

1992

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Recommended Citation

Gill, Mary M. and Wardrope, William J. (1992) "To Say or Not; To Do or Not — Those are the Questions: Sexual Harassment and the Basic Course Instructor," *Basic Communication Course Annual*: Vol. 4 , Article 11.
Available at: <http://ecommons.udayton.edu/bcca/vol4/iss1/11>

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To Say or Not; To Do or Not — Those Are the Questions: Sexual Harassment and the Basic Course Instructor*

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Unwanted sexual attention is not uncommon at work or colleges and universities (Berry, 1988). Since the term "sexual harassment" was first used in 1974 (McCaghy, 1974), issues surrounding sexual harassment and discrimination are filled with contradictions and ambiguity. The National Advisory Council on Women's Educational Programs defines academic sexual harassment 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" (Underwood, 1987, p. 43). According to Underwood (1987), the crux of any sexual harassment claim is that the alleged sexual advance is unwelcome and displayed in clearly recognized physical properties or unwanted verbal exchanges.

Even though some harassment is difficult to identify, the result of any form of harassment is negative. The American Council on Education concludes that the "entire collegiate community suffers when sexual harassment is allowed to pervade the academic atmosphere" (McMillan, 1986b, p. 16). Sexual harassment disrupts the right to an equal education by interfering with the student's psychological, social, and physical well being. In addition, the student's attendance,

*A revision of a paper presented during the Central States Communication Association meeting, Chicago, Illinois.

learning, course choices, grades and, ultimately, economic potential are adversely impacted (Strauss, 1988). Bingham and Burleson (1989) report that sexual harassment is linked to 1) emotional problems such as increased stress, 2) physical manifestations such as headaches, high blood pressure and disease, 3) psychological problems such as decreased levels of confidence and lowered self esteem as well as relationship difficulties, and 4) reduced efficiency in task performance.

Despite its devastating effects, sexual harassment occurs frequently. Research suggests that between 20 and 50 percent of students experience sexual harassment (McMillan, 1991; Strauss, 1988) with women being the likely victim while the harasser tends to be male, older than the victim, of the same ethnic and cultural background as the victim, and in a position of higher authority (Peterson and Massengill, 1982).

No one would suggest harassment should be encouraged or tolerated; however, academic harassment issues are frequently silenced for fear of waking a sleeping giant. Basic course directors should take steps to break the silence and protect their instructors and students. An essential component in establishing an effective learning environment is to openly discuss sexual harassment as a classroom environment issue with instructors. This paper discusses the legal precedence for academic sexual harassment law and offers a plan for discussing sexual harassment among instructors.

LEGAL PRECEDENCE

For basic course directors to provide effective direction for their instructors, they must be familiar with academic sexual harassment law. The American Association of University Professors' *Statement on Professional Ethics* highlights the ethical responsibility faculty members have to avoid exploitation of students for their own advantage and establishes that harassment and intimidation are inconsistent with academic environments and freedom (*Academe*, 1983).

In addition to recognizing the need to balance faculty freedoms with students' rights, litigation has strengthened students' rights. Cases such as *Dixon v. Alabama Board of Education* (294 F. 2d 150 (5th Cir. 1961)) and *Healy v. James* (408 U.S. 169 (1971)) establish that education is more than a "privilege" and recognizes that students are contracting parties having rights under express and implied relationships with the institution (Kaplan, 1985). In short, students are granted expressed rights as citizens which can not be abridged.

Despite the advances beginning in the 1960's, it was not until 1986 with the Supreme Court's decision in *Meritor Savings Bank v. Vinson* (106 S. Ct. 2399 (1986)) that workers and students were granted legal protection against sexual harassment as a form of sexual discrimination. Discrimination is a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Act of 1972. While Title VII clearly makes it unlawful to discriminate against an individual based on several features only one of which is gender, Title IX is the primary legal source governing sex discrimination in academic policies.

In addition to the individual charged with performing the harassing behavior, the institution or employer may be found liable when the institution fails to take action on the harassment allegation or if the institution has not adopted specific procedures to deal with sexual harassment. For example, if an instructor in the basic course is charged with harassment, the basic course director and department chair along with the institution may also be named in the charge. In essence, the claim is made that those in a position of authority should have been able to take appropriate measures to prevent or stop the harassment.

