4	Supports Bowes-Sperry and O'Leary, 2005; Clair, 1993; Friborg et al., 2017; Jacobson & Eaton, 2016; MacKinnon, 2016; Quick & McFadyen, 2017; Tinkler, 2013; Williams et al. 1999 in that the structure of an organization's hierarchical model and power dynamics (informal and formal) affect the incidences of sexual harassment as well as the acceptance of that behavior. The more the individual is exposed to sexual harassment, the higher the likelihood they will experience sexual harassment themselves.

Below is a discussion of standpoint theory as it relates to the conclusions that emerged from the research in this study. An emphasis is placed on how each conclusion relates to higher education and the sexual harassment experience.

### **Discussion**

Feminist standpoint theory proposes that authority is entrenched in individuals' knowledge and perspectives and the power that such authority wields. The individual's perspectives are shaped by their social and political experiences. The intersectionality of the individual's experiences (e.g., gender expression, SES, ethnicity) helped to form the standpoints or way the individual sees and interprets their world. Attention should be placed on the outsiders' perspectives since they are uniquely positioned to point to patterns of behavior those in power cannot or refuse to see (Harding, 1986; Harding, 1991; Smith, 1987).

This study found support for standpoint differences in the sexual harassment policy formation. The policies are reported to be made to protect individuals from experiencing sexual harassment. Those with less power in higher educational settings need those policies to be safe and successful. The individuals writing the policy do not see the whole picture of the outsiders. They do not know or sometimes care about their safety needs and problems with sexual harassment. When outsiders raise points about the sexual harassment policy, they are ignored. Because they have more power, policymakers can write sexual harassment policies to maintain the status quo instead of meeting the outsiders' safety needs.

This study's research found evidence that supports higher education institutions have a structure that tolerates sexual harassment (e.g., in policy and response). This structure has resulted in only a small number of alleged perpetrators facing negative consequences (ranging from a supposed discussion about behavior to a forced retirement). Any individual who

experiences sexual harassment may face detrimental effects on their career, mental health, and life-course trajectory.

The following conclusions can be drawn by looking at this study's results from the feminist standpoint lens. First, an individual being a survivor of sexual harassment creates a standpoint shared by other survivors. The group becomes the outsiders compared to the people in power at the institutions, who write and should enforce sexual harassment policies. Second, there is a substantial knowledge base created by the survivors' knowledge acquisition which can help guide policy updates to protect everyone and not just the status quo. Finally, there is a lack of support, formal and informal. Some survivors can find the whisper network, where the discussion is not on changing the system but on how to survive the system. Most survivors have to navigate the system alone, which may contribute to experiencing detrimental professional, mental health, and life course outcomes.

### **Recommendations for Future Research**

This study analyzed the data already gathered by the *Sexual Harassment in the Academy* survey. While the findings of this study help understand the participating survivor's experiences with sexual harassment, The study did not intend to analyze the system or the culture. Still, through analyzing the data, conclusions could be made about the culture at each institution and in higher education.

The topic of sexual harassment in higher education is an important area for further research. While there are some studies on this topic, recent studies have focused on the consequences of sexual harassment, the MeToo movement, and sexual harassment case studies, but not on how the structure of higher education supports sexual harassment or what changes can be made to prevent sexual harassment. Higher Education needs to understand the impact of

sexual harassment on the educational process and the industry. The following suggestions for research will increase the knowledge and understanding regarding these critical issues.

This study includes only self-identified survivors' experiences with sexual harassment. There needs to be further research understanding sexual harassment from various perspectives, including perceptions from students, faculty, and staff, including the Title IX coordinators. Research needs to continue on the consequences of sexual harassment, especially with the increase in the use of an online work environments. It also needs to continue with survivors of sexual harassment. This is required for (a) determining effective ways to prevent it from occurring, (b) deterring sexual harassment from impeding the learning process, and (c) deterring the sexual harassment effect on the higher education industry. While the participants in the study explained their experiences with sexual harassment, they remained focused on the past or present rather than the future. More extensive research needs to examine the role gender, ethnicity, role identity, sexual orientation, gender identity, and regional differences play in experiencing sexual harassment.

### **Conclusions**

Sexual harassment continues to be a known problem for higher education and organizations in general. This is even after at least 30 years of research and potential solutions being brought to light. Over time, it has been acknowledged that harassment occurs across genders and has a solid link to power, both formal and informal. It has also been noted that the inherent structure of higher education has contributed to building environments that support and hide sexual harassment in favor of the status quo. There needs to be a change. Sexual harassment needs to be treated as the epidemic it is and combated. Higher education needs to become a

culture of safety (physical and psychological), especially for many having other rights being attacked (Smith, 2018).

Survivors have to not report to protect themselves, or they face intense, detrimental retaliation when they do a report. Institutions have repeatedly demonstrated that they will cover those in power and use policies to keep the status quo. It is very easy to say nothing will change. This study has been in the works for five years, and the only change has been MeToo losing the spotlight for the newer crisis. Though out this study, Molly Ivins (2022) comes to mind. She stated, “what you need is sustained outrage...there’s far too much unthinking respect given to authority.”

## References

- Akoglu, H. (2018). User's guide to correlation coefficients. *Turkish Journal of Emergency Medicine, 18*(3), 91-93. <https://doi.org/10.1016/j.tjem.2018.08.001>
- Anderson, N. (2018). Academia's #MeToo moment: Women accuse professors of sexual misconduct. *The Washington Post*. [https://www.washingtonpost.com/local/education/academias-metoo-moment-women-accuse-professors-of-sexual-misconduct/2018/05/10/474102de-2631-11e8-874b-d517e912f125\\_story.html?noredirect=on&utm\\_term=.e4e3341c5ff8](https://www.washingtonpost.com/local/education/academias-metoo-moment-women-accuse-professors-of-sexual-misconduct/2018/05/10/474102de-2631-11e8-874b-d517e912f125_story.html?noredirect=on&utm_term=.e4e3341c5ff8)
- Armstrong, M. (2018, February 6). #MeToo, ASU: Sexual harassment on campus. *The State Press*. <https://www.statepress.com/article/2018/02/spcampuslife-me-too-asu-sexual-harassment#>
- Bergman, M. E., Langhout, R. D., Palmieri, P. A., Cortina, L. M., & Fitzgerald, L. F. (2002). The (un)reasonableness of reporting: Antecedents and consequences of reporting sexual harassment. *Journal of Applied Psychology, 87*(2), 230-242.
- Bogen, K.W.; Millman, C.; Huntington, F.; Orchowski, L.M. (2018). A qualitative analysis of disclosing sexual victimization by #NotOkay during the 2016 presidential election. *Violence and Gender, 5*(3), 174-181.
- Bondestam, F.; & Lundqvist, M. (2020). Sexual harassment in higher education: A systemic review. *European Journal of Higher Education*. Advance online publication.
- Bowes-Sperry, L. & O'Leary-Kelly, A.M. (2005). To act or not act: the dilemma faced by sexual harassment observers. *Academy of Management Review, 30*(2), 288-306.
- Burke, T. (2018, November). *Me Too is a movement, not a moment* [Video]. Ted Conferences. [https://www.ted.com/talks/tarana\\_burke\\_me\\_too\\_is\\_a\\_movement\\_not\\_a\\_moment](https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment)
- Burn, S.M. (2019). The psychology of sexual harassment. *Teaching of Psychology, 46*(1), 96-103.
- Buchanan, N.T.; Settles, I.H.; Wu, I.H.C.; & Hayashino, D.S. (2018). Sexual harassment, racial harassment, and well-being among Asian American women: An intersectional approach. *Women & Therapy, 41*(3-4), 261-280.
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2017). *Report on the AAU campus climate survey on rape and sexual misconduct*. The Association of American Universities. <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>

