[Book] Sexual Harassment Of Students A Guide To Prevention Intervention And Investigation

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**Crossing the Line** - Catherine Alison Hill - 2011

**Sexual Harassment of Women** - National Academies of Sciences, Engineering, and Medicine - 2018-09-01

Over the last few decades, research, activity, and funding has been devoted to improving the recruitment, retention, and advancement of women in the fields of science, engineering, and medicine. In recent years the diversity of those participating in these fields, particularly the participation of women, has improved and there are significantly more women entering careers and studying science, engineering, and medicine than ever before. However, as women increasingly enter these fields they face biases and barriers and it is not surprising that sexual harassment is one of these barriers. Over thirty years the incidence of sexual harassment in different industries has held steady, yet now more women are in the workforce and in academia, and in the fields of science, engineering, and medicine (as students and faculty) and so more women are experiencing sexual harassment as they work and learn. Over the last several years, revelations of the sexual harassment experienced by women in the workplace and in academic settings have raised urgent questions about the specific impact of this discriminatory behavior on women and the extent to which it is limiting their careers. Sexual Harassment of Women explores the influence of sexual harassment in academia on the career advancement of women in the scientific, technical, and medical workforce. This report reviews the research on the extent to which women in the fields of science, engineering, and medicine are victimized by sexual harassment and examines the existing information on the extent to which sexual harassment in academia negatively impacts the recruitment, retention, and advancement of women pursuing scientific, engineering, technical, and medical careers. It also identifies and analyzes the policies, strategies, and practices that have been the most successful in preventing and addressing sexual harassment in these settings.

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Sexual harassment has long been an unfortunate part of the climate in middle and high schools in the United States. Often considered a form of bullying, sexual harassment by definition involves sex and gender and therefore warrants separate attention. This report provides fresh evidence about students’ experiences, including being harassed, harassing someone else, or witnessing harassment. The students share their reactions to their experiences, and also provide ideas for how schools can respond to and prevent sexual harassment.

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Wetzel and Brown present information on the extent of student-to-student sexual harassment and its impact on the educational and psychological well-being of adolescent boys and girls. They also present a template and strategies for developing an effective school district sexual harassment policy and practical applications and strategies to sensitize and educate students, parents, and school personnel.

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With more than 700 specific strategies and solutions to use in the classroom, school, and community, this book covers just about everything that educators need, providing a comprehensive and detailed blueprint for an overall plan and policy to prevent and deal with peer harassment.

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**Sexual Harassment of Students** - Sue Sattel - 1995

This manual offers principals and other administrators strategies to help them prevent, recognize and investigate instances of sexual harassment in their schools. While addressing faculty or staff harassment of students, it also...
An updated and expanded revision of the first edition, which received the Gustavus Myers Center Award for an outstanding book on Human Rights in the United States. Intended for administrators and faculty, it is also a resource book for individuals wanting to make changes in their campus’ policy and procedures with regard to sexual harassment.

Sexual Harassment on College Campuses - Michele A. Paludi - 1996-01-01

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Feminist Accused of Sexual Harassment - Jane Gallop - 1997

Sexual harassment is an issue in which feminists are usually thought to be on the plaintiff's side. But in 1993—amid considerable attention from the national academic community—Jane Gallop, a prominent feminist professor of literature, was accused of sexual harassment by two of her women graduate students. In Feminist Accused of Sexual Harassment, Gallop tells the story of how and why she was charged with sexual harassment and what resulted from the accusations. Weaving together memoir and theoretical reflections, Gallop uses her dramatic personal experience to offer a vivid analysis of current trends in sexual harassment policy and to pose difficult questions regarding teaching and sex, feminism and knowledge. Comparing “still new” feminism—as she first encountered it in the early 1970s—with the more established academic discipline that women's studies has become, Gallop makes a case for the intertwining of learning and pleasure. Refusing to acquiesce to an imperative of silence that surrounds such issues, Gallop acknowledges—and describes—her experiences with the eroticism of learning and teaching. She argues that antiharassment activism has turned away from the feminism that created it and suggests that accusations of harassment are taking aim at the inherent sexuality of professional and pedagogic activity rather than indicting discrimination based on gender—that antiharassment has been transformed into a sensationalist campaign against sexuality itself. Feminist Accused of Sexual Harassment offers a direct and challenging perspective on the complex and charged issues surrounding the intersection of politics, sexuality, feminism, and power. Gallop's story and her characteristically bold way of telling it will be compelling reading for anyone interested in these issues and particularly to anyone interested in the ways they pertain to the university.