Although frequently named in legal proceedings, institutions are excluded from litigation if a carefully worded and adhered to sexual harassment policy is present. Levels of administrative personnel (basic course directors and depart-

ment chairs), however, are not dismissed as readily. One of the leading areas of difficulty occurs for the beginning teacher in knowing the boundaries of appropriate and inappropriate remarks and behavior. Thus, a clearly detailed training procedure for the basic course staff members is essential for a successful and non-litigious academic climate. In fact, it is in the best interest of basic course directors to develop their own policy statements or statements publicly adopting their campus's sexual harassment policy as a preemptory move against potential litigation. In some cases, for example, the presence of a clearly articulated and adhered to course procedure may eliminate the basic course director and department from being named in a law suit.

Another possible legal avenue occurs when sexual harassment becomes a criminal offense. Anytime there is unwanted sexual touching the incident is considered sexual assault as well as sexual harassment (Strauss, 1988). Thus, harassment charges may be supplemented with assault charges.

TRAINING FOR THE BASIC COURSE

While few would argue that sexual harassment should be ignored, one of the leading fears in implementing and using a carefully constructed training program is associated with "false claims." Winks (1982) found that several administrators feared that bringing the issue into the open would increase the number of cases when, in fact, ignoring the incidents may escalate the problem (Strauss, 1988). Given that sexual harassment causes psychological and social damage to the victim should be sufficient impetus to override a fear of increased investigation. McMillan (1986a) suggests there is a moral and ethical obligation to develop clear policies that protect students from sexual harassment. In addition to helping the students receive the best education, these policies can help shield higher education institutions from potential liabil-

ities. In addition evidence suggests that the teacher (or person) who has taken advantage of a single student will try it again if his or her behavior has been ignored and unpunished (Winks, 1982).

While we may like to think that the basic course instructor tends to be the empathic and caring instructor, this is not universally true. There are cases of ministers or teachers molesting children, coaches forcing students to engage in sexual relations for rides home from tournaments, and other seemingly unthinkable cases of inexcusable behavior. Fitzgerald, et al. (1988) report that as many as 37% of faculty members engage in harassing behaviors. Because we respect people, we assume that sexual harassment is not that significant of a problem. Unfortunately this attitude only serves to keep victimization hidden, treated as a joke, or blamed on the victim (*Scarlet*, 1992). Of concern to the basic course director is the realization that a large number of basic course instructors tend to be more empathic and, as a result, may run a greater risk of having actions or comments misunderstood, inadvertently creating an uncomfortable environment for students. Because of this potential, training and open discussions about how instructors may protect themselves are essential.

Because intention is not an issue in determining whether litigation is justified, instructors must be aware of how their behavior is being perceived by students. The crucial inquiry is whether the alleged harasser treated a member or members of one sex differently from the other sex (Hazzard, 1988). Strauss (1988) explains that the major difficulty with harassment cases is that sexual harassment is in the eye of the beholder. What may be harassment to one may be flirtation or conversation to another.

While several educational issues may be dealt with most effectively by having a carefully prepared procedure for when they occur, sexual harassment issues are best treated with prevention. Because veteran and inexperienced instructors

may be unaware of what constitutes harassing behaviors, the burden of multi-sectioned course administrators is enormous. Failure to adequately prepare instructors about sexual harassment issues can result in hazards, not only for the teacher, but for students, administrators, the department and the institution.

All basic course directors and instructors should be familiar with the legal parameter for determining if behavior is harassment. Three questions make up a step analysis which is used to determine whether harassment has occurred. First, what is an objective description of the behavior on question? It is important to focus on specific behaviors and not intentions. The decision to litigate will be made on the behaviors and communication about those behaviors between the victim and alleged harasser. Thus, it is crucial that an objective identification of the behavior is made. For example, a basic course instructor, who frequently stands side-by-side with a student, puts one arm around the shoulder of a student who is expressing how anxious she or he is about delivering a speech. The situation is that the student is disclosing a feeling to the instructor. The specific behavior is the physical act of the teacher putting his arm around the student. What the instructor may intend to communicate by the action is not an issue.

Second, was the behavior welcome. Careful consideration must be given to whether anyone (e.g., basic course director, the instructor, department chair, another instructor, etc.) was told directly that the behavior was unwelcome. It is also important to consider whether the accuser initiates and participates in similar behaviors. If so, the behavior is probably welcome. If the behavior is welcome, the analysis process stops at the stage.