- Chan, M. (2019, April 23). 'Our pain is never prioritized.' #MeToo founder Tarana Burke says we must listen to 'untold' stories of minority women. *TIME*.  
<https://time.com/5574163/tarana-burke-metoo-time-100-summit/>
- Chatterjee, R. (2018, February 21). A new study finds 81 percent of women have experienced sexual harassment. *NPR*. <https://www.npr.org/sections/thetwo-way/2018/02/21/587671849/a-new-survey-finds-eighty-percent-of-women-have-experienced-sexual-harassment>
- Clair, R.P. (1993). The bureaucratization, commodification, and privatization of sexual harassment through institutional discourse. *Management Communication Quarterly*, 7(2), 123-157. <https://journals.sagepub.com/doi/pdf/10.1177/0893318993007002001>
- Clancy, K.B.H.; Lee, K.M.N.; Rodgers, E.M.; & Richey, C. (2017) Double jeopardy in astronomy and planetary science: Women of color face greater risks of gendered and racial harassment. *Journal of Geophysical Research: Planets*, 122, 1610-1623.
- Cleveland, J.N.; & Kerst, M.E. (1993, February). Sexual harassment and perceptions of power: An under-articulated relationship. *Journal of Vocational Behavior*, 42(1), 49-67.
- Coles, F.S. (1986). Forced to quit: Sexual harassment complaints and agency response. *Sex Roles*, 14(1/2), 81-95.  
<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=52e6aeda-fd4d-4f03-b0ec-5029dbecce95%40pdc-v-sessmgr02>
- Creswell, J.W. (2008). *Educational research: Planning, conduction and evaluation quantitative and qualitative research* (3<sup>rd</sup> ed.). Pearson.
- Creswell, J.W., & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5<sup>th</sup> ed.). Sage Publications.
- de Haas, S., Timmerman, G. Hoing, M. (2009). Sexual harassment and health among male and female police officers. *Journal of Occupational Health Psychology*, 14(4), 390-401. doi: 10.1037/a0017046
- Dykstra-DeVette, T.A., & Tarin, C. (2019). Isolating structures of sexual harassment in crowdsourced data on higher education. *Women's Studies in Communication*, 42(3), 373-393.
- Equal Employment Opportunity Commission. (2020a). Fiscal Year 2019: Annual Performance Report. <https://www.eeoc.gov/eeoc/plan/2019apr.cfm>
- Equal Employment Opportunity Commission. (2020b). Charges alleging sex-based harassment (charges filed with EEOC) FY 2010- FY 2019.  
[https://www.eeoc.gov/eeoc/statistics/enforcement/sexual\\_harassment\\_new.cfm](https://www.eeoc.gov/eeoc/statistics/enforcement/sexual_harassment_new.cfm)

- Equal Employment Opportunity Commission. (2020c). *Sexual Harassment*.  
<https://www.eeoc.gov/sexual-harassment>
- Fawcett, H.; & Shrestha, L. (2016). Blogging about rape: A thematic analysis. *Journal of Forensic Science*, *18*(1), 39-51.
- Fitzgerald, L.F. (1993). Sexual harassment: Violence against women in the workplace. *American Psychologist*, *48*(10), 1070-1076. <https://doi.org/10.1037/0003-066X.48.10.1070>
- Fitzgerald, L.F.; & Hesson-McInnis, M. (1989). The dimensions of sexual harassment: A structural analysis. *Journal of Vocational Behavior*, *35*(3), 309-326.
- Fitzgerald, L.F., Drasgow, F., Hulin, C.L, Gelfand, M.J., & Magley, V.J. (1997). Antecedents and consequences of sexual harassment in organizations: A test of integrated model. *Journal of Applied Psychology*, *82*(4), 578-589.
- Fitzgerald, L. F., Hulin, C. L., & Drasgow, F. (1994). *The antecedents and consequences of sexual harassment in organizations: An integrated model*. In G. P. Keita & J. J. Hurrell, Jr. (Eds.), *Job stress in a changing workforce: Investigating gender, diversity, and family issues* (p. 55–73). American Psychological Association. <https://doi.org/10.1037/10165-004>
- Fitzgerald, L.F.; Gelfand, M.J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, *17*(4), 425-445.
- Fitzgerald, L.F.; Swan, S.; & Fischer, K. (1995). Why didn't she just report him? The psychological and legal implications of women's responses to sexual harassment. *Journal of Social Issues*, *51*(1), 117-138.
- Flaherty, C. (2017 December 8). 'Holding space' for victims of harassment: What can a crowdsourced survey of sexual harassment in academe tell us about the problem? <https://www.insidehighered.com/news/2017/12/08/what-can-crowdsourced-survey-sexual-harassment-academia-tell-us-about-problem>
- Fluet, B. (2020). What is descriptive research? <https://invoke.com/blog/what-is-descriptive-research>
- Friborg, M.K.; Hansen, J.V.; Aldrich, P.T.; Folker, A.P.; Kjaer, S.; Nielsen, M.B.D.; Rugulies, R.; & Madsen, I.E.H. (2017). Workplace sexual harassment and depressive symptoms: A cross-sectional multilevel analysis comparing harassment from clients or customers to harassment from other employees amongst 7603 Danish employees from 1041 organizations. *BMC public health*, *17*, 1-12.