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managers should take to prevent sexual harassment in the workplace. Here’s what students are saying about the
to prevent and intervene on the behaviors to help keep kids safe. The book clearly identifies the steps to take to
hold schools accountable when a student has been harassed or bullied, even when the school is not stopping the
behavior. Providing examples throughout the work, Strauss helps readers become better acquainted with the
various activities that constitute sexual harassment and bullying and what they can do to combat the problem.

Sexual Harassment and Bullying - Susan Strauss - 2013-09-16
Despite headlines that label all harassment among youth as bullying, there is in fact a difference between sexual
harassment and bullying. This book discusses the similarities and important differences between the two, offering
firsthand accounts from victims and others involved in combating the activities that victimize students. It provides
parents, youth advocates, scout leaders, and other concerned adults with practical steps to partner with schools
to prevent and intervene on the behaviors to help keep kids safe. The book clearly identifies the steps to take to
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behavior. Providing examples throughout the work, Strauss helps readers become better acquainted with the
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Sexual Justice - Alexandra Brodsky - 2021-08-24
A pathbreaking work for the next stage of the #MeToo movement, showing how institutions can address sexual
harms with fairness to both victims and the accused In the past few years, a remarkable number of sexual
harassment victims have come forward with their stories, demanding consequences for their assailants and broad
societal change. Each prominent allegation, however, has also set off a wave of questions—some posed in good
faith, some distinctly not—about the rights of the accused. The national conversation has grown polarized,
inflamed by a public narrative that wrongly presents feminism and fair process as warring interests. Sexual
Justice is an intervention, pointing the way to common ground. Drawing on the core principles of civil rights law,
and the personal experiences of victims and the accused, Alexandra Brodsky details how schools, workplaces, and
other institutions can—indeed, must—address sexual harassment in ways fair to all. She shows why sexual harms
cannot be treated solely as a criminal matter, but require a response from the organization where the abuse
occurred. She outlines the key principles of fair proceedings, in which both parties get to present their side of the
story to unbiased decision-makers. And she explains how to resist the anti-feminist backlash, which hijacks the
rhetoric of due process to protect male impunity. Vivid and eye-opening, at once legally rigorous and profoundly
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The Student's Guide to Preventing Sexual Harassment in the Workplace - Beth K. Whittenbury -
2013-02-25
This book works great as supplemental material for any business law or employment law class. Learn more than
your general text book has to offer on this subject. Score higher on the tests covering this subject matter. Find out
how to protect yourself from liability for sexual harassment claims and what steps organizations as well as
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one professor during their four years in college. When definitions of sexual harassment include gender
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sexual harassment by presenting the following issues: the emotional impact of sexual harassment and
psychotherapeutic approaches that have proved valuable in treatment; the impact on women's cognitions and a
developmental model for helping women to understand and label this form of victimization; the impact of sexual
harassment on physical health and suggestions for dealing with stress-related problems; and the educational
interventions that have been implemented in order to challenge attitudes that perpetuate harassment. Ivory
Power also addresses the interface of racism and sexism on college campuses, the legal issues involved in
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Sexual Harassment in Our Schools - Robert J. Shoop - 1994
Every parent wants to feel that his or her child will have a safe and positive learning environment in school. But
increasingly school offers children an unexpected and sometimes devastating experience - as victims of sexual
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Sexual Harassment in Education - John F. Lewis - 1992

