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BARCELONA

Networks of Solidarity

Student mobilizations against sexual violence in universities

Ana Vidu Afloarei

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DOCTORAL PROGRAM IN SOCIOLOGY
DOCTORAL DISSERTATION

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Advisor: **Dr. Ramon Flecha**

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Dedicatory

To all victims whose lives have been personally and professionally disrupted due to the harassment suffered at their universities.

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ABSTRACT

According to the United States Department of Justice (Krebs et al., 2016), 1 in 5 women are sexually assaulted in college. Gender-based violence occurring in universities and on university campuses is an issue researched at the international level, especially in the United States (Coker et al., 2016). Several social and student movements have been working in different parts of the world to prevent and overcome this problem. Their influence has created situations favorable to the establishment of institutional measures and specific laws to address gender-based violence at universities. Nevertheless, the role of social movements and their contributions to the prevention of gender violence in institutes of higher education has not received much academic attention.

In Spain, the first study that analyzed gender violence in Spanish universities (Valls, 2005-2008) concluded that 62% of university students knew of or had experienced sexual harassment situations at their colleges. This research project inspired several publications in scientific journals such as *Violence Against Women* (Valls, Puigvert, Melgar & Garcia-Yeste, 2016).

This dissertation analyzes the role of student movements in relation to preventing and overcoming gender violence in the university context, focusing on one of such complaints in Spain, which occurred at the University of Barcelona (also refereed here as UB) in 2011. The dissertation examines the contributions of the *Solidarity Network of Victims of Gender Violence at Universities* (also referred here as Solidarity Network) the first initiative that emerged "from below" in Spain, created in late 2013 by victims of sexual violence in the Spanish academy and by the people who supported them: university members who often became the victims of second order harassment (Dziech & Weiner, 1990). The need for peer support is also emphasized throughout the dissertation, highlighting the bystander intervention (Banyard et al., 2005) as an effective response.

At a comparative level, this study also analyzes the process of one of the first American sexual harassment complaints against a faculty member, which was made in 1979 at the University of California, Berkeley (also referred here as UC Berkeley or UCB). To continue the comparison, previous solidarity networks in American universities are examined, such as the WOASH (Women Organized Against Sexual Harassment), and the EROC (End Rape on Campus¹), the latter created in 2013 by survivors of sexual violence in college. These facts are analyzed to present evidence on the contribution of student movements in overcoming gender violence in universities.

The methodological paradigm used in this dissertation is focused on a qualitative approach, especially the portraiture method (Lightfoot, 1981) and the communicative methodology of research (Puigvert, 2014), which has been validated by several research projects and highly relevant scientific publications that present the results of daily life stories and in-depth interviews with victims, faculty members and institutional representatives.

The results of this dissertation show that the mobilizations of the victims and those who support them and dare to take their side have an important impact on both raising awareness regarding this problem and in the transformation of existing university structures. According to the findings, by doing this, survivors and their supporters contribute to the shaping of universities that take a stand in preventing and responding to gender violence, thereby becoming better able to protect the victims and moving closer to the goal of being free of sexual violence.

¹ For more information, see: <http://endrapeoncampus.org/>

INTRODUCTION

“Believing survivors is a type of radical everyday activism, since we live in a society that suggests that you do completely the opposite” (Clark & Pino, 2016).

INTRODUCTION

In the United States, *1 in 5 Women are Sexually Assaulted in College* (Justice Department of the United States, January 21, 2016²).

1 in 3 female undergraduates and 1 in 5 male students were told by a friend that they were the victim of an unwanted sexual experience (Banyard et al., 2010).

In the United States, *88% of women sexually assaulted on campus do not report it* (Fischern, Cullen, & Tuerne, 2000; Washington post, Kaiser Family Foundation, 2015³).

In Spain, *62% of college students have suffered or heard about specific situations of gender violence at university* (Valls, 2005-2008).

The first scientific research on gender violence in universities dates back to the late 1950s (Kirkpatrick & Kanin, 1957). Since then, substantial research by different agents, including researchers, activists and survivors, has been carried out to solve this problem. Despite notable steps that were achieved during the 1970s and the following decades, especially

² For more information, see <https://www.insidehighered.com/quicktakes/2016/01/21/justice-department-1-5-women-sexually-assaulted-college>

³ For more information, see: <http://kff.org/other/poll-finding/survey-of-current-and-recent-college-students-on-sexual-assault/>

in the United States, where the issue was firstly raised, the struggle against sexual harassment in academia is still a challenge. Recent numbers (Coker et al., 2016; Valls et al., 2016) indicate the need for effective solutions and more specific research on this topic, as the efforts made thus far have not reversed this epidemic problem as expected in either North American universities or European ones.

From the eighties onward, research on sexual assault in academia spread to other countries and also broadened its scope (Fitzgerald et al., 1988). Those investigations, combined with pioneering studies on this problem, contributed to making the reality of gender violence visible, including in the university context. They achieved this through two main methods. Research has provided data on the numbers of cases of gender violence at universities. Researchers have also described the severe consequences for the victims and the universities that allowed this to occur and continue (Eyre, 2000; Richman et al., 1999).

In the late 1970s, the first cases of sexual harassment became public, causing a supportive effect, especially for other survivors (Benson & Thomson, 1982; Banyard et al., 2005). Women Organized Against Sexual Harassment (WOASH) started in 1978 at the University of California, Berkeley in an attempt to find appropriate ways to file complaints within universities. It also had the aim of supporting and advising victims of sexual assault in colleges on how to move forward. Just one year after their establishment, WOASH represented thirteen students in the process of filing a complaint. This was one of the first times that *Title IX*⁴ legislation was used as a framework for this complaint. Title IX of the Education Amendments of 1972 establishes that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (United States Government, n.d.). Therefore, under Title IX,

⁴ For more information, see: <https://www.dol.gov/oasam/regs/statutes/titleix.htm>

discrimination on the basis of sex can include sexual harassment, sexual violence, and sexual coercion⁵.

In a similar vein, the same legislation is being used by a new wave of students mobilizing against their schools over the issue of sexual violence in universities and identifying violations of Title IX in dealing with the cases of sexual violence reported. In 2003, the network End Rape on Campus (EROC) emerged, calling for university accountability in sexual harassment cases and survivors' protection.

During the late 1980s and early 1990s, campaigns, mechanisms, orientation guides, programs and specific offices for students, were developed in North American universities as a result of the campaigns initiated by groups such as WOASH. These advancements were possible thanks to student mobilization; the role of student groups in the struggle against gender violence would later be recognized by scholars (Gold & Villari, 2000; Freedman, 2013a).

The issue of sexual harassment in academia achieved international recognition as a result of these pioneering movements and due to the commitment of highly recognized scholars who gave voice and action to the issue. Scholars such as Burawoy (2005), Flecha (2000) or Milkman (1987; 2014) and their involvement with public sociology have situated movements for social change on the scientific agenda for many years. Besides this, their commitment to feminist activism and their struggle against gender violence in academia have contributed to the transformative power of Sociology (Burawoy, 2014).

Following the precedent of North American universities and facing the complaint of sexual harassment against a faculty member at the University of Barcelona in Spain, the *Solidarity Network of Victims of Gender Violence at Universities* was created at the end of 2013. Successful campaigns and positive discussions of previous networks at international

⁵ For more information, see "Know your rights" (<http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf>)

universities, such as WOASH and EROC, made the victims of one of the reported cases of sexual harassment at a Spanish university follow in their footsteps and unite to fight for the same cause. Thus, the Solidarity Network in Spain embodies the methods that have been proven to achieve good results against sexual violence for other university students and activists in higher education in other places around the world. To accomplish this, co-founding students and members of the Solidarity Network looked for existing organizations that focus on the issue of sexual violence in universities to learn which types of resources and information they offered and to assist themselves in providing better support and advice to those students who report cases in Spain. The Solidarity Network is, therefore, grounded in the prior efforts and achievements of other existing networks worldwide, which share the same aim.

Violence against women is a plight that is still present in our society and our universities (Gutek & Koss, 1993). Despite the vast amount of research conducted on gender violence as a general topic, research on the specific situation of gender violence in universities is most developed in North America but has received scant attention in Europe and particularly in Spain. This is not due to a lack of interest by researchers on the topic; rather, it is primarily due to the resistance of individuals from within these institutions (La Rambla, 2016⁶). They do not want the silence to be broken and manifest their discontent in a myriad of ways, such as reprisals, attacks on those who dare to research the topic and barriers to progress in academia. Along these lines, previous research has shown that power relations are a key element in maintaining the law of silence (Thomas & Kitzinger, 1997; Morley, 2011). Therefore, this structure of power is crucial in the perpetuation of cases of gender-based violence (GBV) at universities.

⁶ For more information, see: La Rambla: <http://revistarambla.com/rosa-valls-en-la-ub-hay-castas-que-eran-intocables-hasta-que-se-rompio-el-silencio/#.V4o36RMuzdm.facebook>

The scope of this research

This dissertation links the power relationships within the academia to universities' internal law of silence. In addition, it focuses on the role of student mobilization in denouncing and ending gender violence at universities and the impact it has had on the power structures that maintain the law of silence, by breaking that silence. These resisting "feudal" structures⁷ have a strong influence in Spanish universities, making it difficult to break the silence. As a consequence, unlike North American universities, measures of prevention and intervention in cases of GBV have only now started to be implemented in Spanish academia. The situation of Spanish universities in regard to the existing measures and programs to address sexual harassment is indeed distinctly different than that of North American universities, which have been equipped with many tools to prevent, act on and overcome these situations for decades. In this sense, some US Offices of Sexual Harassment are also analyzed in this dissertation. This analysis has led me to see how the clear positioning against any form of discrimination or harassment by the university contributes to the prevention of gender violence and increases the excellence and reputation of the institution.

As the research reported in this thesis demonstrates, a change in power relations has started in Spanish universities. This change has been promoted by the results of the first study (Valls, 2005-2008), changes in legislation, institutional improvements and preemptive strategies (Oliver, Soler, & Flecha, 2009; Santos, 2011). External evaluation systems that accredit professors' capacity to teach and research in Spanish universities are slowly dethroning the feudal system, demonstrating that its structures suffer from irreparable fissures (Flecha, 2008). In addition, the creation of committees for gender equality and of preventive protocols in universities leads to the breaking of the taboo on GBV, taking into account all retaliatory actions that this can still represent for people who

⁷ This dissertation uses the term "feudalism" – feudal system or feudal structures – to refer to the system that depends on the absence of well-enforced general laws (according to the definition of dictionary.com). Also, the definition of feudalism as the unequal relationship between "lord" and "vassal" reflects the relations of power discussed here.

dare to report (Sable et al., 2006), which keeps the harassment silent and instead of stopping aggressors, empowers them.

Along these lines, this dissertation combines an in-depth analysis of previous research on the topic that has been published in top-ranked scientific journals (mostly indexed in the Journal Citation Reports), especially from the United States. For the analysis, I have also conducted in-depth interviews with people who belong to gender equality committees, both as officers and members, at different Spanish and North American universities, as well as faculty who are not part of the committees. In addition to the communicative methodology approach to research (Puigvert, 2014; Gómez, Racionero, & Sorde, 2010), the analysis of the findings is based on the portraiture method, a methodology created by Sara Lawrence Lightfoot (1981) that focuses on capturing the complexity, subtlety and dynamics of human experience and organizational life (Lightfoot, 1981).

In this sense, in addition to documentary analysis, this dissertation combines ethnographical work and personal narratives of victims who are providing their voices and experiences and whose cases of university sexual harassment are used as a basis of this research. Their life stories, especially the one of Paula –the victim who filed a key formal complaint against a professor for sexual harassment at the University of Barcelona– are shaping an innovative way of understanding the university reality, focusing on the relationships between the university structure and the student movements⁸. Students are leading the current protests and thus the whole process of creating favorable situations in which victims can speak up and file complaints regarding existing cases of sexual harassment at universities.

⁸ For more information regarding the methodology, see Chapter 3 of this dissertation.

The main aims

Based on these perspectives, the general aim of this dissertation is to **conduct a sociological study of the organizational work that promotes and empowers sexual violence victims and activists at universities to build and strengthen solidarity networks as a way of both overcoming gender violence at universities; and being bystanders who support survivors, and take a stand with first and second order victims of sexual harassment in academia.**

In this regard, the ***specific objectives*** of this research are the following: 1) to analyze the process of the pioneer complaint against a university professor, which is the case study at the University of California, Berkeley, to better understand its development as well as its impact on breaking the silence to overcome sexual harassment in academia and change structural relations; 2) to study the influence of international solidarity movements in lodging a key Spanish complaint against a university professor (the case study of the University of Barcelona); 3) to inquire as to the effect of international student movements and networks of survivors on the creation of the first peer-to-peer support and advice organization at Spanish universities, the *Solidarity Network of Victims of Gender Violence at Universities*; and 4) to study the link between student mobilization against sexual harassment in universities and the networks of survivors and activists in relation to the structural university system when dealing with the internal gender-based violence. The examination conducted here indicates that student mobilization and the creation of networks of support are contributing to transforming the power relations in universities.

To respond to these research interests, data were collected in two countries, Spain and the United States, and mainly focused on two universities: The University of Barcelona and the University of California, Berkeley. Given that this investigation is part of my active involvement in the struggle against sexual violence in academia, it also comprises the work that I have conducted with other people who are involved in the struggle against sexual violence in universities over the last decade at both the national and international

level. In this regard, the specific fieldwork for this investigation (interviews, life-stories, ethnographic conversations) has been carried out not only at the University of Barcelona but also at different universities in the United States. In addition to the deep analysis carried out at UC Berkeley, I have conducted fieldwork, especially ethnographic work, at Harvard University, the University of Wisconsin-Madison, the University of Colorado, Boulder.

Fieldwork conducted at the Harvard University and at the University of California, Berkeley was possible thanks to the three-month research stay I spent at each of these two institutions. At UC Berkeley, I had the opportunity to understand the process of pioneer mobilizations and networks for overcoming gender violence on college campuses in depth. I have spent many hours talking with survivors, participating in assemblies, debates, and protests, which were essential for me to understand the favorable context needed by victims to speak up and engage in the process of filing a complaint. Students, activists, faculty and administrative staff at these universities were very generous in explaining how they dealt with the situation of sexual harassment at their institutions and which measures were implemented at their universities to prevent it. I had the opportunity to discuss with most of these agents the ways in which they overcame the barriers encountered in this struggle, their methods for addressing every specific case reported and the reprisals that complainants experience and the ways in which they protect the victim, with an emphasis on the importance of community action to protect survivors.

Finally, it is important to note that my own life story also represents one of the cases described in this research. Contrary to the idea that this implies any type of bias against the scientific rigor of this dissertation, biographical and narrative studies are widely recognized by the scientific community as a qualitative technique (Lieblich, Tuval-Mashiach, & Zilber, 1998). Scholars such as Jindra (2014) have analyzed the concept of biographical sociology, stating that the term of *trajectory* in relation to *agency* can enrich

sociology and the link between culture and cognition (Jindra, 2014). As part of the ethical standards followed throughout the entire research process, all the data collected for this dissertation have been treated very carefully and are included with the permission of the stakeholders. Therefore, all names are pseudonyms, and the data are presented anonymously with the aim of protecting survivors and their professional and personal lives from any possible retaliations or any other damaging consequences that the struggle against sexual harassment in academia may unfortunately involve (Katz, Heisterkamp, & Flemming, 2011; Richman et al., 1999).

Selection of the case studies

I chose the University of Barcelona because at a scientific level it was the first one in Spain that broke the silence about sexual harassment, with a research funded by the Spanish Women's Institute, as well as the first protocol for sexual assault prevention and response was approved at the School of Economics of the University of Barcelona. This dissertation is an attempt to study how the process of a complaint for sexual harassment was carried out in a Spanish university institution, what it meant for survivors and what happened once the internal and external (in relation to the institution) process ended. The powerful experiences – personal, professional and social – of the victims who lived through this process day by day over more than two years constitute a unique historical document.

The University of California, Berkeley was chosen for being the “home” of one of the first complaints of this type that became public in the US and that was filed against a university professor. Even if both cases are not analyzed with the same level of argumentation, they do have the same importance and relevance for this dissertation. Including the UC Berkeley pioneer complaint at the comparative level was a decision assumed and developed with the same rigor as the analysis of the UB case. At Berkeley, my research was well documented with broad information, singular resources and archival material dating back to 1978. I had the opportunity to analyze the process that

started there some decades ago and the progress achieved up to the present. The opportunity for ethnographic conversations that I had with activists of that time, former members of WOASH and the professors who supported them and who still support survivors in this struggle, were especially relevant.

Being at the University of California, Berkeley in 2015 allowed for a better understanding of the current student movement claiming to hold universities accountable not only for the harassment between professors and students but also for sexual harassment among students. This fact allows me to explore a new and no less harmful reality for the victims experiencing this harassment. Thanks to the solidarity of students, survivors, and groups of activists, I had the opportunity to be part of not only their movement, their meetings, and their assemblies but also their lives. Spending hours talking and sharing their experiences, our experiences, smiling and crying together, really made a difference for me and for my work. The way in which they redirect their anger toward real mobilization is worthy of admiration and also necessary. They are an example of a *network* and an example of *solidarity*, constituting a *network of solidarity*, which not only provided the title for this dissertation but also exemplifies the change that many committed people wish for Spanish universities.

Structure of the dissertation

This dissertation is structured into two main parts that include eight chapters (besides the introductory chapter and a concluding chapter). Each chapter has its own introduction and conclusion. From the very beginning, it is important to mention that not all chapters follow the same structure; neither do all of them contain the same level of analysis in relation to the aims of this dissertation. The first part comprises Chapter 1 to Chapter 3. In these chapters, the rationale of the investigation, the theoretical framework and the methods of research are explained. Chapter 1 focuses on describing the reality of sexual assault in academia and the role of mobilized student movements in speaking up and

leading the struggle against this abuse. Chapter 2 includes the main theories approaching the issue of sexual violence and student movements for overcoming university sexual harassment at an international level, focusing particularly on the United States. Research conducted in Spain is also introduced along with the existence of mechanisms for prevention and support. Sociological theories are contrasted to establish the basis for mobilization from below and its empowerment capacity for playing a key role in opening up an institutional debate that prevents, and no longer allows, impunity in academia. Chapter 3 explains the methodologies used for this research as well as the data collection techniques and the main principles guiding the data analysis. The concepts of bystander intervention (Banyard, et al., 2005; Burn, 2008) and second order harassment (Dziech & Weiner 1990) frame the basis of this dissertation along with the research on useful techniques in preventing and acting against sexual harassment in academia (Coker et al., 2016).

The second part of the dissertation includes the main contribution of this research, which is presented in five chapters (Chapters 4 - 8) and sheds light on the pioneering complaint and protests against sexual harassment in academia. In 1979, the UC Berkeley group of women dared to be the representatives for a complaint against a professor for sexual harassment in academia. Their courage established mechanisms and policies for prevention and action as well as peer support networks of survivors and activists. Chapter 4 includes the process of this first complaint at the University of California, Berkeley. In 2011, Spanish academia also experienced a turning point. A key complaint was filed against a professor and the first protocol against university sexual harassment at the University of Barcelona was approved; representing an important step forward in what some studies had started to debate years earlier. Chapter 5 analyzes this process, including the timeline of the specific events and the life-stories of some of the survivors who provided evidence in reporting the case. Chapter 6 is dedicated to describing how the *Solidarity Network of Victims of Gender Violence at Universities* was created once the internal process of this key complaint at the University of Barcelona ended. This chapter

offers a deeper understanding of the activities of the Solidarity Network and the impact they achieved in supporting survivors and activists as well as pressing institutions to take actions. Chapter 7 analyzes the importance of international solidarity as a decisive factor in the advancement of the struggle against sexual violence in universities in Spain, focusing on the retaliations and reprisals suffered by researchers and activists who dared to break the silence against sexual harassment in Spanish academia over the last ten years. This chapter also presents some of the main differences between the Spanish context and the American context, highlighting how US universities did not need international support at the time silence was broken on the topic – something very much needed in Spain where international support has been a key issue in addressing retaliations and reprisals suffered by those who have taken a stand in favor of survivors. As the final chapter of the second part, chapter 8 compares the two cases studied from the University of California, Berkley and the University of Barcelona. Finally, conclusions are presented in a final chapter in which an overview of the whole research is presented.

Main concepts framing this research

As mentioned above, one of the main motivations for carrying out this dissertation is to raise awareness of the existence of sexual violence within universities and to determine which mechanisms, collectives or activities have proven successful in contributing to challenging, changing and even overcoming cases of sexual harassment in universities, holding these institutions accountable in the current academic and social context.

In the following, I clarify some of the main terms used throughout the dissertation.

The terms *sexual violence*, *gender violence* and *sexual harassment* are used interchangeably throughout the dissertation. The terms *victim(s)* and *survivor(s)* are also used with the same definition due to their similar significance. A cultural difference could distinguish them. In the United States, the term “survivor” is used. However, in Spain,

“victim” is still the most common word to describe people in the same situation. According to North American survivors, they define themselves as such because they feel they have overcome the status of “victim” and the damaging consequences associated with this word. This fact may point to the potential use of “survivor” in Spanish literature in the future when the social context empowers victims to view themselves as survivors of these situations. In many cases, a survivor is also commonly an activist, though the meaning of both terms is different. The term *activist(s)* refers to those people actively involved in the struggle against sexual violence in academia; some are survivors of rape or sexual violence, but others are not.

