

On the Sexual Harassment Survey Report

To the University Community

As part of the University's continuing effort to evaluate and improve the quality of campus life, the Committee to Survey Harassment—co-chaired by Dr. John de Cani, Professor of Statistics (Wharton), and Dr. Philip Sagi, Professor of Sociology (School of Arts and Sciences)—recently completed a comprehensive Sexual Harassment Survey of Penn's students, faculty, and staff. The survey expanded upon studies conducted earlier at Harvard and other institutions of higher education.

Following submission of the Committee's Report to Dr. Barry Cooperman, Vice Provost for Research, who established the Committee at the request of the University Council, we sent the Report to our colleagues on the University Council Steering Committee. Because of the importance of the survey and its value to the University in formulating policies, in planning programs, and in improving University resources and procedures, the full Report is being published in *Almanac*. Next month, the Report will be discussed at a University Council meeting, and we are sure that it will receive the attention of other University groups.

The University is dedicated to achieving an environment free of sexual misconduct. In the last five years we have taken significant policy steps towards that goal. These include:

- The University's policy statement on sexual harassment was adopted, defining standards of conduct and penalties as well as specifying the Ombudsman, the Penn Women's Center, the Office of Student Life, and other resources to which possible victims could turn.

- The statement on conduct and misconduct was issued, which includes a presumption of misconduct on the part of the faculty member in the event of sexual relations between an instructor and student.

- New mechanisms for handling reports of sexual harassment have been established, including a Staff Relations unit, a counseling service for the faculty and staff, expansion of the Student Counseling Service, and complete revision of the staff grievance procedure.

- Existing mechanisms, including the Penn Women's Center, the Ombudsman, the Judicial Inquiry Office, the Office of Affirmative Action, Public Safety's Victim Support Specialist, Student Health Psychiatry, and Gay and Lesbian Peer Counseling, have focused attention on sexual harassment.

- A two-day workshop on sexual harassment attended by 75 faculty and staff in June 1983 resulted in the formation of a University Task Force on Conduct and Misconduct, to advise the University on harassment and related matters.

- The Women's Center's staff and volunteers have provided counseling, advice and referrals to women reporting sexual harassment, and the Center has worked with faculty, staff and students to increase and improve the resources for educating the community about sexual harassment and providing support for those who have experienced it.

- Information concerning the policies addressing sexual harassment and resources available to those who have been harassed are regularly published.

- All new students and employees receive a copy of the sexual harassment policy.

- Supervisors are instructed to reiterate the policy to staff.

- All residential staff, both students and professionals, receive training on harassment issues before and throughout the academic year.

Last year the Department of Residential Living held a mandatory workshop for its staff.

- Human Resources staff who deal with sexual harassment issues have received special training.

- College House educational and training programs have addressed the problem of sexual harassment.

- The Office of Student Life coordinates group discussions on the problem of sexual harassment, and films dealing with sexism and sexual harassment are shown.


- A two-part workshop on sexual and racial harassment was sponsored last year by several student, academic, and administrative groups.

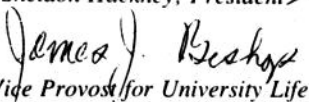
- Sexual harassment issues are covered in a new five-day training program for non-academic supervisors.

Although the data of the survey and the Committee's independent analysis confirm the need for the significant policy actions taken by the University during the last five years in trying to eradicate sexual misconduct, the Report also shows that we still have more to do. To assist us in further efforts, we ask that you review the full Report of the Committee and send your comments to any of us.

Finally, we underscore that the term "sexual harassment," as used in the Report, is substantially broader than the term as defined in the current University policy (reprinted on the final page of the Report). First, the term in the Report covers a much wider spectrum of misbehavior than the current University policy, ranging from "(a) unwanted teasing, jokes, remarks, or questions of a sexual nature," to "(g) actual or attempted rape or sexual assault." Second, the term in the Report covers all relationships among peers, some of which are not covered by the current University policy. In fact, the largest single category of relationships in which misbehavior was identified in the Report was among undergraduate peers. We stress this point to ensure that the findings in the Report are neither dismissed as trivial nor exaggerated. In short, we urge that the Report be read in its entirety and with care.

On behalf of the University, we thank the faculty, staff, and students who were members of the Committee, particularly Drs. de Cani, Sagi, Michelle Fine, Assistant Professor (Graduate School of Education), Mark J. Stern, Assistant Professor (School of Social Work), and Ms. Judith Gerstl, Project Coordinator, for the preparation of the Report, and the 2,229 faculty, students and staff who took the time to complete and return the detailed questionnaires.


— Sheldon Hackney, President

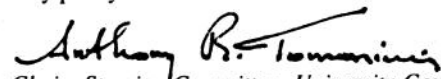

— James J. Bishop, Vice Provost for University Life


— Thomas Ehrlich, Provost


— Barry S. Cooperman, Vice Provost for Research

Notice from the Steering Committee of Council

The Steering Committee of the University Council met on September 18, 1985, and discussed the Report of the Survey on Sexual Harassment which appears in this issue. All members of the University are urged to give this a careful and thorough reading. It should be noted that the statistics in the Report are based on a definition of harassment established by the Survey Committee which is broader than the definition of harassment embodied in the current University policy. The statistics reflect interactions between people in authority and their subordinates and between peers at all levels. The current University policy dealt with the former class of interaction while the latter has not yet received adequate attention.


— Anthony R. Tomazinis Chair, Steering Committee, University Council

Summary of Findings

I. Incidence of Harassment

1. *On average, in a given year:* 35 percent of undergraduate women experience some form of sexual harassment: 33 percent from peers and 13 percent from persons in authority. (Table 2)
2. *On average, in a given year:* 19 percent of graduate student women experience some form of sexual harassment: 13 percent from peers and 13 percent from persons in authority. (Table 2)
3. *On average, in a given year:* 11 percent of standing and associated female faculty women experience some form of sexual harassment: 10 percent from peers and 7 percent from persons in authority. (Table 2)
4. *On average, in a given year:* 11 percent of staff women experience some form of sexual harassment: 9 percent from peers and 7 percent from persons in authority. (Table 2)
5. Sexual harassment of females exceeds sexual harassment of males by ratios of approximately 3:1 for harassment involving indirect contact and 10:1 for harassment involving direct physical contact. (Tables 2 and 4)

II. Definition of the Problem

6. Women more than men believe that sexual harassment is a problem of the University of Pennsylvania community. (Table 13C)
7. Women are more likely than men to perceive forms of unwanted behaviors as sexual harassment though differences are small on similar behaviors. (Table 6)
8. Peer behavior of an unwanted sexual nature is somewhat less likely to be labeled sexual harassment than a comparable behavior of a person in a position of authority. (Table 6)
9. Most forms of unwanted sexual behavior considered in the survey are identified as sexual harassment by a major portion of the campus community. (Table 6)

III. Reactions to Sexual Harassment

10. Of the women who have reported incidents of sexual harassment: no undergraduate women lodged a formal complaint, less than 6 percent of graduate women, less than 3 percent of faculty, and no staff women did so. (Table 10)
11. Between 70 and 93 percent of women reporting harassment by a person in authority, reported a "non-confrontive" response to harassment, including "ignoring" or "going along with" the behavior or "avoiding" the harasser. (Table 7)
12. The most frequently cited reasons for not reporting harassment were possible reprisals, personal cost, and lack of information. (Table 7)
13. Between 87 and 99 percent of respondents agree that the University should be involved in the control of sexual harassment. (Table 13)

Definitions of Strata, Types, and Subgroupings of Sexual Harassment

Stratification of Survey Population

Students:

- 1: Undergraduates
- 2: Annenberg, Nursing, Education, Social Work, Veterinary Medicine
- 3: Graduate Arts and Sciences
- 4: Dental Medicine, Fine Arts, Law, Medicine
- 5: Graduate Engineering, Wharton, Graduate and Ph.D.