parents, teachers, and even administrators are not aware of the extent to which sexual harassment permeates the school environment. But surveys show that it is pervasive, with four out of five students reporting that they have been the target of some form of sexual harassment during their school lives. Of those students, one in four report being targeted “often.” And surprisingly, much of the problem isn’t initiated by adults; it’s caused by student-to-student harassment in high school, junior high and middle schools, and even in elementary schools. Many communities have difficulty facing the issue of sexual harassment in the schools. This timely book can help you take the steps necessary to educate everyone involved and create a plan for change. Drawing on recent research and the expertise of an educational law specialist, it probes the extent, causes, and consequences of sexual harassment and suggests specific action concerned parents and educators can take to mobilize public opinion and initiate change at the policy level. Readers will find a wealth of specific information and resources: responsibilities of schools and teachers under current law; policies and procedures school districts should have in place; procedures for investigating a complaint; what victims of harassment should and should not do; 5 steps parents can take to eliminate harassment; 7 recommendations for developing an effective sexual harassment program; and examples of programs for change that are working. In addition, appendices offer a sample of a state statute, district policy statement, letter to a harasser, and harassment complaint form, as well as an extensive list of resources and references.

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As in many other areas of society, sexual harassment has become an important issue in education. It has left the educational community with many questions about what constitutes sexual harassment, how to prevent it, and how to deal with the legal problems that may arise concerning it. This report dispels several myths about sexual harassment in educational settings involving both school employees and students. Sexual harassment involving public educational institutions and educators is governed by federal law. In addition, most states have civil rights statutes that govern sexual harassment in both public- and private-sector employment. Topics of chapters include myths about sexual harassment, federal laws governing sexual harassment in educational institutions, related state legislation, sexual harassment of employees in education, sexual harassment of students, and preparing for and handling sexual harassment claims. Included in the appendices are federal avenues to liability for sexual harassment; types of sexual harassment in employment, checklist for complaints and conducting investigations, prohibition of harassment, policy against harassment, student code of conduct, typical forms of sexual harassment in employment, costs of sexual harassment in employment, and favoritism and romance in the workplace. (Contains 155 footnotes.) (JPT)

Sexual Harassment - Office for Civil Rights (ED) - 2008

Sexual harassment of students is illegal. A federal law, "Title IX of the Education Amendments of 1972" ("Title IX"), prohibits discrimination on the basis of sex, including sexual harassment, in education programs and activities. All public and private education institutions that receive any federal funds must comply with "Title IX." "Title IX" protects students from harassment connected to any of the academic, educational, extracurricular, athletic, and other programs or activities of schools, regardless of the location. "Title IX" protects both male and female students from sexual harassment by any school employee, another student, or a non-employee third party. Preventing and remedying sexual harassment in schools is essential to ensure a nondiscriminatory, safe environment for all students. Many schools and teachers under current law; policies and procedures school districts should have in place; procedures for investigating a complaint; what victims of harassment should and should not do; 5 steps parents can take to eliminate harassment; 7 recommendations for developing an effective sexual harassment program; and examples of programs for change that are working. In addition, appendices offer a sample of a state statute, district policy statement, letter to a harasser, and harassment complaint form, as well as an extensive list of resources and references.

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Violent behavior is an unavoidable aspect of human nature, and as such, it has become deeply integrated into human life and activity. Highlighting a range of pertinent topics such as child abuse and neglect, support services, female students from sexual harassment by any school employee, another student, or a non-employee third party. Preventing and remedying sexual harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn. Unfortunately, students, parents, and school staff may not know what sexual harassment is, how to stop it, and what can be done to prevent it from happening. This pamphlet uses a question-and-answer format to provide students, parents, school administrators, school employees, and others with fundamental information on recognizing and addressing sexual harassment under “Title IX” as it is interpreted by the U.S. Department of Education’s Office for Civil Rights (OCR). OCR is the federal agency responsible for enforcing “Title IX” in schools that receive federal funds from the U.S. Department of Education.