Bystander intervention is also an important concept discussed here. Many studies have already demonstrated the importance of the bystander in denouncing harassment and supporting the victim (Cocker et al., 2016). The situations of gender violence we endure and see in our institutions are the opportunities for us as bystanders to intervene. When strong foundations are being dismantled, it is because a large movement of people is behind them. As many universities make efforts to prevent and intervene in sexual violence, the peers, mates and friends of those targeted by such attacks are becoming “allies” and creating opportunities for support, assistance and solidarity; we refer to survivors participating in this way as active survivors (Burn, 2008; Potter et al., 2009).

Second order harassment and second order victims are defined by Dziech and Weiner (1990) as the most crucial factors in breaking the silence about sexual harassment in academia. This is because the support provided by other people makes it possible for survivors to come forward. If second order harassment is not considered when analyzing the consequences of complaining and speaking up, then there might be a *silencing effect* on survivors, who will tend not to speak up if they feel a lack of support.

Finally, this dissertation could not be fully understood without pointing out the driving force behind each action, complaint or mechanism against sexual violence at the

university: *solidarity*. Solidarity and support can be found in every story told by victims, activists, faculty or administrators. Standing with survivors, never blaming the victim, listening and being active bystanders all give voice and empower brave people in this struggle. As sexual violence in academia is a community problem, it involves everyone, making networks of solidarity necessary. The importance of *support and solidarity with survivors* has also been recognized by researchers. Banyard and colleagues (2005); and Grauerholz and colleagues (1999), among others, have focused on the value solidarity with survivors and anyone supporting them. The study of Banyard and her colleagues demonstrate that most assaulted women, 66% to 87% according to several studies (Ullman et al., 2008), disclose their situation to another friend or to someone to whom they feel close or whom they trust (Sorenson, Joshi, & Sivitz, 2014). Therefore, many campaigns aim to address this type of situation: how to treat a friend, what to say if they explain this kind of situation. Relying on peer support can also prevent or help face victimization, which is common (Kalof, 1993; Belknap et al., 1999; Reilly et al, 1992). Informal networks, mechanisms and policies are usually the most effective systems of support (Williams et al., 1992).

Motivation for the topic

Beyond being a scientific and academic study developed over more than four years and gathering some of the stories in the struggle against sexual violence in Spanish universities that have taken place for over the last decade, this dissertation echoes the voices of victims, groups of students, committed faculty, activists, families and all those who daily dream of and fight for universities without violence. Their narratives may also mean to inspire people who might see themselves reflected in the environment or the events described. In the context of a *portraiture* dissertation, the present study starts from the already existing scientific evidence on sexual violence in academia and seeks to complement it by providing victims' life stories emphasizing the power of individual narratives in engaging society for collective action (Davis, 2010). This contribution

combines both a theoretical basis and empirical findings through accompanying examples to better show the dissertation's contribution.

There are several motivations that lead people to write a doctoral work. This dissertation includes facts narrated directly by individuals who have experienced sexual violence or were involved in some situation that made them active agents through their observations of such events. Many people will recognize in these facts realities and situations relevant to their own contexts. While survivors' and activists' stories constitute a crucial part of this work; this dissertation was written with the deep motivation of raising the social awareness of the inhumanity of gender violence in universities and contributing to social mobilization aimed at its eradication.

The facts reported in this investigation have occurred mainly in the United States and Spain. Silence about gender violence creates habits of submission that seriously damage victims and the contexts in which violence occurs, as it leads to a lack of freedom, security and transparency. In this sense, the aim of this dissertation is not to damage the image of any university, Spanish or American. On the contrary, the ambition of all those who stand against sexual violence in universities is to have them free of sexual harassment, ensuring that this establishes a context in which students can develop their academic and research careers freely and in a safe environment. This will indeed bring important scientific and ethical improvements to our society as a whole, and this dissertation is envisioned to contribute in this regard. Thus, a huge appreciation of universities, academia and science constitute the driving force behind this work.

Indeed, the motivation of this study is to make a contribution to the continuing efforts extraordinarily developed by faculty of various universities and by individuals and entities outside of them. People who recognize similarities in the facts or the stories described in this dissertation with facts and stories in their own contexts are thus aware of the serious issues taking place, which require an urgent and profound intervention to ensure that the

daughters and sons of all families can study and work at universities without having to experience harassment, power abuse or discrimination.

This research dissertation places a high value on and has confidence in the scientific research on gender violence being conducted at the highest level by other colleagues at their universities. This work seeks to complement this research with individual life stories that will give even more accuracy and strength to those scientific theories. Every year on November 25, the world celebrates the international day against gender violence. On that date, a dictatorship killed two sisters after damaging their reputations with all sorts of slander. The contribution of this dissertation, of spreading awareness about sexual harassment at universities and its aim to overcome gender violence in academia; may also lead to slander and attacks from harassers' lobbies and their allies. I hope and trust that all of society will defend survivors and activists by clearly standing on the victims' side. Silent voices become accomplices of the harassers (Giner, 2011).

When I considered dropping out of my degree program due to the harassment I was receiving, I knew I had two choices: I could leave or I could start fighting for change. Maybe I did not know how hard it would be, but I dreamed that future generations deserved a more humane university that protects survivors, not perpetrators.

CHAPTER 1:

STUDENT MOBILIZATION AGAINST GENDER VIOLENCE IN ACADEMIA

“This new movement of students is what challenges the university, which makes an institution act” (Dick & Ziering, 2015).

1.1. Introduction

27.2% of university women declared that, since their enrollment in college, they have experienced some type of non-desired sexual contact, from touching to rape⁹.

20 percent of women and 5 percent of men are sexually assaulted while at college¹⁰

80 to 90 percent of college-aged sexual assault survivors know their assailants¹¹

106 Colleges in the United States Are Under Federal Investigation for Sexual Assault Cases¹²

In Spanish academia, 98% of students do not know if their university has any type of specific service that they can appeal to if they are the victim of a situation of GBV (Valls, 2005-2008).

⁹ For more information, see: Association of American Universities' survey: <http://www.aau.edu/Climate-Survey.aspx?id=16525> (see note 5)

¹⁰ For more information, see:

<http://www.newsobserver.com/entertainment/books/article78421207.html#storylink=cpy>

¹¹ For more information, see:

<http://www.newsobserver.com/entertainment/books/article78421207.html#storylink=cpy>

¹² For more information, see: http://www.huffingtonpost.com/2015/04/06/colleges-federal-investigation-title-ix-106_n_7011422.html (see note 2) 04/06/2015, the Huffington post, section: Breaking the silence. Addressing Sexual Assault on Campus

This chapter sheds light on the reality of sexual violence within universities and on the role of student mobilization as a successful mechanism for holding university administrations accountable. The chapter starts by focusing on the data on gender violence in society as a general issue and then addresses sexual harassment within institutions, defining the situations considered sexual assault in academia. In addition, the chapter explains the issue in the Spanish context as well as the implications of breaking the silence in Spanish universities and the quantitative data resulting from this pioneer research study on the issue in Spain.

Indeed, breaking the silence in academia implies suffering resistance, critics and retaliation. Scientific research has demonstrated the resistance encountered by feminists and academia when struggling to universities free of sexual harassment (Osborne, 1995). This in turn has led to the identification of second order harassment (Dziech & Weiner, 1990) directed at those people who have stood against gender violence at universities and have supported survivors who are also suffering the consequences for speaking out.

Articles published in top-ranked scientific journals, which are included in the Journal Citation Reports, and other well-known indexes on the topics of sexual harassment, sexual violence, gender violence, and peer-to-peer violence in context of universities and higher institutions are remarkable for providing a theoretical framework for this investigation. These topics, published under fields of Sociology and Women's Studies, are also significant for contextualizing the Spanish case and deepening the understanding of a key complaint reported once the protocol was approved. This has supported the process of taking key steps in Spanish legislation addressing this topic as well as improving the academic environment for students at universities.

1.2. Existence of gender violence

For centuries, violence has been part of people's lives in our societies. As a social problem affecting many women from very different backgrounds, gender-based violence is an epidemic problem. According to the 1993 Canadian National Violence Against Women Survey (*Enquête Sociale Générale*, 1994), 18% of women under 25 years old have been victim of some type of sexual aggression. In 2004, Kury, Obergfell-Fuchs and Woessner carried out a review of investigations conducted in different European countries. One of their conclusions was that young women, contrary to traditional beliefs, are the targets of more attacks than older women. College students consist of between 12.5% and 28% of the victims of violence (Kury, Obergfell-Fuchs, & Woessner, 2004).

As in any other hierarchical institution where power relations exist (Connell, 1987), universities are also places in which gender violence can occur. Sexual harassment at universities all around the world is a recognized problem. Only recently, the White House released the first report of a Task Force devoted to finding effective solutions to tackle this issue (see note 1). At the same time, most universities are incorporating or improving their resources to combat this problem. First research and social movements emerged in the United States, and by now, violence against women in US universities is a widely recognized and targeted problem. It is even included as a criterion for quality and excellence. Therefore, most prestigious universities have implemented sexual harassment policies and have people in charge of resolving cases of sexual violence and assisting the victims, such as Title IX officers and ombudsmen (see note 2, as an example).

The International Dating Violence Study, carried out by Straus (2004) after 8,666 surveys to university students from 31 universities in 16 countries, evidenced that 29% of those students had committed some type of aggression in their relationships in the previous 12 months. Serious physical assaults were up to 9.4%. In regard to the harassers, according to Bondurant's research (Bondurant, 2001) on perpetrated sexual aggression of 109

university women, only 6% of the people interviewed said that the perpetrator was a stranger. According to this study, in most of the cases – which were up to 90% – the harasser was somebody who the victim knew.

Statistics on gender violence in Spain are increasing in recent years, as are the deaths of the abused (Women Institute, 2015). These facts contribute to greater social awareness of gender violence and have become a key issue for the political agenda of many countries. Laws have been approved in Spain recognizing gender violence and motivating women who suffer it to report the crime. Although the state has started to implement measures to eradicate gender violence, Valls, Puigvert and Duque (2008) note the need to investigate and work on the prevention of GBV cases, which are happening more and more frequently among young people.

Pioneering research was conducted from the late 1950s to the 1980s that provides broad evidence on the existence of sexual violence in academia (Kirkpatrick & Kanin, 1957; Benson & Thomson, 1982). Other investigations have focused on the existing barriers to reporting and the reasons for them (Sable, 2006). The fear of retaliation, shame, guilt, embarrassment, facing other reactions, concerns about confidentiality and fear of not being believed are some of the reasons why it is not easy for victims to report a case of sexual harassment (Richman et al., 1999). Research further highlights that not only are the direct victims of gender violence attacked, but those people who support victims in their struggle against gender violence are also targeted.

Research shows that, as in other higher institutions, gender-based violence also occurs at Spanish universities (Valls et al., 2016). Although there is a lack of recognition of this violence by university students (Puigvert, 2008-2010), at the international level, there is an overall agreement about the fact that any woman, whether she is studying or working, can become the victim of acts of violence. For this reason, different universities around the world have implemented measures of prevention and intervention to create a space

of solidarity among women and support the victim. In Spain, these types of measures are yet very limited in comparison with other international institutions, such as American universities. However, they are very necessary to shed light on the existence of sexual violence in universities (Valls, 2005-2008). The fact that we are all vulnerable may create a social problem that makes the issue hard to discuss. Breaking the silence is necessary for survivors and society to accept and address this epidemic.

The reputation approach is a powerful concept with a silencing effect on survivors (Thomas & Kitzinger, 1997; Morley, 2011). When universities want to maintain their reputation as being a place with no sexual assault reports, they become spaces in which sexual violence is covered up. However, assuming that there is a problem is just a modest way of recognizing what may be happening in any university; therefore, the problem is acknowledged in the line evidence-based research has stated and student movements have confirmed.

The reviewed literature demonstrates that the high number of cases of GBV has not led universities to create preventive measures or to take action (Puigvert, 2008-2010). However, Spanish legislation on issues of harassment and violence, as well as the recent research on the subject, has had a huge impact on the transformation of the situation of violence in universities. The implementation of these laws and the dissemination of research both in the relevant scientific literature and in the media, represent the beginning of the process of creating gender equality commissions in universities and in some cases, even the elaboration of protocols for prevention of and action against gender-based violence on campus (Puigvert & Muñoz, 2012).

In addition to this evidence of the existence of gender violence in the university context, the reaction of the university in this process can be even worse for students (Eyre, 2000; Gross, Winslett, Roberts, & Gohm, 2006). Students feel blamed by the university and by the administration (Vidu, Schubert, Muñoz, & Duque, 2014). Sometimes, the university

seems more concerned with the harasser and his needs (Osborne, 1995). The victim blaming and the victimization has a silencing effect on survivors (Fisher, Cullen, & Turner, 2000; Clark & Walker, 2011).

Although not recent data, we are given an overview of sexual harassment at universities from the survey developed by Benson and Thomson in 1982. In this survey, 30% of the 400 female students who answered declared that they had been victims of some type of undesired sexual activity by at least one professor during their four years of university attendance (Benson & Thomson, 1982). Gross, Winslett, Roberts and Gohm carried out a study in 2006 that included 903 female university students, 27% of whom declared that they had been the victim of some undesirable situation of sexual abuse, ranging from kisses, necking or petting to sexual contact, since their enrollment in college (Gross et al., 2006).

1.3. Defining sexual violence within the university

A broad strand of literature has been developed, especially in the United States, to understand the complexity of sexual violence on college campuses, as well as to design and implement more mechanisms to prevent, identify and act to prevent this problem. As early as 1957, Kirkpatrick and Kanin developed the first investigation on the topic of sexual harassment on the university campus at the University of Indiana. To define *male sex aggression on a university campus*, they wanted to know the emotional reactions of respondents in a supposed situation of a sexual offense that they could suffer at the workplace (Kirkpatrick & Kanin, 1957). To do this, they established three levels of erotic intimacy: 1) necking and petting above the waist; 2) petting below the waist; 3) attempted intercourse and intercourse with violence; with reactions defined as anger, guilt, fear, disgust, disillusionment or confusion. Their research provided quantitative evidence of the existence of male aggressive sexual conduct in the university context; it

also pointed to some consequences for women, such as the reduction of self-reliance and increasing secrecy regarding the facts. According to the study carried out by Gross and colleagues (2006), out of 246 university women interviewed, only 4 had reported their case to the police.

The context dominated by silence regarding the issue of sexual violence (Gross et al., 2006), a lack of female empowerment (Eyre, 2000), difficulties in identifying the cases (Robinson, Gibson-Beverly, & Schwartz, 2004) and the self-acceptance of the victim (Reilly, Lott, & Gallogly, 1986) made the process of describing the sexual violence in an academic context (Fisher, Cullen & Turner, 2000) difficult, especially when the people directly involved in the sexual harassment were university professors who supposedly represented the social elite in academia (Baker, 2008). Indeed, the lack of a clear definition regarding the concept of sexual violence in universities has made it even more difficult to verbalize the situation of gender harassment, which makes it difficult to address and work to combat the problem. Benson and Thomson (1982) clearly stated this problem after the survey they did at the University of California, Berkeley.

This terminological gap in between gender violence, sexual violence, sexual harassment or gender harassment existed until the first complaints against a university professor took place in the United States in the late seventies. It was the creation of WOASH, in 1978 at the University of California, Berkeley that set the solid basis for thirteen students' complaints one year later. In turn, these complaints led to defining these cases publicly as 'sexual violence' in 1979 (the case of WOASH is explained in depth in Chapter 4 of this dissertation).

Some of the definitions related to sexual harassment in universities have been discussed and published by scholars such as Shirley Clark (1979) and Donna Benson and Gregg Thomson (1979). Clark (1979) defined sexual harassment in the classroom as *"harassment in which the faculty member covertly or overtly uses the power inherent in the status of a*

professor to threaten, coerce or intimidate a student to accept sexual advances or risk reprisal in terms of a grade, a recommendation, or even a job” (1979, p. 8). In the same line, Benson (Benson & Thomson, 1979) noted that sexual harassment in academia “*is broader than sexual coercion*” and it “*can only be understood as the confluence of authority relations and sexual interest in a society stratified by gender*” (p. 8). From these statements, gender-based violence can be directly linked to the power that is attributed to the concrete social position of professors. In the words of Oshinsky (1979, p. 8), “*sexual harassment is not a sexual issue, it is an issue of power*”. Lin Farley (Farley, 1978) also defines sexual violence in relation to power established at the workplace: “*It can be any or all of the following: staring at, commenting upon, or touching a woman's body; requests for acquiescence in sexual behavior; repeated non-reciprocated propositions for dates, demands for sexual intercourse; and rape...*” (Farley, 1978, p. 9). Power exists in institutions through different forms. As in any other institution based on relations of power, universities are also places that have been maintained for centuries by reproducing these socially considered power relations.

Which situations are considered sexual violence in academia?

Drawing from these leading approaches developed in the late seventies mainly by North American scholars, further studies have been carried out for the cases of university campuses primarily located in the US. To clarify which situations should be understood as cases of gender violence, different institutions have developed their own analyses and descriptions of the cases. In this regard, in 1980, Frank Till published the results of the “*Call for Information on the Sexual Harassment of Students*”, issued and circulated by the *National Advisory Council on Women’s Educational Programs*. After identifying the concrete examples of 116 victims, he formulated five typologies of sexual harassment: 1) *generalized sexist remarks or behavior*, 2) *inappropriate and offensive but essentially sanction-free sexual advances*, 3) *solicitation of sexual activity or other sex-linked behavior by promise of rewards*, 4) *coercion of sexual activity by threat of punishment*,

and 5) *sexual assaults* (Till, 1980, pp. 7-8). Two years later, Donna Benson and Gregg Thomson published the results of the very first survey addressing sexual assault on the campus of Berkeley, particularly pointing out the lack of concrete words to verbalize the situation of sexual harassment, which would help identify, report and even analyze ways that researchers could address the problem (Benson & Thomson, 1982).

In 1994, the Organization of the United Nations defined violence against women as cases in which at least *physical, sexual and psychological violence* occurred. These events could occur within the family or be perpetuated by the community in general; the State could also perpetuate or tolerate sexual violence in any place it happened (ONU, 1994¹³). Through these definitions, it can be seen that sexual harassment is much more than domestic violence, and it can affect all women from all social and economic backgrounds at all ages (Abraham, 2015). In particular, it should also be noted that gender violence can occur at the workplace, in educational institutions, and in any type of relationship, even on a date.

The United Nations and the Equal Employment Opportunity Commission¹⁴ defined sexual harassment based on concrete directives¹⁵ that also quoted the manual Preventing Sexual Harassment (BNA Communications, 1992)¹⁶. Thus, gender-based violence consists of undesirable sexual advances¹⁷, requesting for sexual favors and other verbal or physical conduct of a sexual nature in the following situations: a) when submission to such conduct is made explicitly or implicitly based on the job position of an individual; b) when the submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual; c) when such conduct has the purpose or

¹³ For more information, see: <http://www.un.org/en/>

¹⁴ For more information, see: <http://www.eeoc.gov/>

¹⁵ For more information, see: <http://www.un.org/womenwatch/osagi/pdf/whatish.pdf>

¹⁶ Source: *Preventing Sexual Harassment (BNA Communications, Inc.) SDC IP .73 1992 manual*

¹⁷ The document specifies that the word "unwelcome" does not mean "involuntary". A victim can consent or agree to a certain behavior and actively participate in it, even if it is offensive and objectionable. Therefore, sexual behavior is unwelcome as long as the person subject to it considers it inappropriate.

the effect of interfering with any individual's work performance or creating an intimidating, hostile or offensive work environment.

Based on the aforementioned international definitions, the *Protocol of the University of Barcelona for prevention, detection and action against situations of sexual and gender harassment* include the following situations as examples of gender-based violence¹⁸:

- Making sexual insinuations, obscene or denigrating comments of a sexist or sexually oriented nature.
- Putting pressure on the arrangement of specific events or committed sexual encounters in the university or outside it.
- Writing letters, notes, emails or text messages with sexual content or of an offensive nature.
- Isolating or consciously seeking to remain alone with someone unnecessarily to create an intimidating or annoying environment.
- Asking for sexual favors.
- Establishing deliberate and unsolicited physical contact (pinch, touching, kissing, unwanted massages).
- Intentionally touching sexual parts of the body.
- Forcing sex under duress or pressure.

1.4. Sexual violence at universities: the current context

Academic research regarding gender-based violence at universities broadly recognizes that the high number of existing cases represents a serious concern, especially among some of the university community's members; it is also starting to be an issue throughout mainstream society. In 2014, Fnais and colleagues (Fnais et al., 2014) presented the

¹⁸ For more information, see: http://www.ub.edu/filologia/org/org_gov/igualtat/protocol_assetjament.pdf

results of a meta-analysis of 51 investigations into sexual violence in American medical schools. Of the people studied, 59.4% had been the victim of some type of sexual harassment or discrimination during their training period.

Regarding the profile of those students who usually commit harassment in the university context, studies have revealed that most of the cases of sexual violence or rape do not occur in an expected dangerous place (e.g., in the street at night), and they are not committed by a stranger in an unexpected way (Dick & Ziering, 2016). Research has identified that the harasser can be a person who the victim may know at the university, someone with whom the victim may take classes, or someone attending the same party (Dick & Ziering, 2015).