- Garcia, S.E. (2017, October 20). The woman who created #MeToo long before hashtags. *The New York Times*. <https://www.nytimes.com/2017/10/20/us/me-too-movement-tarana-burke.html>
- Garner, B.A. (2006). Sexual Harassment. In *Black's law dictionary* (3<sup>rd</sup> ed., p.653)
- Gelfand, M.J., Fitzgerald, L.F., & Drasgow, F. (1995). The structure of sexual harassment: A confirmatory analysis across culture and setting. *Journal of Vocational Behavior*, 47(2), 164-177.
- Glen, S. (2015). *Assumption of independence*. <https://www.statisticshowto.com/assumption-of-independence/#:~:text=The%20assumption%20of%20independence%20means,made%20up%20of%20different%20people>.
- Gluckman, N., Read, B., Mangan, K. & Quilantan, B. (2017). Sexual harassment and assault in higher ed: What's happened since Weinstein. *The chronicle of Higher Education*. <https://www.chronicle.com/article/Sexual-HarassmentAssault/241757>
- Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "House". *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(2) 12-26. <https://doi.org/10.5929/2014.4.2.9>
- Gruber, J.E. (1998). The impact of male work environments and organizational policies on women's experiences of sexual harassment. *Gender and Society*, 12(3), 301-320.
- Gruber, J.E., & Bjorn, L. (1986). Women's responses to sexual harassment- An analysis of sociocultural, organizational, and personal resource models. *Social Science Quarterly*, 67(4), 814-826.
- Gruber, J. E., Smith, M., & Kauppinen-Toropainen, K. (1996). Sexual harassment types and severity: Linking research and policy. In M. S. Stockdale (Ed.), *Women and work: A Research and policy series, Vol. 5. Sexual harassment in the workplace: Perspectives, frontiers, and response strategies* (pp. 151-173). Sage Publications.
- Harding, S. (1986). *The science question in feminism*. Cornell University Press.
- Harding, S. (1991). *Whose Science? Whose Knowledge? Thinking from Women's Lives*. Cornell University Press.
- Hardy, K. (2018 February 4). #MeTooPhD reveals shocking examples of academic sexism. <https://www.theguardian.com/commentisfree/2018/feb/04/metoophd-reveals-shocking-examples-of-academic-sexism>
- Herman, J.L. (2005). Justice from the victim's perspective. *Violence against Women*, 11(5), 571-602.

- Herrera, M.C.; Herrera, A.; & Exposito, F. (2014). Stop harassment! Men's reactions to victims' confrontation. *European Journal of Psychology Applied to Legal Context*, 6(2), 45-52.
- Hiraiski, K. (2018, October 16). #MeTooPhD creator chronicles sexual harassment in academia. <https://www.hawaiipublicradio.org/post/metoophd-creator-chronicles-sexual-harassment-academia#stream/0>
- Holland, KJ; Rabelo, VC; Gustafson, A.M.; Seabrook, R.C.; & Cortina, L.M. (2016). Sexual harassment against men: Examining the roles of feminist activism, sexuality, and organizational context. *Psychology of Men and Masculinity*, 17(1), 17-29.
- Hosterman, A.R.; Johnson, N.R.; Stouffer, R.; & Herring, S. (2018). Twitter, social support messages and the #MeToo movement, *The Journal of Social Media in Society*, 7(2), 69-91.
- Huerta, M., Cortina, L.M., Pang, J.S., Torges, C.M., & Magley, V.J. (2006). Sex and power in the academy: Modeling sexual harassment in the lives of college women. *Personal and Social Psychology Bulletin*, 32(5), 616-628.
- Hulin, C.L., Fitzgerald, L.F., & Drasgow, F. (1996). Organizational influences on sexual harassment. In M.S. Stockdale (Eds.), *Sexual Harassment in the Workplace: Perspectives, Frontiers, and Response Strategies* (Vol 5, pp.127-150). Sage Publications.
- Hutagalung, F. & Ishak, Z. (2012). Sexual harassment- A predictor to job satisfaction and work stress among women employees. *Procedia- Social and Behavioral Sciences*, 65, 723-730.
- Ivins, M. (2022). Quotable Quote. <https://www.goodreads.com/quotes/236943-what-you-need-is-sustained-outrage-there-s-far-too-much-unthinking>
- Jacobson, R.K. & Eaton, A.A. (2017). How organizational policies influence bystander likelihood of reporting moderate and severe sexual harassment at work. *Employee Responsibilities and Rights Journal*, 30, 37-62.
- Jaschik, S. (2019). *Will Me Too activism cost professor her job?* Inside Higher Ed. <https://www.insidehighered.com/news/2019/02/22/scientists-rally-around-vanderbilt-professor-whose-tenure-bid-appeared-hit>
- Johnson, P.A., Widnall, S.E.; & Benya, F.F. (2018). *Sexual harassment of women: Climate, culture, and consequences in academy sciences, engineering, and medicine*. National Academies Press.
- Kearl, H. (2018). The facts behind the #MeToo movement: A National Study on Sexual Harassment and Assault. : <http://www.stopstreetharassment.org/wp-content/uploads/2018/01/Full-Report-2018-National-Study-on-Sexual-Harassment-and-Assault.pdf>

- Kelsky, K. (2017a). *A crowdsourced survey of sexual harassment in the academy*.  
<https://theprofessorisin.com/2017/12/01/a-crowdsourced-survey-of-sexual-harassment-in-the-academy/>
- Kelsky, K. (2017b). Sexual harassment in the academy: An anonymous crowdsourced survey [dataset]. <https://docs.google.com/spreadsheets/d/1S9KShDLvU7C-KkgEevYTHXr3F6InTenrBsS9yk-8C5M/edit#gid=1530077352>
- Kelsky, K. (2017c). Sexual harassment in the academy: An anonymous crowdsourced survey. [https://docs.google.com/forms/d/e/1FAIpQLSeqWdpDxVRc-i8OiiCIJPluIpjMIM41aUIU2E0rrQ4br\\_rQmA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeqWdpDxVRc-i8OiiCIJPluIpjMIM41aUIU2E0rrQ4br_rQmA/viewform)
- Kenig, S. & Ryan, J. (1986). Sexual differences in levels of tolerance and attribution of blame for sexual harassment on a university campus. *Sex Roles*, 15(9/10), 535-549.
- Kunst, J.R.; Bailey, A.; Prendergast, C.; & Gunderson, A. (2018). Sexism, rape myths, and feminist identification explain gender differences in attitudes towards the #metoo social media campaign in two countries. *Media Psychology*, 1-26.  
<https://doi.org/10.1080/15213269.2018.1532300>
- Lambert, V.A.; & Lambert, C.E. (2012). Qualitative descriptive research: An acceptable design. *Pacific rim international journal of nursing research*, 16(4), 255-256.
- LaRocca, M.A.; & Kromrey, J.D. (1999). The perception of sexual harassment in higher education- Impact of gender and attractiveness. *Sex Roles*, 40(11/12), 921-940.
- Lim, S. & Cortina, L.M. (2005). Interpersonal mistreatment in the workplace: The interface and impact of general incivility and sexual harassment. *Journal of Applied Psychology*, 90(3), 483-496.
- Lund Research. (2012). Self-selection sampling. Retrieved from <https://dissertation.laerd.com/self-selection-sampling.php>
- MacKinnon, C.A. (2016). In their hands: Restoring institutional liability for sexual harassment in education. *Yale Law Journal*, 125(7), 2038-2105.
- Maercker, A., & Muller, J. (2004). Social Acknowledgement as a victim or survivor- A scale to measure a recovery factor of PTSD. *Journal of Traumatic Stress*, 17(4), 345-351.
- Mangan, K. (2018). A star professor, removed from endowed chair for harassment, accuses Yale of ‘pandering’ to #MeToo activists. *The Chronicle of Higher Education*.  
<https://www.chronicle.com/article/A-Star-Professor-Removed-From/245063>