This pamphlet is comprised of three parts. Part One: Defining Sexual Harassment, contains: (1) What is sexual harassment? (2) What are some examples of sexual conduct? (3) Is all physical contact sexual in nature? (4) What is the sexual contact is criminal in nature? (5) Must the sexual conduct be unwanted? (6) When does sexual conduct occur on campus? (7) Are gay and lesbian students protected from sexual harassment? Part Two: Responding to Sexual Harassment, contains: (8) How should a school respond when it receives an allegation of sexual harassment? (9) Who should report incidents of sexual harassment? (10) Who should report incidents of sexual harassment? (11) To whom should a victim or other individual report the harassment? (12) What actions can, if any, should schools take while investigating a complaint? (13) What does a school have to do once the investigation is complete? (14) What are some examples of steps a school should take to end harassment and prevent it from happening again? (15) What are some examples of how a school can remedy the effects of sexual harassment? Part Three: Preventing Sexual Harassment, contains: (16) Who should report incidents of sexual harassment? (17) To whom should a victim or other individual report the harassment? (18) What if the harasser threatens to retaliate against the victim or she reports the incident? (19) What procedures must a school have in place to prevent sexual harassment and resolve complaints? (20) What are grievance procedures? (21) What does the “Title IX” coordinator do? (22) How do I know who my school’s “Title IX” coordinator is? (23) What other steps can a school take to prevent sexual harassment? (24) What if the victim requests confidentiality or asks that the complaint not be pursued? (25) Does a school have to do anything about sexual harassment if a particular incident is not reported to the school? (26) What actions, if any, should schools take while investigating a complaint? (27) What does a school have to do once the investigation is complete? (28) What are some examples of steps a school should take to end harassment and prevent it from happening again? (29) What are some examples of how a school can remedy the effects of sexual harassment? Part Four: Reporting and Preventing Sexual Harassment, contains: (30) Who should report incidents of sexual harassment? (31) To whom should a victim or other individual report the harassment? (32) What actions can, if any, should schools take while investigating a complaint? (33) What does a school have to do once the investigation is complete? (34) What are some examples of steps a school should take to end harassment and prevent it from happening again? (35) What are some examples of how a school can remedy the effects of sexual harassment? Part Five: Preventing Sexual Harassment, contains: (36) Who should report incidents of sexual harassment? (37) To whom should a victim or other individual report the harassment? (38) What if the harasser threatens to retaliate against the victim or she reports the incident? (39) What procedures must a school have in place to prevent sexual harassment and resolve complaints? (40) What are grievance procedures? (41) What does the “Title IX” coordinator do? (42) How do I know who my school’s “Title IX” coordinator is? (43) What other steps can a school take to prevent sexual harassment? (44) What if the victim requests confidentiality or asks that the complaint not be pursued? (45) What are some examples of how a school can remedy the effects of sexual harassment? Part Six: Preventing Sexual Harassment, contains: (46) Who should report incidents of sexual harassment? (47) To whom should a victim or other individual report the harassment? (48) What if the harasser threatens to retaliate against the victim or she reports the incident? (49) What procedures must a school have in place to prevent sexual harassment and resolve complaints? (50) What are grievance procedures? (51) What does the “Title IX” coordinator do? (52) How do I know who my school’s “Title IX” coordinator is? (53) What other steps can a school take to prevent sexual harassment? (54) What if the victim requests confidentiality or asks that the complaint not be pursued? (55) What are some examples of how a school can remedy the effects of sexual harassment?

An Exploratory Study of Peer Sexual Harassment on a College Campus - Daveon J. McCullen (Psy.D. candidate at the University of Hartford) - 2019