To emphasize the lack of institutional involvement, the research conducted by Nancy Cantalupo (2012) shows that some schools have been found to have acted with *deliberate indifference* to reports of sexual violence. The lack of institutional response descends in part from a fear of denouncing; the victim does not know what is involved in this type of complaint, and it can also raise the threat of second order harassment. According to Dziech and Weiner (1990), the second order harassment is defined in the following way: "*Sexism on campus creates a second order of sexual harassment victims, those who advise, support, and rule in favor of the primary victims. These are the affirmative action officers, ombudspersons, counselors, assistant deans – the people assigned, and usually committed, to helping sexual harassment victims* - " (p. XXIX).

Some studies (Cantalupo, 2012; Dziech & Weiner, 1990; Eyre, 2000; Grauerholz, Gottfried, Stohl, & Gabin, 1999; Valls, 2005-2006; 2005-2008) have emphasized that the situation currently experienced by universities with respect to sexual harassment could be summarized in two key points: 1) *impunity towards harassers* and 2) *lack of institutional support*, which also leads to the fear of reporting. Impunity occurs in some cases; in others, it is negligence without any accountability for the authorities and a lack

of clear and effective rules for university. Thus, people who carry out harassment feel that they can do so without incident.

The problems that universities still face are in line with important contributions made by scholars in the field:

- Universities must protect the victims and give them support. The victims should not be blamed. The universities must institute measures and actions to respect, protect and respond.
- We must also protect victims of second order harassment, those that receive retaliation for solidarity with the direct victims of first-order harassment.
- The institution is responsible and identified as perpetrator and accomplice. As said by different authors and studies, the institution has been identified as author or accomplice of violence.
- Universities need to create the environment in which victims can report and feel supported in explaining their situation.
- Confidential spaces must be created where victims or people who have felt any situation of harassment can go to stay.
- Different forms of information (leaflets, posters, etc.) about services should be available throughout the university to break the silence on this issue by creating awareness.

In some cases, the institution has been identified as a *perpetrator or accomplice* of violence (Dziech & Weiner, 1990; Eyre, 2000; Fitzgerald et al., 1988; Grauerholz et al., 1999). The best universities in the world have established measures for both prevention and action. One of these measures, that has been proven to have a positive impact on survivors, is the program “Tell Someone”.¹⁹

¹⁹ *Tell Someone*, Colorado State University <http://supportandsafety.colostate.edu/tell-someone>

1.5. Breaking the silence in Spanish universities

Because of their traditional management of the issue of sexual violence within their walls, Spanish universities have been described as adhering to a “code of silence” (Puigvert, 2008). The lack of response in addressing those who have committed harassment for years and the structure of power among professors of different professional categories in these institutions have maintained an atmosphere in which situations of sexual violence have been kept silent. Retaliation, reprisals and defamation against those who speak up have made other victims afraid to disclose their attacks (Sable et al., 2006; Valls, Flecha, & Melgar, 2008). As international research has demonstrated (Bird, 2002), the creation of a favorable context for reporting harassment is essential to ensure that victims feel supported in filing a complaint against undesirable conduct (Bryant & Spencer, 2003).

Pioneering Spanish research on this issue was funded by the Spanish Government in 2004 (VAW_U, n.d.) and conducted from 2005 to 2008 by CREA, Community of Research on Excellence for All ²⁰ and the CREA-SAFO women’s group. This research builds on the knowledge of the international scientific community as well as on the experiences of the most prestigious universities. It provides evidence on the existence of sexual violence in Spanish universities as well as on the lack of resources provided by universities to resolve existing cases or preventing new ones (Valls, 2005-2008). The investigation used a mixed-methods approach run under the communicative methodology of research. For the quantitative study, the project analyzed the surveys of a sample of 1,083 students from 6 Spanish universities from different regions of Spain (Andalusia, Castile and Leon, Catalonia, Valencia, Murcia, and the Basque Country) as well as different socioeconomic and cultural contexts. In the sample, 67% were women and 33% men with an average age of 23 years and a standard deviation of 4.7 years. All these students answered questions on six main topics: socio-demographics, identification of gender violence, concrete

²⁰ For more information, see: <http://crea.ub.edu/index/>

situations in relation to victim's and aggressor's identification, victim's reaction, and finally the existing resources and measures that were needed in the university.

Participants had to respond to a set of situations. They responded "yes" if they considered that situation to be gender violence. On the chart below, the results of this survey are presented (Valls et al., 2016):

Situations	% of respondents women who considered these situations as gender violence
Insults you	86.11
Prevents you from talking to other people	77.5
Criticizes or discredits what you do	73.06
Makes unpleasant remarks about your physical appearance	73.89
Demands a way of dressing, styling, and behaving in public	78.61
Demands to know whom you are with and where	66.76
Throws things at you, grabs you, or pushes you violently	95.93
Hits you or commits other physical assaults against you	96.67
Uses force to have sexual relations with you	96.57
Systematically despises you	85.83
Intimidates and threatens you	95
Touches you or places his hands on you in different intimate parts of your body against your will or corners you to touch or kiss you	93.52
Follows you persistently	80.09
Makes spiteful calls, emails, letters, or notes insisting on having a relationship with you	74.61

MEASURES	% choosing the measure. Each female student could choose among three measures that she considered most important
To create a specific service and programs for the prevention and awareness of on-campus violence against women with the purpose of allowing everyone to attend and ask for information, attention and assessment. The confidentiality of those who attend should be guaranteed.	88
Discussion of the topic of violence against women within any of the spaces within university, such as academic curricula or debates in the classroom.	62
Organization of periodic activities addressing the topic of sexual harassment to prevent and raise the awareness on campus.	52

In the qualitative part of the research, the study participants were professors, students and members of the administration. A total of 29 communicative daily life stories were conducted: 16 students, 8 faculty members and 5 administrators.

According to the results of this study (Valls, 2005-2008), people who participated in the investigation recognized that gender violence in academia is a common experience and admitted their lack of knowledge about the existence of prevention and resolution measures; they also agreed on the need to implement prevention measures. This research has been key to exposing the existence of gender violence at Spanish universities and provides the first data on this reality, opening a pathway for future research and progress.

The investigation led by Valls revealed several serious gaps in the identification of gender violence in universities by students. For instance, when participants were asked if they knew of any situation of gender violence in the university or among people in the university context, only 13% answered “yes”. However, when they were provided a list of

specific situations that were considered gender violence according to international scientific literature, the affirmative responses rose to 62%. In addition, other results were related to the lack of reporting: 71.3% of the respondents with affirmative responses claimed they had never reported a case. Additionally, 62% believed that gender violence was a problem that needed to be approached in some of the university classes. Indeed, most surprising results regarded the lack of mechanisms or the lack of knowledge about the recourses that Spanish universities have. Addressing this topic, 98% of the students declared that they did not know if their universities had any specific mechanisms that could address a case of gender violence or assist a victim. In a similar vein, 85.3% of the respondents were in favor of creating this type of office or service and 88.9% believed that the entire community should work to support the university in the prevention, opposition and eradication of sexual violence (Valls, 2005-2008).

The originality of this investigation has led to its broad impact at different levels. On an academic level, the results of this research have been presented in seminars attended by a wide variety of people. Of particular note are the people involved in developing the Spanish Law for the Effective Equality between Women and Men (Gobierno de España, 2007). Thus, at a policy level, this project contributed to shaping the implementation of Article 62 (*Policies for resolution of sexual harassment are required in all public administrations*) in the Law for the Effective Equality between Women and Men²¹. This Law places special emphasis on including policies on sexual harassment in public institutions and thus obligates universities to address this issue and implement adequate measures and establish commissions for equality. This legislation may be considered similar to Title IX legislation, which is used as a framework to address gender violence complaints in the United States (Rosenfeld, 2008).

²¹ Gobierno de España. (2007). *La Ley Orgánica 3/2007, de 22 de marzo, para la Igualdad Efectiva de Mujeres y Hombres*. [Organic Law 3/2007, of 22nd of March, for the Effective Equality between Women and Men]. Madrid: Boletín Oficial del Estado.

The research study leaded by Valls and her colleagues, also opened up pathways to discuss this serious social problem, and due to the communicative methodology used in that investigation, a dialogue was established between many different collectives, including politicians who shared an intense concern for the university community subject to the types of assaults described in the project. Thus, the results of the research were shared on many different occasions not only scientifically but also extensively with collectives working on gender violence prevention and with politicians and other stakeholders. As a result, the researchers of this study received many requests to distribute the survey, provide information about prevention measures, etc.

1.6. How commissions for equality have been created in Spanish universities

In 2004, after the debate that arose following the adoption of the Comprehensive Law against Gender Violence, some of the researchers who had participated in the first investigation on gender violence in Spanish universities and other members of the CREA-SAFO women's group invited a female deputy from the Spanish Parliament, who had participated as a speaker in proposing the "Protection against Gender Violence (121/2)" law, to participate in a seminar organized at the Scientific Park of the University of Barcelona in October 19-20th, 2004 entitled "Violence Against Women: Who, for What and How to Overcome It".

In that context, data on gender violence in universities was presented by researchers, which had a major impact on the speaker. It was also explained that at the international level, prestigious universities such as Oxford, Harvard and Cambridge among others, already had measures and programs that were being implemented to address situations of gender violence and make the university community aware of that problem. Additionally, an important issue was raised in the debate: the mistake of the Organic Law 1/2004 of December 28th addressing the Measures of Comprehensive Protections against

Gender Violence and its article 1, which limits gender violence to violence that is perpetuated by a partner or a former partner. Previous research had already noted the existence of gender violence perpetuated among young people and among teenagers in different contexts and not solely or primarily by partners or former partners, a type of violence that the Spanish law had not taken into account. This mistake was changed in the Catalan law²².

As already mentioned, the first competitive research project on gender violence in Spanish universities started in 2005. During the three years that it lasted, the project organized different seminars and conferences. In 2007, the *Organic Law 3/2007 of 22 March for the Effective Equality of Women and Men* was approved, which regulates equality policies, establishes specific measures to prevent sexual harassment and harassment on the grounds of sex in the workplace and establishes protocols for preventing these types of situations²³.

Specific attention to the actions of universities is given in the twelfth additional provision of the Law on University Planning (2007), which establishes that the goal of the Commissions for Equality, taking into account the guidelines established in the aforementioned Law of Equality. It states: Universities will count within their

²² Law 5/2008 of April 24, on the right of women to eradicate gender violence

Article 3. Definitions. For the purposes of this Act shall apply: Violence against women as: violence exercised against women as a manifestation of discrimination and inequality in the context of a system of power relations of men over women and produced by physical, economic or psychological means, including threats, intimidation and coercion has resulted in harm or suffering physical, sexual or psychological, whether occurring in public or in private area.

²³ Article 62. Protocol of action against sexual harassment and harassment based on sex. For the prevention of sexual harassment and harassment based on sex, public Administrations will negotiate with the legal representation of male and female workers a protocol for action that will include at least the following principles:

- a. The commitment of the General State Administration and public bodies linked or dependent on it to prevent and not tolerate sexual harassment and harassment based on sex.
- b. The instruction to all staff of their duty to respect the dignity of people and their right to privacy, as well as the equal treatment between women and men.
- c. The reserved treatment of the allegations of the facts that could constitute sexual harassment or harassment based on sex without prejudice of the already established rules of the disciplinary system.
- d. The identification of responsible people for attending those who fill a complaint or grievance.

organizational structures, commissions for equality for the development of the functions related to the principle of equality between women and men (Gobierno de España, 2007, p. 16257).

To break the silence and open the debate, Spanish universities created commissions for equality. Both national and international data provided by Valls's study (2005-2008) demonstrated the necessity of creating these commissions for equality and their inclusion in plans to act against gender violence. Currently, there are already several universities and faculties that have commissions for equality and several victims have reported cases of sexual harassment. Additionally, different seminars and other type of activities related to the topic have been developed in the framework of these organizations.

1.7. Relevant US legislations in relation to gender violence

Acquiescing to pressure from society to create safer environments for women at universities, several Acts have been passed that regulate university responses to sexual violence on campus. The United States has several laws that can be applied in situations of gender violence at institutions. Four of them are described below.

1) Title IX²⁴

The Title IX Education Amendments of 1979 is a federal civil rights law that prohibits discrimination based on sex in any education program at a public institution, which is any institution that receives federal funding. Under this law, sexual discrimination is described as sexual harassment, sexual battery, sexual assault and rape. According to Davis v. Monroe County Bd. of Educ. 526 U.S. 629 1999²⁵, sexual discrimination situations are considered to be those that are *“so severe, pervasive, and objectively offensive that it effectively bars the victim's access to an educational opportunity or benefit”*. The

²⁴ For more information, see: <https://www.dol.gov/oasam/regs/statutes/titleix.htm>

²⁵ For more information, see: <https://supreme.justia.com/cases/federal/us/526/629/case.html>

students' organizations against sexual assault consider this standard sufficient enough to including any case of rape of sexual assault by students, professors or staff (ERO, 2013).

Indeed, Title IX is one of the most frequently invoked laws for complaints within the US university context. Violation of Title IX should be the complaint identified by claimants, describing the situations in which they felt that their administrators had violated what Title IX was established to defend. In cases in which harassment is proved, the university is held responsible if the institution had authority over the harasser and the environment in which the situation took place (Davis, 1999). According to current data, more than one hundred American colleges are under federal investigations for their handling of cases of sexual assault²⁶.

Moreover, Title IX Officers and mechanisms, such as the Office for Sexual Assault Prevention and Response at Harvard University, have been created to make sure universities comply with the laws. Simultaneously, effort has been put into developing diverse prevention programs as well as broad research on this phenomenon. Among these programs, Stop Our Silence²⁷ at MIT and the Promoting Awareness Victim Empowerment program (Pave UW-Madison, n.d.) developed at the University of Wisconsin are noteworthy.

2) The Clery Act

The Clery Act²⁸, officially known as the Jeanne Clery Act for Security on Campus or the Campus Crime Statistics Act, is a federal law signed in 1990 that requires any public or private university in the United States to disclose their data about the crimes that have taken place on campus and other spaces for which the university is responsible. The Clery Act addresses policies regarding campus sexual assault within the Higher Education Act of

26 For more information, see: http://www.huffingtonpost.com/2015/04/06/colleges-federal-investigation-title-ix-106_n_7011422.html (see note 2)

27 For more information, see: <http://web.mit.edu/stop/www/>

28 For more information, see: <http://clerycenter.org/jeanne-clery-act>

1965. Under this policy, crimes ranging from murder, homicide, robbery, or burglary to sex offenses, assault, domestic violence, stalking and dating violence are addressed. If these crimes occur, the university has to 1) publish an Annual Security Report; 2) disclose crime statistics for incidents occurring on campus and at some non-campus facilities; 3) issue timely warnings about Clery Act crimes that pose a serious or ongoing threat to students and employees; and 4) devise an emergency response, notification, and testing policy.

3) *The Campus SaVE Act*

The Campus Sexual Violence Elimination (SaVE ²⁹) Act was signed in 2013 by President Obama as part of the Violence Against Women Act (VAWA) Reauthorization. The Campus SaVE Act is an amendment to the Clery Act that is intended to 1) make cases of sexual violence on campus more visible, 2) guarantee the rights of survivors, 3) establish disciplinary proceedings, and 4) require university prevention educational programs ³⁰. This Act it is important to expanding response and prevention regarding situations of rape and other types of violence from sexual assault to stalking.

4) *Yes Means Yes*

This law followed the approval of the No Means No Act, which was added to the Criminal Sexual Assault Act in 2003 and established “consent” as a prerequisite for any sexual activity. In 2014, in the context of student activism and social mobilization, students pushed for the “Yes Means Yes” consent law for college campuses³¹. This is also called the Affirmative Consent Law because it defines consent as being based on an affirmative, conscious and voluntary agreement to any sexual contact. This Act, first approved in the state of California, originates with the concept that victims cannot always say “no” in a

²⁹ For more information, see: <http://thecampussaveact.com/>

³⁰ For more information, see: <http://knowyourix.org/>

³¹ For more information, see: <https://www.washingtonpost.com/news/in-theory/wp/2015/10/13/why-we-made-yes-means-yes-california-law/>

situation of harassment. As some of the campaigns supporting the law state, silence is not consent.

1.8. Student mobilization against sexual harassment in universities

There are many historical social movements that have fought for social emancipation and social justice (Morris, 1984; Davis, 1989). In some of them, students have played a key role, from the historic Civil Rights movement or the World Peace Movement (1950s/1960s) to movements that have arisen in recent decades, such as the Occupy or the Dreamers movements (Milkman, 2014). In this sense, as has been already mentioned, some of the actions taken by students at the University of California, Berkeley, as well as in other North American university campuses, have shaped the role of students' mobilizations globally.

Strong solidarity networks among survivors are important all over the world and will accelerate the progress of the struggle against sexual harassment. In Spain, students' campaigns have emerged in recent years. Moreover, *the Solidarity Network of Victims of Gender Violence at Universities* was created by survivors and activists and emerged from the complaint filed against a university professor for sexual harassment in Spain, once the protocol of prevention and action against sexual assault was approved. Facing the lack of institutional response, students decided to mobilize themselves, to contact the media and to be a reference network for all students who had survived college sexual violence. For its work in raising awareness and acting to support and prevent sexual harassment in academia, the Solidarity Network has been included within the Bank of *Good Practices*, with the prevention of gender violence being considered a 'best practice'; this inclusion constitutes a recognition of the work that the Solidarity Network is doing. The Bank is an

initiative of the Fundación Mujeres, funded by the Spanish Government and the European Commission (Fundación Mujeres, n.d.).³²

Currently, gender violence is present in higher education and is a widely recognized matter approached from different perspectives. American universities started to tackle the issue and several research projects have already been carried out. Social movements, research and policies have proven to be essential in contributing to the fight against sexual violence (Freedman, 2013b). At that time, university policies and legislation started to be approved. Asking for solutions to the situation of gender violence in their colleges, students' campaigns are increasingly establishing their support among the general public. For themselves and their peers, students demand the commitment of staff, students, members of administrations and members of faculties to take a stand in favor of the victims.

Why some survivors dare to speak up: the importance of solidarity

As the data show, most survivors of sexual assault on college campuses never come forward. Some studies place this proportion at 80%³³. Being aware that survivors tend to keep silent and the university context perpetuates the so-called "code of silence", the questions raised ask how some people dare to break their silence and what they need to do so. They need to find somebody to believe them. They need to feel safe. Social networks and informal mechanisms (Williams et al., 1992) have also helped in that sense. From their own computers, from their houses, they are able to explain their case; they can contact other survivors and find protection (Crossley, 2015).

³² For more information, see: <http://bbpp.observatoriovioencia.org/bbpp.php>

³³ For more information, see: <http://www.newsobserver.com/entertainment/books/article78421207.html#storylink=cpy>

In the case of university harassment, research shows that the aggressor is sometimes a person the victim knows (Banyard, 2005; Bondurant, 2001) and in some cases is even a person whom the victim trusts. Therefore, having a group of friends becomes a huge pillar of support for survivors and can prevent harassment in some cases. When they come forward, they are also choosing to join the effort to combat this abuse. Students need to be believed; they are overly questioned, and the process of any report is hard, long and stressful. Because of these painful experiences, they join together against the administration.

Survivors first

In facing a situation of sexual harassment, survivors often feel that they are not considered important and decline to report or to share their experience (Choate, 2003). As the scientific literature demonstrates, solutions to sexual assault on college campuses should focus on empowering survivors³⁴. Victims' perspectives are the most important in spreading knowledge about the problem and overcoming it, and they are the ones most often overlooked. Scholars such as Choate (2003) emphasize the issue of daring to denounce, stating that most students do not dare to denounce for fear of not being taken seriously or not receiving support from the university administration. Gross and colleagues (2006) also considered the sensation of guilt that some victims may feel, usually as a result of the influence of some social stereotypes that still view the victim as having a certain level of responsibility in provoking the situation (Reilly et al., 1986).

As many scholars have noted, as institutional administrators, universities should respond to those cases of gender violence that take place in the spaces for which they are responsible (Banyard, Moynihan, & Plante, 2007; Oliver, Soler, & Flecha, 2009; Coker et al., 2011; Potter, Moynihan, & Stapleton, 2011). While these responses are important, the

³⁴ For more information, see: <http://www.dailycal.org/2016/04/12/solutions-must-surround-survivor-empowerment/>

scientific literature has also emphasized that universities are not able to provide this support by themselves. Thus, the entire academic community is responsible for ensuring that situations of gender violence are prevented (Cantalupo, 2012; Grauerholz et al., 1999). It is within this framework that bystander intervention is also needed to support survivors, carry out preventive campaigns, raise awareness about the issue and help universities to tackle this phenomenon.

The impact of “The Hunting Ground”³⁵: activating the student mobilization

In 2015, the documentary film *The Hunting Ground*, directed by Kirby Dick and Amy Ziering (Dick & Ziering, 2015), was presented in the United States. This documentary not only aimed to show the reality of sexual assault on US college campuses but also the ways in which universities failed to take the issue seriously. As its directors stated, the release of this documentary triggered discussion, started activism, and initiated change. Its screenings in different universities around the United States were powerful insofar as they gave the floor to the victims to speak about their cases, share their emotions and their anger and unite to organize against sexual harassment at those universities.

To make the documentary, the directors interviewed 70 people on camera and more than 200 in off-camera discussions. As the producers went from one campus to another, they explained that they always heard the same story and that they felt the need that students had to be heard, understood and supported.