Faculty/Staff:

- 6: Standing and Associated Faculty
- 7: Staff — A1 and A3

Types of Sexual Harassment

- (a) Unwanted teasing, jokes, remarks or questions of a sexual nature
- (b) Unwanted pressure for dates
- (c) Unwanted letters or phone calls of a sexual nature
- (d) Unwanted sexually suggestive looks or gestures
- (e) Unwanted deliberate touching, leaning over, cornering or pinching
- (f) Unwanted pressure for sexual favors
- (g) Actual or attempted rape or sexual assault

Subgroups of Types of Sexual Harassment Used in Tables

- A: (a) Unwanted teasing, jokes, remarks or questions of a sexual nature, or (d) unwanted sexually suggestive looks or gestures
- B: (b) Unwanted pressure for dates, (c) unwanted letters or phone calls of a sexual nature or (f) unwanted pressure for sexual favors
- C: (e) Unwanted deliberate touching, leaning over, cornering or pinching or (g) actual or attempted rape or sexual assault

Reactions to Harassment by Persons in Authority

NONCON (Nonconfrontive): Reactions to harassment include "ignore" and/or "go along with" and/or "avoid" offending person

INSTL (Institutional): Reaction to harassment that seeks some institutional assistance by talking to officials formally and/or informally

CONF (Confronting): Confronting the offending person

REPR (Reprisal): Concerns about grades, evaluations, attitudes, conditions at work

PCOST (Personal Costs): Time, effort, embarrassment, worsening situations

INFO (Information): Lack of knowledge about definition of harassment, where to go, receptiveness of University, and what could be done

FOR COMMENT



Report of the Committee to Survey Harassment at the University of Pennsylvania

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Report of the Committee to Survey Harassment at the University of Pennsylvania

I. Introduction: Background and History

In September 1984 the Task Force on Conduct and Misconduct recommended that the University of Pennsylvania sponsor a campus-wide survey to measure the extent of harassment on campus among faculty, students and staff. In its interim document the Task Force reported an unspecified number of incidents of harassment and discrimination based on gender, race, sexual orientation and religion. They further indicated that victims tended not to report these incidents to officials within the Penn community. The Task Force therefore determined that an anonymous survey of a random sample of Penn faculty, staff and students would best measure the extent of these problems. On the recommendation of University Council and under the auspices of Dr. Barry Cooperman, the University Vice Provost for Research, a committee was formed in January 1985 and a survey distributed campus-wide in March 1985.

Sexual Harassment and Academe: A Brief History

Research on academic sexual harassment began in 1979, when the Division of Psychotherapy, American Psychological Association, revealed that 25% of its surveyed members who had graduated in the prior seven years had engaged in sexually intimate relations with a professor. Universities including Michigan State, Rhode Island, Florida and Berkeley surveyed their campuses. Berkeley's major finding indicated that the experience of sexual harassment strongly diminished women students' self confidence, as it increased their disillusionment with male faculty. In 1980, Arizona State's study revealed that male faculty and staff were the most cited perpetrators of sexual harassment, with female faculty and staff, as well as female students, the most often victimized. In 1982, researchers at the University of California at Davis documented disproportionately high rates of harassment in its medical school, and were able to distinguish the male view of harassment as a problem of *sexuality*, from the female view of harassment as a problem of *unequal power relations*. In that same year, psychologists Jensen and Gutek found that males were more likely than females to see a woman who has been harassed as responsible for her harassment.

More recently and best publicized have been the results from the Harvard survey. In 1983 these data indicated sexual harassment to be a problem affecting 29% of the women and 6% of the men on that campus. As with the Davis study, males at Harvard considered harassment to be a sexual issue, whereas females framed the problem in terms of power. For men and women both the experience and the analyses of sexual harassment diverge.

The Legal Guidelines

In 1980 the Equal Employment Opportunity Commission (EEOC) published legal guidelines which recognize sexual harassment as sex discrimination under Title VII of the Civil Rights Act of 1964. The EEOC defines sexual harassment as:

"Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature . . . when:

- a. 1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for employment decision affecting such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment."

Title VII of the Civil Rights Act of 1964 applies to all employees of a university including student workers. Employees may also bring civil lawsuits for breach of contract or tort lawsuits, have access to Workers' Compensation laws, the Occupational Safety and Health Act provisions, and when available, to union grievance procedures.

For students, the experience of sexual harassment and its remedies, are often more complex. The National Advisory Council on Women's Educational Programs (1980) defines sexual harassment of students as:

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

Title IX of the 1972 Educational Amendments, Office of Civil Rights, prohibits sex discrimination against students, including verbal or physical conduct of a sexual nature.

Formal and Informal Grievances

Despite the proliferation of laws which make sexual harassment illegal and which provide procedures for grievance, the number of formal complaints filed on university campuses remains only a fraction of the incidence of harassing experiences. The National Advisory Council on Women's Educational Programs reports that women who have been harassed are reluctant to report their experiences officially for fear of being viewed as responsible for the sexual relations, or fear they will not be believed. Many feel shameful; others worry that reporting the incident will call attention to their gender and away from their work, and some expect that no action will be taken on their behalf. Finally, many fear reprisals. To corroborate this 1980 finding, the University of California at Los Angeles 1985 survey documents that, "only 5% of faculty, 6% of staff and 2% of student victims reported officially complaining to a department chair/supervisor or filing a grievance at any level."

Reviewing the language of the laws, the language of the surveys and the language offered in the personal accounts of harassed employees and students, one notices wide variation among definitions and experiences of sexual harassment. Most definitions address the misuse of authority and power. Most cases involve the misuse of such power by a male over a female. In the present survey, information about definitions was gathered in two ways. First, respondents' *personal* definitions of sexual harassment were solicited, and then respondents were asked to respond to a *predetermined* set of behaviors commonly considered sexual harassment. These behaviors, drawn from the Harvard survey and used in most campus studies of harassment, include: unwanted jokes, teasing or comments of a sexual nature; unwanted sexually suggestive looks or gestures; unwanted letters or telephone calls of a sexual nature; unwanted deliberate touching, leaning over, cornering or pinching; unwanted pressure for dates; unwanted pressure for sexual favors; actual or attempted sexual assault.

Below we present the quantitative and qualitative results. The quantitative analyses specify the incidence, extent and severity of sexual harassment at Penn, with estimates of respondents' experiences of harassment based on race, sexual orientation, religion and disability. The qualitative data inform readers about the professional and personal impact of such harassment on members of the Penn community. Some methodological issues are discussed in the concluding two sections.

II. Incidence of Sexual Harassment

A. Types of sexual harassment and their subgroups

Much of the questionnaire deals with the respondent's experiences of various forms of sexual harassment, both from persons in authority and from peers. Some questions deal with a specific instance of sexual harassment, others deal with experiences of sexual harassment at Penn going back in time no more than five years and others deal with experiences of sexual harassment at Penn since September, 1984. (The survey was taken in March, 1985.) Specifically, the respondent was asked about experiences of the types shown below.

Types of Sexual Harassment

- (a) Unwanted teasing, jokes, remarks or questions of a sexual nature
- (b) Unwanted pressure for dates
- (c) Unwanted letters or phone calls of a sexual nature
- (d) Unwanted sexually suggestive looks or gestures
- (e) Unwanted deliberate touching, leaning over, cornering or pinching
- (f) Unwanted pressure for sexual favors
- (g) Actual or attempted rape or sexual assault

Tabulations based on these seven types of sexual harassment produced rather unwieldy arrays, with some small frequency counts, particularly of incidents of sexual harassment of types (f), unwanted pressure for sexual favors, and (g), actual or attempted rape or sexual assault. The seven types of sexual harassment were grouped into three subgroups of type of sexual harassment involving increasing degrees of personal contact between the harassed and the harasser. These

subgroups are shown below.

Subgroups of Types of Sexual Harassment Used in Tables

- A: (a) Unwanted teasing, jokes, remarks or questions of a sexual nature, or (d) unwanted sexually suggestive looks and gestures
- B: (b) Unwanted pressure for dates, (c) unwanted letters or phone calls of a sexual nature or (f) unwanted pressure for sexual favors
- C: (e) Unwanted deliberate touching, leaning over, cornering or pinching or (g) actual or attempted rape or sexual assault

The ordering of the subgroups does not imply that the Committee feels that the types of sexual harassment in subgroup A are necessarily less serious than those in subgroups B or C. It is true, however, that the types of harassment in subgroup A typically involve less direct personal contact between harasser and harassed than do the types of harassment in subgroups B and C. In the types of harassment in subgroup A the harasser need not directly address the person being harassed. In the types of harassment in subgroup B the harasser must directly address the person being harassed. The types of harassment in subgroup C involve physical contact between harasser and harassed. These subgroups produce tabulations of incidence rates for the corresponding types of sexual harassment that are meaningful, easy to interpret and descriptive of the experiences of the victims of sexual harassment.