Most of the research examining peer-to-peer sexual harassment has focused on the experiences of middle and high school students. Within this age group, sexual harassment from peers is the most common form. Both male and female students report being targets of sexual harassment which is associated with academic performance difficulties, sleep disturbances, and feelings of isolation. Alarmingly, research on peer sexual harassment on college campuses is lacking. I thus investigated the phenomenon of peer sexual harassment at the college level by examining its frequency, location, and students' familiarity with their harassers. In addition, I investigated the emotional and behavioral effects of the harassment and students' knowledge of campus Title IX resources regarding peer sexual harassment. Results indicated that most of this sample (N = 82) endorsed experiencing 90% of the sexually harassing behaviors queried, but experienced them infrequently. Male casual acquaintances and male strangers committed the most peer sexual harassment on campus, and the majority of peer sexual harassment experiences occurred in residence halls. Negative emotional and behavioral consequences of peer sexual harassment were low. However, female college students reported being more scared, angry, self-conscious, had sleep difficulties, and avoided harassers and places on campus to a significantly greater degree than male students in response to such harassment. In addition, results indicated that while students report they are knowledgeable about their university’s Title IX policy and resources available to them, they are less informed about the university’s specific procedures for investigating sexual harassment. Taken together, these results suggest that peer sexual harassment (student-to-student) is a common experience for both male and female college students on campus, yet it is a phenomenon that occurs consistently and does not cause students significant distress. While these results may suggest that efforts to prevent sexual violence on college campuses are successful at reducing the frequency and impact of these behaviors, they may also suggest that college campuses are more permissive about this form of sexual harassment because it is mostly perpetrated by known peers.

An Exploratory Study of Peer Sexual Harassment on a College Campus - Daveon J. McCullen (Psy.D.)
Impact of Sexual Misconduct on the Reputation of Martin Luther King, Jr. by A. B. Assensoh and Y. Alex-Assensoh; "Homosexuality, Sexual Harassment, and Military Readiness" by Deborah E. Kapp and Gary A. Kustis; and "College Students' Perceptions of the Relationship between Sex and Drinking" by Gwendell W. Gravitt, Jr., and Mary M. Krueger.Also included are reviews of Sexual Harassment on Campus edited by B. R. Sandler and R. J. Shoop; Making Gender: The Politics and Erotics of Culture by S. B. Ortner; The Power of Beauty by N. Friday; Bound and Gagged: Pornography and the Politics of Fantasy in America by L. Kipnis; and Mediated Sex by B. McNair. In addition, Warren Farrell reviews the film First Wives Club. This initial volume of Sexuality and Culture will be of interest to all those who participate in campus life as well as sociologists, psychologists, and government and university policymakers.

Hostile Hallways - 2001

This study investigates secondary school students' experiences of sexual harassment--and all the bullying, teasing, and touching it entails--and compares the results with those of the 1993 study "Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools." Topics in the survey include students' knowledge and awareness of sexual harassment, personal experiences with sexual harassment in their school lives, and the emotional and behavioral impact of these experiences. A nationally representative sample of 2064 public school students in 8th through 11th grades was interviewed. Using self-administered questionnaires, 1559 students were surveyed during an English class, and 505 students were surveyed online. Students' answers were analyzed, where possible, to identify any difference by gender, race/ethnicity, grade level, and area of school. As in 1993, nearly all students say they know what sexual harassment is, and they provided their own definitions when asked. Major findings reveal the following: significant numbers of students are afraid of being hurt or bothered in their school lives; sexual harassment is widespread in school life; school sexual harassment has a negative impact on students' emotional and educational lives; students today are more likely than those in 1993 to say their school has a policy or distribute literature on sexual harassment; nearly all students surveyed know what sexual harassment is; the most upsetting examples of sexual harassment in school life involve speech as well as actions; a sizeable minority of students reports high levels of sexual harassment in school; most experiences involve students harassing students, although many experiences involve school adults harassing students; and slightly more than half (54%) of students say they have sexually harassed someone during their school lives. Contains 29 figures and an appendix. Appended is the research methodology with additional figures. (BT)

Hostile Hallways - 2001

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Sexual Harassment of Students - Renee F. W. Speisman - 1994

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Sexual Harassment - Frank J. Till - 1980