Reactions to this film have been mostly positive in the sense that it is a useful tool in helping to bring change to this well-known situation and push university administrators to act against cases of violence. However, the directors have also been criticized on some campuses or by individuals. When the film was screened on some US university

³⁵ For more information, see: <http://www.thehuntinggroundfilm.com/>

campuses, some of the heads of the universities apologized for the way sexual harassment had been treated for decades on their campuses. The Chancellor of the University of Alaska wrote a public letter on October 20, 2015 (see note 3), apologizing for the “lack of action” regarding cases of sexual assault.

Reputation, prestige, and donations are some aspects that may worry universities and make them try to “hunt” down cases of sexual harassment on campus and conceal them (Duque, Vidu & Schubert, 2013; Fitzgerald et al., 1988). However, student mobilization has also made it possible to change this perspective on campuses. For instance, a university that takes a clear stand in handling cases of gender violence improves its reputation. Other universities, such as some Spanish universities, still consider the recognition of sexual harassment by the university as a loss of prestige. However, universities are considered safer places when they face the issue of sexual harassment. Indeed, if a university receives more complaints, it is because the students trust their college. Thus, universities with more complaints are safer, and students feel comfortable denouncing, advising on and addressing sexual harassment; even by doing research on the issue.

1.9. Conclusions of the chapter

The purpose of this chapter was to introduce the topic to be discussed in this dissertation: the reality of sexual violence in academia. Different definitions of sexual harassment are provided as well as clear examples of concrete situations considered sexual harassment by the international scientific community. In addition, evidence and concrete data addressing the existence of gender violence in universities are explained to emphasize the gravity of the problem. The situation of Spanish universities is addressed in particular due to the importance of understanding the context and the reality of this issue in Spain as well as the conditions under which silence has been broken in Spanish academia. In this

line, the pioneer research project on this topic in Spain is introduced in this chapter, emphasizing its main impacts, such as the development of commissions for equality and the protocols of prevention and action to address sexual harassment cases of complaints. The legislative framework of the United States is also described to better understand under which legal terms the first and current complaints have been carried out in North American universities. Finally, the last part of this chapter is dedicated to student movements and the ways in which they organize themselves against gender violence, the principles they follow – solidarity and standing with survivors – and the impact these mobilizations started to have after the release of *The Hunting Ground* documentary.

CHAPTER 2:

THEORETICAL FRAMEWORK

“As the membrane separating the university from society becomes ever thinner, failure to counter-balance the instrumentalization of the university will end with the destruction of the university as we know it. It is in this sense that we must think of sociology as a social movement as well as scientific discipline, calling for a critical engagement with the world around” (Burawoy, 2005, p. 10).

2.1. Introduction

In this chapter, I introduce and explain some of the theoretical elements that will allow me to better approach and analyze gender-based violence at universities. Thus, together with the previous chapter, the present one constitutes the theoretical approach of this study. That said, I will first explain some of the classical contributions along with contemporary ones to describe the typologies of cases of violence that happen on campus, placing particular attention on legislation that provides statistical data on violence, the number of victims registered and the profile of the harassers. It is worth mentioning here that for this section, I rely mainly on literature developed by American scholars, as it is in the US where the majority of research has been conducted on gender violence in universities. Secondly, foundations of the hierarchical structures shaped in universities are described as a relevant component in understanding the code of silence around gender violence in this context. Finally, I rely on social movement theory to explain the ways in which the struggle against violence is taking place.

2.2. Survivors in numbers

The recently published research study by Ann Coker and her colleagues (2016) sheds light on the evaluation of the bystander intervention programs for violence prevention on US

college campuses. Since the passage of the Crime Awareness and Campus Security Act (1990), it has been mandatory for institutions to disclose statistics related to sexual harassment cases in higher education (Coker et al., 2011). Further amendments to this act (1992) have focused on implementing prevention policies and measures to guarantee intervention and action in situations of sexual violence on campus; sanctions even started to be formulated for those found responsible as aggressors (Potter, Krider, & McMahon, 2000). The Clery Act was also added to this legislation as an amendment in 1998. However, considering that sexual harassment in academia continues to be a reality, more legislation has been needed, such as the Campus SaVE Act, which was passed in 2013 (Campus SaVE Act, 2011-2013). This amendment made it compulsory for universities to implement awareness and prevention programs to stop sexual violence on their campuses.

After years of implementation of these measures, several scholars decided to analyze their impact on the improvement of university measures addressing situations of sexual violence (Coker et al., 2016). After a multi-college evaluation, the results revealed that the Green Dot program is considered an efficacious intervention to reduce violence at a community level, and it also fulfills the bystander training requirements of the Campus SaVE Act. As is already broadly recognized, the intervention of the bystander is a key action in encouraging survivors to speak up, which is what is really needed. If the cases are not being reported, we do not know that they are happening and are unable to address them adequately. In the same vein, we need to encourage survivors, support them and make them feel confident that they will be believed (Banyard et al., 2005; Bondurant, 2001; Krebs et al., 2007). The Green Dot program³⁶ refers to specific actions to empower bystanders and thus contribute to breaking the silence in academia regarding sexual violence.

³⁶ For more information, see: www.livethegreendot.com

Several studies and national statistics about sexual violence³⁷ indicate that the percentage of college women who are sexually assaulted while attending a university is 16% (Washington Post & Kaiser Family Foundation, 2015³⁸; Carey, Durney, Shepardson, & Carey, 2015; Freyd, 2014; Princeton Sexual Misconduct Climate, 2015; Krebs et al., 2007; Fisher, Cullen, & Turner, 2000). According to the final report released by the Campus Sexual Assault (CSA) study, developed in 2007 by Krebs, Lindquist, Warner, Fisher, and Martin, 19% of college women have experienced completed or attempted sexual assault since entering college (Krebs et al., 2007). Some decades ago, approximately 30% of people had experienced unwanted sexual advances in college (Benson & Thomson, 1982; Kirkpatrick & Kanin, 1957). From the Justice Department (2016), we also know that 1 in 5 women are sexually assaulted while in college, and the Association of American Universities' survey (2015) reports that since enrollment in college, 27.2% of university women declared having experienced some type of non-desired sexual contact ranging from touching to rape. Among college-aged sexual assault survivors, 80 to 90 percent know their assailants³⁹

Investigations indicate that the number of victims is still at a very high rate. While at college, 1 in 16 men and 1 in 4 women are sexually assaulted (Fisher, Cullen, & Turner, 2000; Krebs et al., 2007; Princeton Sexual Misconduct Climate, 2015; George Washington University Survey, 2014⁴⁰; Freyd, 2014; Carey et al., 2015). These studies also demonstrate that some places on campus are more likely than others to be used for harassment and rape. According to some researchers on this topic (Foubert, 2000; Boeringer, 1999), fraternity members are three times more likely to rape than other men. In the same line, university athletes are another group with high probabilities of

³⁷ For more information, see:

http://www.nsvrc.org/sites/default/files/publications_nsvrc_factsheet_media-packet_statistics-about-sexual-violence_0.pdf

³⁸ For more information, see: <http://kff.org/other/poll-finding/survey-of-current-and-recent-college-students-on-sexual-assault/>

³⁹ For more information: www.newobserver.com/entertainment

⁴⁰ For more information, see: <https://diversity.gwu.edu/sites/diversity.gwu.edu/files/Survey%20Results%202014-15.pdf>

committing sexual violence. While they are 4% of the university population, they generate 19% of the university sexual harassment complaints (Frintner & Robinson, 1993; Crosset, Benedict, & McDonald, 1995).

Additionally, Lisak and Miller (2002) have reported that repeat offenders commit an average of six or more acts of sexual assault. This research also confirms that only some university men perpetrate violent situations. Indeed, in the university context, men are also highly vulnerable in reporting their situations (Bagilhole & Woodward, 1995). Therefore, the great majority of men do not harass, would never rape and even fight against this epidemic at their schools (Flecha, Puigvert, & Rios, 2013; Connell, 1987). According to Lisak and Miller (2002), less than 8% of men commit more than 90% of sexual assault at universities. Research indicates that repeat offenders are ones who commit an average of six or more acts of sexual assault.

Focusing more on the causes of this harassment, alcohol and drugs have been identified as one of the most problematic factors. The Washington Post and the Kaiser Family Foundation (2015) have stated that, in the US, at least 50% of college student sexual assault is associated with alcohol use. Thus, an important number of studies focusing on violence against women in the university community have emphasized how this violence is reproduced in fraternities due to drug abuse maintaining a rape culture and increasing the cases of sexual harassment (Yancey & Hummer, 1989; Copenhaver, 1991; Kalof, 1993; Rosenfeld, 2015; Boswell & Spade, 1996; Armstrong & Hamilton, 2013).

However, the reality of high rates are not a new issue because research also reveals that 88% of women sexually assaulted on campus do not report it (Fischern, Cullen, & Tuerne, 2000; Washington Post, Kaiser Family Foundation, 2015). There are also analyses regarding the role of the administration. University administrations discourage students from reporting (Dick & Ziering, 2016). As published and supported by victim stories, a victim's report also depends on a response from the university. The lack of response

produces a silencing effect on the survivors because they feel that if they report, the institution will still not do anything (Thomas & Kitzinger, 1997; Morley, 2011).

The perpetrator in situations of sexual harassment or rape in academia is most likely someone the victim knows, which makes it difficult for the survivor to report the situation (Jordan, Wilcox, & Pritchard, 2007). This phenomenon also produces damaging consequences in survivors who encounter a hostile context when they make their complaints and put this issue forward (Association of American Universities, 2015). It is also difficult to support the survivor because of second order harassment (Dziech & Weiner 1990) and the possible reprisals or retaliation that may be directed at those who take a stand in favor of the survivor (Dey, Korn, & Sax, 1996).

Many steps have been taken in this struggle, and 195 American colleges are currently under federal investigation for sexual assault cases (Huffington Post, 2016⁴¹). University responses are necessary to fulfill the rights that Title IX defends, such as *every student has an equal right to education, regardless of their gender identity and expression*. They should prevent and respond to all reports of sexual violence and protect all survivors, even in cases in which criminal justice fails and during the process of reporting sexual harassment. Faculty and staff should know how to respond to students who come forward, especially because for most survivors, their school and the mechanisms it offers may be their main resource for justice and safety (Grauerholz et al., 1999). University officials should also encourage reporting, which is considered to be one of the first steps to overcoming this epidemic (Thorne-Finch, 1992). As statistics report, if universities do not address this issue seriously and things do not change, more than 100,000 college students are likely to be sexually assaulted in the upcoming school years (Kilpatrick et al., 2007).

⁴¹ For more information, see: http://www.huffingtonpost.com/entry/title-ix-investigations-sexual-harassment_us_575f4b0ee4b053d433061b3d

2.3. Power relations at universities

Scientific research conducted previously has shown that resistance to breaking the silence on gender-based violence in universities is closely related to gender relations in society as well as the power relations within universities (Mahlstedt & Welsh, 2005). Qualitative research emphasizes that socialization in terms of gender and power are the most important causes of violence (Valls, Puigvert, & Duque, 2008). Despite the differences between American and Spanish society, several research projects report that gender violence is a social attitude based on socialization within patriarchal models (Gómez, Munté, & Sordé, 2014).

Authors such as Oliver and Valls (2004) also note that beginning in childhood, Spanish citizens are inculcated with unequal values that create different and exclusionary pathways according to gender, which the feminist movement has already denounced. These authors claim that socialization is also influenced by many other aspects, such as relationships from the family environment, relationships with friends, the media, movies, books, and the continuous interactions in which we all take part. The United States is considered a pioneer in shedding light on the reality of gender violence, proving it with precise data (Benson & Thomson, 1982); and also the first country to carry out scientific research projects on this topic (Kirkpatrick & Kanin, 1957). Nevertheless, in relation to the gender-based violence perpetrated within the university context, a two levels of inequality between the victim and the aggressor may occur: gender inequality and inequality of power (Rossi & Weber-Burdin, 1983; Connell, 2005) such as in a situation of gender-based violence by a faculty member toward a student (Reilly et al., 1986).

The research carried out at universities in Canada by Osborne (1995) analyzes the university institution as a space in which an adverse environment is created for women. However, this scientific study is also critical of a reality similar to that seen in Spanish universities: those women who dared to break their silence and publicly report their

harassment were subjected to a powerfully negative response from the institution itself or from authority figures at the university, who also targeted those who took a stand against GBV. Authorities ignore this type of violence within the academic context (Puigvert, 2008-2010).

The first and foremost consequence of this reaction is the damage suffered by the survivor and their supporters who want to break the silence at the university. It is important to highlight that the person who makes the complaint and their supporters are often the ones who suffer retaliation for daring to speak up about a silenced topic, an issue that still needs to be properly addressed (Puigvert, 2008). This retaliation can undermine solidarity with those people who have suffered gender-based violence or with those who take a stand against it. This hostile environment taints the vision that people have of a university and the people who are part of it. Therefore, the university is perceived as a hostile place, which leads women to develop strategies to avoid contact with harassers and potential sexual initiatives of their male colleagues (Reilly et al., 1986). Institutions maintain a hierarchical structure (Connell, 1987), which puts the aggressor in a position of power. This position leads other people who are accustomed to these power structures to fail to stand in solidarity with the victim and instead support the aggressor.

Regarding this problem, there are research projects in the field of sexual harassment that focus on the people who have witnessed or are aware of situations of GBV because they can become potential allies in preventing sexual violence. According to Banyard and Sharyn (2011), the importance of these witnesses is explained by two key research areas: the causes of gender-based violence and the effectiveness of prevention efforts. Therefore, it is essential to create spaces for support, assistance and solidarity within universities to prevent gender violence and to respond to the victims' needs.

High numbers and few measures

A previous analysis conducted on gender-based violence in Spanish universities shows a high incidence of these types of cases (Valls, 2005-2008). However, in almost all cases, evidence has not led to preventive and disciplinary measures implemented by universities. In the university context, sexual harassment is predominantly based on the power relationship that exists between professors and students. The research carried out by Kalof and colleagues (2001) analyzes the interrelationships between sexual violence exercised by faculty members towards students and reported that 40% of women and 29% of men had suffered GBV from a university professor.

This topic has also been studied in the European context. For instance, Kury and colleagues (2004) carried out a study dedicated to reviewing research projects that had been conducted in different European countries and concluded that between 12.5% and 28% of university students have been subjected to gender-based violence. In this line, Phipps and Smith (2012) have argued that sexual and GBV in the educational context is a worldwide concern, which requires research and the development of policies. They present an investigation from the United Kingdom on students who have experienced gender violence. The conclusion highlights the prevalence of this abuse with one out of four respondents stating that they had been the subject of unwanted sexual behavior during their studies.

The data and the number of sexual harassment cases allow us to observe that there are several forms of GBV at universities, which implies a need for measures of prevention, reporting and action to prevent or eradicate it and to break the silence about this reality and end the impunity of the aggressors (Puigvert & Muñoz, 2012). At the same time, the institution should provide care for the victims and disciplinary measures for people and faculty who perpetrate GBV. The measures proposed should ensure that they support and protect victims. As demonstrated, when a supportive response is not guaranteed, students are afraid of reporting sexual harassment cases.

2.4. Structural relations and silence about faculty promotion and selection

Until recently, selection and promotion within Spanish academia has not always been based on the researcher's meritocratic achievements. Instead, it is often based on an old-fashioned system similar to what some authors have called a 'feudal university system'. In other words, it is based on power relations between PhD students and junior researchers and full professors or 'catedráticos' (Flecha, 2011). Within this system, each area of knowledge in the Spanish academy constitutes part of a pyramid. The tip of this pyramidal structure used to be occupied by full professors, those who dominated the evaluation committees. The whole professional career of a PhD student starting his career depended entirely on the decisions of these committees. As professor Flecha explained in his interview for the journal "Forum Aragón", *"In Spain, becoming a full professor does not depend on what you know, but on who you know"* (Rubia Andres, 2014).

Simultaneously, during dinners among Spanish full professors, phrases such as the following were being uttered: *"If I want, I can make catedrático a streetlight"* (Flecha, 2011). Under these conditions, full professors could decide to award university positions to those candidates whom they preferred. Thus, this system expelled brilliant people who were suspended during their evaluations, a consequence that many researchers experience and that may have constituted professional and personal harassment by some of these full professors (Flecha, 2011).

Osborne's (1995) research argues that the university generates an unfavorable environment for women. This means that sexual harassment can occur as a normal aspect of the academic curricula as well as be integrated into discussions and debates in class. Thus, violence is experienced daily in universities as a way to perpetuate men's

dominance over women through force, coercion, harassment or silence. This silence does not mean the absence of the problem but the absence of clear actions targeted at effective solutions (Santos, 2011). In this context, Valls (2005-2006) notes that changing the university atmosphere in regard to awareness, actions and attitudes toward gender violence is a key element in transforming inequality and sexual harassment, which otherwise would remain silenced due to the hostile atmosphere around this topic.

According to Santos (2012), faculty members develop a power role that establishes an unequal relationship fostered by this position of authority. Therefore, professors should avoid situations that may cause misunderstandings. Indeed, they should provide safe spaces in which people with a low rank at the university will not feel forced to do anything they do not want. In prestigious international universities, professors have to assume a specific responsibility to compensate for their position of authority within the university, which confers power onto them over the students to prevent GBV.

Furthermore, Phipps and Smith (2012) inquire into the resistance that led countries such as the UK to have very few measures to handle cases of gender-based violence, particularly when compared with the United States, which has the same types of cases and many more measures to address them. Taking this into account, these authors encourage policy-makers, researchers, universities, student unions and academics to address this issue and take action against this abuse. As noted by Valls (2005-2008), this lack of institutional recognition results in a climate of permissiveness and impunity for those who use their position of power to perpetrate any type of gender violence. The research also highlights the hierarchical organization of the university, the centers of power surrounding the organization and the sexist atmosphere as elements that contribute to keeping these cases silenced.

Taking the same approach, Clark and Walker (2011) defend research ethics and the protection of those who report or research issues of gender violence in universities. For

them, universities are places of power that are economically competitive but also exploitative; they are places in which victims and researchers of gender-based violence face overt or hidden pressure and risks. With their study, the authors have sought greater attention for these people because pressure has led to policies and practices with detrimental results for gender violence victims. Mitchell and Freitag (2011) present a model for the prevention of GBV based on the community, which increases bystander responsibility and reduces victim blaming. The authors describe this model in detail and provide examples to demonstrate its usefulness and effectiveness.

Raising voices and denouncing gender violence involve opposing a patriarchal hierarchy that has been well established within the power structure of the university. This is the reason community members prefer to keep quiet and conceal abuse (Puigvert, 2008). Nevertheless, this situation may come to an end due to changes in the promotion and selection processes of faculty based on academic curriculum, which is further guaranteed through a quality university program promoted by the government that certifies professors for the position to be filled at the university. Applying this measure to university departments can facilitate breaking the silence on gender violence. This is mainly because faculty who did not dare to criticize know now that their university promotion does not depend on a full professor's power, making it unnecessary to submit to his or her orders.

Flecha (2011) notes that the meritocratic revolution has arrived in recent years – the bourgeois revolution has come to these anachronistic universities. Although the change is taking place through several steps, he underlines the two most significant ones: the fight against GBV and the new accreditation system through the Spanish agency of university quality (ANECA⁴²), which operates according to a scale system published on the Internet. In this way, “the finger” of the full professors has been withdrawn, meaning that the

⁴² For more information, see: <http://www.aneca.es/eng>

arbitrary selection and promotion of those preferred by these professors will no longer make it possible to turn a streetlight into a full professor (Flecha, 2011).

2.5. Code of silence regarding gender violence

“There is a lot of silence! Victims at the university find later on that they have not been the only ones harassed. People do not talk about that” (Testimony of the *The Hunting Ground* documentary).

The way the university was organized and individuals learned how to fit within this framework creates a silencing effect on survivors. Spanish universities have also been described as legitimating this “code of silence” (Valls, Flecha, Melgar, 2008). However, more research has been conducted emphasizing what survivors need to encourage them to break this silence, tell their story, and go forward with the process of reporting or even their daily life as a survivor in academia. In their recently released study, Coker and colleagues (2016) note that *bystander intervention* (Banyard et al., 2005) is the most prominent and useful strategy to support survivors.

Invalidating myths and false report

Several scholars (Bondurant, 2001; Lee, Pomeroy, Yoo, & Rheinboldt, 2005; Reilly et al., 1992) have developed work that focuses on education and training in definitions of gender violence to invalidate myths and misconceptions. According to their findings, a school could improve if it implemented preventive educational programs. These programs provide information, and some are particularly dedicated to disseminating the message that women are not guilty of the assault they experienced.

The authors agree that concrete actions are needed to overcome the so called “rape culture” in which women feel pressure against speaking up and reporting because of the sexual victimization they experience (Fisher, Daigle, & Cullen, 2010). According to these scholars, there are several types of sexual activity that women experience in college that are never even considered. This oversight is due to social beliefs that consider women as part of the problem rather than victim.

Rape is considered the “tip of the iceberg” and also the issue that receives more attention. Beyond rape, victimization in college includes other types of assault, such as unwanted sexual contact, sexual coercion, and noncontact sexual abuse, which are experienced by many more women than those who experience rape (Koss, Gidycz, & Wisniewski, 1987; Fisher, Cullen, & Turner, 2000).