In our example, we would want to know if the student had ever mentioned feeling uncomfortable because of what the instructor did or said. It is also important to consider how the student responds when the instructor touches her or him. If

the student pulls away or displays nonverbal mannerisms of discomfort, we would consider the behavior unwelcome. The legal standard is clear in expressing that the alleged victim must make a recognizable and reasonable effort to inform the alleged harasser that the behavior is unwelcome. For purposes of the example, let us assume that the instructor has placed an arm around the student on two previous occasions. On both occasions, the student immediately took a step away. This action would be sufficient to consider the behavior unwelcome.

The final step asks whether the unwelcome behavior is sexual? The standard legal test is to consider whether the described behavior would be considered sexual by any reasonable person. Another way of looking at this question is to ask whether the alleged harasser would engage in the same behavior with any person of either gender in a similar circumstance or whether the described behavior would be engaged in by someone who was not sexually interested in someone. In our example, many of us would think that one arm around a shoulder may be a sign of empathy or warmth but not specifically tied to sexual overtures. In examining the behavior, we would notice that the instructor stood side-to-side and placed an arm around the student's shoulder but did not engage in full body or full frontal body contact. Thus, we would determine that the student probably does not want the behavior to occur but that the behavior is also not sexual in nature. Although we could counsel the instructor to no longer engage in the behavior, the behavior in this instance would not be a case of sexual harassment.

This three-step process should be known and applied by each instructor to monitor his or her own behavior. It can not be overstated that intention has little significance in sexual harassment litigation. The objective analysis of behavior is the determinant of whether harassment has occurred. Figure 1 provides a description and application of the three-step process.

Figure 1
Three Step Analysis
for Determining Sexual Harassment

Recognizing subtle sexual harassment is often difficult. As a teacher, you are responsible to know the difference between friendly behavior and sexual harassment. A three-step process can help determine whether sexual harassment may be perceived.

Step One: Concentrate on an objective description of the behavior

It is important to focus on specific behaviors and not be clouded by intentions. The determination for litigation will be made on the behaviors and perception of those behaviors by the person claiming harassment. Thus, it is crucial that an objective identification of the behaviors must first be made.

Step Two: Determine if the behavior is welcome

Careful consideration must be given to whether anyone was told directly that the behavior was unwelcome. This may be the person engaging in the unwelcome behavior, another basic course instructor, the basic course director, department chair, etc.

A second test is whether the person initiates and participates in similar behaviors. If so, the behavior is probably welcome. If the person engages in non-reciprocal behavior, it is unwelcome.

Step Three: Determine if the unwelcome behavior was sexual

The standard legal test is to consider whether the described behavior would be considered sexual by any reasonable person.

A second test asks whether this person would engage in the same behavior with any person of either gender in a similar circumstance.

A third test asks whether the described behavior would be engaged in by one who was not sexually interested in a person.

Example:

Gregg, the graduate assistant, usually touches a student on his or her shoulder while he is helping with a question that has been asked. In the case, Jackie is the student.

To apply the three-step analysis, it is best to separate each step and ask the relevant question indicated above.

Step One: Obtain an objective description of the behavior.

The behavior is that Gregg places his hand on Jackie's shoulder. (Don't focus on the intent, personality, reputation or culture of the person doing the behavior.)

Step Two: Determine if the behavior is unwelcome.

Has Jackie told anyone that Gregg's behavior is unwelcome? Does Jackie initiate similar behavior towards Gregg and does she and Gregg participate equally in the behavior? In other words, if Jackie doesn't withdraw from interaction, draw away from Gregg's touching behavior, or engages in similar behavior, it is probably welcome. (If the answer is "no" to the first question and "yes" to the second question, then the behavior is welcome and the analysis stops at this step.)

Step Three: Determine if the unwelcome behavior is sexual.

Would any reasonable person consider touching a shoulder sexual?

Does Gregg engage in similar behavior with other students of either gender?

Would Gregg touch Jackie's shoulder if he wasn't interested in her? (If the answer is "no," Gregg's behavior is sexual harassment.)

In addition to being familiar with the three-stage analysis, we propose a complete discussion of blatant and subtle harassing situations. The underlying notion of this training is not to call undue attention to the phenomena nor is it to make instructors excessively sensitive to interactions with students.

Rather, the intention should be one of preventing unethical, illegal, and bothersome behaviors. For example, basic course instructors need to understand that closing their office door while meeting with a student may put them at risk. An effective compromise is to leave the door ajar. From a legal perspective, partially closed doors provide an element of defense for the instructor and create a less isolated environment for students who may be inclined to question instructors' intentions.