Sexual Harassment - Frank J. Till - 1980

Sexual Harassment and Consent - Roberto Refinetti - 2018-05-04

Sexual Harassment and Consent serves as a compelling forum for the analysis of ethical, cultural, social, and political issues related to sexual relationships and sexual behavior. These issues include, but are not limited to: sexual consent and sexual responsibility; sexual harassment and freedom of speech and association; sexual privacy; censorship and pornography; impact of film/literature on sexual relationships; and university and governmental regulation of intimate relationships. The premier volume deals with a central theme: sexual harassment and sexual consent, with emphasis on academia. Theoretical articles, research reports, editorials, and book reviews analyze issues from psychological, sociological, political, and artistic perspectives. Contributions include: “Eight Reasons Not to Prohibit Relationships between Professors and Students” by Peg Tittle; “The Most of the research examining peer (student-to-student) harassment has focused on the experiences of middle and high school students. Within this age group, sexual harassment of peers is the most common form. Both male and female students report being targets of sexual harassment which is associated with academic performance difficulties, sleep disturbances, and feelings of isolation. Alarmingly, research on peer sexual harassment on college campuses is lacking. I, thus investigated the phenomenon of peer sexual harassment at the college level by examining its frequency, location, and students' familiarity with their harassers. In addition, I investigated the emotional and behavioral effects of the harassment and students' knowledge of campus Title IX resources regarding peer sexual harassment. Results indicated that most of this sample (N = 82) endorsed experiencing 90% of the sexually harassing behaviors queried, but experienced them infrequently. Male sexual acquaintances and male strangers committed the most peer sexual harassment on campus, and the majority of peer sexual harassment experiences occurred in residence halls. Negative emotional and behavioral consequences of peer sexual harassment were low. However, female students reported they were more scared, angry, self-conscious, had sleep difficulties, and avoided harassers and places on campus to a significantly greater degree than male students in response to such harassment. In addition, results indicated that while students report they are knowledgeable about their university's Title IX policy and resources available to them, they are less informed about the university's specific procedures for investigating sexual harassment. Taken together, these results suggest that peer sexual harassment (student-to-student) is a common experience for both male and female college students on campus, yet is not a phenomenon that occurs consistently and does not cause students significant distress. While these results may suggest that efforts to prevent sexual violence on college campuses are successful at reducing the frequency and impact of these behaviors, they may also suggest that college campuses are more permissive about this form of sexual harassment because it is mostly perpetrated by known peers.

Sexual Harassment - Frank J. Till - 1980

Hostile Hallways - - 2001

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A groundbreaking exploration of sexual violence by one of our most celebrated experts in law and philosophy. In Citadels of Pride, Martha C. Nussbaum, renowned for her eloquence and clarity of moral vision, shows how sexual abuse and harassment derive from using people as things to one's own benefit—like other forms of exploitation, they are rooted in the ugly emotion of pride. She exposes three "Citadels of Pride" and the men who hoard power at the apex of each. In the judiciary, the arts, and sports, Nussbaum analyzes how pride perpetuates systemic sexual abuse, narcissism, and toxic masculinity. The courage of many has brought about some reforms, but justice is still elusive—warped sometimes by money, power, or inertia; sometimes by a collective desire for revenge. By analyzing the effects of law and public policy on our ever-evolving definitions of sexual violence, Nussbaum clarifies how gaps in U.S. law allow this violence to proliferate; why criminal laws dealing with sexual assault and Title VII, the federal law that is the basis for sexual harassment doctrine, need to be complemented by an understanding of the distorted emotions that breed abuse; and why anger and vengeance rarely achieve lasting change. Citadels of Pride offers a damning indictment of the culture of male power that insulates high-profile abusers from accountability. Yet Nussbaum offers a hopeful way forward, envisioning a future in which, as survivors mobilize to tell their stories and institutions pursue fair and nuanced reform, we might fully recognize the equal dignity of all people.

Sexual Harassment and Higher Education - Billie Wright Dziech - 2012-10-12
First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

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In Case of Sexual Harassment - Jean O. Hughes - 1992