Many students do not report the sexual harassment they experience because of the possible backlash and negative comments and the fear of not being believed. Often, their statements are questioned and considered false accusations. Several studies contribute to contradicting this argument (Heenan & Murray, 2006; Gross, 2008; Williams, 2012). After ten years of analysis of reports on sexual violence within universities, Lisak and colleagues (Lisak, Gardinier, Nicksa, & Cote, 2010) have concluded that false allegations in college amount to between 2% and 10% of reports. Other scholars approaching the issue situate the percentage of false reports at 3% (Kelly, Lovett, & Regan, 2005), at 5% (Spohn, White, & Tellis, 2014) or 7% (Lonsway, Archambault, & Lisak, 2009). In fact, these data show that 90%, or more likely 95% to 98%, of reports on sexual assault in academia are not false. Indeed, studies on the issue consider the false report myth to be one of the most common misconceptions about rape that still persists in our society (Grace, Lloyd, & Smith, 1992). Additionally, considering that the percentage of men as victims of sexual harassment is 1 in 16 (Krebs et al., 2007; Carey et al., 2015), a man is more likely to be a survivor of rape than to be falsely accused of raping someone.

Being aware of how difficult it is to report, victims do not dare to take this path if it is not a problem that really affects them or if they are not strong enough to endure the victim blaming and revictimization it implies. Indeed, the struggle in this regard is to persuade students to report, to break the silence, and to have students be willing to talk about this issue because it is common for students to not want to admit that something like that happened to them. It is difficult to accept and share these experiences and not to feel blamed for them. Therefore, the university mechanisms are directly focused on getting students to tell their stories.

Interactions enhancing dialogue

According to the research study conducted by the CSA Study on one American college campus, 46% of women experienced at least one instance of non-rape abuse. In the same vein, the National College Women Sexual Victimization Study (Fisher, Cullen, & Turner, 2000) shows that verbal sexual abuse is a common experience in college for 76% of the female students who contributed to the data in this research. In addition, the study noted that within an academic year, 19% of the female students were asked questions about sex or their romantic life in inappropriate circumstances. Additionally, 21.9% received obscene telephone calls or messages and 9.7% suffered false rumors about their sex life.

Victimization and sexual revictimization (Farrell, 1992) are concepts referring to the repetitive victimization that women experience in college over a certain amount of time. The terms are approached by several authors from different perspectives (Farrell & Pease, 2001; Lamm Weisel, 2005; Skogan, 1992). Research agrees that interactions, particularly peer-to-peer interactions, are key to overcoming this phenomenon. In this sense, authors such as Boswell and Spade (1996) noted that university administrations should respond to this reality by providing counselling and advice as well as policies and programs oriented toward increasing awareness through dialogue and spaces in which to share experiences. Bondurant (2001) agrees by presenting peer-to-peer interactions as a

key element in identifying gender violence situations and thus preventing them. In 2006, Gross and colleagues (Gross et al., 2006) examined the unwanted sexual contact of female university students by proposing dialogue as a tool to suggest to students the necessity for establishing what it is acceptable in college and what is not.

Institutional involvement and response

Research and student voices prove the lack of institutional involvement and response to gender violence. In demonstrating lack of an institutional response to a report of sexual violence, Cantalupo (2012) established four categories of indifferent response: 1) *The school does nothing at all*; 2) *the school talks to the alleged perpetrator, who denies the allegations, and then it makes no determination as to which story is more credible and does nothing, including nothing to protect the victim from any retaliation from the alleged perpetrator or other students as a result of her report*; 3) *the school waits or investigates so slowly that it takes months or years for the survivor to obtain any redress*; 4) *school officials investigate in a biased way, such as through their treatment of the survivor or their characterization of her case* (p. 96-97).

In addition to peer-to-peer support, research studies also remark that the changes needed to eradicate gender violence in academia also involve the institution. To achieve this, the university administration needs to recognize the extent of the problem and find ways to solve it (Nicholson et al., 1998; Reilly et al., 1986). In this regard, researchers have proposed programs of prevention and action against gender violence accompanied by sensitization and awareness campaigns of *Zero Tolerance* for the entire university community. The need for community involvement and a shared understanding of the issue is underlined by authors such as Dey, Korn and Sax (1996) who focus on the identification of situations of gender violence and supporting victims in speaking up and claiming their rights. The reality that universities are facing in terms of the huge number

of sexual harassment cases shows the need for preventive measures and community involvement.

2.6. Committees for gender equality and prevention protocols in universities

Studies have shown that committees for equality and some protocols to prevent gender violence have been generated as a result of pioneering research on the topic both in the international scientific community and in Spanish media. Different research projects were conducted (Puigvert, 2008-2009; Puigvert, 2008-2010; Valls, 2005-2006; Valls, 2006-2008) as a consequence of ideas, debates and evidence developed under pioneering research projects in Spain (never before had gender-based violence in universities been studied). Further studies have followed this line, such Santos (2011) and Schubert (2015). As explained in the previous chapter, committees for equality and protocols for prevention and action in cases of gender violence currently exist at some universities in Spain and are the result of a process over years and stages, which in turn are based on scientific research that demonstrates the need of such mechanisms for prevention and action in the university context.

In 2004, a debate related to the approval of the *Comprehensive Law Against Gender Violence* started in Spain. For the first time in the country, this *Organic Law* sought to address the issue of GBV from a preventive approach. According to this law, the faculty has a duty to take preventive action and should therefore be trained. During a conference held at that time ⁴³, scientific data about GBV in universities presented by researchers clearly showed the existence of a social problem that was being neglected within the dominant Spanish discourse. This mainstream debate also neglected to address the existing law of silence that not only maintains sexual violence but also leads to its legitimization.

⁴³ Conference held at the University of Barcelona as part of the RTD research project “Gender based violence at Spanish universities” led by Dr. Rosa Valls (2005-2008).

Although steps forward in raising awareness about gender violence and its eradication are being taken in society, the university institution is falling behind due to its hierarchical organization and the power structures that still exist at its core. This resistance by the university to recognizing the problem does not contribute to generating a context within this space of zero tolerance toward GBV. Therefore, while the reaction in Spanish universities is to keep silent about cases of GBV in its corridors, classrooms or offices, internationally recognized universities are equipped with offices for prevention and specific action protocols aimed at eradicating the problem.

Impact of the hierarchical structure in academic expectations

Just as the structure of power has led to gender inequalities in institutions and perpetuated the code of silence, it has also had a huge impact on universities' reputation and research. According to Deming and colleagues (2013), the analysis of sexual attitudes and concrete practices of sexual violence in college has helped make it evident that addressing gender violence in academia assures a university's excellence. In the same line, faculty members who enforce power relations deeply damage academic performance. As a consequence of assault, many students change their academic expectations or even decide to abandon their academic degree (Fitzgerald et al., 1988). Quantitative studies analyze the numbers of men and women who are full professors in academia, sometimes providing domestic and familiar explanations to justify the higher number of men.

2.7. Dialogic turn in approaching sexual violence in academia

The linguistic turn in social sciences (Flecha, Puigvert, & Gómez, 2003; Searle & Soler, 2004) has been crucial in explaining the progressive use of dialogue in social relations.

Scholars such as John Searle with his theory of speech acts (Searle, 1969) state that we can construct reality with words. This construction of reality is similar to that defined by Berger & Luckman (1966). Indeed, Searle (1969) analyzes intentionality as the key element in achieving a successful communicative action. In this regard, inviting someone for coffee should be understood based on the intention of the one who asks. Even in the university context, going out for coffee is not a problem if we do not focus on the analysis of the intention, i.e., focusing on the real problem behind the one publicly manifested. In situations of academic hierarchies, the problem is not the invitation for coffee; the problem is the communicative act informing this interaction (Soler & Flecha, 2010).

Mead (1934) pays particular attention to these interactions in his analysis of human relationships known as *Symbolic Interactionism*. He stresses that the social nature of human behavior is constructed through daily interactions that allow for the definition of personality. Mead called this constructed personality the “self” and explained the process by which people perform actions on the basis of the attitudes of others. Then, Mead makes another statement that distinguishes between “I” and “me”, which explains this theoretical concept. “Me” includes the attitudes of others framed in social interactions that form people’s experiences. On the other hand, “I” is the spontaneous reactions that are developed considering the attitudes constituting the “me”. According to this analysis, interactions become central to shaping people’s relationships, and consequently, they also help reveal the struggles that social movements, such as the ones that are facing gender-based violence on campuses, have developed.

Beyond relations of power within society, several approaches have been addressed by authors such as Melucci (1996), Goodwin, Jasper and Polletta (2000), and Touraine (2000) to explain the origin of social movements and their development, taking into consideration the implication of collective action based on socially constructed meaning and the role of identity in shaping individual meaning. Other aspects, such as emotions (Goodwin, Jasper, & Polletta, 2000), culture (Goodwin & James, 2003) and personal

narratives (Ganz, 2011), have also been analyzed in the debate on social movements and their intent to change the world (Milkman, 2014).

The sociological analysis of social movements is complex, but it allows an understanding of the ways in which different social actors challenge power relations. In this line, the insights of Habermas (1987), Beck (1992), Giddens (1984) and Wright (2010) are helpful in deeply studying how these interactions are strengthened. For instance, according to Beck (1992), the development of the risk society is changing the way decision-making processes are being constructed in different spaces, such as social movements. Within this context, the decisions are more uncertain, and therefore negotiations and interactions that should be performed become crucial to reach agreements that help achieve further steps and meet challenges (Beck, Giddens, & Lash, 1994). Similarly, in Habermas's (1987) Theory of Communicative Action, the analysis is centered on the intersubjective communication process established between individuals while remaining aware of the dual dimension of societies (subjects and systems). In this process of intersubjectivity, people can base their actions on *validity claims* or *power claims*. The first ones are linked to argumentation, which is aimed at reaching an agreement, and the second ones are defined by the interest in maintaining hierarchical relationships (Habermas, 1987). This analysis not only helps to understand the ways in which social movements have faced difficulties several times in combating governmental institutions but also helps to deepen the dynamics that are normally settled inside social movements.

In the current analysis of modern, reflexive societies, Giddens (1991) has developed some insights about the changes that this social context has realized in organizations, such as social movements and NGOs. These should adapt to the dynamism of a society based on the quick processing of information and knowledge; in other words, it should include the contributions that people make in their daily-life spaces of dialogue. The same logic is applied when social change is explained: "Not only is the pace of social change much faster than in any prior system, but so is its scope and the profoundness with which it

affects pre-existing social practices and modes of behavior” (Giddens 1991, p. 16). Later, Erik O. Wright (2010) added some elements to this theoretical debate when he explained how utopian projects become a reality. He affirmed that social changes, mostly conducted by citizens, do not follow the model of classical revolutions with a rupture strategy based on violence. Instead, current transformations occur through non-violent actions, which are based on a popular support that comes from people’s material needs and interests.

Marshall Ganz (2010), who is widely recognized for his work on leadership and organizing in social movements, highlights the role of what he calls “public narratives” when encouraging people to engage in social movements. According to him, “public narrative is a leadership practice of translating values into action. It is based on the fact that values are experienced emotionally” (Ganz, 2011, p. 274). For Ganz, organizing social movements requires the hands (action), the head (developing a strategy) and the heart (emotions). Thus, to engage and motivate others in their causes, leaders craft stories or adapt old ones; they create a public narrative that is shared among those who share a common cause for which to struggle. In a public narrative, three stories are united, which Ganz calls the “story of Self” (the personal motivation of individuals to struggle and to join the struggle), the “story of us” (the connection of one’s stories with the stories of others; the “us” can be defined as victims of gender violence, as university students, etc.) and the “story of now” (why change has to take place now). Thus, it is through these public narratives that leaders and those who participate in social movements motivate others to act, construct new shared individual and collective identities and therefore are inspired to act (Ganz, 2011; Ganz, 2009).

Recently, *public sociology* has also developed theoretical explanations for this topic. In this regard, Michael Burawoy (2013) discusses creative communities as being the ones that mobilize individuals in today’s society through virtual communications. According to Burawoy, in a *new global sociology*, we need to understand social movements and their

role in society from different perspectives: 1) to understand these social movements in their global and national context, we need a new sociology of movements; 2) such a sociology should advance a unifying vision for these movements, which is something they desperately need; 3) sociology now finds itself inside rather than outside society, which means that we have no alternative but to take a side, and if we do not take a side, we not only become irrelevant but also will be overtaken by events and disappear; 4) in the current economic sphere, we need to build connections before it is too late – sociology becomes a social movement.

In this line, according to Touraine's works (1985), social movements become crucial to understanding how collective actions are defined. Thus, Touraine deepens the nature of these actions to understand the elements that make them successful. He talks about three elements: "collective actions are characterized by three components I identified some time ago as the definition of the social agent's identity: (1) the definition of the opponent; (2) the rest, which is culture, is the context in which the conflict is defined; (3) all of them belong to the same universe and are the expression of the central conflict" (Touraine, 1985, p.760). In later analyses, Touraine (2006) argues that women have an important role in this change.

Bystander intervention and second-order harassment

The sociological framework described above sheds light on the forms of inequality and abuses of power that organizations and social movements are currently struggling against. Common elements emerge from this exploration such as the relevance of solidarity, interactions, opening spaces of dialogue, and the inclusion of people's interests. Bystander intervention is an example of this; it focuses the problem of sexual harassment on the community rather than on the victim (Banyard et al., 2010). Everybody is part of the problem and is therefore also part of the solution. Being aware that we all can be victims of sexual violence on our campuses, the community is also able to

overcome this problem. Indeed, in the university framework, there are only two ways of reacting: one is standing on the side of the harasser and thus contributing to the perpetuation of the problem; the other is supporting the victim, facilitating pathways to file complaints and speaking up. There is no position in between. In addition, it is true that speaking about sexual harassment is not easy in academia. To support a victim can be related to becoming a victim of second-order harassment.

2.8. Student mobilization

While the role of students within social movements has been extensively analyzed in general terms, specific research on gender violence in universities in relation to student mobilization is still rare (Corradi & Stöckl, 2016). This dissertation will shed light on this field, providing new evidence and raising new research questions, especially in the Spanish and European context, in which the topic has been less researched. However, existing theoretical contributions from scholarship on social movements provides a rich framework for better approaching this topic.

Social movements, research and public policy have been central in the struggle against gender violence (Freedman, 2013a). In this regard, yielding to pressure from society for a safer environment for women at universities, several laws have been passed that establish regulations on university responses to sexual violence on campus (Potter et al., 2000; Coker et al., 2011). As mentioned in previous chapters, the most prestigious universities have been the ones taking the lead in implementing these laws. It is worth mentioning that Harvard ⁴⁴, the Massachusetts Institute of Technology (MIT) ⁴⁵, and the

⁴⁴ For more information, see: <http://diversity.harvard.edu/pages/university-sexual-harassment-policies-procedures>

⁴⁵ For more information, see: <http://sexualmisconduct.mit.edu/sexual-misconduct-policy>

London School of Economics ⁴⁶, among many others, have passed specific measures accounting for the variety of issues that sexual violence entails.

However, despite developing multiple programs related to this problem, the percentage of sexual assault and rape continues to be high on college campuses. It is for this reason that more studies using different approaches are analyzing this topic to highlight the serious consequences for both victims and society, emphasizing the need for effective solutions (Brener, McMahon, Warren, & Douglas, 1999; Koss et al., 1987; Harris, 2013a). Although research has already pointed to the importance of social movements in preventing and overcoming sexual violence on college campuses, social movement theory is still limited in this field (Potter et al., 2000; Coker et al., 2011). Among extant literature on gender violence at universities, some highlight the role of student mobilization in relation to raising awareness or its centrality when programs that can prevent gender violence from happening are assessed. Other social movements have nourished student mobilization, which oftentimes has emerged from students' disappointment with institutional actions. When seeing that institutions remain inactive in cases of severe social injustice, as in the cases of sexual violence on campuses, students mobilize (Bird, 2002; Gold & Villari, 2000).

Finally, the analysis of actions taken by students and all those who have dared to break the silence in universities about sexual violence has done much to inform social movement theory, specifically in the context in which students are in an unequal power relation. Thus, many of the concepts and approaches set forth in social movement theory could be used to analyze the movements around gender violence prevention, and more importantly, this analysis could contribute to innovative theoretical insights on social movement theory.

⁴⁶ For more information, see: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/harPol.pdf>

Student activism to overcome gender violence

In researching student mobilization regarding gender violence, Bird (2002) explains how the diverse social movements of the 1960s and 1970s, such as the civil rights movement or the anti-war movement, set the stage for subsequent mobilizations that would take place at the universities in the United States and other places around the world. In turn, this author has argued that student activism in US higher education at that time played a major role in decision-making at universities. In this sense, Freedman (2013b) highlights the impact of specific cases that set precedents in addressing certain issues put forward by a social movement. Authors such as Gold and Villari (2000) also described the gender violence struggle in academia and the ways in which student activism has become central to that movement. Their mobilization is making important progress on campus and is empowering victims to speak up and be part of the struggle.

Another area in which student mobilization has made a contribution in unveiling cases of sexual violence has been their awareness-raising actions, which have led to the creation of safer contexts for disclosures. The research of Grauerholz and her colleagues (1999) has been concerned with the low numbers of formal reports of sexual violence and the reasons behind this trend. The authors found that victims often turned to a friend to explain their experiences instead of asking for help from formal services. Their report on the Sexual Harassment Advisors' Network, a network of students created at Purdue University⁴⁷ to fill this gap in campus violence prevention and resolution, found that it provided more informal support to the victims (Grauerholz et al., 1999). Simultaneous with the implementation of university policies, concerned faculty and students kept mobilizing and developed a variety of awareness-raising and prevention programs (Vladutiu, Martin, & Macy, 2011).

⁴⁷ For more information: <https://www.cla.purdue.edu/facultyStaff/SHAN/about.html>

Most of the awareness-raising and prevention campaigns and measures developed at diverse universities already implement bystander intervention in their prevention strategies, with a special emphasis on including students as key actors in prevention and victim assistance. Research has centered on the role of the students as a strategy for overcoming gender violence on campus through peer-to-peer intervention. In these prevention and awareness-raising programs, the students themselves engage in and develop actions to move this struggle forward (Mitchell & Freitag, 2011). Furthermore, they also act as peer advisors, bridging the gap between the institutional services provided and the students' needs as outlined by Grauerholz and her colleagues (1999). In their analysis of measures for the prevention of gender violence, Coker and her colleagues (2011) highlight the importance of targeted recruitment of the students for bystander training.

Overall, student activism and the social and political support it has achieved have been essential in contributing to making all these advances possible (Gold & Villari, 2000). Nonetheless, little research has been carried out on the role of student activism among those who initiated or who currently participate in developing peer education and training programs, which would certainly be of importance considering the early stage of research in the field of sexual violence in higher education.

2.9. Conclusions of the chapter

This chapter has presented the most relevant theoretical contributions about the ways in which gender violence is reproduced in higher education contexts. In this regard, the analysis carried out has presented the exclusionary elements that contribute to the reproduction of this problem on campuses, such as institutional resistance and the code of silence that surrounds violence and sexual harassment. However, this analysis has also been useful in identifying what previous theories have said about the elements that

contribute to ending these limitations – in other words, the transformative components. Therefore, many authors have emphasized that student movements have become the main actors in the struggle against gender violence, an assertion that will also be corroborated in this dissertation.

CHAPTER 3:

METHODS

3.1. Introduction

It has been explained in previous chapters that sexual violence is a reality in academia. Some of the data from North American and Spanish universities show the high number of cases of sexual violence perpetrated against women during their time in college. Over the last decade, several programs, policies and laws have been developed to overcome this social problem, especially in the United States but also in Spain, where the movement began few years ago. Scholars such as Coker and colleagues (2016) started to evaluate these policies, finding that *bystander intervention* (Banyard et al., 2005) is one of the most successful mechanisms of prevention and response. In this vein, student mobilization is analyzed in this dissertation as contributing to the struggle against sexual violence on campuses and beyond.

This chapter is aimed at explaining the methodological paradigm of the dissertation and the method of the data collection as well as the techniques used, the profile of the study's participants and the methods used to analyze the data. The main research question is explained, as well as the hypothesis and objectives that frame the investigation.

This dissertation is built upon the analysis of two case studies that emerged from two key complaints of sexual harassment against a professor at a university. One of the cases is based on the development of a key complaint of sexual harassment at a Spanish University, the University of Barcelona, in 2011. As a result of this complaint, the *Solidarity Network of Victims of Sexual Harassment at Universities* emerged, which was the first peer-to-peer Spanish network supporting survivors. The second case, which offers a comparative case study to the first one, is the pioneer complaint against a professor at the University of California, Berkeley in 1979, which led to the establishment of WOASH, a pioneer *Women Organization Against Sexual Harassment*; and later on, the network EROC, *End Rape on Campus*, a US network aiming to end sexual harassment in

American universities. Both networks were created as a result of students' campaigns in their respective countries (in Spain in the autumn 2013 and in the US in the summer of 2013) and as a response to the lack of appropriate solutions and resources provided by their institutions in solving gender harassment situations.

That said, throughout this dissertation, I compare circumstances of the two key complaints of sexual harassment in universities, going deeper into the Spanish case but also finding some parallels with the US case of sexual harassment at the University of California, Berkeley, taking it as a reference for the measures adopted to prevent and overcome sexual violence once the silence was broken in the US at the end of the seventies. What made this comparison stronger and offered a broader analysis of the dissertation was indeed the collaboration with prestigious authors at the University of California, Berkeley, the University of Wisconsin-Madison and Harvard University. Scholars such as Michael Burawoy, Ruth Milkman or Dianne Rosenfeld are supporting this struggle from the very beginning.