In developing an educated approach to decrease the potential for sexual harassment, basic course directors need to know the sexual harassment policies at their institutions. The Equal Opportunity Office, Affirmative Action Office, or Personnel Office would have the institution's policy.

After the director understands the harassment policies of his or her campus, we recommend using a structured discussion during a training session with all basic course instructors. The discussion of sexual harassment issues could adequately be addressed in a two hour session. In addition to the three-step analysis being discussed, the following three areas should be considered: 1) discriminatory language and practices, 2) nonverbal behaviors, and 3) professional and classroom interactions. The objective in discussing these areas is to demonstrate the complexity of sexual harassment and to create an awareness of blatant and subtle forms of harassment. Figure 2 provides a handout that could be used for discussion.

Figure 2
Sexual Harassment Behaviors

Identifying Sexual Harassment

Sexual harassment is best described as unsolicited, non-reciprocal behavior that asserts another's sex role over his or her function as a worker or student. Thus, harassing be-

havior may range from: verbal comments, touching and other nonverbal forms, to attempted rape and rape.

Examples of nonverbal items

- looking a person up and down (elevator eyes)
- staring a someone
- blocking a person's path
- following a person
- giving personal gifts or performing favors that are not comfortably received (i.e. rides home, etc.)
- displaying sexually suggestive visuals
- making facial expressions such as winks, throwing kisses, etc..
- making sexual gestures with hands or through body movements

Examples of touch behavior

- giving an unwelcome massage
- touching the person's clothing, hair, or body in an unwelcome way
- hugging, kissing, patting or stroking
- touching or rubbing oneself sexually around another person
- standing close or rubbing up against a person

Discriminatory Language and Practices

- 1) Comments which suggest that one sex is superior to the other, even if made in jest, should be avoided (e.g., "Men are better speakers than women.", "Women belong at home."). Avoid engaging in jokes or making personal opinion statements that are gender related.
- 2) Comments which reinforce stereotypical roles should be avoided. For example, claims such as "men are more athletic than women" suggests women are inferior and that all men are athletic.
- 3) Any omission of either gender should be avoided. Pluralize so that you may use "they" rather than "he" or "she." You could also interchange "he" and "she" giving approximately equal time to each gender label.

Nonverbal Behaviors

- 1) Touching of any sort can be viewed as harassment. While touching may show compassion for students, it is

in your best interest to carefully evaluate how your touch may be received by students.

- 2) Any gesture which may have obscene connotations constitutes harassment. This includes looks which may be considered leering, looks that draw attention to teacher or student genitalia, or prolonged eye contact with a particular student or students. Eye contact should be balanced among all class members.

Professional Relationships and Interactions

- 1) You should refrain from socializing with students on an individual and informal basis. This includes attending private parties or engaging in activities which may be misinterpreted.
- 2) When meeting with students in your office, it is best to leave the door open or ajar. By engaging in discussions behind closed doors, you open yourself to a situation where the student may make claims for which it becomes your word against his or her word. It is best to be aware of potential difficulties and not place yourself in environments where difficulties can emerge.
- 3) Be sure to call on students of both genders equally in class interactions. Be cognizant of concentrating your attention around the room and equally among male and female students.
- 4) Refer to all students with the same level of familiarity. It is recommended that you simply call on students by their first names. By using first names, you can avoid the inequality that may be perceived between titles such as "Mr. and Mrs.", "Ms.", or "Miss".

LANGUAGE AND PRACTICES

The training session should focus on identifying and eliminating sexually discriminatory language and practices. This includes, but is not limited to, allusions to the superiority of one sex over the other, assigning stereotypical roles to either gender, and omitting references to one gender.

Teachers need to understand that comments such as "it's a man's world" or only using "he" as a referent allude to or directly suggest that men and women are not socially or professionally equal. Instructors should understand that even if delivered "innocently," these comments can degrade women and are grounds for charges (Petersen, 1991). Wood and Lenze (1991) stress that the exclusion of women in instructional content is the "most disturbing form" of gender insensitivity because it "misrepresents women's perspectives and identifies professional, public, and political arenas as predominantly or exclusively male" (p. 17).