B. Incidence rates of various types of sexual harassment

Incidence rates for female respondents are presented in Tables 1 and 2. Tables 3 and 4 give similar rates for male respondents. These latter tables are shown only for purposes of comparison; the discussion will deal almost exclusively with the experiences of female respondents. In the discussion the terms "A" or "type A" will be used in place of

Table 1

Percent of Female Respondents Reporting Given Types of Harassment Going Back in Time No More Than Five Years

Source of Harassment						
From Persons In Authority			From Peers		From Persons In Authority or Peers	
Undergraduates						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	23.9	1.6	65.2	1.7	69.0	1.7
B:(b), (c) or (f)	8.9	1.0	54.3	1.8	56.2	1.8
C:(e) or (g)	7.8	1.0	44.1	1.8	46.4	1.8
B or C	12.6	1.2	62.5	1.8	64.7	1.7
A,B or C	26.4	1.6	71.3	1.7	75.7	1.6
Graduate and Professional Students						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	28.5	3.6	28.6	3.5	41.9	3.9
B:(b), (c) or (f)	7.6	1.9	15.8	2.8	19.6	2.9
C:(e) or (g)	10.5	2.5	10.9	2.3	17.6	2.9
B or C	14.2	2.7	19.2	3.0	27.3	3.4
A,B or C	30.0	3.6	30.5	3.5	45.0	4.0
Standing and Associated Faculty						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	39.5	0.2	25.9	0.2	45.5	0.3
B:(b), (c) or (f)	11.6	0.2	5.7	0.1	14.0	0.2
C:(e) or (g)	21.5	0.2	11.9	0.2	25.5	0.2
B or C	24.0	0.2	14.5	0.2	28.5	0.2
A,B or C	41.6	0.3	29.0	0.2	47.7	0.3
Staff A-1 and A-3						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	31.9	3.5	23.0	3.2	37.8	3.6
B:(b), (c) or (f)	9.2	2.2	8.1	2.1	12.2	2.4
C:(e) or (g)	17.2	2.8	9.4	2.2	20.1	3.0
B or C	19.0	2.9	13.1	2.5	23.2	3.1
A,B or C	33.1	3.5	25.5	3.3	39.6	3.6

* See definitions on Page II.

Table 2

Percentage Rates Per Person Year at Penn for Given Types of Harassment, Female Respondents

Source of Harassment						
From Persons In Authority			From Peers		From Persons In Authority or Peers	
Undergraduates						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	11.4	0.7	30.7	0.8	32.4	0.8
B:(b), (c) or (f)	4.3	0.5	25.3	0.9	26.2	0.9
C:(e) or (g)	3.7	0.5	20.5	0.9	21.6	0.9
B or C	6.0	0.6	29.2	0.8	30.2	0.8
A,B or C	12.5	0.8	33.3	0.8	35.3	0.7
Graduate and Professional Students						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	12.0	0.8	12.3	0.8	17.8	0.9
B:(b), (c) or (f)	3.3	0.4	6.8	0.6	8.5	0.7
C:(e) or (g)	4.5	0.6	4.7	0.5	7.6	0.7
B or C	6.1	0.6	8.3	0.7	11.8	0.8
A,B or C	12.7	0.8	13.1	0.8	19.2	0.9
Standing and Associated Faculty						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	9.2	0.1	5.9	0.1	10.6	0.1
B:(b), (c) or (f)	2.6	0.0	1.4	0.0	3.2	0.0
C:(e) or (g)	4.9	0.1	2.7	0.0	5.8	0.1
B or C	5.5	0.1	3.4	0.0	6.5	0.1
A,B or C	9.7	0.1	6.7	0.1	11.1	0.1
Staff A-1 and A-3						
Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	9.0	1.0	6.6	0.9	10.6	1.0
B:(b), (c) or (f)	2.6	0.6	2.3	0.6	3.5	0.7
C:(e) or (g)	4.9	0.8	2.7	0.6	5.7	0.8
B or C	5.4	0.8	3.8	0.7	6.6	0.9
A,B or C	9.3	1.0	7.3	0.9	11.1	1.0

* See definitions on Page II.

"types of harassment in subgroup A" in order to avoid repeating this rather cumbersome expression. Similarly with the terms "B," "C," "type B" and "type C."

Table 1 shows the percentage of female respondents reporting various types of harassment experienced during a time period going back in time no longer than five years. This table shows, for example, that 23.9% of female undergraduate respondents reported experiencing one or more incidents of harassment of type A by persons in authority either since coming to the University or during the last five years, whichever time period is shorter. In reading Table 1 (and Table 3) it is important to remember that a respondent could report more than one incident of more than one type. Respondents reporting incidents of type A might also report incidents of type B or C. Also, the rates in Tables 1 and 3 are partially determined by exposure time; i.e., time at the University.

Table 1 shows some interesting patterns. Undergraduates are the group at greatest risk, primarily from harassment by peers. Incidence rates for the remaining three groups are smaller than the rates for undergraduates and similar to each other. Type A is the most frequently reported type of harassment. Harassment of type B by peers is reported more frequently by students than by faculty and staff. Harassment of type B consists primarily of unwanted letters or phone calls and unwanted pressure for dates. Harassment of type C of graduate and professional students, faculty and staff by persons in authority is more frequent than harassment of type B of these groups by persons in authority. The patterns of peer harassment of faculty and staff are similar to the patterns of harassment by persons in authority. These patterns will become clearer when individual incidents of harassment are examined.

The rates shown in Table 1 are partially a function of time at the University. A senior has had more exposure to the risk of harassment at the University than has a freshman. The effect of time can be eliminated by calculating rates per person year at the University. The rates shown in Table 2 were computed by dividing the rates in Table 1 by the average number of years at the University of the respondents in the group. These averages were computed by taking account of the fact that the rates in Table 1 go back in time no more than five years. Table 2 shows, for example, that, over a period of one year at the University, on the average, approximately eleven out of a group of 100 undergraduate females will experience harassment of type A by persons in authority. The patterns in Table 2 are much the same as the patterns in Table 1, although the rates are reduced. Faculty and staff rates are reduced by more than the rates for students, reflecting their greater average time at the University.

While annual rates provide a more accurate index of the risk of harassment, other universities have generally reported aggregate rates. For example, the Harvard survey of 1983 reported the following rates of harassment of women by persons in authority: 34% for undergraduates, 41% for graduates, 49% for untenured faculty, and 32% for tenured faculty. The comparable rates from the Penn survey are: 26% for undergraduates, 30% for graduates, 42% for standing and associated faculty, and 33% for staff. For peer harassment of women, Harvard reported the following percentages: 73% for undergraduates, 41% for graduates, 30% for untenured faculty, and 37% for tenured faculty. The analogous data for Penn are: 71% for undergraduates, 31% for graduates, 29% for faculty, and 26% for staff.

Table 3

Percent of Male Respondents Reporting Given Types of Harassment Going Back in Time No More Than Five Years

Source of Harassment

From Persons In Authority From Peers From Persons In Authority or Peers

Undergraduates

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	8.4	1.8	25.1	2.8	29.3	2.9
B:(b), (c) or (f)	2.7	1.0	17.7	2.5	19.1	2.5
C:(e) or (g)	2.7	1.0	8.6	1.8	10.2	1.9
B or C	4.4	1.3	20.0	2.6	21.3	2.6
A,B or C	10.2	1.9	29.2	2.9	33.8	3.0

Graduate and Professional Students

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	6.3	3.0	12.2	4.1	15.3	4.5
B:(b), (c) or (f)	0.9	1.2	4.9	2.7	5.7	2.9
C:(e) or (g)	1.4	1.5	5.4	2.8	6.7	3.1
B or C	2.3	1.8	7.3	3.3	9.5	3.7
A,B or C	7.2	3.2	14.6	4.5	18.2	4.8

Standing and Associated Faculty

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	5.8	1.5	9.0	1.9	13.2	2.2
B:(b), (c) or (f)	1.6	0.8	2.7	1.1	4.2	1.3
C:(e) or (g)	1.6	0.8	3.7	1.2	5.3	1.5
B or C	2.6	1.0	4.8	1.4	7.4	1.7
A,B or C	6.8	1.6	10.1	2.0	15.3	2.3

Staff A-1 and A-3

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	8.4	2.0	11.8	2.4	14.8	2.6
B:(b), (c) or (f)	2.6	1.2	2.6	1.2	4.6	1.5
C:(e) or (g)	2.0	1.0	2.6	1.2	3.9	1.4
B or C	3.9	1.4	3.3	1.3	6.5	1.8
A,B or C	9.0	2.1	12.5	2.4	16.1	2.7

* See definitions on Page II.

Table 4

Percentage Rates Per Person Year at Penn For Given Types of Harassment, Male Respondents

Source of Harassment

From Persons In Authority From Peers From Persons In Authority or Peers

Undergraduates

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	3.7	0.8	10.9	1.2	12.8	1.3
B:(b), (c) or (f)	1.2	0.5	7.7	1.1	8.3	1.1
C:(e) or (g)	1.2	0.5	3.8	0.8	4.5	0.8
B or C	1.9	0.6	8.7	1.1	9.3	1.1
A,B or C	4.5	0.8	12.7	1.3	14.7	1.3

Graduate and Professional Students

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	2.6	0.7	4.9	0.9	6.3	1.0
B:(b), (c) or (f)	0.4	0.3	2.1	0.6	2.4	0.6
C:(e) or (g)	0.6	0.3	2.3	0.6	2.8	0.7
B or C	1.0	0.4	3.1	0.7	4.0	0.8
A,B or C	3.0	0.7	6.0	1.0	7.5	1.1

Standing and Associated Faculty

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	1.3	0.4	2.0	0.4	3.0	0.5
B:(b), (c) or (f)	0.4	0.2	0.6	0.3	1.0	0.3
C:(e) or (g)	0.4	0.2	0.9	0.3	1.3	0.4
B or C	0.6	0.3	1.1	0.3	1.8	0.4
A,B or C	1.5	0.4	2.3	0.5	3.5	0.6

Staff A-1 and A-3

Types of Harassment*	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)	% of Respondents	Standard Error(%)
A:(a) or (d)	2.3	0.5	3.3	0.6	4.0	0.7
B:(b), (c) or (f)	0.7	0.3	0.7	0.3	1.2	0.4
C:(e) or (g)	0.5	0.3	0.7	0.3	1.1	0.4
B or C	1.1	0.4	0.9	0.4	1.8	0.5
A,B or C	2.5	0.6	3.4	0.7	4.4	0.7

* See definitions on Page II.