- Mangan, K. (2019). U. of Georgia math professor faces sexual-misconduct accusations from at least 8 women. *The Chronicle of Higher Education*.  
<https://www.chronicle.com/article/U-of-Georgia-Math-Professor/246250>
- Marshall, C., & Rossman, G.B. (2011). *Designing Qualitative Research* (5<sup>th</sup> ed.). Sage.
- Martin-Storey, A.; & August, E.G. (2016). Harassment due to gender nonconformity mediates the association between sexual minority identity and depressive systems, *Journal of Sex Research*, 53(1), 85-97.
- McHugh, M.L. (2013). The chi-squared test of independence. *Biochemia Medica*, 23(2), 143-149.
- Mclaughlin, H., Uggen, C. & Blackstone, A. (2017). The economic and career effects of sexual harassment on working women. *Gender and Society*, 31(3), 333-358. doi: 10.1177/0891243217704631.
- Mueller, J., Moergeli, H., & Maercker, A. (2008). Disclosure and social acknowledgement as predictors of recovery from post-traumatic stress: A longitudinal study in crime victims. *Canadian Journal of Psychiatry*, 53(3), 160-168.  
<https://journals.sagepub.com/doi/pdf/10.1177/070674370805300306>
- Naso, B. (2020, July 7). Vanessa Guillen's death sparks Military' Me Too' movement. <https://www.nbcsandiego.com/news/local/vanessa-guillens-death-sparks-military-me-toomovement/2361202/#:~:text=The%20death%20of%20Army%20Specialist,while%20in%20the%20U.S.%20military.>
- NPR/TED Staff ( 2019, February 1). *Tarana Burke: How can we build a world where people don't have to say "Me Too"?* NPR. <https://www.npr.org/2019/02/01/689483577/tarana-burke-how-can-we-build-a-world-where-people-dont-have-to-say-me-too>
- O'Connell, C.E. & Korabik, K. (2000). Sexual harassment: The relationship of personal vulnerability, work context perpetrator status and type of harassment to outcomes, *Journal of Vocational Behavior*, 56(3), 299-329.
- Ollo-Lopez, A. & Nunez, I. (2018). Exploring the organizational drivers of sexual harassment: Empowered jobs against isolation and tolerant climates, *Employee Relations*, 40(2) 174-192.
- O'Neill, T. (2018). 'Today I speak': Exploring how victim-survivors use reddit. *International Journal for Crime, Justice, and Social Democracy*. 7(1), 44-59.
- Oremus, W. (2018 October 30). Remember when longer tweets were the thing that was going to ruin Twitter. Slate. <https://slate.com/technology/2018/10/twitter-tweet-character-limits-280-140-effect.html>

- Park, A. (2017, October 24). #MeToo reaches 85 countries with 1.7M Tweets. *CBS News*.  
<https://www.cbsnews.com/news/metoo-reaches-85-countries-with-1-7-million-tweets/>
- Patsy Mink Equal Opportunity in Education Act, 20 USC. § 1681 et seq. (1972).  
<https://www.congress.gov/114/bills/s3147/BILLS-114s3147is.pdf>
- Pryor, J.B., LaVite, C.M., & Stoller, L.M. (1993). A social psychological analysis of sexual harassment: the person/situation interaction. *Journal of Vocational Behavior*, 42(1), 68-83.
- Quinn, B.A. (2002). Sexual harassment and masculinity: The power and meaning of “girl watching”. *Gender and Society*, 16(3), 386-402.
- Quick, J.C., & McFadyen, M.A. (2017). Sexual harassment: Have we made any progress? *Journal of Occupational Health Psychology*, 22(3), 286-298.
- Rodino-Colocino, M. (2018). Me too, #MeToo: countering cruelty with empathy. *Communications and Critical/Cultural Studies*, 15(1), 96-100.
- Rospenda, K.M. (1998). DOING POWER- The confluence of gender, race, and class in contrapower sexual harassment. *Gender and Society*, 12(1), 40-60.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. Sage Publications.
- Salkind, N.J. (2017). *Statistics for people who (think they) hate statistics*. (6<sup>th</sup> ed.). Sage Publications
- Saunders, K.A.; & Senn, C.Y. (2009). Should I confront him? Men’s reaction to hypothetical confrontation of peers sexual harassment. *Sex Roles*, 61, 399-415.
- Schneider, K.T., Swan, S., & Fitzgerald, L.F. (1997). Job-related and psychological effects of sexual harassment in the workplace: Empirical evidence from two organization. *Journal of Applied Psychology*, 82(3), 401-415.
- Schultz, V. (1998). Reconceptualizing sexual harassment. *Yale Law Journal*, 107(6), 1683-1805.
- Schultz, V. (2018). Reconceptualizing sexual harassment, again. *Yale Law Journal*, 128, 22-66.
- Seck, H. (2018 January 7). Veterans’ group calls on troops to own the ‘Me Too’ Movement.  
<https://www.military.com/daily-news/2018/01/07/veterans-group-calls-troops-own-me-too-movement.html>
- Shanker, M., Astakhova, M.N., & DuBois, C.L.Z. (2015). Sexual harassment: A complex adaptive system viewpoint. *Gender Technology and Development*, 19(3), 1-32.