While only using "he" to refer to presidents of companies or students who are successful may seem relatively insignificant to some, it may be the basis of harassment litigation because the classroom environment may be perceived as discriminatory or hostile toward women. Some specific and more overt examples of verbal comments which constitute discriminatory practices are: 1) referring to an adult as a girl, doll, hunk, or stud, 2) making sexual comments about a person's body, 3) turning work discussions to sexual topics, 4) making sexual comments or innuendoes, 5) telling sexual jokes or stories, 6) asking about sexual fantasies, preferences, or history, 7) asking personal questions about one's sexual or social life, and 8) repeatedly asking a person, who is not interested, for a date. Wood and Lenze (1991) indicate that the instructor's language, as well as classroom style and the ways in which he or she responds to students, convey information about instructors' values (p. 17).

Similarly, personal references which may reveal sexist or harassing ideologies should be avoided. Sandler (1991) indicates that, "although most people like to believe that they are free from sexism, we all hold many submerged beliefs of which we are usually not aware" (p. 11). This is a key reason why harassment is such a difficult issue. Jaschik (1991) explains that "the gut issue is clear-cut. The nuances may not be." (p. 26). A somewhat extreme, but often heard, example of

such a personal reference is "My wife stays home and takes care of the kids — where she belongs." Granted, fine lines must be examined when determining what is fair speech and what is harassment, but when in doubt, a conservative stance is advocated. Therefore, statements which are value-laden or lend themselves to a direct or indirect assessment of gender roles in society should be avoided. Grauerholz (1989) estimates that as many as 60% of students experience harassment in the forms of jokes or off-the-cuff remarks.

An effective way to illustrate some of these comments is through discussion in training sessions (e.g., provide sample cases and ask teachers to identify those they think include harassing attitudes -- see Figure 2). Have basic course instructors individually analyze the situation in Figure 3. We have provided three cases to be analyzed with suggestions of key points that should be identified and what advice the director would likely make to the instructor in the case. Time should also be devoted to addressing what additional information may be important to know in each situation. This portion of training would most effectively be completed after a discussion of the three-step analysis and a thorough discussion of what specific verbal and nonverbal behaviors constitute harassment. By building examples, instructors gain a better understanding of how good intentions can be perceived as bad actions.

Figure 3
Sexual Harassment Analysis

Three situations are provided. For each situation decide if sexual harassment has occurred and what additional information, if any, you would want to know to make your decision.

Case 1:

Bob is a first semester graduate assistant. A student, Kari, returns to his office after class to discuss her test. Bob

removes his suit coat. He suggests to Kari that his office is warm and that she may want to remove her cardigan. As he is telling her this, he moves a chair nearer his desk for her. Kari says she is comfortable, doesn't remove her cardigan, and move the chair back from the desk a little. Bob asks, "May I take your sweater?"

Analysis: The specific behavior concerns the removal of the sweater and the position of the chair. We would suspect that a case of harassment could result here because Kari has potentially indicated that she is uncomfortable with Bob's behavior (she doesn't remove her sweater, says she is comfortable, and rearranges the physical environment by pushing the chair further from the desk). By Bob again asking about the removal of her sweater a potentially uncomfortable situation has resulted.

Advice: It is best to let student's adjust their environment around you. For example, Bob could have removed his jacket and said nothing assuming that if Kari was too warm she would remove her sweater. Similarly, Bob could indicate for her to take a seat and suggest that she may move it to the desk if she preferred. In doing so, Bob has indicated caring and connection with the student but allowed the student to adjust the immediate environment for her comfort level.

Case 2:

Scott is a fun loving and energetic teacher. He frequently jokes with students and eats lunch with them. Becki stops by his office prior to going to an interview. Scott tells her that he thinks she looks very professional and he is sure she will get the offer. Becki says nothing in return.

Analysis: There is no indication of sexual harassment. Scott comments of Becki's professional appearance, which is acceptable. If Scott were to have said that she was attractive, we would have concluded that this could have been a harassing situation and needed more information.

Advice: While this situation does not indicate a problem, we may want to remind Scott that professional rela-

tionships with students must be maintained as a reminder against becoming overly engaged or familiar with students.

Case 3:

Peggy, a tenured professor, teaches an interpersonal class. She expects that all class members will participate in class discussions. Steve thinks that Peggy praises comments offered for discussion by female students but generally just asks for other opinions if one of the male students offers items for discussion. As a result, he is reluctant to discuss in class. Peggy also frequently tells her class how unfair academic life can be because only males are administrators at her campus.