C. Types of sexual harassment occurring in the same incident

Respondents who had experienced harassment by either peers or persons in authority were asked in a sequence of questions to describe one incident in detail. Among other things, they were asked which types of harassment had occurred in the incident. Table 5 shows the patterns of types of harassment occurring in the same incident. Unlike the types of harassment in Tables 1 through 4, which may include more than one type of harassment and more than one incident, the types of harassment in Table 5 are unique. Thus, 48.5% of the undergraduate female respondents who described an incident of harassment by a person in authority reported that the incident consisted only of harassment type A.

The patterns suggested in Table 1 become very clear in Table 5. Specifically:

1. Except for peer harassment of undergraduates, the most frequent type of harassment consists of Type A alone. It accounts for more than 40% of incidents of harassment of students and faculty by persons in authority and peer harassment of faculty and staff.
2. Harassment of Type B alone is most frequent in peer harassment of students.
3. Harassment of Type C alone is most frequent in harassment of faculty and staff by persons in authority.
4. Harassment of Types A and B but not C is most frequent in peer harassment of students, although it accounts for 11% of incidents involving harassment of undergraduates by persons in authority.
5. Harassment of Types A and C but not B occurs frequently in incidents involving harassment by persons in authority.
6. Harassment of Types B and C but not A are relatively infrequent, occurring in less than five percent of the incidents reported except in the case of peer harassment of faculty.
7. Types A, B and C occur together more frequently than C occurs alone or A occurs with B but not with C.

Table 5

Types of Harassment in the Same Incident Reported by Female Respondents (Resp.)

Source of Harassment

Types of Harassment*	A Person in Authority		A Peer	
	% of Resp.	Standard Error (%)	% of Resp.	Standard Error (%)
Undergraduates				
Only A	48.5	3.7	19.5	1.8
Only B	6.0	1.8	13.0	1.5
Only C	6.0	1.8	4.4	0.9
A and B, not C	11.2	2.4	17.7	1.7
A and C, not B	14.2	2.6	13.8	1.5
B and C, not A	1.5	0.9	3.7	0.8
A, B and C	12.7	2.5	27.9	2.0
Graduate and Professional Students				
Types of Harassment*	A Person in Authority		A Peer	
	% of Resp.	Standard Error (%)	% of Resp.	Standard Error (%)
Only A	53.7	3.7	38.1	3.4
Only B	4.9	1.5	8.8	1.8
Only C	5.9	1.9	5.2	1.5
A and B, not C	4.6	1.7	15.8	2.5
A and C, not B	17.9	2.9	11.1	2.2
B and C, not A	3.6	1.4	4.7	1.5
A, B and C	9.3	2.0	16.4	2.5
Standing and Associated Faculty				
Types of Harassment*	A Person in Authority		A Peer	
	% of Resp.	Standard Error (%)	% of Resp.	Standard Error (%)
Only A	43.8	0.4	48.3	0.5
Only B	3.4	0.1	1.7	0.1
Only C	12.4	0.3	8.3	0.3
A and B, not C	4.5	0.2	5.0	0.2
A and C, not B	20.2	0.3	18.3	0.4
B and C, not A	3.4	0.1	8.3	0.3
A, B and C	12.4	0.3	10.0	0.3
Staff A-1 and A-3				
Types of Harassment*	A Person in Authority		A Peer	
	% of Resp.	Standard Error (%)	% of Resp.	Standard Error (%)
Only A	38.5	6.4	45.7	6.9
Only B	3.9	2.5	2.2	2.0
Only C	9.6	3.9	6.5	3.4
A and B, not C	5.8	3.0	10.9	4.3
A and C, not B	23.1	5.5	13.0	4.7
B and C, not A	1.9	1.8	4.4	2.8
A, B and C	17.3	4.9	17.4	5.3

* See definitions on Page II.

III. Extent of Campus Agreement on Definitions of Sexual Harassment

Definitions of what constitutes sexual harassment vary across campus (see Table 6). Behaviors by persons in authority are more likely than identical behaviors by peers to be labeled sexual harassment. For example, whereas only 45% of undergraduate women consider unwanted pressure from a peer for dates to be harassment, 84% of these same women consider such pressure from a person in authority to be harassment.

There is virtual consensus that certain behaviors, *no matter by whom* constitute sexual harassment. As one example, "unwanted touching" by persons in authority is overwhelmingly seen as sexual harassment (98% of undergraduates; 97% of faculty). Similarly "unwanted touching" from peers is judged to be harassment by 96% of undergraduates and 92% of faculty.

Among all strata, women who reported having been harassed are more likely to consider a given behavior harassment. However, the effect on proportions is quite small. (Table 6)

Where data allow, contrasts across sex show considerable agreement between male and female assessments of sexual harassment although, by small differentials, males are less likely to judge a given behavior as sexual harassment.

Table 6

Proportion Agreeing that a Form of Behavior Constitutes Sexual Harassment by Stratum, Sex and Peer or Non-Peer Harassment

Peer	Form of Unwanted Behavior							
	a	b	c	d	e	f	g	h*
Strata (Women)								
Undergraduates	.29	.42	.56	.90	.82	.45	.96	.95
Graduate 2	.37	.59	.77	.93	.88	.70	.94	.97
Graduate 3	.45	.57	.69	.90	.91	.69	.94	.92
Graduate 4	.44	.52	.63	.91	.88	.55	.96	.97
Graduate 5	.32	.48	.57	.93	.80	.51	.93	.91
Faculty	.42	.53	.61	.94	.86	.66	.92	.93
Staff	.44	.65	.71	.90	.83	.66	.90	.90
Strata (Men)								
Undergraduates	.17	.32	.38	.83	.73	.39	.95	.92
Graduate 2	.33	.54	.58	.91	.88	.50	.96	.96
Graduate 3	.37	.46	.58	.80	.73	.61	.87	.86
Graduate 4	.10	.28	.55	.91	.84	.47	.88	.86
Graduate 5	.21	.38	.49	.86	.72	.54	.88	.93
Faculty	.28	.44	.53	.87	.78	.69	.89	.87
Staff	.38	.49	.62	.89	.79	.66	.90	.93
Non-Peer								
Strata (Women)								
Undergraduates	.49	.77	.88	.98	.93	.84	.98	.99
Graduate 2	.50	.78	.85	.97	.92	.86	.95	.99
Graduate 3	.60	.81	.85	.99	.96	.97	.98	.98
Graduate 4	.65	.80	.87	.99	.94	.90	.99	.99
Graduate 5	.51	.78	.87	1.00	.91	.89	.99	1.00
Faculty	.66	.79	.86	1.00	.96	.94	.97	1.00
Staff	.58	.76	.86	.97	.91	.86	.96	.98
Strata (Men)								
Undergraduates	.39	.62	.69	.97	.86	.82	.96	.98
Graduate 2	.42	.79	.88	1.00	1.00	.83	1.00	1.00
Graduate 3	.52	.63	.79	.98	.83	.87	.98	.98
Graduate 4	.33	.60	.71	.98	.90	.81	.97	.97
Graduate 5	.42	.61	.70	.98	.85	.88	.94	1.00
Faculty	.44	.66	.71	.98	.88	.92	.96	.98
Staff	.58	.73	.79	.97	.88	.88	.95	.97

- * a) Unwanted sex-stereotyped jokes, references, examples, or depictions
b) Unwanted teasing jokes, remarks or questions of a sexual nature
c) Unwanted sexually suggestive looks or gestures
d) Unwanted letters or phone calls of a sexual nature
e) Unwanted leaning over or cornering
f) Unwanted pressure for dates
g) Unwanted touching
h) Unwanted pressure for sexual activity

Proportion Reporting Reaction Person in Authority.