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Sexual Violence at Institutions of Higher Education - Congressional Research Service - 2014-10-23
In recent years, a number of high-profile incidents of sexual violence at institutions of higher education (IHEs) have heightened congressional and administration scrutiny of the policies and procedures that IHEs currently have in place. The women who endure these policies and procedures can be improved. Campus sexual violence is widely acknowledged to be a problem. However, reported data on the extent of sexual violence at IHEs varies considerably across studies for a variety of methodological and other reasons. Victims of sexual violence may suffer from a range of physical and mental health conditions including injuries, pregnancy, sexually transmitted diseases, post-traumatic stress disorder, depression, suicidality, and substance abuse. College students who are the victims of sexual violence may experience a decline in academic performance, and they may drop out, leave school, or transfer. Currently, there are two federal laws that address sexual violence on college campuses: the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act, P.L. 101-542) and Title IX of the Education Amendments of 1972 (Title IX, P.L. 92-318). These two statutes differ in significant respects, including in their purpose, coverage, enforcement, and remedies. The Clery Act requires all public and private IHEs that participate in the student financial assistance programs under Title IV of the Higher Education Act (HEA, P.L. 89-329) of 1965 to track crimes in and around their campuses and to report these data to their campus community and to the Department of Education (ED). ED's Federal Student Aid (FSA) Office oversees educational institutions' compliance with Title IV student financial aid requirements, including requirements related to the Clery Act. In this role, FSA conducts program reviews of IHEs' compliance with student aid and Clery provisions. Title IX is a civil rights law that prohibits discrimination on the basis of sex under any education program or activity that receives federal funding. Under Title IX, sexual harassment, which includes a form of unlawful sex discrimination. Unlike the Clery Act, whose coverage is limited to IHEs that receive student financial aid funds under the HEA, Title IX is applicable to recipients of any type of federal education funding, including any public or private elementary, secondary, and postsecondary school that receives such funds. Although each federal agency enforces Title IX compliance among its own recipients, ED, which administers the vast majority of federal education programs, is the primary agency conducting administrative enforcement of Title IX. Such enforcement by ED's Office for Civil Rights (OCR) occurs as part of a routine compliance audit or in response to a complaint filed by an individual. Members of Congress have been actively involved in seeking ways to improve how IHEs respond to, investigate, and adjudicate incidents of sexual harassment.
Sexual Violence at Institutions of Higher Education - Congressional Research Service - 2014-10-23

In recent years, a number of high-profile incidents of sexual violence at institutions of higher education (IHEs) have heightened congressional and administration scrutiny of the policies and procedures that IHEs currently have in place to address campus sexual violence and how these policies and procedures can be improved. Campus sexual violence is widely acknowledged to be a problem. However, reported data on the extent of sexual violence at IHEs varies considerably across studies for a variety of methodological and other reasons. Victims of sexual violence may suffer from a range of physical and mental health conditions including injuries, pregnancy, sexually transmitted diseases, post-traumatic stress disorder, depression, suicidality, and substance abuse. College students who are the victims of sexual violence may experience a decline in academic performance, and they may drop out, leave school, or transfer. Currently, there are two federal laws that address sexual violence on college campuses; the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act, P.L. 101-542) and Title IX of the Education Amendments of 1972 (Title IX, P.L. 92-318). These two statutes differ in significant respects, including in their purpose, coverage, enforcement, and remedies. The Clery Act requires all public and private IHEs that participate in the student financial assistance programs under Title IV of the Higher Education Act (HEA, P.L. 89-329) of 1965 to track crimes in and around their campuses and to report these data to their campus community and to the Department of Education (ED). ED’s Federal Student Aid (FSA) office oversees educational institutions’ compliance with Title IV student financial aid requirements, including requirements related to the Clery Act. In this role, FSA conducts program reviews of IHEs’ compliance with student aid and Clery provisions. Title IX is a civil rights law that prohibits discrimination on the basis of sex under any education program or activity that receives federal funding. Under Title IX, sexual harassment, which includes sexual violence, is a form of unlawful sex discrimination. Unlike the Clery Act, whose coverage is limited to IHEs that receive student financial aid funds under the HEA, Title IX is applicable to recipients of any type of federal funding, including any public or private elementary, secondary, and postsecondary school that receives such funds. Although each federal agency enforces Title IX compliance among its own recipients, ED, which administers the vast majority of federal education programs, is the primary agency conducting administrative enforcement of Title IX. Such enforcement by ED’s Office for Civil Rights (OCR) may occur as part of a routine compliance audit or in response to a complaint filed by an individual. Members of Congress have been actively involved in seeking ways to improve how IHEs respond to, investigate, and adjudicate incidents of campus sexual violence. Several bills that would strengthen existing laws pertaining to campus sexual violence have been introduced during the 113th Congress. In January 2014, the Obama Administration established a White House Task Force to Protect Students from Sexual Assault. In April 2014, the Task Force issued its first report—Not Alone— and created a website that addresses campus sexual violence. Among other things, the report included an extensive list of actions that the Administration will take (or has already taken) to address campus sexual violence.