Analysis: The specific behavior concerns the atmosphere Peggy establishes in her classroom. This example is similar to cautions provided in Figure 2 suggesting that treatment of one gender differently from another is a form of sexual harassment. This case does not involve a single student. In order to determine if it is indeed a case of harassment, we would need more information: Is Steve's perception felt by other students? How does Peggy interact with students? Was a discussion of gender of the administration relevant to the concepts being taught? How was this comment delivered (although jokes may be considered harassment, we would want to verify the student's representation of the situation), etc.

Advice: Peggy should be advised to work at being aware of how she is interacting with male and female students. We would want to help Peggy understand why students may be perceiving unequal treatment and suggest ways she could balance her comments. Such things as providing no value statements about students' contributions, making sure to ask for comments from male students if none are volunteering, and being careful about making comments which may seem prejudicial to one gender.

Textbooks and instructional materials should also be evaluated to determine if they contain any sexist remarks, omissions, or innuendo. While most of the sexist language is discovered by the publishers, instructional materials are often produced by the home institution or individual faculty members. Instructional materials include lab books, workbooks, departmental materials, instructor handouts, and videotapes. These items should be carefully screened for references which degrade or prefer either gender, promote cultural stereotyping, or depict one gender as being superior to the other.

NONVERBAL BEHAVIORS

Nonverbal behavior is a particularly dangerous way in which sexual harassment processes can occur. From a technical standpoint, for example, any unwanted physical contact between an instructor and student can be interpreted as harassment. If physical contact is sexual touching, it is also a criminal offense. By nature of the actions involved, nonverbal behaviors tend to be more blatant than verbal behaviors. From a legal perspective they are divided into two categories: touch and other nonverbal behaviors. Specific touch behaviors which are harassing are 1) giving and unwelcome massage, 2) touching the person's clothing, hair or body in an unwelcome manner, 3) hugging, kissing, patting or stroking, 4) touching or rubbing oneself sexually around another person, and 5) standing close or brushing up against a person. Other nonverbal behaviors are things such as 1) obscene gestures, 2) prolonged eye contact, 3) sexual suggestion, 4) blocking a person's path, 5) giving personal gifts or performing favors that are not comfortably received (i.e. rides home), 6) displaying sexually suggestive visuals, and 7) making facial expressions such as winks.

Sandler (1991) also suggested that the instructor's clothing may be a criterion by which harassing behavior may occur. Clearly clothing and accessories communicate. The

implication here is for teacher to monitor their dress so that sexual innuendo is not suggested.

PROFESSIONAL AND CLASSROOM INTERACTIONS

Professional relationships between students and teachers are an issue which must be clarified to help prevent harassment. Particular concerns rest with behaviors such as personal and social involvement between instructors and students to more subtle issues such as leaving the office door open during student conferences. Beyond the routine admonition that teachers need to maintain a professional relationship with students, casual references in or out of the classroom may be grounds for charges.

Matters of equality and fairness also need to be emphasized in training. This means that an "ideal" balance of attention, divided among male and female students, should be achieved. Hall and Sandler (1982) found that male teachers call on male students more than they do female students. This finding supports the necessity of maintaining balanced interactions with students of both genders.

Another application of equal treatment lies in the titles used to address students. Basic course instructors need to be cognizant of any propensity to show favoritism or unbalanced treatment of either gender. For example, an instructor who consistently addresses male students using the prefix "Mister" while addressing female students by their first name has established a preference or hierarchy by how the students are addressed differently according to gender lines. Even though the instructor may not intend any difference in using such titles, students may feel that preferences or status differences are being created. It is simply better to address all students similarly by their first name. Even using the title "Mr." for males creates a problem for how to address female students. "Ms.", "Miss", or "Mrs." are not universally accepted as pre-

ferred references by all women nor are they socially perceived as equal to "Mr."

CONCLUSIONS

It is clear that sexual harassment is prevalent in classrooms and presents negative consequences. Legal precedence establishes academic environments as unique entities. When harassment occurs in the basic communication course, the alleged harasser, basic course director, department and institution are all affected and may all be named in legal action. Because of the enormous difficulties that arise when harassment occurs, prevention is paramount. Discussion addressing sexual harassment as part of the basic course training program is an excellent preventive device.

The resources of the department and the time available is certainly a concern when considering training for basic course instructors. Given the enormity of sexual harassment, however, adequate time and discussion must occur. We advocate a two hour session devoted to sexual harassment issues. Information provided in this essay could be an effective vehicle to engage discussions. It is important that the training involve more than a lecture or someone speaking on the issue. Only through careful thought and application will the basic course instructor truly grasp the significance of the nuances which surround sexual harassment.

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