- Sills, S.; Pickens, C.; Beach, K.; Jones, L.; Calder-Dawe, O.; Benton-Greig, P.; & Gavey, N. (2016). Rape culture and social media: Young critics and a feminist counterpublic. *Feminist Media Studies*, 16(6), 1-17.
- Smartt, N. (2017). Sexual harassment in the workplace in a #MeToo world. *Forbes*. <https://www.forbes.com/sites/forbeshumanresourcescouncil/2017/12/20/sexual-harassment-in-the-workplace-in-a-metoo-world/#3c24321a5a42>
- Smith, A., Linz, J. & Hudson, L. (2019). A feminist coven in the university. *Gender, Place & Culture*. 1-27. <https://doi.org/10.1080/0966369X.2019.1681367>
- Smith, D.E. (1987). *The everyday world as problematic: A feminist sociology*. Northeastern University Press.
- Smith, L. (2010). Does posting in an online community encourage young people to disclose rape or abuse? [https://pdfs.semanticscholar.org/9d16/ce9e848ecc042bc22b7bbc0644c3fcbe65f0.pdf?\\_ga=2.136734709.498261661.1585860706-1369832675.1579547840](https://pdfs.semanticscholar.org/9d16/ce9e848ecc042bc22b7bbc0644c3fcbe65f0.pdf?_ga=2.136734709.498261661.1585860706-1369832675.1579547840)
- Smith, B.L. (2018). What it really takes to stop sexual harassment: Psychologists call for a comprehensive approach with real-world impact. *Monitor on Psychology*, 49(2), <https://www.apa.org/monitor/2018/02/sexual-harassment>
- Spencer, E.A., Brassey, J., Mahtani, K. (2017). *Recall bias*. Catalogue of Bias. <https://catalogofbias.org/biases/recall-bias/>
- Stec, C. (2020). Social media definitions: The ultimate glossary of terms you should know. <https://blog.hubspot.com/marketing/social-media-terms>
- Tambe, A. (2018). Reckoning with the silences of #MeToo. *Feminist Studies*, 44(1), 197-203.
- Tenbrunsel, A.E., Reese, M.R., & Diekmann, K.A. (2019). Sexual harassment in academia: Ethical climates and bounded ethicality. *Annual Review of Psychology*, 70, 245-270.
- Till, F.J. (1980). *Sexual harassment: A report on the sexual harassment of students*. National Advisory Council on Women's Educational Program. <https://eric.ed.gov/?id=ED197242>
- Tinkler, J.L. (2013). How do sexual harassment policies shape gender beliefs? An exploration of the moderating effects of norm adherence and gender. *Social Science Research*, 42(5), 1269-1283.
- Tippett, E.C. (2018). The legal implications of the MeToo Movement. *Minnesota Law Review*, 57. 229-302.

- United Nations. (n.d.). *What is Sexual Harassment*.  
<https://www.un.org/womenwatch/osagi/pdf/whatissh.pdf>
- Welsh, S. (1999). Gender and sexual harassment. *Annual Review of Sociology*, 25(1999), 169-190.
- Welsh, S. (2000). The Multidimensional nature of sexual harassment: An empirical analysis of women's sexual harassment complaints. *Violence Against Women*, 6, 118-141. doi: 10.1177/10778010022181750.
- Willness, C.R., Steel, P., & Lee, K. (2007). A meta-analysis of the antecedents and consequences of workplace sexual harassment. *Personnel Psychology*, 60, 127-167.
- Williams, J.H.; Fitzgerald, L.F., & Drasgow, F. (1999). The effect of organizational practices on sexual harassment and individual outcomes in military. *Military Psychology*, 11(3), 303-328.
- Wood, L.; Hoefler, S.; Kammer-Kerwick, M.; Parra-Cardona, J.R.; & Busch-Armendariz, N. (2018). Sexual harassment at institutions of higher education: Prevalance, risk, and extent. *Journal of Personal Violence*, 00(0), 1-25.
- Zeigler, V.; Besser, A.; Norag, J.; & Campbell, W.K. (2016). The dark triad and sexual harassment proclivity. *Personal and Individual Difference*, 89, 47-54.

## Appendix A: IRB Approval Letter

**From:** Bruce Day, CIP <[no-reply@irbnet.org](mailto:no-reply@irbnet.org)>  
**Sent:** Wednesday, March 17, 2021 10:31 AM  
**To:** Bolter, Maggie <[bolter@live.marshall.edu](mailto:bolter@live.marshall.edu)>; Early, Sherry <[earlys@marshall.edu](mailto:earlys@marshall.edu)>  
**Subject:** IRBNet Board Action

Please note that Marshall University Institutional Review Board #2 (Social/Behavioral) has taken the following action on IRBNet:

Project Title: [1734593-1] Take their Feet off our Necks: A descriptive Study of Sexual Harassment in Higher Education  
Principal Investigator: Sherry Early, PhD

Submission Type: New Project  
Date Submitted: March 12, 2021

Action: RESEARCH - NOT HSR  
Effective Date: March 17, 2021  
Review Type: Administrative Review

Should you have any questions you may contact Bruce Day, CIP at [day50@marshall.edu](mailto:day50@marshall.edu).

Thank you,  
The IRBNet Support Team

<https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.irbnet.org%2F&data=04%7C01%7Cbolter%40live.marshall.edu%7Ccbef8cb3f27b4b3aaa6308d8e9514ecf%7C239ab2783bba4c78b41d8508a541e025%7C0%7C0%7C637515882751342775%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAilCJQjoiV2luMzliLjBjTlI6ik1haWwWlCjXVCI6Mn0%3D%7C1000&data=C1tFZUn13907hNzf6PGf%2B9G8zinbZhGYE4ITQ41p%2FfM%3D&reserved=0>

## Appendix B: Data Use Approval Letter

KK

Karen Kalsky <gettenure@gmail.com>  
Thu 2/28/2019 1:42 PM

To: Bolter, Maggie



Megan, thanks for writing. Absolutely, please send me any results or publications! thanks for asking, Karen

...

On Thu, Feb 28, 2019 at 4:01 AM Bolter, Maggie <[bolter@live.marshall.edu](mailto:bolter@live.marshall.edu)> wrote:

Dear Dr. Kalsky,

I hope you are having a good Thursday. My name is Megan Bolter. I am a doctoral student in the Leadership Studies program at Marshall University. I am focusing my dissertation on studying sexual harassment in higher education. I am examining if there are common shared themes experienced by members of higher education during instances of sexual harassment. During my research into this subject, I was directed multiple times to your *Sexual Harassment in the Academy* spreadsheet.