Women	Reaction Forms	(a)
Undergrad.	NONCON	.90
	INSTL	.04
	CONF	.10
	REPL	.36
	PCOST	.44
Graduate 2	NONCON	1.00
	INSTL	.00
	CONF	.00
	REPL	.44
	PCOST	.33
Graduate 3	NONCON	.99
	INSTL	.01
	CONF	.11
	REPL	.69
	PCOST	.55
Graduate 4	NONCON	.99
	INSTL	.01
	CONF	.11
	REPL	.44
	PCOST	.33
Graduate 5	NONCON	.88
	INSTL	.12
	CONF	.10
	REPL	.33
	PCOST	.44
Faculty	NONCON	.88
	INSTL	.12
	CONF	.10
	REPL	.33
	PCOST	.44
Staff	NONCON	.88
	INSTL	.12
	CONF	.10
	REPL	.33
	PCOST	.44
Men		
Undergrad.	NONCON	.99
	INSTL	.01
	CONF	.10
	REPL	.33
	PCOST	.44
Graduate 2	NONCON	1.00
	INSTL	.00
	CONF	.10
	REPL	.33
	PCOST	.44
Graduate 3	NONCON	.99
	INSTL	.01
	CONF	.10
	REPL	.33
	PCOST	.44
Graduate 4	NONCON	.99
	INSTL	.01
	CONF	.10
	REPL	.33
	PCOST	.44
Graduate 5	NONCON	.99
	INSTL	.01
	CONF	.10
	REPL	.33
	PCOST	.44
Faculty	NONCON	.99
	INSTL	.01
	CONF	.10
	REPL	.33
	PCOST	.44
Staff	NONCON	.99
	INSTL	.01
	CONF	.10
	REPL	.33
	PCOST	.44

* Base frequencies given in
** For base frequencies less

IV. Reactions to Harassment

A. Reactions to sexual harassment

Tables 7 and 8 show that most persons reporting sexual harassment, regardless of type, handle it by ignoring or going along with it or by avoiding contact with the offender (over 70% across strata). These have been labeled non-confrontive reactions (NONCON), although they often occur in concert with other behaviors. Confronting (CONFT) the offender is a relatively rare behavior and rarer still if the offender is a person in authority. Talking to a faculty member, tutor, dean or other University authority formally or informally is a reaction that seeks a solution through the institution (INSTL). Relatively few seek this avenue to a solution.

Why would victims not confront the accused in a case of sexual harassment? These respondents reported a combination of concerns: (1) grades, recommendations, evaluations, attitudes, conditions at work or in class, which represent forms of reprisal (REPR) whether properly appraised or not; (2) personal costs (PCOST) measured in terms of time and effort, embarrassment, chances of making the situation worse, and fear of complaining; and (3) the lack of information (INFO) on whether anything could be done, and/or whether the behavior constituted harassment, and/or fear the University would be unresponsive, and/or not knowing to whom to go. (This reporting of concerns applies only to harassment by a person in authority, Table 7). Among faculty women who officially reported sexual harassment, 92% said their action made "no difference."

Table 7
Reactions to Sexual Harassment, by a Peer, by Type of Harassment and Sex

Harassment Types		(b) or (c) or (f)	(e) or (g)
Undergrad.	NONCON	.87(38)	.90(42)
	INSTL	.11	.12
	CONFT	.21	.14
		.45	.38
		.58	.50
Graduate 2	NONCON	.63	.70
	INSTL		
	CONFT		
Graduate 3	NONCON		
	INSTL		
	CONFT		
Graduate 4	NONCON		
	INSTL		
	CONFT		
Graduate 5	NONCON		
	INSTL		
	CONFT		
Faculty	NONCON		
	INSTL		
	CONFT		
N=1**			
N=6			
Undergrad.	NONCON	.70(10)	.84(19)
	INSTL	.10	.11
	CONFT	.40	.21
		.90	.84
		.80	.79
Graduate 2	NONCON	.60	.63
	INSTL		
	CONFT		
Graduate 3	NONCON		
	INSTL		
	CONFT		
Graduate 4	NONCON		
	INSTL		
	CONFT		
Graduate 5	NONCON		
	INSTL		
	CONFT		
Faculty	NONCON		
	INSTL		
	CONFT		
N=5			
N=9			
Undergrad.	NONCON	.88(17)	.92(39)
	INSTL	.12	.08
	CONFT	.24	.10
		.65	.46
		.76	.64
Graduate 2	NONCON	.88	.54
	INSTL		
	CONFT		
Graduate 3	NONCON		
	INSTL		
	CONFT		
Graduate 4	NONCON		
	INSTL		
	CONFT		
Graduate 5	NONCON		
	INSTL		
	CONFT		
Faculty	NONCON		
	INSTL		
	CONFT		
N=3			
N=3			

Proportions are given.

B. Reactions to some stereotyped depictions, references or jokes

Question 3 dealt with the frequency with which respondents had experienced stereotyped references, depictions or jokes in a Penn classroom or work situation and the extent to which they were bothered by such experiences. The frequency was recorded as Never, Once, Several Times and Frequently. The extent to which the respondent was bothered was recorded on a scale of 1 (Not at all bothered) to 4 (Very bothered). Five types of references, depictions or jokes were considered: sex stereotyped, racially stereotyped, religiously stereotyped, sexual orientation and disability. The responses are summarized in Table 9. In reading Table 9 it is important to remember that responses to these questions are influenced by both the frequency with which such references, depictions or jokes actually occur in a Penn classroom or work situation and the sensitivity of the respondent to these events. A respondent may report never having had the experience either because it never occurred when the respondent was present or because the respondent was not sensitive to such stereotyped references.

The following general conclusions may be drawn from Table 9:

1. Sex stereotyped references are reported more frequently than other types of references.
2. References to disability are reported less often than other references. Of the remainder, racially stereotyped references are reported less frequently than the others.
3. There appears to be no consistent pattern of differences between men and women in the frequency with which they reported these experiences.
4. Men who reported these experiences reported being bothered by them less frequently than did women who reported the same experiences.
5. Respondents who reported these experiences reported being bothered by references to disability more frequently than they reported being bothered by other references. Again, of the remainder, respondents reported being bothered more frequently by racially stereotyped references than by the others.

Table 8
Proportions Reporting Reactions to Sexual Harassment, by a Peer, by Type of Harassment* and Sex

Women	Reaction Forms	Harassment Types	
		(a) or (d)	(e) or (g)
Undergrad.	NONCON	.60(299)	.53(235)
	INSTL	.06	.10
	CONFT	.40	.47
Graduate 2	NONCON	.50(18)	.52(187)
	INSTL	.11	.04
	CONFT	.50	.48
Graduate 3	NONCON	.50(30)	.36(14)
	INSTL	.10	.21
	CONFT	.50	.64
Graduate 4	NONCON	.59(52)	.50(26)
	INSTL	.13	.12
	CONFT	.41	.50
Graduate 5	NONCON	.48(29)	.36(14)
	INSTL	.07	.07
	CONFT	.52	.64
Faculty	NONCON	.62(45)	.48(23)
	INSTL	.20	.26
	CONFT	.38	.52
Staff	NONCON	.58(36)	.60(15)
	INSTL	.25	.27
	CONFT	.42	.40
Men			
Undergrad.	NONCON	.67(43)	.64(11)
	INSTL	.05	.00
	CONFT	.33	.36
Graduate 2	NONCON	.67(43)	.64(11)
	INSTL	.05	.00
	CONFT	.33	.36
Graduate 3	NONCON	.67(43)	.64(11)
	INSTL	.05	.00
	CONFT	.33	.36
Graduate 4	NONCON	.67(43)	.64(11)
	INSTL	.05	.00
	CONFT	.33	.36
Graduate 5	NONCON	.67(43)	.64(11)
	INSTL	.05	.00
	CONFT	.33	.36
Faculty	NONCON	.67(43)	.64(11)
	INSTL	.05	.00
	CONFT	.33	.36

* Reported for a single incident of harassment.

Table 9 Reactions to Stereotyped Depictions, References or Jokes				
Type of Reference and Group	% Reporting Experience At Least Once		% of Those Reporting Experience Who Were Bothered (a)	
	Women	Men	Women	Men
Sex Stereotyped				
Undergraduates	57.5	49.3	78.8	42.2
Grad./Prof. Students	59.7	51.3	89.8	54.6
Standing and Assoc. Fac.	73.0	53.8	84.5	51.5
Staff A-1 and A-3	56.4	61.7	74.3	56.8
Racially Stereotyped				
Undergraduates	35.4	38.2	86.4	83.5
Grad./Prof. Students	33.1	45.0	92.1	73.1
Standing and Assoc. Fac.	46.7	43.8	92.5	76.9
Staff A-1 and A-3	48.1	59.1	84.4	76.4
Religiously Stereotyped				
Undergraduates	50.3	47.5	78.9	63.7
Grad./Prof. Students	37.3	50.8	85.5	62.2
Standing and Assoc. Fac.	47.4	51.3	73.6	65.5
Staff A-1 and A-3	45.7	61.7	74.8	63.0
Sexual Orientation				
Undergraduates	41.0	43.4	78.3	46.9
Grad./Prof. Students	39.4	43.6	83.8	61.1
Standing and Assoc. Fac.	49.6	50.8	83.1	57.9
Staff A-1 and A-3	44.4	59.9	80.4	59.3
Disability				
Undergraduates	14.2	12.4	89.4	82.3
Grad./Prof. Students	14.2	13.2	92.3	89.4
Standing and Assoc. Fac.	16.8	17.2	92.3	81.4
Staff A-1 and A-3	24.1	26.6	95.0	72.9

(a) Bothered means respondent recorded a 2 or more in reply to the question "To what extent were you bothered?"