3.2. Research question and hypothesis

Context

From the analysis of two case studies, this dissertation analyzes, at a comparative level, the ways in which the two universities and some of their members dealt with the situation of gender harassment at their schools and especially their handling of the complaints reported there. The cases analyzed in this dissertation took place at the University of California, Berkeley and the University of Barcelona. Both institutions were places in which cases of sexual harassment were officially reported and a students' campaign developed. In particular, the students' organizational networks, in the case of both universities, wanted to go further in supporting the survivors and challenging the administration.

To begin this comparison, one of the first cases of a formal complaint against a professor at a university in the United States and the process that followed afterwards established a precedent. Additionally, it opened new ground to the issue of sexual harassment in universities all over the world as many students in other parts of the world could be inspired by the case, leading them to organize in a similar way to the pioneering group of students protesting and supporting the victims (Benson & Thomson, 1982). In a broader sense, the revolution that started to take place all around the United States in the late 1970s and continuing into the 1980s and later created a type of solidarity around the issue of sexual harassment in academia, which encouraged other survivors to be brave and dare to break the silence around this issue.

This strong social movement, rooted in solidarity among survivors and activists, not only contributed to achieving an institutional change in response to sexual violence on campuses but also to the shape that the role of students' activism on this issue would take at a global level. This network of solidarity encouraged breaking the silence regarding sexual harassment, beginning an advancement in the most courageous struggle in the university context: fighting against its internal silence regarding sexual harassment.

This case is entirely explained in Chapter 5, which focuses on the influence of international attention on a professor who was sending emails with harassing content, while using the signature of a prestigious American university. Being aware of the case, as the institutional representative of the School of Economics said: *"it was then when this prestigious university decided to notify the Spanish university (see Annex 6) that they have searched in the archives of Harvard and this professor was not currently affiliated to Harvard"*.

Students decided to come together, and they mobilized against such violence as more actions were taken in the struggle for universities to be free of gender violence.

Within this framework, the research question raised for this dissertation is the following:

- **Research question:** *Which links between internal subjects and international solidarity have allowed internal resistance regarding sexual violence in academia to be overcome?*

This research is based on evidence that gender-based violence exists in the university context, as previous studies in the United States (Benson & Thomson, 1982), in Europe (Kury et al., 2004) and in Spain (Valls, 2005-2008) have shown. In addition, this investigation is based on the fact that, just as in other social fields, gender violence in Spanish universities manifests itself in several forms. It is a reality of which many people are aware, but the silence has only recently been broken, making the issue a public matter and therefore initiating several actions to contribute to the prevention and eradication of the problem of college sexual harassment (Puigvert, 2008).

Sexual harassment at universities has been perpetrated by faculty members against students or other staff, usually in an inferior position. In addition, college campuses are also investigating sexual harassment among students, which usually happens when male and female students are targeted by their peers. In this dissertation, sexual violence is understood as any uncomfortable and unwanted sexual advance that occurs in the university context with any faculty member, student or staff as the perpetrator. In this line, the analysis in this research considers both the harassment perpetrated by professors and by other students, including the peer-to-peer sexual harassment.

The justification of this dissertation is framed by three key elements. First, gender violence is a current sociological issue closely related to the promotion of perspectives and fostering social awareness about women rights throughout the world. This aim is strengthened by the International Sociological Association (ISA) as well as the American

Sociological Association (ASA), whose topic at this 2016 Annual Conference is “Rethinking Social Movements: Can Changing the Conversation Change the World”. Indeed, the ASA’s 2016 president, Ruth Milkman, is directly committed to the issue of social movements, sexual violence and student mobilization with respect to this issue. Second, the subject of this dissertation is deeply connected to the topics of interests of the top-ranked international scientific journals on the fields of gender studies and women’s studies, for instance, the journal *Violence Against Women*. This journal has the highest level of impact and has already published an article about the silence on gender violence at Spanish universities. Third, the issue discussed is strongly related to studies conducted on gender violence in universities under the RTD National Plan of the Spanish Ministry of Science. This dissertation takes these scientific studies as a starting point and presents a step further to deepen the mechanisms that have been established at universities through the results of these investigations as well as those elements or social movements that put pressure on moving this issue forward.

- **Hypothesis:**

Considering the existence of gender-based violence in universities, the internal mechanisms that permit it to be perpetuated and the key actions and actors working to eradicate it, this dissertation is based on the following hypothesis:

Power relations in academia contribute to maintaining the code of silence, while the courage of victims and activists and international solidarity have a direct impact on breaking that silence and on changing the university structure, thus promoting spaces free of sexual harassment at universities.

It is also emphasized that current investigations report that there is resistance to breaking the silence on GBV at universities (Sable et al., 2006; Kalof, 1993). Such resistance is related to power relations and the law of silence (Puigvert, 2008). Indeed, these latter

elements are considered central to the process of selection and promotion of faculty personnel. This fact becomes a strategy for maintaining silence on harassment, therefore empowering the aggressors rather than stopping them.

In this regard, this thesis combines documentary analysis with qualitative fieldwork that includes daily life stories and portraits. This is conducted with a double focus. First, it seeks to understand the process of the first complaint carried out at the University of California, Berkeley and the following improvements that resulted from these pioneer protests. In the same line, a key complaint carried out at the University of Barcelona is analyzed with the aim of shedding light on the power of student organization to achieve important advancements on the mechanisms of prevention and action to overcome the problem of sexual violence in Spanish academia. Second, this dissertation focuses on the link between the administration, the university's so-called structure of power, and the law of silence once it is broken by survivors, students and activists.

Thus, this research introduces elements that have led to the creation of gender equality commissions and prevention protocols as well as their impact on the power relations and the law of silence at universities. The fact that harassed people dare to break the silence is an important step in changing power relations (Puigvert & Muñoz, 2012). However, the dissertation intends to focus on how the “feudal structure” has started to change since the key complaint was produced and a group of students, as well as a network of solidarity, mobilized to report and overcome this problem.

3.3. Objectives

As already mentioned, the main aim of this dissertation is **to conduct a sociological study of the organizational work that promotes and empowers sexual violence victims and activists at universities to build and strengthen solidarity networks as a way of both**

overcoming gender violence at the university and being bystanders who support survivors and take a stand with first and second order victims of sexual harassment in academia.

As noted in my theoretical framework, student mobilization has been an ongoing part of academic life for decades (Morris, 1984). Their active role as well as their capacity to organize collective actions asking for their rights has been observed by the administration, which keeps an eye on student responses to help formulate the university's decisions. In this sense, I am interested in the students' capacity to organize themselves with the aim of breaking the silence courageously and achieving student mobilization to address this topic, which may also place pressure on the university to take a position. Although the problem started to receive attention some decades ago, especially in the United States, it has mainly been over the last decade that victims of sexual harassment have decided to publicly and openly speak up, recognize it and ask for support.

This research is also oriented toward identifying shared features among survivors of sexual harassment who dare to recognize the problem at their universities and are brave enough to channel their personal suffering into a path for overcoming it, raising awareness and starting student mobilization around the country despite not having a historical precedent.

To study the role of student mobilization in overcoming gender violence at universities, the relationship between activists and the power relations at the university, this dissertation has also defined four **specific objectives**:

Objective 1

To analyze the process of a pioneering complaint against a professor at a university, the case study of the University of California, Berkeley, to better understand its development and its impact on breaking the silence to overcome sexual harassment in academia and change structural relations.

Objective 2

To study the link between international solidarity supporting the lodging of a key complaint and the first protocol against sexual assault at the UB, from the Spanish first research on gender-based violence in academia; the case study of the University of Barcelona.

Objective 3

To inquire as to the characteristics and influence of international student movements and networks of survivors in the creation of the first peer-to-peer support and advice organization at a Spanish university, *The Solidarity Network of Victims of Gender Violence at Universities*.

Objective 4

To study the link between student mobilization against sexual harassment at universities and the networks of survivors and activists in relation to the structural university system in addressing internal gender-based violence and overcoming possible reprisals and defamation.

3.4. Methodological paradigm

This dissertation is framed by the need to understand the role of student mobilization in overcoming gender violence at universities, the relationship between activists and the

power relations at the university. When pioneering reports were made in the United States in late 1970s, these first campaigns and students' protests broke the silence regarding sexual harassment in academia and also had an international impact. Indeed, the process of the key complaint in Spain was very much inspired by international support from those who have taken a stand in support of the survivors.

Although extensive research has been carried out on the issue of gender violence in academia (Boeringer, 1999; Charkow & Nelson, 2000; Banyard et al., 2005; Gross et al., 2006) as well as the mechanisms to prevent this problem implemented by universities (Coker et al., 2016), research specifically focused on student mobilization for successful mechanisms to solve this problem have seldom been discussed in scientific literature thus far. Nevertheless, extensive literature has been published on social movements and their power of transformation as well as students' movements and their capacity to generate university improvements at different levels.

Many years ago, studies in social sciences demonstrated that objectivity is not based on distance but on argumentation (Habermas, 2001). The investigation carried out under this dissertation is based on the *portraiture* method (Lightfoot, 1981). This methodology of research was firstly implemented by Sara Lawrence Lightfoot (1983) in a book about high schools and the black community. It focuses its attention on the context of each reality to better understand their meanings. In relation to research about concrete experiences, portraiture is a qualitative research methodology that combines "the systematic and careful description of good ethnography with the evocative resonance of fine literature" (Lawrence-Lightfoot & Davis, 1997, p. 4) through five main postulates:

1. It qualitative research forward by presenting resonant and true stories that are part of the complexity of everyday life (Lawrence-Lightfoot, 2005). As mentioned, Habermas (2001) said that distance and objectivity does not happen and is not necessary.

2. This methodology also focuses on the positive aspects of the analysis of social realities.
3. By giving the main role to the actors involved in the realities studied, portraitists not only listen to the researched participants' stories, they also "listening *for* a story" (Lawrence-Lightfoot & Davis, 1997, p. 8), which means a process of co-creating compelling narratives with the actors in any story.
4. Similarly, portraitists aspire to involve themselves in the stories through an in-depth process of reflexivity. In the spirit of Beck, Giddens and Lash's (1994) description of reflexive modernization, the author herself is a victim of gender violence in the university, which is in line with the principles of this methodology because she clearly understands the reality of sexual harassment in academia and the process of breaking the silence.
5. The portraiture method aims to achieve a broad and diverse audience seeking intervention and community building (Lawrence-Lightfoot & Davis, 1997). To that goal, networks of solidarity play the role of the active community built to protect survivors but also to involve the academic community in the struggle against sexual violence at the university.

The voices presented in this dissertation are survivors of sexual harassment in college, student collectives, committed teachers, activists and people who put themselves at risk daily but keep believing in their dream of enjoying a university free of sexual harassment. A similar approach is defended by Norman Denzin and Yvonna Lincoln (2005) who consider the current reality as a moment in which researchers not only are observers of the daily reality but also listen to people's voices and explore their reality. Therefore, the contributors to this qualitative research methodology (Denzin & Lincoln, 2005) seek to address social justice by focusing on people's struggle to inform on public issues with the aim of transforming them into social policies. The inequality of sexual violence happening at the university exemplifies an issue that needs to be raised socially to spread awareness

and increase student and social mobilization to both create policies and also encourage bystanders to intervene and support survivors.

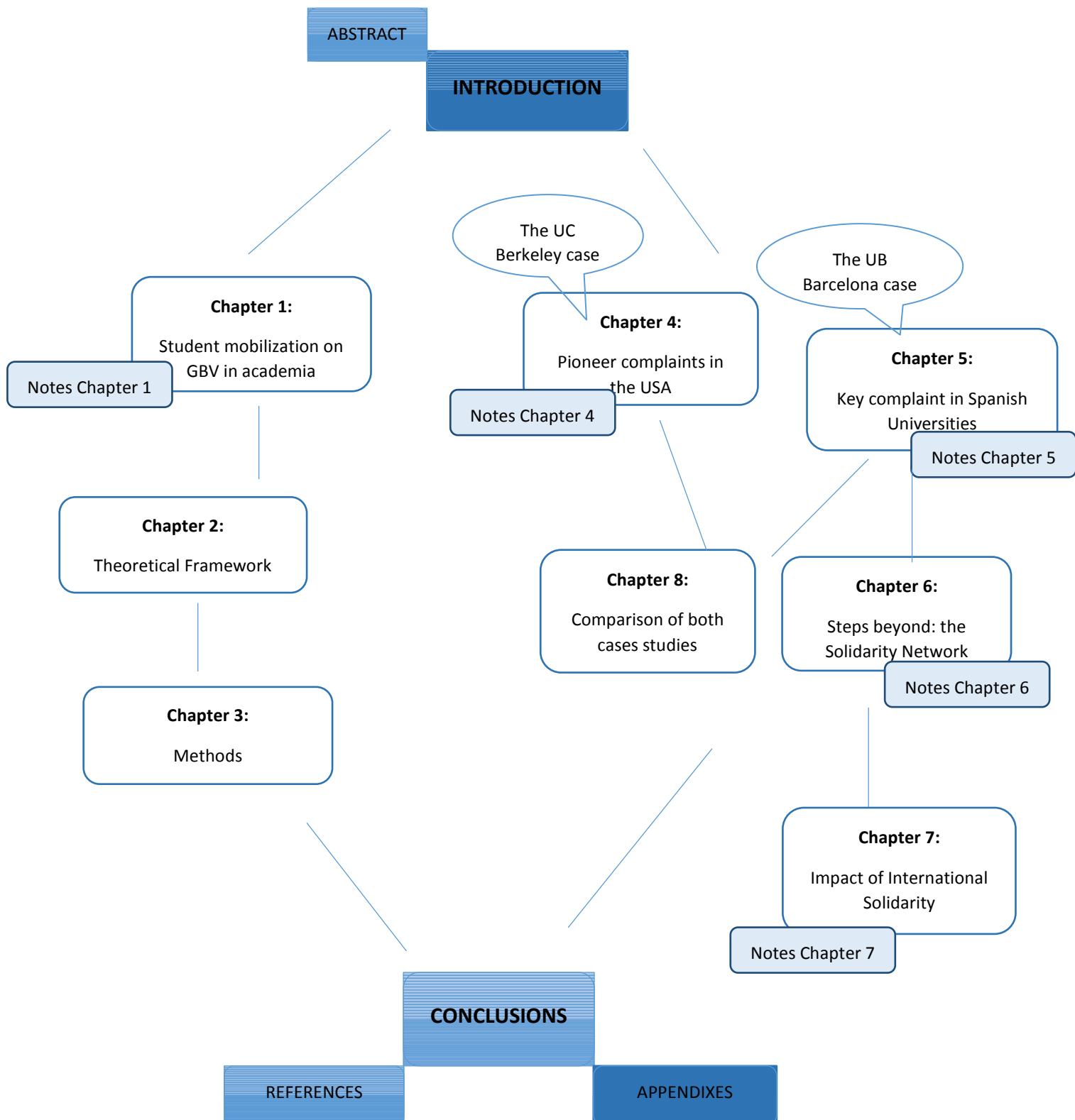
Overcoming the structuralist perspective (Bourdieu, 1984), the proximity of the object to be studied and the inclusion of survivors' voices in the research process is in line with the approach of Habermas (1987) in considering the *lifeworld* as well as the *system* when understanding social realities. In the same vein, Erik Olin Wright and his *emancipatory social science* approach (2010) are used as bases for promoting scientific knowledge pertinent to finding available solutions to empower survivors and start a revolution leading to universities free of gender violence, which could be a real utopia (Wright, 2010). In turn, the public sociology approach of Michael Burawoy has also framed this dissertation (Burawoy, 2005). From its very beginning, this research was *focused on* the public, *counting on* the public voices and *oriented to* the public. Analyzing students' mobilizations from below and involving the voices of the researched people in the investigation emphasize the desire to return knowledge back to society.

In the same line, the dialogic perspective developed by authors such as Freire (1996), Freire & Macedo (1987) and Flecha (2000) considers the voices of the researched people to be key elements in providing valid information to fulfill the aims of this investigation. In all, this research investigation includes the testimonies of approximately ninety subjects, and for its discussion, more than one hundred documents have been consulted.

Following the communicative methodology (CM) of research (Gómez, Latorre, Sánchez, & Flecha, 2006) and implementing its principles – communicative rationality, people as transformative social agents, the universality of language and action, the creation of meaning, dialogic knowledge, the same epistemological level, a lack of interpretative hierarchy – have demonstrated that people are not “cultural dopes” as the authors of the epistemological current in sociology have claimed (Garfinkel, 1967) and the realities of the individuals described, their narratives, are the result of deep reflections and analysis

of the situations they have experienced. Indeed, dialogic learning (Flecha, 2000) makes possible the simple description of the facts, and the dialogue established between researched and researcher allows a vivid review and reasoning of the phenomenon that may generate change and action by leading to the search for the truth (Gómez et al., 2010).

This dissertation is divided in **two main parts** including **eight chapters**:



3.5. Research design

This research has been carried out using both the communicative methodology of research (Gómez, Puigvert, & Flecha, 2011) and the *portraiture* method (Lightfoot, 1981). Both methodologies have been used in previous research studies and publications (some of them on the subject of gender violence, as in the case of the CM) due to their capacity to allow equal dialogue by incorporating the voices of the research subjects and their contributions making it possible to bring to light issues such as gender violence at universities and implement actions to combat them. For example, the publication of an article on gender violence in Spanish academia in journals such as *Violence Against Women* (e.g.: see: Valls et al., 2016) establish these methodologies a highly recognized and validated by the scientific research community (Gómez, 2014). In addition, other projects based on this communicative methodological paradigm have proved the social impact of research (Gatt, Ojala, & Soler, 2011).

Study participants

Considering that the university structure and its administration are objects of great interest in this dissertation, interviews have been carried out with members of Spanish and North American commissions for equality and administrators. Some of them were people directly participating in these committees as managers or members, and others were people outside these commissions; which offer an external view of the issue. The profiles of those interviewed included women and men who were members of committees responsible for equality in Spanish universities and foreign universities. In addition, interviews and informal discussions (which are described in detail below) have been also carried out with people who were not directly involved with commissions for equality but are in some cases experts on the issue of gender violence in the university setting and many of the investigations around this issue.

Members of the Commission for Equality of the School of Economics showed their interest for being interviewed for this dissertation once they knew about the content analyzed in this work; after the dissertation was submitted.

In addition, relevant data have also been collected from survivors of sexual harassment and activists and from second-order harassment victims of both universities studied, the University of Barcelona and the University of California, Berkeley. These survivors and activists have agreed to freely participate in the research. In most cases, they were chosen randomly for their involvement in things such as students' assemblies, different activist campaigns, volunteering at peer to peer services on campus, or friendships with other survivors.

Data collection techniques

Literature review

The theoretical framework of this investigation was developed by reviewing literature from different databases such as ISI Web of Science and Journal Citation Reports, as well as electronic books and other materials of interest. This analysis of this scientific literature allowed me to expand the scientific knowledge about the existence of sexual violence in universities. More specifically, I have consulted the top-ranked scientific journals on gender studies and gender violence, such as *Violence Against Women* or the *Journal of Interpersonal Violence*, as well as *Qualitative Inquiry* (QI), which is highly relevant to this dissertation because it has published articles about the use of qualitative methods to inquire about gender violence and sexual harassment in different contexts.

The literature review and the search were conducted using keywords such as "sexual harassment" and "university" (resulting in almost 400 articles), as well as "sexual violence" and "college" (resulting in more than 800 articles). Many of the articles found

were specific reports of concrete case studies describing the social reality of different universities around the world. They also described how sexual harassment is a reality that persists and how silence is often maintained concerning this problem, attributing the cause of maintaining that code of silence to institutional power relations that contribute to perpetuating the cases.

Documentary analysis

The documentary analysis consists of a collection of material about the situation of GBV and the measures implemented to prevent and act against these situations both in Spanish universities and in the most prestigious universities of the world, especially at the University of California, Berkeley. Revised data were collected from research projects and other material carried out in Spain and Catalonia on GBV at universities.

I also collected material from the different existing policies on prevention and overcoming sexual violence at different universities both in Spain and internationally. In 2013, I interviewed a member of the Office of Discrimination and Harassment of the University of Colorado Boulder. Additionally, my two stays as a visiting researcher during the development of this investigation, first at Harvard University (2014) at the *FXB Center for Health and Human Rights* with Professor Jacqueline Bhabha and then at the University of California, Berkeley (2015) with Professor Michael Burawoy, were highly relevant to my in-depth understanding of these university policies and programs of prevention and overcoming sexual harassment and to the execution of part of my fieldwork.

At both Harvard and UC Berkeley I revised key data on the ways that these universities have faced sexual harassment, the policies that they have developed and the role played by the corresponding Offices of Sexual Harassment prevention. At Harvard, I developed a deep understanding of the human rights approach to the struggle against gender violence at the university and the need to assure all students of their right not to be sexually

harassed in academia. My research stay at Harvard in 2014 coincided with the preparation and approval of the “*Yes Means Yes*” consent law for college campuses, which was introduced to the Criminal Sexual Assault Act. I had the opportunity to follow this process by participating in student meetings, assemblies, public debates, and formal and informal events organized at the University to establish a concrete definition of what this law should represent in addition to the already existing “No Means No” Act, approved one year earlier. I also could participate in debates and events addressing the Tell Someone campaign, first implemented at Harvard. Finally, I was also able to highlight a session and discussion with one of the promoters of the “It’s on Us” campaign.