I am writing to request permission to use your public spreadsheet as the data source for my dissertation. You will be given full credit for the data source.

I look forward to potentially working with the data and help the academy to grasp the true scope of the problem.

Please let me know if you have any questions and thank you for considering my request.

Warmest Regards,

Megan Bolter

## **Appendix C: Dissertation Data Codebook**

Descriptors and Measurements of Survivors' Perceptions of Sexual Harassment Experiences  
reported between December 2017 and June 2019

Megan Bolter

## DATA USE

The study *Take their Feet off our Necks: A Descriptive Study of Sexual Harassment in Higher Education* uses data gathered by Dr. Karen Kelsky. Dr. Kelsky created the dataset through the *Sexual Harassment in the Academy* Online survey. To ensure that her work is appropriately captured, a citation must at least appear in the publications' reference section.

## BIBLIOGRAPHIC CITATION

Kelsky, K. (2017b). Sexual harassment in the academy: An anonymous crowdsourced survey [dataset]. Retrieved from <https://docs.google.com/spreadsheets/d/1S9KShDLvU7C-KkgEevYTHXr3F6InTenrBsS9yk-8C5M/edit#gid=1530077352>

## DATA DISCLAIMER

The interpretations of inferences based upon this data set are Bolter's (2019) alone. The original collector of this data bears no responsibility.

## DATA COLLECTION DESCRIPTION

**SUMMARY:** The data was collected to quantify experiences of sexual harassment by individuals in higher education. Kelsky's (2017a) goal of the data survey was to: (a) allow survivors to anonymously report their experiences of sexual harassment, (b) demonstrate the true scope and scale of sexual harassment in higher education, and (c) pave the way for more frank conversations and effective interventions. On February 28<sup>th</sup>, 2019, permission was given to Bolter to utilize the dataset for the study, *Still I Rise: A Quantitative Study of Survivor's Perceptions of Sexual Harassment*.

**EXTENT OF COLLECTION:** 1 Google Sheets file continually collecting data. 1 excel file was downloaded on July 1<sup>st</sup> for processing containing 2438 rows and 16 columns.

**DATA FORMAT:** Excel

CODEBOOK FOR

Descriptors and Measurements of Survivors' Perceptions of Sexual Harassment Experiences

reported between December 2017 and June 2019

<b>Variable Code</b>	<b>Variable Name</b>	<b>Variable Description</b>	<b>Values</b>
<b>HARASSMENT</b>	The Sexual Harassment Reported	The type of event reported in the survey	0= Series of Sexual Harassment 1=Unwanted Sexual Harassment 2= Grapevine/Bystander 3=Sexual Coercion 4=Gender Harassment
<b>STATUS</b>	The Survivor's position	The values identify the survivors' location on the social hierarchy of Higher Education.	0= Progressive Status 1= Pre-Tenure Faculty 2=Non-Tenure Faculty 3= Graduate Student 4=Undergraduate Student 5=Post-Tenure Faculty 6=Staff 7=Admin
<b>PERP_STATUS</b>	The perpetrator's position	The values identify the perpetrator's location on the social hierarchy of Higher Education (as reported by the survivors).	0= Progressive Status 1= Pre-Tenure Faculty 2=Non-Tenure Faculty 3= Graduate Student 4=Undergraduate Student 5=Post-Tenure Faculty 6=Staff 7=Admin
<b>INST_RESP</b>	The institution's response to the harassment	Survivor's report of the institution's response to the harassment	0=Did Nothing 1=Did Not Report 2=Punishment of Some Form (Survivor) 3=Multiple Experiences, Different Results 4=Sided with the Perpetrator(s) 5=Investigation 6=Punishment of Some Form (Perpetrator(s)) 7=Sided with the Reporter
<b>PERP_CONS</b>	Institutional/Career Consequences for the harasser	The survivor reported Institutional Career	0=None 1=Multiple Results

<b>Variable Code</b>	<b>Variable Name</b>	<b>Variable Description</b>	<b>Values</b>
		Consequences for the Harasser	2=Negative Consequence(s) 3=Better Position 4=Forced Out (includes retirement)
<b>SURV_CAR</b>	Impact of Harassment on the Survivor's Career	The survivor reported experienced Career Consequences	0=Multiple Events and Results 1=Impaired Career Opportunities (Including Reduction of Force) 2= Increased Job Stress and Decreased Satisfaction 3=None 4=Retaliation/Fear of Retaliation
<b>SURV_MH</b>	Impact on Survivor's Mental Health	The survivor reported impact of the harassment on their mental health	0= Multiple Events and Results 1= Anger and Fear Responses 2= PTS 3= Stress Associated Response 4= Anxiety and Depression Associated Response 5= None 6=Suicidality 7=Sought Counseling
<b>SURV_LCT</b>	Impact on Survivor's Life Choice/trajectory	The survivor reported impact of the harassment on their life choices or trajectory	0=Multiple Events and Results 2=Left or Thinking about Leaving Academia 3= Effected Trajectory 4=None 5=Refused to let it Affect Trajectory 6=Lost Faith 7= Made an Advocate

**Variables included in the dataset not used in the current study**

<b>Variable Code</b>	<b>Variable Name</b>	<b>Variable Description</b>
<b>DATE</b>	Date Reported	The numerical values of the month, day, and year the participant completed the survey.
<b>TIME</b>	Time Reported	The numerical value of the hours and minutes the participant completed the survey.

<b>Variable Code</b>	<b>Variable Name</b>	<b>Variable Description</b>
<b>PERP_SEX</b>	The Sex of the Perpetrator	Survivor Reported sex of the perpetrator
<b>INST_NAME</b>	The Name of Institution where the incident occurred	Survivor Optional reported Name of incident Occurred
<b>OTHER</b>	Other Comments	Other Comments the survivors supplied
<b>INST_TYPE</b>	The type of institution where the incident occurred	The survivor reported type of institution the incident occurred
<b>DISC</b>	The Survivor's discipline at the time of the incident	Survivor's field of study