V. Counts of Formal and Informal Reporting

Question 10 of the Survey asked respondents to indicate the kind of unwanted sexual attention they had been subjected to, from someone in a position of authority.

For all who responded in the affirmative, we looked at the responses to, "Did you talk to any University official informally [e.g., tutor, faculty member, dean]?" and "Did you report the situation to any University official formally?"

Few respondents reported formal complaints of any kind (see Table 10). Regardless of the type of sexual harassment, the undergraduates in our sample did not report the experience formally. Even those 3 respondents reporting assault did not make a formal report.

Formal reporting occurs more frequently among graduate women in our sample, but still at a very low rate. However, not even those reporting unwanted pressure for sexual favors or actual or attempted rape or sexual assault filed a formal complaint. Although there is some informal reporting to University officials, a large number of the graduate student respondents did not make formal reports.

The distribution of the female faculty responses again reflects the lack of formal reporting of types of sexual harassment involving direct physical contact. Although there is some informal reporting of unwanted sexual attention, most experiences are not reported either informally or formally to University officials.

The women staff respondents' distribution reflects the same

nonreporting patterns of the other groups. In this group however, no form of sexual harassment was reported formally to a University Official according to the respondents in our sample.

For those respondents who had been subjected to unwanted sexual attention from someone in a position of authority the solution of this experience was of interest to this committee. Responses to "Regardless of whether or not you made a formal complaint, was your situation resolved?" and "Were you satisfied with the outcome?" are tabulated in Tables 11 and 12.

For undergraduate women the resolution of these experiences varies. As can be readily seen in Table 11, the majority indicated the situation was resolved. A small number indicated they were satisfied with the outcome (see Table 12). Graduate female respondents indicated the situation was resolved more frequently than not. Again, the satisfaction of the resolution of the experience varies, indicating more dissatisfaction with the outcome for some types of unwanted attention.

The counts of responses by women faculty to these questions show a pattern similar to graduate and undergraduate respondents. In some instances of unwanted attention, however, respondents in this group indicated that almost as many situations were resolved as remained unresolved. The degree of satisfaction also varied, and more respondents indicated dissatisfaction with the resolution of types of sexual harassment involving physical contact.

Most of the women staff respondents in our sample indicated their situation was resolved, as seen in Table 11. Only in this group did more respondents indicate satisfaction than dissatisfaction with the resolution of the experience.

Touching, request for favors, and attempted or actual assault were reported by 171 of our respondents. Only two respondents, one a graduate student, the other a faculty member indicated they reported their experience to a University official. Of the 29 women who describe unwanted pressure for sexual favors, not one reported the situation officially. None of the most serious allegations, that of attempted rape or sexual assault, which 9 respondents indicated in question 10, were reported officially by any of these respondents.

Table 10

Percent of Respondents Who Allege Sexual Harassment and Informally and/or Formally Reported Such Non-Peer Harassment by Strata (WOMEN ONLY)

Undergraduates	Type of Harassment						
	a	b	c	d	e	f	g*
% informal	10	16	40	10	19	50	100
% formal	0	0	0	0	0	0	0
N	90	32	10	69	42	6	3
<hr/>							
Graduates							
% informal	17	21	40	19	21	30	0
% formal	6	0	0	2	3	0	0
N	96	14	5	58	39	10	3
<hr/>							
Faculty							
% informal	18	44	67	22	26	36	50
% formal	2	0	0	3	3	0	0
N	60	9	3	32	39	11	2
<hr/>							
Staff							
% informal	22	25	33	26	13	0	0
% formal	0	0	0	0	0	0	0
N	36	8	3	27	23	2	1

* See definitions on Page II.

Table 11

Percent of Each Harassment Type Reported as Resolved by Strata (WOMEN ONLY)

Undergraduates	Type of Harassment						
	a	b	c	d	e	f	g
% resolved	70	81	80	76	70	—	—
N	86	32	10	66	40	5*	2
<hr/>							
Graduates							
% resolved	53	79	—	60	58	50	—
N	87	14	6	52	36	10	3
<hr/>							
Faculty							
% resolved	65	—	—	59	40	55	—
N	54	8	3	29	40	11	2
<hr/>							
Staff							
% resolved	66	—	—	76	90	—	—
N	32	7	3	25	21	2	1

* For base frequency less than 10, percent is not given.

VI. Opinions Regarding Complaints of Sexual Harassment and University Responsibility for Controlling it

Approximately a third of women respondents agree that sexual harassment is an extensive problem at Penn (see Table 13). Virtually all women agree, (1) that it is the University's responsibility to control it and (2) that claims of sexual harassment are not an overreaction to "expressions of normal sexual attraction."

Men are, on the whole, more likely to down play the extensiveness of sexual harassment and to see complaints as an overreaction to normal sexual attraction. While over 88% of the women in each stratum do not see complaints as overreaction, the male percentages are between 64% and 72%. Of men expressing an opinion, those who do not see harassment as a problem outnumber those who do by between 2:1 and 13:1. Among women, undergraduates are less likely to see harassment as a problem, graduates (with the exception of stratum 3) are evenly split, and faculty and staff are more likely to see harassment as a problem.

Despite those differences, over 90% of all women and 87% of all men agree that the University should be involved in controlling sexual harassment on campus.

Table 12

Counts of Responses to "Were you satisfied with the outcome?" by Type of Non-Peer Harassment, Strata, and Range of Satisfaction (WOMEN ONLY)

	Type of Harassment						
	a	b	c	d	e	f	g
Undergraduates							
1 (Not at all)	12	5	1	8	5	2	2
2	16	5	1	11	9	2	1
3	25	11	4	15	10	2	0
4 (Very much)	24	10	3	22	13	0	0
Total Responding	77	31	9	56	37	6	3
Graduates							
1 (Not at all)	18	3	2	11	6	3	1
2	29	2	1	14	8	0	0
3	10	2	1	13	7	2	1
4 (Very much)	18	7	2	6	5	2	0
Total Responding	75	12	6	44	26	7	2
Faculty							
1 (Not at all)	10	4	2	8	9	7	1
2	12	1	0	5	5	0	0
3	12	2	0	8	7	2	1
4 (Very much)	15	1	6	7	7	2	0
Total Responding	49	8	8	28	28	11	2
Staff							
1 (Not at all)	6	1	1	4	2	0	0
2	6	1	1	4	3	0	0
3	9	3	0	11	9	1	1
4 (Very much)	9	3	1	6	8	1	0
Total Responding	30	8	3	25	22	2	1

VII. Some Tabulations of Open-Ended Responses

While our main sources of data were the closed-ended items on the questionnaire, a large proportion of the usable surveys (1065 of 2251) included some written remarks about either specific incidents of harassment or the general subject of harassment. In order to broaden our understanding of the phenomenon we undertook a systematic review of these comments.

These written comments provided valuable information on the status of the harasser. While the survey included questions on whether the accused was a peer or a person in authority, it did not allow us to count, for example, how many of the reported incidents involved faculty or teaching assistants. Such information comes from the open-ended question asking for a description of the experience of being harassed.

One hundred fifty-two questionnaires included identifying information on incidents of peer harassment involving undergraduate women. (In no cases were names used.) In 38 of these the accused was a member of a fraternity, in 28 a fellow dormitory resident, and otherwise identified as a friend or acquaintance in 24 instances. Among cases involving harassment by persons in authority and undergraduate women, a third of the cases in which we had information on identity (22/66) involved faculty, while 15 of 66 involved teaching assistants.

Nearly half of peer harassment of graduate women involved other graduate students (19/44), while co-workers and friends were involved in 5/44 and 4/44, respectively. Six cases reported other identities.

Table 13

A. Proportion of Responses to "Sexual harassment is a personal matter: The University should not be involved in controlling it..." by Strata and Sex

	N		Disagree		Agree		No Opinion	
	Men	Women	Men	Women	Men	Women	Men	Women
Undergraduate	226	566	.88	.95	.08	.04	.03	.01
Graduate 2	25	110	.88	.93	.08	.06	.04	.01
Graduate 3	52	130	.98	.96	.02	.02	.00	.02
Graduate 4	58	126	.90	.99	.09	.01	.02	.00
Graduate 5	72	104	.89	.99	.10	.00	.01	.01
All Graduates*	—	—	.96	.96	.03	.03	.01	.01
Faculty	189	234	.87	.96	.12	.03	.02	.01
Staff	153	164	.88	.91	.10	.08	.02	.01

B. Proportion of Responses to "Most people who complain of sexual harassment are over-reacting to expressions of normal sexual attraction" by Strata and Sex.