My research stay at UC Berkeley has a crucial significance for this dissertation from many points of view. From the data analysis perspective, I had access to archival documents and historical materials corresponding to the first complaint carried out at UC Berkeley. I was able to deeply examine this case by carrying out a historical analysis of both the facts and the mechanisms that the university developed as a response to this complaint and the corresponding situation.

Therefore, the documentary revision includes different types of documents, such as books, scientific articles, press articles, doctoral dissertations, laws, complaints, declarations, letters, emails, websites, student manifestos, public campaigns, audiovisual material, notes from fieldwork, and minutes and personal notes from meetings, assemblies or other events. More than one hundred documents have been consulted for this dissertation.

Types of documents (Spanish and North American)
Scientific articles, books, historical documents, doctoral dissertations
Press articles
Laws, declarations, student manifestos, complaints, letters
Websites, online documents, audiovisual material, emails
Public campaigns, meetings, assemblies, events, student protests

Interviews

Semi-structured interviews have been carried with individuals related to both cases analyzed. The majority of the interviews have been type-recorded. Considering the sensitive topic of discussion and respecting the will of each interviewee, some of the interviews were not recorded. Specifically, interviews were conducted with members of the Spanish commissions for equality and administration; Spanish survivors and activists; UC Berkeley survivors, activists and students' advisors; professors and experts on the issue and participants in the key complaints in both cases, the US and Spain.

At Berkeley, I followed the historical development of the mechanisms of prevention and response to gender violence, the different laws that were established and their context that has been created during the last decades at UC Berkeley. I had the chance to interview and participate in deep conversations with people who collaborated on the first steps of creating the Commission for Equality and its various branches, such as the peer support office led by students. In addition, I did some interviews during my research stay at Harvard University.

Profiles	Number (gender)
Profile 1: Members of Spanish commissions for equality and administration	3 (4 woman & 3 men)
Profile 2: Spanish survivors and activists	3 (men)
Profile 3: UC Berkeley survivors, activists and students' advisors	4 (2 women & 2 men)
Profile 4: Professors and experts on the issue and participants in the first complaint in the USA	4 (2 women & 2 men)
Profile 5: Professors and experts on the issue and participants in the key complaint in Spain	4 (3 women & 1 man)

Daily life stories

With those survivors who agreed to talk in depth about their experience of sexual violence, I conducted daily life stories and interviews. In this case, 10 life stories were conducted with Spanish and American survivors who explained their case in depth, detailing how the assault took place and how they decided to break the silence and why they think it is important to express solidarity with other survivors. Some of these daily life stories were recorded and others were not, as I maintained respect for the wishes of the participants and the need for a comfortable environment during the conversation.

Profiles	Number (gender)
Profile 1: Spanish survivors	5 (women)
Profile 2: North American survivors	5 (women)

Ethnographic conversations

Since the beginning of the investigation, ethnographic conversations have been included in discussions with key agents involved in the processes of reporting the key complaints of sexual harassment at the University of Barcelona and the University of California, Berkeley. These agents were mainly survivors of sexual harassment who decided to break the silence and who agreed to explain their stories; they also included some second-order victims. In addition, informal discussions with survivors and activists constituted an important part of the fieldwork of this dissertation. These ethnographic conversations were not recorded despite being previously arranged; however, in most cases, they had a story-telling format. These conversations were not type-recorded because the people involved preferred not to be recorded, although they agreed to narrate and explain their cases when asked. For example, during my stay at Berkeley, many anti-GBV activities took place. As I attended these protests and the meetings and assemblies held to prepare them, sometimes long discussions emerged that included the sharing of stories and situations. Furthermore, during my stay at Berkeley, the case of a very famous professor

came to the light, which led to protests by many students and even professors and his own colleagues. I participated in these protests, constantly talking with people and listening carefully to the stories they were able to share with me for this dissertation.

Profiles	Number (gender)
Profile 1: Spanish survivors and activists	10 (4 women & 6 men)
Profile 2: UC Berkeley survivors and activists	14 (8 women & 6 men)
Profile 3: Harvard survivors and activists	9 (7 women & 2 men)
Profile 4: North American professors and administrators	9 (8 women & 1 man)
Profile 5: Spanish professors and administrators	9 (7 women & 2 men)

The specific character of this dissertation led me to carry out not only in-depth and semi-structured interviews but also non-structured conversations about concrete topics or specific issues that helped me to understand situations and to corroborate facts. Ten daily life stories, 15 communicative observations, 18 interviews and 51 ethnographic conversations were conducted for this dissertation. Among the victims explaining their cases for this dissertation, one is my own story, which is also presented using a pseudonym. All personal names are pseudonyms to protect the survivors.

Summary of the data collection⁴⁸

	Number	Profile
Document analysis		Archival from the first complaint in the late 70s and early 80s in the USA
		Secondary documentation of the key Spanish report
		Scientific literature
		Online information, documentary, interviews
Communicative observations (15)	5	Spanish students' assemblies
	6	Harvard students' assemblies
	4	UC Berkeley students' assemblies
Interviews (22)	7	Members of Spanish commissions for equality and administration
	3	Spanish survivors and activists
	4	UC Berkeley survivors, activists and students' advisors
	4	Professors and experts on the issue and participants in the first complaint in the USA
	4	Professors and experts on the issue and participants in the key complaint in Spain
Daily life stories (10)	5	Spanish survivors
	5	North American Survivors
Ethnographic conversations (51)	10	Spanish survivors and activists
	14	UC Berkeley survivors and activists
	9	Harvard survivors and activists
	9	North American professors and administrators
	9	Spanish professors and administrators
TOTAL	98	

⁴⁸ Most of this data have been useful only for gathering information and a deeper understanding of the situation and concrete cases of sexual harassment in universities. I did not specifically use this information or any personal details from the interviews or informal discussions for this dissertation.

3.6. Data analysis

The data have been collected in many formal and informal ways, and not all the information collected was ultimately used for this dissertation. Specifically, the informal discussions were mostly used for a greater understanding of the context and the situations described rather than being used for specific quotes from the participants. To analyze the data, I defined different categories of analysis, which were derived from my theoretical framework and from the literature review. These analytical categories were created to classify information for each of the specific objectives. In what follows, I describe my analytical code scheme:

Analytical categories
Recognition of the problem/code of silence
Institutional barriers
University's reputation
Social networks and solidarity
Reprisals and retaliations/survivor support

- *Recognition of the problem/code of silence*: those elements, actions and agents that either enable or prohibit advancing the public recognition of the existence of sexual violence in academia and how this advances breaking the code of silence.
- *Institutional barriers for breaking the silence in sexual violence*: all those elements related to the university structure that impede or hamper breaking the silence on sexual violence in universities.

- *International solidarity*: elements that demonstrate how international discourse and support among victims of sexual harassment in universities is a motor for advancing change and organizing the movement as well as resisting and challenging emerging barriers.
- *University's reputation*: those elements that are related to the university's reputation and that play a clear role in relation to advancing the struggle for overcoming sexual violence in universities. This can also include the role of subjects in relation to university reputation.
- *Social networks and solidarity/friendship relationships*: the role of social relationships in terms of supporting victims in reporting and organizing the movement.
- *Reprisals and retaliation/survivor support*: actions that are reprisals and retaliation against survivors and second order victims due to their role in breaking the silence.

3.7. Ethical issues

The main topic of this dissertation is gender violence at universities, a very sensitive issue that has led me to handle all personal data and information collected in an extremely careful way. In this sense, personal data gathered under the framework of this thesis has been collected, analyzed and stored in ways that always protect the security, anonymity and privacy of the research subjects and informants. Accordingly, I have followed the Code of Ethics in sociological research established by the International Sociological Association⁴⁹ and I have ensured that each step I took during the fieldwork was also in line with the EU and international legislation concerning ethics in research – the Charter of Fundamental Rights of the European Union and the European Convention on Human

⁴⁹ For more information, see: http://www.isa-sociology.org/about/isa_code_of_ethics.htm

Rights⁵⁰ and the European Textbook in Ethics in Research (European Commission, 2010). In what follows, I will mention the specific measures that I adopted during the research process to guarantee the ethical standards of the investigation.

In this investigation, I explore and analyze the personal stories of women and men who have been the victims of gender violence in higher education. Taking this sensitive issue into account, I have ensured that all of those survivors who agreed to participate in the present investigation felt comfortable sharing their stories and explaining their experiences in a relaxed and friendly environment, and most importantly in a totally open atmosphere. From my first conversation with them, I explained that they could participate in the research if they wished, having an informal conversation with a researcher (myself) with the aim not only to contribute to my scientific goal but also to break the silence surrounding sexual violence in universities. This was clarified at all stages. This investigation has a double aim: first, to develop scientific knowledge to advance the field of gender violence, contributing to the implementation of preventive policies and mechanisms; and second, the establishment of solidarity networks that will contribute to freeing universities of violence; the stories of the victims would benefit this goal.

Subjects contacted for this investigation were provided with the dissertation's general aim and its specific, original objectives. Once they agreed to participate, I sent them an e-mail in which I explained all my personal details (e-mail, telephone, ORCID account⁵¹) as well as the details of the investigation, emphasizing their freedom to drop the investigation at any time. In this sense, it should be mentioned that I have treated each personal story collected as a separate case, taking special care with them and considering the impact of those experiences on the lives of the victims.

⁵⁰ For more information, see: http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm

⁵¹ For more information, see: <http://orcid.org/>

The people interviewed, whether victims, activists or other subjects, such as those who were members of organizations related to the prevention of gender-based violence, knew that their privacy would be ensured by the use of pseudonyms. I type-recorded the interviews only if the subjects agreed. I have consent for all the information I use from them in this dissertation. Interviews were carried out in a place and a time proposed by the research subjects, as I believed that this would help to generate a comfortable environment to talk about a sensitive issue. Subjects were also informed that the interviews could stop at any moment if they needed and that they could choose not to answer questions on any issue if they did not want to. One of the cases described during this dissertation is my own case, and my name will also be anonymized along with all the other testimonies.

The ethnographic conversations that I have had for this investigation have not been recorded, nor have I used a specific guideline for them. I wrote all the notes and thoughts derived from these conversations in a 'fieldwork notebook' after each one, registering all the details of the meetings. Although I was granted permission to use it, I have not utilized all this information in the dissertation, though this material has allowed me to better understand the issue of sexual violence in its vivid context – especially in the American case. More specifically, it has revealed the importance of creating safe environments and protecting the victims to encourage them to report cases of sexual violence.

Finally, it should be mentioned that all personal data collected specifically for this dissertation – which has been carefully anonymized – will be only handled by myself for the purpose of this dissertation, as this was the agreement with the research participants. When anonymizing the data, I consulted the appropriate sources to assure minimum details. In addition to the ethical guidelines mentioned above, I contacted the Catalan and Spanish Authority of Data Protection⁵² as well as other sources on an international level to

⁵² For more information, see: <http://www.apd.cat/es>

be sure that the dissertation follows not only the ethical criteria but also legal and scientific standards used by other such research.

3.8. Limitations of the study

This dissertation presents scientific research in the field of gender violence within institutions of higher education. However, several limitations regarding the final result of this work will be described in this section.

The first limitation involves the fieldwork performed. When I initially framed this dissertation, I intended to interview more people from the Spanish case, survivors, activists, other people involved and even individuals who were opposed to breaking the silence in Spanish academia. The last group of people, faculty members and staff, refused to be interviewed for a variety of reasons. However, their voices are not actually included in the main goals of this dissertation. Certainly, as I was going deeper into the portraiture methodology, I understood that few stories of survivors of sexual harassment in academia were strong enough to fulfill the objectives of this research. Indeed, I decided to complement the Spanish case with the comparison of UC Berkeley's first complaint, including the voices of those survivors, to overcome the local limitation of analyzing only one case study, although the use of this case is justified since it was the first formal one. Similarly, including only the story of the first student complainant of the UB studied case, despite being a valid point, is a limitation precisely for that very reason; therefore, I decided to include the stories of more survivors and the stories of some of the co-plaintiffs of the key complaint at the University of Barcelona.

Another limitation involves the informants' protection. To prevent reprisals and ensure the safety of the people involved in this research (survivors, bystanders and activists of first- and second order harassment), I decided to use fictitious names in almost all

situations (I obtained the permission for the exceptions) even when their cases were described in the press or other public spheres. In this regard, the process of anonymizing was applied in all situations, whether analyzing positive or negative situations. This included not only personal names (involved in the first complaint at UCB and the key Spanish complaint at the UB) but also for institutional positions whose charges could be identifiable. Names of research centers and disciplines were also anonymized. The limitation in doing this comes from treating concrete realities as general cases, which may cause problems at some point because certain facts cannot be described openly and it is impossible to state which actors were actually involved and which were not. Even if the reality is accurate, the specificity of the case is covered by anonymity, which makes it difficult to clarify who is taking a position with survivors and who is not, demonstrating how difficult it is to break the silence in academia. However, it is of greater interest to ensure the protection of the participants in this research. Other materials such as emails, letters or official documents have also been anonymized even when they are placed as Appendixes.

3.9. Conclusions of the chapter

In this chapter, I have explained the methodology chosen to carry out this investigation, highlighting its scientific relevance and social influence. The qualitative methodology used under the communicative approach has been chosen due to its transformative character and its potential for achieving social impact (Puigvert, 2014). At the same time, this research also draws significantly on the portraiture methodology, which takes people's voices into account to raise awareness about an issue and achieve social transformation, particularly by involving those researched in the investigation process from the very beginning. In the data collection and analysis, this methodology has been combined with the portraiture method of research, which focuses on individual stories and their contexts to obtain the meaning of each concrete situation. This method is used, for example, with

the aim of presenting books or dissertations that engage a community in a concrete struggle through real and deep knowledge of personal narratives.

Considering the sensitivity of the topic of this dissertation, all data collected, ranging from interviews to ethnographic conversations, have been carefully treated anonymously and are only used to address the aim of this dissertation, conforming to the ethical criteria established by international institutions handling data protection. The analytical categories and the data collection techniques have been chosen to match the double aim of this thesis: providing useful knowledge, policies and mechanisms for prevention and action against gender violence situations at universities and also encouraging the intervention of bystanders, protecting and supporting survivors of sexual harassment in academia while never blaming the victim and contributing to the establishment of a university that everyone deserves to find when they enroll in college.

CHAPTER 4:

PIONEERING COMPLAINTS IN THE USA: THE UNIVERSITY OF CALIFORNIA, BERKELEY CASE

“A variety of other Millennial-based movements are emerging too – from campaigns against sexual assault on college campuses to union-organizing efforts among adjunct faculty to anti-racist groups like the “Dream Defenders.” (Milkman, 2014, p. 59)

4.1. Introduction

In the present section, an in-depth analysis is presented based on the documentary review and the implementation of the qualitative research methods that have been described previously, particularly interviews with key actors in the struggle against gender violence at the University of California, Berkeley. The case study provides significant insight into the historical evolution of the struggle against gender violence and the social changes that pioneering initiatives triggered to overcome this major social problem in higher education. Hence, the present chapter gathers the relevant information on the first report filed at the University of California, Berkeley in 1979, the women’s movement that emerged there, the context of zero tolerance to violence that was established at that time and the recent movements and latest case of a professor reported for sexual harassment. In addition, the network of solidarity, End Rape on Campus, a peer-to-peer network of survivors of sexual harassment in college, is presented.

4.2. 1979: the University of California, Berkeley case

The United States of America and Canada are the countries in which pioneering research and the first reports on sexual harassment at universities were made in the 1970s. Thus, they are best known for taking the lead and addressing cases of sexual harassment (Kirkpatrick & Kanin, 1957; Benson & Thomson, 1982). They implemented federal and state laws, and universities also established institutional policies and concrete measures

to help their community address, prevent and overcome this problem and its consequences.

One of the very first complaints in academia actually took place at Yale University, when a student was raped by her professor after he brought her home following a treatment at the university's medical center. Over three years, Rachel Alert⁵³ kept silent about the assault, causing her to develop severe depression and leading her to consider abandoning her academic career and even suicide (Nation newspaper, January 14, 1978). The rape took place in 1974, and she decided to report it in 1977, the same year she graduated from Yale. To report the assault, Rachel first sent an anonymous letter and then decided to include her name in a general statement by a group of women. Two more people joined the complaint as co-plaintiffs and declared that they had experienced harassment from the same professor: one other female student, Lara Stamp⁵⁴, and one female professor, Jana White⁵⁵ (article published at Nation newspaper, January 14, 1978).

Once the silence was broken at Yale, more cases of sexual harassment came to light at the university. The case of Mia Ralph⁵⁶, a female sophomore who was sexually assaulted by her hockey manager, and the case of Phoebe Peters⁵⁷, a black woman ready to graduate in 1978, are two examples. They both were brave enough to report their assault and join their testimony to Rachel Alert's, the first complainant. The case of Phoebe Peters it is interesting to note, as the consequences of her harassment were horrifying but completely in line with research findings in such cases (Cortina, Swan, Fitzgerald, & Waldo, 1998; Richman et al., 1999), not only for the victim but also for other people in her or his environment (Krebs et al., 2007).

⁵³ Fictitious name

⁵⁴ Fictitious name

⁵⁵ Fictitious name

⁵⁶ Fictitious name

⁵⁷ Fictitious name

According to an article published in Nation newspaper, January 14, 1978, the facts occurred as follows. Phoebe Peters' professor made unwanted sexual advances through sexual bribery. He asked her to have sex with him, and if she refused, she would be given a C in the course. After experiencing this harassment and deciding to report the case, she filed a deposition at the Afro-American Cultural Studies Center and explained the situation to her college dean. As a result, Phoebe received a one-year leave of absence and a C in the course. At the time, the Yale administration asked two members of the department to evaluate her paper. They did not know why they were asked to do so. They upheld the C grade, and the university's lawyer even announced in a hearing that Yale had finished their investigation into her grievance and was satisfied with the original grade (The Nation newspaper, January 14, 1978).

This was how Yale University handled its first cases of sexual violence. The case of Rachel clarifies how difficult it is to break the silence about gender violence within a powerful structure and speak out about these situations in academia (Kingkade, 2014).

For decades now, the University of California, Berkeley (UCB) has been in the spotlight for the way it has handled sexual harassment (Benson & Thomson, 1982), not only for the number of cases students have experienced and reported to the institution but also for the prevention campaigns and action methods implemented to stop them. Students' movements have had a huge impact on the University's campus (A. Clark & Pino, 2016). The active environment of students' commitment to the promotion of social change has led them to take an active role in combating sexual assault since the late seventies.

The first complaint at the University of California, Berkeley was against a professor in the Department of Sociology. In response, a group of students created the Women Organized Against Sexual Harassment (WOASH), a group of women who decided to act on behalf of the thirteen student complainants against this professor. This complaint was also one of the first instances of the use of Title IX, the legal framework for addressing sexual

harassment in universities. The first reaction of the administration was to ignore the complaints and to negotiate a deal with the professor (Testimony letters and archival documents, 1978). During the entire process of the complaint, UCB recognized how the administration tried to cover up the findings of the investigation (White, 1978) (see note 1).

As an advisory group of women, WOASH started to act as a peer-to-peer support group for other students. They broke ground as pioneers in confronting this issue in academia (Benson & Thomson, 1982). Indeed, two years later, in 1981, they developed the first orientation guides for freshmen students arriving on campus (see note 5). This material is crucial to helping students identify sexual harassment, define conduct that is not tolerated by the university, and know where to go and who will help them should they experience an unacceptable breach of this “code of conduct” and need or want assistance (Belknap, Fisher, & Cullen, 1999; Valls, 2005-2008).

According to the archives on the case at Berkeley, it became a worldwide model and a key case in the struggle against sexual harassment, highlighting the support of social movements and community involvement in this struggle. From this starting point, as the number of policies and resources for survivors were increasing in the 1990s, the number of complaints was increasing as well (ERO, 2013). However, specific offices to prevent and combat cases of gender violence were also increasing. We know from the literature that students did not dare to report abuse if they were not sure that they would have support (Morley, 2011; Thomas & Kitzinger, 1997; Valls, 2014; Duque, Vidu, & Schubert, 2013). As one of the student advocates at Berkeley said, survivors were happy to see how protocols and mechanisms to support them became a positive part of the struggle:

(...) and then survivors have observed several important things such as, for example, the spreading of consciousness about the issue, a lack tolerance for abuse, the recognition of the sexual abuse on campus as being a problem, and

particularly a problem of the community and not only of a specific group of people. I would not be happy to do it by myself; this is part of a struggle, and we achieve things together (Student advocate, American university).

Once student mobilization was successful enough at reducing or even almost eliminating sexual harassment by faculty members, their struggle became – and has been since the last decade – especially focused on peer-to-peer sexual assault (Dick & Ziering, 2016). The first legislation in this sense intended to defend consent as a common agreement for permission to engage in a sexual encounter. In 2003, the “No Means No” Act was included in the Criminal Sexual Assault Act⁵⁸ to assure that sexual activity was wanted by the engaging parties. Thus, a “no” by one of the people involved means a lack of consent, and the other person has to understand that this person has the right to say “no”, which means “no”, and has to be accepted without any more pressure.