**Appendix D: Full Tabular SPSS Outputs**

**Table 26**

*Survivor's Status by Harassment Type Crosstabulation*

			<b>Harassment</b>					
			<b>Gender Harassment</b>	<b>Grapevine/Bystander</b>	<b>Series of Sexual Harassment</b>	<b>Sexual Coercion</b>	<b>Unwanted Sexual Harassment</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	345	67	47	92	126	677
		<b>Expected Count</b>	350.1	63.8	56.7	87.5	118.9	677.0
		<b>% within Updated Status</b>	51.0%	9.9%	6.9%	13.6%	18.6%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	133	16	8	12	33	202
		<b>Expected Count</b>	104.4	19.1	16.9	26.1	35.5	202.0
		<b>% within Updated Status</b>	65.8%	7.9%	4.0%	5.9%	16.3%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	23	5	4	3	3	38
		<b>Expected Count</b>	19.6	3.6	3.2	4.9	6.7	38.0
		<b>% within Updated Status</b>	60.5%	13.2%	10.5%	7.9%	7.9%	100.0%
	<b>Staff</b>	<b>Count</b>	35	14	36	7	9	101
		<b>Expected Count</b>	52.2	9.5	8.5	13.1	17.7	101.0
		<b>% within Updated Status</b>	34.7%	13.9%	35.6%	6.9%	8.9%	100.0%

		<b>Harassment</b>					
		<b>Gender Harassment</b>	<b>Grapevine/Bystander</b>	<b>Series of Sexual Harassment</b>	<b>Sexual Coercion</b>	<b>Unwanted Sexual Harassment</b>	<b>Total</b>
<b>Undergraduate Student</b>	<b>Count</b>	100	14	8	45	45	212
	<b>Expected Count</b>	109.6	20.0	17.8	27.4	37.2	212.0
	<b>% within Updated Status</b>	47.2%	6.6%	3.8%	21.2%	21.2%	100.0%
	<b>Count</b>	636	116	103	159	216	1230
	<b>Expected Count</b>	636.0	116.0	103.0	159.0	216.0	1230.0
	<b>% within Updated Status</b>	51.7%	9.4%	8.4%	12.9%	17.6%	100.0%
<b>Total</b>							

**Table 27**

*Survivor Status by Survivor Career Outcomes*

		<b>Survivor's Career Outcomes</b>				
<b>Survivor's Status</b>			<b>Impaired Career Opportunities (Including Reduction of Force)</b>	<b>Increased Job Stress or Decreased Satisfaction</b>	<b>Other Career Consequences</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	388	58	231	677
		<b>Expected Count</b>	379.8	60.5	236.7	677.0
		<b>% within Updated Status</b>	57.3%	8.6%	34.1%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	114	18	70	202
		<b>Expected Count</b>	113.3	18.1	70.6	202.0
		<b>% within Updated Status</b>	56.4%	8.9%	34.7%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	21	7	10	38
		<b>Expected Count</b>	21.3	3.4	13.3	38.0
		<b>% within Updated Status</b>	55.3%	18.4%	26.3%	100.0%
<b>Staff</b>	<b>Count</b>	39	7	55	101	
	<b>Expected Count</b>	56.7	9.0	35.3	101.0	
	<b>% within Updated Status</b>	38.6%	6.9%	54.5%	100.0%	
<b>Undergraduate Student</b>	<b>Count</b>	128	20	64	212	
	<b>Expected Count</b>	118.9	19.0	74.1	212.0	
	<b>% within Updated Status</b>	60.4%	9.4%	30.2%	100.0%	
<b>Total</b>	<b>Count</b>	690	110	430	1230	
	<b>Expected Count</b>	690.0	110.0	430.0	1230.0	
	<b>% within Updated Status</b>	56.1%	8.9%	35.0%	100.0%	

**Table 28**

*Survivor Status by Survivor Mental Health Outcomes*

		<b>Survivor's Mental Health Outcomes</b>					
			<b>Anger and Fear Responses</b>	<b>Anxiety and Depression Associated Response (includes Suicidality)</b>	<b>Other MH Consequences</b>	<b>PTS and Other Stress- Associated Responses</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	110	285	163	119	677
		<b>Expected Count</b>	119.4	274.7	167.9	115.0	677.0
		<b>% within Updated Status</b>	16.2%	42.1%	24.1%	17.6%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	41	86	36	39	202
		<b>Expected Count</b>	35.6	81.9	50.1	34.3	202.0
		<b>% within Updated Status</b>	20.3%	42.6%	17.8%	19.3%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	13	6	15	4	38
		<b>Expected Count</b>	6.7	15.4	9.4	6.5	38.0
		<b>% within Updated Status</b>	34.2%	15.8%	39.5%	10.5%	100.0%
	<b>Staff</b>	<b>Count</b>	12	27	51	11	101
		<b>Expected Count</b>	17.8	41.0	25.0	17.2	101.0
		<b>% within Updated Status</b>	11.9%	26.7%	50.5%	10.9%	100.0%
	<b>Undergraduate Student</b>	<b>Count</b>	41	95	40	36	212
		<b>Expected Count</b>	37.4	86.0	52.6	36.0	212.0
		<b>% within Updated Status</b>	19.3%	44.8%	18.9%	17.0%	100.0%
<b>Total</b>		<b>Count</b>	217	499	305	209	1230
		<b>Expected Count</b>	217.0	499.0	305.0	209.0	1230.0
		<b>% within Updated Status</b>	17.6%	40.6%	24.8%	17.0%	100.0%

**Table 29**

*Survivor status by Life Course Trajectory Crosstabulation*

		<b>Survivor's Life Course Trajectory Outcomes</b>								
			<b>Affected Trajectory</b>	<b>Left or Thinking about Leaving Academia</b>	<b>Lost Fait</b>	<b>Made an Advocate</b>	<b>Multiple Events and Results</b>	<b>Non e</b>	<b>Refused to let it Affect Trajectory</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	298	95	34	53	62	115	20	677
		<b>Expected</b>	291.2	96.3	34.1	45.7	68.8	115.6	25.3	677.0
		<b>Count % within Updated Status</b>	44.0%	14.0%	5.0%	7.8%	9.2%	17.0%	3.0%	100.0%
<b>Non-Tenure Faculty</b>		<b>Count</b>	87	36	10	14	11	34	10	202
		<b>Expected</b>	86.9	28.7	10.2	13.6	20.5	34.5	7.6	202.0
		<b>Count % within Updated Status</b>	43.1%	17.8%	5.0%	6.9%	5.4%	16.8%	5.0%	100.0%
<b>Post-Tenure Faculty</b>		<b>Count</b>	19	2	2	2	4	7	2	38
		<b>Expected</b>	16.3	5.4	1.9	2.6	3.9	6.5	1.4	38.0
		<b>Count % within Updated Status</b>	50.0%	5.3%	5.3%	5.3%	10.5%	18.4%	5.3%	100.0%
<b>Staff</b>		<b>Count</b>	28	14	4	1	38	12	4	101
		<b>Expected</b>	43.4	14.4	5.1	6.8	10.3	17.2	3.8	101.0
		<b>Count % within Updated Status</b>	27.7%	13.9%	4.0%	1.0%	37.6%	11.9%	4.0%	100.0%
	<b>Count</b>	97	28	12	13	10	42	10	212	