Campus Sexual Assault - Lauren J. Germain - 2016-04-05

A 2014 report issued by the White House Council on Women and Girls included the alarming statistic that one in five female college students in the United States experience some form of campus sexual assault. Despite more than fifty years of anti-rape activism and over two decades of federal legislation regarding campus sexual violence, sexual assault on American college and university campuses remains prevalent, underreported, and poorly understood. A principal reason for this lack of understanding is that the voices of women who have experienced campus sexual assault have been largely absent from academic discourse about the issue. In Campus Sexual Assault, Lauren J. Germain focuses attention on the post–sexual assault experiences of twenty-six college women. She reframes conversations about sexual violence and student agency on American college campuses by drawing insight directly from the stories of how survivors responded individually to attacks, as well as how and why peer, faculty, and student experiences of sexual, medical, and civil authority were (or were not) engaged in addressing the crimes. Germain weaves together women’s narratives to show the women not as victims per se but as individuals with the power to overcome these traumatic experiences. “Campus Sexual Assault provides in-depth insight into the post-assault experiences of college women. It frames women as agentic beings who conceptualize their experiences and cope with their assault in a multitude of ways. By highlighting the individual pathways for recovery, readers are offered a deeper understanding of how women adapt and move forward following sexual assault.”—PsychCRITIQUES "Lauren Germain has written a powerful, important, and timely book that helps the reader understand the devastation caused by campus sexual assault. A must read for educators!”—Choice "Stigma, sexism, and additional forms of oppression frequently result in survivors' voices being absent from the dialogue about how to respond to sexual violence on campus. Lauren J. Germain sought to address this void by centering the lived experiences of student women survivors. Her book provides insight into the ways that college women respond in the aftermath of sexual assault, highlighting an understanding of empowerment and agency among survivors of sexual assault.”—NAPSA Journal About Women in Higher Education "A concise and coherent book on identity and identity management, following [college women’s] reported sexual assaults at their places of study. Intellectually written and planned.”—Metapsychology

Sexual Harassment in Schools - Texas Civil Rights Project - 1996

Unwanted Advances - Laura Kipnis - 2017-04-04

From a highly regarded feminist cultural critic and professor comes a polemic arguing that the stifling sense of sexual danger sweeping American campuses doesn’t empower women, it impedes the fight for gender equality. Feminism is broken, argues Laura Kipnis, if anyone thinks the sexual hysteria overtaking American campuses is a sign of gender progress. A committed feminist, Kipnis was surprised to find herself the object of a protest march by student activists at her university for writing an essay about sexual paranoia on campus. Next she was brought up on Title IX complaints for creating a “hostile environment,” breaching confidentiality structures, she wrote a whistleblowing essay about the ensuing seventy-two-day investigation, which propelled her to the center of national debates over free speech, “safe spaces,” and the vast federal overreach of Title IX. In the process she uncovered an astonishing netherworld of accused professors and students, campus witch hunts, rigged investigations, and Title IX officers run amuck. Drawing on interviews and internal documents, Unwanted Advances demonstrates the chilling effect of this new sexual McCarthyism on intellectual freedom. Without
Unwanted Advances - Laura Kipnis - 2017-04-04
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Sexual Harassment - Arthur Gillard - 2014-03-14
It is a horrible fact but true, 1 out of 3 girls and 1 out of 5 boys is sexually assaulted by age 16. This means your readers are impacted by this topic, or someone they love is for certain. This book carefully introduces readers to the issues relating to sexual harassment, so that they can navigate the challenges they may encounter in life. Readers will evaluate topics including whether online sexual harassment is a serious problem, whether men need to take a more active role in ending harassment, and whether the way women dress contributes to sexual harassment.