	N		Disagree		Agree		No Opinion	
	Men	Women	Men	Women	Men	Women	Men	Women
Undergraduate	224	565	.67	.84	.28	.12	.05	.04
Graduate 2	25	111	.72	.91	.20	.07	.08	.02
Graduate 3	52	130	.65	.85	.25	.12	.10	.03
Graduate 4	58	125	.64	.88	.29	.10	.07	.02
Graduate 5	72	104	.65	.85	.28	.09	.07	.07
All Graduates	—	—	.66	.88	.27	.09	.08	.03
Faculty	190	233	.64	.88	.21	.07	.15	.05
Staff	153	163	.67	.77	.22	.15	.11	.08

C. Proportion of Responses to "Sexual Harassment is not an extensive problem at Penn," by Strata and Sex.

	N		Disagree		Agree		No Opinion	
	Men	Women	Men	Women	Men	Women	Men	Women
Undergraduate	224	561	.19	.29	.59	.41	.22	.30
Graduate 2	25	110	.04	.17	.52	.19	.44	.64
Graduate 3	52	129	.15	.32	.38	.18	.46	.50
Graduate 4	58	126	.14	.25	.33	.27	.53	.48
Graduate 5	72	103	.10	.18	.49	.18	.41	.64
All Graduates	—	—	.12	.23	.42	.20	.46	.57
Faculty	189	233	.16	.39	.48	.18	.35	.43
Staff	153	163	.18	.32	.37	.21	.44	.47

* Weighted estimates.

Almost two thirds of the cases of harassment of graduate women by persons in authority included a faculty member (44/68). These included one dissertation committee member, two program directors, three department chairs, and one academic advisor. One of the cases involved a woman faculty member. Teaching assistants (4/68), medical personnel (6/68), and other university employees (14/68) made up the remainder of the cases.

Thirty-six cases of harassment of untenured faculty women were reported in the written comments on the questionnaires. The largest single group of accused mentioned, as with graduate students, was faculty (17/36) of which 13 were senior faculty. In addition, one dean was identified as a harasser. Friends and acquaintances (3/36) and students (3/36) were also reported. Twelve cases had other identifications.

Tenured women reported 20 cases of harassment of which 12 included another faculty member and three were identified as "someone in my department" or a "colleague." Two departmental chairs were included in these numbers.

Of the 32 cases of harassment of staff women reported, 14 involved peer harassment and 18 harassment by persons in authority. Among the latter, four were identified as work supervisors and five as faculty members.

The other major topics covered by the tabulations were the impacts of harassment and general comments on the University's climate. The majority of the cases describing a specific incident were women (763/935), while about half of the cases offering general comments were male (62/130). We undertook a content analysis of approximately a third of these cases (381), which (including multiple reports) included 84 male reports and 306 female reports.

One hundred-two women reported some psychological or social impact of harassment. Of these 26 reported being "scared," 16 reported being "uncomfortable," and 20 "angry." Of the 68 reporting some problem at work or school, 15 noted strained relations, 15 said they couldn't study, 4 could not go to work, 5 could not go to class, and 2 could not go to their offices during office hours.

Twenty-five women reported undertaking some formal action in a harassment case: 6 filed a complaint and 16 spoke to a person in authority. One hundred sixty-eight women reported other actions. Among these, 61 mentioned speaking to the harasser, while 30 simply avoided the harasser after the incident and 18 reported actively ignoring the harassment. Other actions reported, included leaving the scene of harassment, talking to a professor, talking to friends, rejecting the advances, and fighting off the accused.

Ninety-one reports by women mentioned the outcome of the incident. The four most frequently mentioned were that the harasser stopped (33 cases), that there was no further contact (16 cases), that the situation "resolved itself" (13 cases) and that the situation improved (13 cases). Five reports noted that the harassment continued.

Thirty-one of 84 male cases in our sample reported harassment. Six reported harassment by a peer or friend, while eight reported harassment by a person in authority. The remainder did not identify the offender.

Nearly half of the comments by men and a tenth of the comments by women were of a general character about University policy, the amount of harassment on campus, and judgments on the survey. Of the 28 comments by women on the survey itself, nine felt the survey was good and nine said it missed some issues or had some poor questions; none of the women felt the survey was a waste of time or misleading. The remaining 10 addressed other topics. By contrast, 33 men commented on the survey, only three thought the survey was good or important; 4 thought it was a waste of time, 3 thought the questions slanted or biased; 5 thought it missed some issues; and 9 thought it had poor questions.

VIII. Methodology

A: Design and execution of the sampling plan

At the time the survey was taken (March, 1985), the overall study population contained approximately 25,000 persons at the University of Pennsylvania. Of these, approximately 18,500 were full-time undergraduate students, graduate students or students in professional schools. The remainder, approximately 6,500 persons, were faculty and staff. This overall population was partitioned into four subpopulations and each subpopulation was subdivided into the two sexes. The subpopulations are as follows:

<i>Sub- population Number</i>	<i>Membership</i>
1.	Undergraduates
2.	Graduate and professional students
3.	Standing and associated faculty
4.	Staff: A1, A3 and Supporting A2.

The study design was based on the assumption that the subpopulations of primary interest were undergraduates and graduate and professional students and that, within these subpopulations, the experiences of female students were more critical than those of male students. Practical considerations limited the sample size to approximately 4500 persons. In view of the assumed relative priority of the four subpopulations, two thirds of this number was allocated to students and the remainder to faculty and staff. It was decided that the student sample should consist of approximately 2000 female and 1000 male students.

The subpopulation of graduate and professional students was further subdivided into four strata so as to minimize the sampling error in estimating the overall relative frequencies of incidents of harassment of females within this subpopulation. The primary basis of stratification was the ratio of the number of male students to the number of female students. Other considerations entered, however. Because of their large numbers, all students in the Graduate School of Arts and Sciences comprised one stratum. The male/female student ratio in the School of Veterinary Medicine was less than unity (0.77), as were the ratios for Annenberg (0.67), Education (0.36), Nursing (0.01) and Social Work (0.28). These schools formed another stratum. The male/female student ratio among dental students (2.9) was second only to that among students in engineering (4.1). Yet grouping dental students in the same stratum with graduate engineering students seemed less reasonable than grouping them with medical students (1.7), law students (1.5) and graduate students in fine arts (1.7). Graduate students in engineering were grouped with graduate students in the Wharton School (2.7). In the preceding statistical analyses, the results for graduate and professional students are based on weighted averages of data from these four strata. With this stratification of graduate and professional students, the study population consisted of seven subgroups which, for the sake of convenience, were called strata. Separate sample sizes were determined for each stratum. The strata are listed below. Independent random samples were drawn of persons of each sex from each stratum, yielding a total sample of 1699 males and 2667 females. Complete addresses were not available for 80 males and 103 females. Hence, the final sample consisted of 1619 males and 2564 females. The distribution of the sample among the strata and between the sexes is shown in Table 14 below.

Stratification of Survey Population

Students:

- 1: Undergraduates
- 2: Annenberg, Nursing, Education, Social Work, Veterinary Medicine
- 3: Graduate Arts and Sciences
- 4: Dental Medicine, Fine Arts, Law Medicine
- 5: Graduate Engineering, Wharton Graduate and Ph.D.

Faculty and Staff:

- 6: Standing and Associated Faculty
- 7: Staff — A1 and A3

An additional stratum, Stratum 8, was also defined. This stratum was not part of the study population at the time the sample was taken. It consisted of female students who were at the University in September, 1984, but who were not registered as of March, 1985, and had not graduated in the interim. The reason for including persons in this stratum was to determine whether or not sexual harassment was a factor in their leaving the University. Out of a random sample of 147 persons drawn from this stratum, 22 returned questionnaires. No quantitative analyses were performed on the data provided by these questionnaires and Stratum 8 is not included in Table 14.

Under the sampling plan, each person in the sample was mailed a questionnaire and a post card. A two digit code on the first page of the questionnaire identified the stratum and sex of the respondent. There were no other identifying codes on the questionnaire. The respondent was asked to return separately the completed questionnaire and the post card. The post card identified the respondent and indicated that the questionnaire had been returned. Anonymity was assured because it was not possible to associate a particular respondent with a particular questionnaire.

The questionnaire used in the survey was adapted from the one used in a survey of sexual harassment at Harvard in 1983. On March 11 through 14, 4183 questionnaires were mailed to persons in Strata 1 through 7, 2564 to females and 1619 to males. A week later, 147 questionnaires were mailed to persons in Stratum 8. In all, 4330 questionnaires were mailed. By April 22, 2251 usable questionnaires had been returned, including 22 from Stratum 8. These were keypunched, and the coded responses were made available to the Committee on floppy disks for purposes of statistical analysis. The questionnaires themselves provided source material for qualitative analyses of narrative responses and comments. An additional 33 usable questionnaires have been returned since April 22. These have not been used in the analyses described in this report.