		Survivor's Life Course Trajectory Outcomes							
		Affected Trajectory	Left or Thinking about Leaving Academia	Lost Faith	Made an Advocate	Multiple Events and Results	None	Refused to let it Affect Trajectory	Total
Undergraduate Student	Expected Count	91.2	30.2	10.7	14.3	21.5	36.2	7.9	212.0
	% within Updated Status	45.8%	13.2%	5.7%	6.1%	4.7%	19.8%	4.7%	100.0%
Total	Count	529	175	62	83	125	210	46	1230
	Expected Count	529.0	175.0	62.0	83.0	125.0	210.0	46.0	1230.0
	% within Updated Status	43.0%	14.2%	5.0%	6.7%	10.2%	17.1%	3.7%	100.0%

**Table 30**

*Survivor Status by Alleged Perpetrator Status Cross Tabulation*

		Perpetrator's Status							Total
		Graduate Student	Multiple Harassers	Non-Tenure Faculty	Post-Tenure Faculty	Staff	Undergraduate Student		
Perpetrator's Status	Graduate Student	Count	97	71	76	351	71	11	677
		Expected Count	64.9	82.6	85.3	316.5	108.4	19.3	677.0
		% within Updated Status	14.3%	10.5%	11.2%	51.8%	10.5%	1.6%	100.0%
	Non-Tenure Faculty	Count	2	23	22	97	52	6	202
		Expected Count	19.4	24.6	25.5	94.4	32.4	5.7	202.0

		<b>Perpetrator's Status</b>						
		<b>Graduate Student</b>	<b>Multiple Harassers</b>	<b>Non-Tenure Faculty</b>	<b>Post-Tenure Faculty</b>	<b>Staff</b>	<b>Undergraduate Student</b>	<b>Total</b>
	<b>% within Updated Status</b>	1.0%	11.4%	10.9%	48.0%	25.7%	3.0%	100.0%
<b>Post-Tenure Faculty</b>	<b>Count</b>	0	7	2	15	14	0	38
	<b>Expected Count</b>	3.6	4.6	4.8	17.8	6.1	1.1	38.0
	<b>% within Updated Status</b>	0.0%	18.4%	5.3%	39.5%	36.8%	0.0%	100.0%
<b>Staff</b>	<b>Count</b>	3	38	8	20	31	1	101
	<b>Expected Count</b>	9.7	12.3	12.7	47.2	16.2	2.9	101.0
	<b>% within Updated Status</b>	3.0%	37.6%	7.9%	19.8%	30.7%	1.0%	100.0%
<b>Undergraduate Student</b>	<b>Count</b>	16	11	47	92	29	17	212
	<b>Expected Count</b>	20.3	25.9	26.7	99.1	34.0	6.0	212.0
	<b>% within Updated Status</b>	7.5%	5.2%	22.2%	43.4%	13.7%	8.0%	100.0%
<b>Total</b>	<b>Count</b>	118	150	155	575	197	35	1230
	<b>Expected Count</b>	118.0	150.0	155.0	575.0	197.0	35.0	1230.0
	<b>% within Updated Status</b>	9.6%	12.2%	12.6%	46.7%	16.0%	2.8%	100.0%

**Table 31**

*Survivor Status by Alleged Perpetrator Consequence Crosstabulation*

			<b>Perpetrator's Consequences</b>				
			<b>Better Position</b>	<b>Multiple Results</b>	<b>Negative Consequences</b>	<b>None</b>	<b>Total</b>
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	17	69	37	554	677
		<b>Expected Count</b>	20.9	76.0	37.4	542.7	677.0
		<b>% within Updated Status</b>	2.5%	10.2%	5.5%	81.8%	100.0%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	8	12	9	173	202
		<b>Expected Count</b>	6.2	22.7	11.2	161.9	202.0
		<b>% within Updated Status</b>	4.0%	5.9%	4.5%	85.6%	100.0%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	3	5	3	27	38
		<b>Expected Count</b>	1.2	4.3	2.1	30.5	38.0
		<b>% within Updated Status</b>	7.9%	13.2%	7.9%	71.1%	100.0%
	<b>Staff</b>	<b>Count</b>	1	40	5	55	101
		<b>Expected Count</b>	3.1	11.3	5.6	81.0	101.0
		<b>% within Updated Status</b>	1.0%	39.6%	5.0%	54.5%	100.0%
<b>Undergraduate Student</b>	<b>Count</b>	9	12	14	177	212	
	<b>Expected Count</b>	6.5	23.8	11.7	169.9	212.0	
	<b>% within Updated Status</b>	4.2%	5.7%	6.6%	83.5%	100.0%	
<b>Total</b>	<b>Count</b>	38	138	68	986	1230	
	<b>Expected Count</b>	38.0	138.0	68.0	986.0	1230.0	
	<b>% within Updated Status</b>	3.1%	11.2%	5.5%	80.2%	100.0%	

**Table 32**

*Survivor Status by Institutional Response Cross Tabulation*

		<u>Institutional Response</u>			
		<b>Other Responses</b>	<b>Punished Perpetrator</b>	<b>Total</b>	
<b>Survivor's Status</b>	<b>Graduate Student</b>	<b>Count</b>	579	98	677
		<b>Expected Count</b>	584	93	677
		<b>% within Updated Status</b>	85.50%	14.50%	100.00%
	<b>Non-Tenure Faculty</b>	<b>Count</b>	179	23	202
		<b>Expected Count</b>	174.2	27.8	202
		<b>% within Updated Status</b>	88.60%	11.40%	100.00%
	<b>Post-Tenure Faculty</b>	<b>Count</b>	27	11	38
		<b>Expected Count</b>	32.8	5.2	38
		<b>% within Updated Status</b>	71.10%	28.90%	100.00%
	<b>Staff</b>	<b>Count</b>	82	19	101
		<b>Expected Count</b>	87.1	13.9	101
		<b>% within Updated Status</b>	81.20%	18.80%	100.00%
	<b>Undergraduate Student</b>	<b>Count</b>	194	18	212
		<b>Expected Count</b>	182.9	29.1	212
<b>% within Updated Status</b>		91.50%	8.50%	100.00%	

**Institutional Response**

---

		<b>Other Responses</b>	<b>Punished Perpetrator</b>	<b>Total</b>
<b>Total</b>	<b>Count</b>	1061	169	1230
	<b>Expected Count</b>	1061	169	1230
	<b>% within Updated Status</b>	86.30%	13.70%	100.00%

---