B: Survey response rate and nonresponse bias

Statistical inference from a sample survey extrapolates the sample results to the study population under the assumption that the entire population would be surveyed in the same way as was the sample. In the case of the present survey, the assumption is that the entire population would be sent questionnaires by mail and would be asked to return them by mail. Under these circumstances, it is possible that a certain fraction

of the population might not return the questionnaires, and inferences cannot be made about this fraction of the population. There is no reason to assume that the characteristics of respondents are the same as the characteristics of nonrespondents. The differences between the two groups cannot be inferred from the sample. If these differences are marked, inferences from the samples are said to be subject to nonresponse bias.

The extent of nonresponse bias is partially determined by the response rate (the percentage of questionnaires mailed out that were completed and returned). In this survey response rates varied by both sex and stratum, males tending to have lower response rates than females and faculty having higher response rates than the other strata. The survey response rates and their standard errors are shown in Table 14.

While the nature and extent of the nonresponse bias cannot be inferred from the sample, estimated upper and lower limits can be placed on incidence rates. The bias arises because the probability that a person will respond depends on certain characteristics of that person. In this survey, persons were asked to report whether or not they have had certain experiences. If a person who has had the relevant experiences is more likely to respond than one who has not, the group of respondents will contain a larger fraction of persons who have had the experiences than will the group of nonrespondents. The sample incidence rate, obtained by dividing the number of respondents reporting an experience by the total number of respondents, will probably result in an overstatement of the population incidence rate for that experience. An estimated lower limit on the incidence rate can be computed by assuming that none of the nonrespondents have had the experience and dividing the number of respondents reporting the experience by the sample size (number of respondents plus number of nonrespondents). The same lower limit can be obtained by multiplying the sample incidence rate by the response rate. On the other hand, if a person who has had the relevant experiences is less likely to respond than one who has not, the group of respondents will contain a smaller fraction of persons who have had the experiences than will the group of nonrespondents. The sample incidence rate will probably understate the incidence rate in the population. An estimated upper limit on the incidence rate can be computed by assuming that all of the nonrespondents have had the experience. This upper limit is most easily computed by adding the complement of the response rate to the lower limit described above. For example, assume a response rate of 55% and a sample incidence rate of 25%. The estimated lower limit on the incidence rate is 55% of 25%, or, roughly, 14%. The estimated upper limit is 14% plus the complement of 55%, or 14% plus 45%, or 59%. These estimated limits, 14% to 59%, are limits on the sample incidence rate assuming a response rate of 100%; they are the most extreme limits possible consistent with the sample data.

Some rough tests for the existence of nonresponse bias are possible. The incidence rates among questionnaires returned early can be compared with incidence rates among questionnaires returned late. Marked differences between the rates suggest nonresponse bias. The representations of various groups in the sample can be compared with their representations in the population. If the sample and population representations are different and the groups have different incidence rates, nonresponse bias may be present. To the extent possible, we have applied these tests to our data and they do not suggest the presence of nonresponse bias. Consequently, we believe that there is little such bias in our data and we are unable to state whether it results in either understatement or overstatement of incidence rates.

In the strictest sense, our sample results are estimates of the results that would be obtained if the entire population were surveyed using the same questionnaire and the same data collection techniques as were used in obtaining the sample. Such a survey would not avoid nonresponse bias. The sample incidence rates are estimates of the rates that would be reported by those responding to a similar survey of 100% of the population. Many of the rates reported in the preceding tables are accompanied by standard errors. The range obtained from the reported rate plus or minus twice the standard error has approximately a 95% probability of including the rate that would be reported by the respondents to a similar survey of the entire population.

(continued next page)

Table 14

Survey Response Rates by Sex and Strata of Respondents

Women	Number of Questionnaires Mailed	Number of Questionnaires Returned	Response Rate (%)	Standard Error (a) (%)
Strata*				
Undergraduate	961	567	59.0	1.4
Graduate 2	205	111	54.2	3.3
Graduate 3	261	131	50.2	2.7
Graduate 4	270	128	47.4	2.6
Graduate 5	219	106	48.4	2.7
Faculty	348	237	68.1	0.2
Staff	300	166	55.3	2.7
Total	2564	1446	56.4	0.8
Men				
Strata*				
Undergraduate	474	226	47.7	2.2
Graduate 2	50	26	52.0	6.8
Graduate 3	124	52	41.9	4.3
Graduate 4	160	59	36.9	3.6
Graduate 5	161	72	44.7	3.8
Faculty	350	192	54.9	2.4
Staff	300	156	52.0	2.6
Total	1619	783	48.4	1.2

(a) Standard errors take account of sampling from a finite population.
* See definitions on Page II.

We would like to acknowledge the assistance of several people who have done much to make this report possible. We thank Mr. Vince Conti, Director of the Office of Student Data, who provided the data upon which the sampling plan was based. Mr. Conti contributed much of his time and expert knowledge to the design and execution of the survey. We are grateful to the staff of the Office of the Vice Provost for Research who contributed to the project: Andrea Graddis, Ethel McClary and Miriam Stevenson. We wish also to thank Dr. Nancy Denton, Dr. Fran Siedita and Ms. Davida Hopkins for their technical assistance, and Lynn Chestnut and Jonathan McClelland for their contribution to the project. This report could not have been possible without the cooperation of the men and women whose responses constituted our sources of data. Their time and effort is gratefully acknowledged.

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OF RECORD



University Policy on Sexual Harassment

It is the purpose of this statement to reiterate the University's policy on sexual harassment and to identify the resources available to individuals who believe they have been subjected to such coercion. Provost's Memorandum #3-80, issued on May 6, 1980, defines the University's responsibilities in matters of sexual harassment:

"As an employer, the University seeks to ensure that the workplace is free from harassment. As an educational institution, the University's commitment to eradicating sexual harassment goes beyond the Equal Employment Opportunity Commission guidelines."

Sexual harassment in any context is reprehensible, and is a matter of particular concern to an academic community in which students, faculty, and staff are related by strong bonds of intellectual dependence and trust. Sexual harassment most frequently occurs when one person has some power and authority over another. For purposes of University policy, the term "sexual harassment" refers to any unwanted sexual attention that: (1) involves a stated or implicit threat to the victim's academic or employment status; (2) has the purpose or effect of interfering with an individual's academic or work performance; or (3) creates an intimidating or offensive academic, living, or work environment. The University regards such behavior as a violation of the standards of conduct required of all persons associated with the institution. Accordingly, those inflicting such behavior on others within the University setting are subject to the full range of internal institutional disciplinary action, including separation from the institution.

Any student, faculty member, or other employee who believes he or she is a victim of sexual harassment may report the complaint to his or her advisor or supervisor or to the supervisor of the person who is behaving objectionably; the individual who receives such a complaint has the responsibility to pursue the matter and may draw upon University resources. The person receiving the complaint must treat it as confidential, to be communicated only to the appropriate authorities. In addition, all persons who believe they are victims of harassment, including those who are reluctant to raise the matter with a supervisor, are encouraged to use the other avenues within the University through which guidance and counseling can be obtained, formal and informal complaints can be made, and corrective action, as appropriate, can be taken.

The following University resources and grievance mechanisms are available:

A. General Resources

1) The *Women's Center* will aid students, faculty and staff with counseling, advocacy, advice and referral concerning formal and informal avenues of redress in matters of sexual harassment. The Women's Center does not conduct investigations, and will keep all information confidential.

2) The *Office of the Ombudsman* exists to help resolve grievances of all members of the University community—students, faculty and staff—on a confidential and informal basis, and can assist persons with complaints about sexual harassment to decide on the course of action that they want to take. The office is independent of the University's formal administrative structure and grievance mechanisms. The Office of the Ombudsman may also be requested by the Office of Student Life to undertake a formal investigation of charges of sexual harassment of students (see B-1a below).

B. Additional Resources

1) *Students*: In addition to the General Resources listed in Section A above, students may call upon the following resources:

a) The Director of the *Office of Student Life* is responsible for dealing with student grievances arising under Title IX of the Education Amendments of 1972, which prohibits sex discrimination in education. Grievances associated with student employment may also fall within the Director's purview. Complaints by students of sexual harassment may be made to the Director, who will supervise, or delegate to the Ombudsman, an investigation into the matter.

b) Student complaints of sexual harassment by faculty may be brought by the student or an advocate on behalf of the student to the department chair or dean of the faculty member. The appropriate *School Committee on Academic Freedom and Responsibility* may investigate the case, either on its own initiative or at the request of an academic administrator.

c) Victims of harassment may seek assistance from the *University Counseling Service, Gay and Lesbian Peer Counseling and the psychiatry section of the Student Health Service*. Contacts with these services are strictly confidential and may be particularly helpful to students desiring assistance in dealing with their feelings about their experience with sexual harassment.

2) *The University Staff and Faculty*: In addition to the General Resources listed in Section A above, nonacademic staff may utilize the formal grievance mechanism described in Personnel Policy #801. Faculty may utilize the Faculty Grievance Procedure described in the *Handbook for Faculty and Administration*.

—Thomas Ehrlich, Provost