Although universities established many mechanisms to address gender violence, a new wave of student mobilization emerged in the 2010s to claim that universities have not been taking complaints seriously (Harris, 2013; Coker et al., 2011) and are thus violating Title IX legislation (Clark & Pino, 2016). In doing so, these student movements across the country are raising awareness regarding this issue, and many complaints are being filed against US universities for gender violence (Kingkade, 2014). Despite these complaints, universities and governments are continuing to fight this problem (Harvard University, 2015; White House, n.d.).

With every step forward in legislation, students’ movements would take another step forward as well. In 2013, according to the California State Legislature, UC Berkeley had to examine their policies on sexual harassment and sexual assault (California State Auditor Report, 2013)⁵⁹. As they did so, students called for passage of the “Yes Means Yes” consent law on college campuses, which was approved shortly thereafter (California

⁵⁸ For more information, see: http://www.icasa.org/docs/law_book_2004.pdf

⁵⁹ For more information, see: <https://www.bsa.ca.gov/reports/summary/2013-124>

Legislature, 2013)⁶⁰. The “Yes Means Yes” law responds to the “No Means No” Act by establishing the need for an *affirmative, conscious and voluntary agreement* to any sexual contact, recognizing the reality that victims cannot always say “no”. The Harvard group of students and survivors, *Our Harvard can do Better*⁶¹, is another example, developing campaigns calling for affirmative consent to be the rule in university regulations. One of their posts on Facebook says the following:

“Affirmative consent is not a conspiracy to persecute innocent students or mandate a single script for sexual activity. Affirmative consent is crucial to separate sex from devastating forms of violence and to make Harvard a safe community for everyone.” Thank you to Gus and Sietse, President and Vice President of the Harvard Undergraduate Council, for joining us in this op-ed outlining the substantive crux of affirmative consent and what Harvard stands to gain from its adoption. And thanks to the editors at Harvard Political Review! Please share widely, everyone!⁶²” (September 12, 2014⁶³)

The year 2015 was also historic for this struggle, and student activism was more vigorous than ever. Indeed, this context of awareness has encouraged college members to take actions against gender violence. Recently, a famous astronomy professor was forced to resign after sexual harassment complaints had been filed against him and the faculty and department members had taken a stand against his misbehavior (Find more information below in part 4.6. of this chapter). Shortly thereafter, the University of California created a committee to investigate university policies that regulate the procedures for dealing with faculty charged with sexual assault (Watenabe, 2016⁶⁴).

⁶⁰ For more information, see:

http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB967

⁶¹ For more information, see: <http://www.ourharvardcandobetter.com/>

⁶² For more information, see: <http://harvardpolitics.com/ha.../defining-affirmative-consent/>

⁶³ For more information, see: <https://www.facebook.com/ourharvard/posts/374981915987574>

⁶⁴ For more information, see: <http://www.latimes.com/local/lanow/la-me-ln-uc-sex-harass-20160418-story.html>

4.3. Chronology of the reports filed at UC Berkeley, legal changes and student mobilization⁶⁵

Antecedents

1972

The Education Amendment of Title IX legislation (see note 8), which prohibits sexual discrimination by educational institutions receiving public funds, was passed.

1974, December

- Yale student Rachel Alert was allegedly raped by her professor.

1977

- Rachel graduated from Yale.
- Rachel reported the case in the Spring (after three years of silence).
- Another woman, Lara Stamp, joined the complaint about the same professor.
- Jana White, a teacher in same the department, also joined as a co-plaintiff.

1978

- Creation of the student group formed by female students called: *Women Organized Against Sexual Harassment* (WOASH)

First complaint at UC Berkeley

1979

- **February 28.** Twenty-nine members of WOASH filed a HEW complaint⁶⁶ against the University of California for a Title IX violation at UC Berkeley. They alleged that thirteen students (six of the complainants) had been sexually harassed by a university professor, a member of the Department of Sociology.
- **July 12.** The director of HEW's San Francisco Regional Office for Civil Rights notified both parties that it had agreed to investigate the students' complaint.

⁶⁵ My own development of this chronology is drawn from all data collected and years available for different public materials and documents. Some of the archives of this first complaint at UCB are stored at the Schlesinger Library at Harvard University.

⁶⁶ Complaint filed at the Department of Health, Education and Welfare (HEW).

- This was one of the very first times that Title IX, the American legislation supporting gender equality, was used for a complaint against a university professor (Archives documents, Nelson, 1978).

1980

- **January 8.** Article published on the front page of the Daily Cal newspaper (see note 6 and 7) stating that the “UC Prof Will Be Suspended” (Archives documents, Lehrman, 1980).

1981

- The *first orientation guides* for students were developed for freshmen students at UCB. They provided material to identify sexual harassment, highlighting those situations that were not permitted at the university and giving advice to survivors regarding filing complaints or finding support (see note 5).

1990s

- *Specific offices* were created to prevent and combat sexual harassment.
- Policies and resources for survivors were increased.
- The number of complaints increased as a consequence of formal and informal mechanisms and support.

Latest advancements

2010s

- A new wave of student movements have emerged claiming that universities are not taking complaints seriously and are therefore violating Title IX legislation.
- More protests and more complaints have taken place.

2013

- According to the California State Legislature, UC Berkeley has to examine their policies on sexual harassment and sexual assault.
- A UC Berkeley student victim of sexual assault decided to report and felt that her case was not dealt with seriously. She decided to file a Title IX report, similar to the one filed by WOASH. Together with other survivors who have had the same

experience, she started the “End Rape on Campus” network and became one of the leading figures in this struggle across the country (EROCC, 2013).

2014

- Students called for the “Yes Means Yes” consent law on college campuses, which was approved due to student pressure. This law requires “affirmative, conscious and voluntary consent” for a sexual relationship and includes the idea that a victim cannot always say “no”.
- The Task Force to Protect Students from Sexual Assault was formed (White House, n.d.). Campaigns such as “It’s on Us” and the “Not Alone” website were created (see note 11).

2015

- Student activism became more vivid than ever all over the country and networks and alliances were even developed across the globe.
- A more public context to discuss and combat this issue was created.
- **April.** The Association of American Universities (2015) published a survey on sexual assault at 27 elite colleges ⁶⁷ highlighting that *27,2% of college women have experienced unwanted sexual attention from touching to rape during their time in college*⁶⁸. These highly concerning results have led to immediate responses such as the public stand taken by Harvard President Drew Faust to address this issue in more effective ways, starting with conversations with the students about it⁶⁹.
- **October.** A prestigious astronomy professor resigned due to pressure from faculty and students on the grounds of reports of sexual harassment.
- UCB decided to develop new policies and create committees with people committed to the cause who could develop and implement them (Office of the Chancellor, 2016)⁷⁰.

⁶⁷ For more information, see: <http://www.aau.edu/Climate-Survey.aspx?id=16525>

⁶⁸ For more information, see: http://www.huffingtonpost.com/.../sexual-assault-survey_56000...

⁶⁹ For more information, see: <http://news.harvard.edu/.../troubling-findings-on-sexual-as.../>

⁷⁰ For more information, see: <https://ophd.berkeley.edu/policies-procedures/sexual-harassment>

- **November.** The California State Legislature announced that the statute of liability for different types of sexual harassment will no longer expire (California Statute of Limitations, 2015)⁷¹. With this legal change, a stand is taken in favor of the victim because in the case of the famous astronomer, the statute of limitations had expired.

4.4. Creation of *the context*

The fact that the UC Berkeley case was the first case of sexual harassment that was reported and became public is striking for its mobilization of students and the involvement of more than only those directly affected (Banyard, Moynihan, & Crossman, 2009). It is an example that clearly shows the importance of creating a context in which sexual harassment is not tolerated (Burn, 2008). In this regard, in mobilizations of both the seventies and recent years, the stance is clear: zero tolerance for gender violence (Bryant & Spencer, 2003). Therefore, the issue is made public, discussed on campus and abroad, and specific cases are reported. WOASH has been a pioneer in raising awareness and creating a context in which sexual harassment would no longer go unnoticed (see note 17, 18). They clearly demonstrated that sexual harassment was unacceptable and that they were brave enough to challenge even the institution if it did not take a stand in favor of the victim. At the same time, they developed definitions of sexual harassment at universities and started awareness-raising campaigns to gain more supporters.

In a similar vein, recent mobilizations have gone in the same direction by organizing events and campaigns to discuss their concerns about sexual violence on campus (Gold & Villari, 2000). Hence, it is not unusual to find leaflets presenting information about the issue, posters and ads announcing talks related to sexual violence on campus offered by gender or sociology departments, or events such as colloquia or movie screenings.

⁷¹ For more information, see: <http://www.legalmatch.com/law-library/article/california-statute-of-limitations-on-sexual-abuse.html>

Another important method to address these concerns is the peer-to-peer talk in which information about the problem and the formal and informal response mechanisms are discussed as well as possibilities for their improvement. Additionally, exhibitions of t-shirts with messages by and for victims and supporters can be found (see note 19). All these actions contribute to a greater awareness of this problem and the fact that more and more people engage or try to contribute to an environment of respect and zero tolerance for violence.

They have also shown bravery in taking the universities to court if they do not take a stand in favor of the victim (The Guardian, 2016)⁷². In this regard, they have found different pathways to challenge legislation used to favor the perpetrator, gaining the support of the US government with President Obama establishing a specific Task Force to focus on this problem and pass new laws and mechanisms to address the needs of university communities to effectively prevent sexual assault on campus (Washington, 2014)⁷³. Some examples include the campaign “It’s on us” (The White House Task Force to Protect Students from Sexual Assault. U.S. Government, 2014), a valuable tool that invites people to assume the responsibility of an active bystander. This means that they need to change from being a witness of risky situations or even sexual assault itself to being the person that prevents it or stops it. The campaign shifts the focus from being a bystander to being part of the solution. Therefore, they defend some basic principles⁷⁴: a clear positioning of the entire university community against abuse, a stand in favor of the victim, a call for a university that implements policies, and complicity with the media and the general public, which is a problem that affects us all. Another example is the website “Not Alone, Together Against Sexual Assault” (White House, n.d.), which offers a whole set of resources to many different social actors to engage in the struggle against gender violence on campus. Help is offered to the victims, their families or friends, who also

⁷² For more information, see: <https://www.theguardian.com/us-news/2016/apr/11/uc-berkeley-sexual-harassment-scandal-protests>

⁷³ For more information, see: <http://www.wkyl.com/home/headlines/Obama-targets-college-sexual-assault-epidemic-241446281.html>

⁷⁴ For more information, see: <http://itsonus.org/>

receive information and potential forms of engagement that are available to anyone, as well as institutional resources that are given to larger systems. Similarly, the campaign “1 is 2 Many”, launched by the White House (see note 12), is intended to teach men what they should do to prevent gender violence at universities. Some other examples are described below (see note 13, 14 and 16)

At the same time, both in the late seventies and eighties as well as in the 2010s, the media has played a crucial role in supporting victims and students and giving them voice (Freedman, 2013a). Thus, many newspaper articles and even front pages can be found addressing the cases reported as well as the mobilizations that have been organized (see note 20). Moreover, the recent movement even enjoys the support of filmmakers, who accompanied some of the victims in their struggle and released the documentary *The Hunting Ground* (Dick & Ziering, 2015). The Cal TV program *A Look into Sexual Assault* (CalTV Berkeley, 2014⁷⁵) is a similar example. Support also comes from other social agents. Several books have been published on the issue or are under review for publication, such as “*Again and Again*” (Bravo, 2015) or “*Paying for the Party*” (Armstrong & Hamilton, 2013). All these examples demonstrate the importance and the power that a favorable context provides for the struggle against such a pervasive and devastating social problem. In this context, a victim is encouraged to identify her situation as something unacceptable that has been forced on her and to find the strength to disclose it to others and seek help.

4.5. Student activism: WOASH

Shortly after their complaint, the issue was easily made public when they published the entire story in the “*WOASH Weekly*”, a newspaper used as a blog, and distributed it around the campus (see Note 2). In it, this group of women told their story as it had

⁷⁵ For more information, see: <https://www.youtube.com/watch?v=eidx9SYUOUQ>

unfolded, explained their feelings and described the different situations they faced during the process of this first complaint at UC Berkeley.

A year and a half after the complaint, which had been carried out on February 26, 1979, the women were disappointed to see that no grievance procedure had been implemented by the UCB administration (see note 3 and 4) and no hearing had taken place for the 13 students who had dared to make reports. They felt that the university still intended to silence the issue. At that time, other universities such as Yale and Harvard started to approve grievance procedures. Universities such as Santa Cruz and San Jose had held hearings on harassment charges. The University of Michigan had established a special Task Force on Sexual Harassment, which held four hearings on the issue over that year (WOASH *Weekly*, 1979). In addition, they also knew about other examples of women's complaints of gender discrimination in companies. As WOASH mentioned in their weekly newsletter, these were just some of the examples of women who decided to break the silence about their situations and fight against sexual assault in their institutions.

These are just a few ~~xxxx~~examples of the many ways women are fighting back against harassment. Our movement is growing strong!!! Join us!!!

WOASH was also famous for creating a pamphlet (see note 5) for students arriving on campus. This pamphlet included a brief description about WOASH and tips for what to do in a case of sexual harassment, who to call, and where to go. However, most importantly, it started with a set of situations explaining what sexual harassment at the university looks like (WOASH Pamphlet, 1979):

"...After the quarter was over, he invited me by phone to meet him at a coffee shop, presumably to discuss the paper. Perhaps I was being overly naive, but I was surprised when he did not even bring the paper with him. He proceeded to make various crudely obvious sexual propositions: inviting me to 'experiment sexually' with him and to go over that night to his home for dinner..."
(A woman student recently harassed by a U.C. Berkeley professor)

Examples such as the one in this quote are very useful in identifying the problem, which is sometimes the difficult part of the struggle against sexual harassment in academia (Potter, Moynihan, & Stapleton, 2011). In addition, the WOASH documents explain different situations that women may experience and offer responses to different questions such as “what is sexual harassment?”; “why are women unable to just say “no”?”; “who harasses and who is harassed?”; “don’t women “ask for it”, like it, even use it?” They also provided data about how widespread sexual harassment was at Berkeley (WOASH Pamphlet, 1979). After establishing what is meant by sexual assault, this pamphlet also discusses the issue of the “gray area” – determining when sexual harassment is taking place in academia and when it is not – considering the personal relations between professors and students or employees. Through all these materials, WOASH wanted to show their support to all victims of gender violence, becoming a reference/support/advice group of women for university students.

4.6. Network of solidarity: EROC

End Rape On Campus is a non-profit organization founded by three survivors of sexual assault in academia, Annie, Andrea and Sofie, with the sincere aim of preventing other people from experiencing what they had gone through (EROC, 2013). Many of the survivors who have come forward to explain their stories have experienced not only sexual assault but also related issues that are highlighted in the literature (Renzetti, 2013; Puigvert, 2008-2010); they have become disillusioned with the university and life in general, reflecting the difficulty of making sense of the cognitive dissonance of a college where students are instructed to be better citizens and professionals and where, at the same time, such crimes are permitted and even silenced (Clark & Pino, 2016). Though their young and innocent hearts are broken by the assault, they all agree that what comes after the assault – the reactions to their stories – are much worse (Dick & Ziering, 2016).

For most students, to enroll in a university is a dream come true, especially in the United States, where college admissions are highly competitive and taxes are high. Getting accepted into a good university is a life dream, a family achievement and even a large investment. The satisfaction is even greater when students are accepted into one of the so-called “Dream Colleges”. A survivor from the University of North Carolina (UNC) said:

“(...) I graduated third from High School. I could go anywhere, and UNC was the best school. I really had a good time there. I learned a lot, I loved my professors. The first few weeks, I met some of my best friends, and we are still really, really close, but two of us were sexually assaulted before classes even started” (Andrea Pino, co-author of the book *We Believe You* and testimony of *The Hunting Ground* documentary).

Sometimes, it is hard for survivors to accept what has happened to them simply because of how much they have dreamt about getting in to a university. They feel *incredible excitement* entering with a new class at these prestigious universities, which also makes students feel very proud of being there. Some of these universities have a long history, as recognized in the trajectory of students’ activism (Bird, 2002).

“Berkeley was for me my dream college and still is” (Survivor and activist of *The Hunting Ground* documentary).

Thus, after another set of precedent-setting cases in US academia, three survivors of sexual assault in academia, Annie, Andrea and Sofie, decided to create a network to assist survivors and their communities (EROC, 2013). All three of them experienced sexual assault on campus and reported their cases through the existing university mechanisms. However, they all agreed that their university did not take their complaints or the situation they reported very seriously (Dick & Ziering, 2016). In fact, the opposite was true. Their universities were trying to undermine their devastating experiences. In this

attempt, people from the university community engaged in victim blaming, protecting the institution from “bad” news, and then protecting the perpetrators (Clark & Pino, 2016). Stories such as the ones of Annie, Andrea and Sofie can be heard from survivors across the country regardless of the university or location (Dick & Ziering, 2015). However, in all their stories, there are also common denominators such as people – though few – who did believe them and supported them in taking on the institution for not protecting them and many other students from perpetrators and oftentimes repeat offenders. After facing this situation, they were determined to do something more to truly protect others from suffering the same fate. Thus, they initiated myriad of actions, which have cumulated in the organization End Rape On Campus (EROC, 2013).

With the aim of ending sexual violence in academia, End Rape on Campus works to provide direct support to those who need it: victims, parents, friends or allies. One of the very first things they did was learn how to file a Title IX complaint themselves, studying previous cases, especially the precedents (EROC, 2013). They also tracked the 1979 case at Berkeley and communicated with some of the survivors from that time. Thus, helping survivors file a federal complaint is one of their activities. Additionally, they became famous for their strength in challenging power structures and fighting sexual violence at its roots. They have gained the trust and recognition of people that include the President of the United States (see note 10) and the vice-president (Itkowitz, 2016) ⁷⁶, who has long engaged in the fight against gender violence by promoting the inclusion of Title IX in the Education Law in the seventies. At that point, the government started taking the survivors into account when considering actions that needed to be taken to tackle this problem. A US Senator received Annie and Andrea at the White House (Johnson, 2014) ⁷⁷. In addition, for the book that Annie Clark and Andrea Pino wrote, *“We believe you”*, Ms. Gillibrand

⁷⁶ For more information, see: “There’s a moving story behind this powerful photo of Biden and a sexual assault survivor at the Oscars” <https://www.washingtonpost.com/news/inspired-life/wp/2016/03/07/the-amazing-story-behind-this-photo-of-a-sexual-assault-survivor-and-joe-biden-at-the-oscars/>

⁷⁷ For more information: <http://www.vogue.com/2210627/college-sexual-assault-harassment-annie-e-clark-andrea-pino/>

noted: “Extraordinary activists. The work they have done will change the world” (Clark & Pino, 2016).

Support has also come from other social areas. In particular, film directors Kirby Dick and Amy Ziering have joined this struggle (The Guardian, 2016)⁷⁸. Previously, they had made a documentary about sexual assault in the army⁷⁹ and achieved major success for their work, especially for breaking the silence on this issue. Similarly, when Mr. Dick heard about the stories of these college girls, he wanted to engage that topic as well. He and the film crew accompanied survivors in their struggle, and in the documentary *The Hunting Ground*, he gave voice to the diverse actors who have taken on the fight and who have bravely taken a stand in favor of the survivors and against the institution. Altogether, the impact of these mobilizations has been striking (Davidson, 2016)⁸⁰.

Thus, EROC has developed a wide variety of actions, including prevention programs, advising other students, and support networks across the country and beyond the national border. They also contribute to policy reforms at the local, state and federal levels. Even if members of this network are not professionals in legal or health issues, they do help students to organize themselves, to enforce their work with administrators and to strengthen students’ connections as well as their ability to develop their support networks on their college campuses (EROC, 2013).

Their actions have had very broad media coverage. The list below provides an overview of some of the published articles regarding the work developed by EROC (EROC, 2013):

- “‘Yes Means Yes’ Sex Education Could Spread to California High Schools” *Ms. Magazine*
- “University of California Berkeley, regents sued by sexual assault survivors” *NY Daily News*

⁷⁸ For more information: <https://www.theguardian.com/commentisfree/2016/feb/12/campus-sexual-assault-statistics-kirby-dick-amy-ziering>

⁷⁹ A documentary called *The Invisible War* (<http://invisiblewarmovie.com/>)

⁸⁰ For more information: <http://www.huffingtonpost.com/news/the-hunting-ground/>

- "Ending Campus Rape Won't Be Easy, But These Activists Aren't Going Anywhere" *Huffington Post*
- "The Hunting Ground" *Real Time with Bill Maher*
- "'The only thing that causes rape is rapists.' Solving the problem of sexual assault on campus" *Women in the World*
- "'The Hunting Ground' Sheds New Light on Campus Rape Epidemic" *The Daily Beast*
- "'The Hunting Ground' Subjects Defend Title IX Campaign" *US News & World Report*
- "Sundance Report: New Premiere 'The Hunting Ground' Sheds Further Light on Campus Rape" *Marie Claire*
- "The Wrestler And The Rape Victim" *Vice Sports*
- "Campus Rape, Still a Nightmare" *New York Magazine*
- "Fighting Words: Meet the College Senior Behind California's Radical New Sexual Assault Law" *Marie Claire*
- "Sexual Assault Will Not Be Solved By Public Relations" *Huffington Post*
- "Campus Sexual Assault: Annie E. Clark and Andrea Pino Are Fighting Back -- And Shaping the National Debate" *Vogue*
- "Meet the women taking on their universities over sexual assault" *Al Jazeera*
- "Sexual-Assault Victims Get Campus 'Advocates'" *Wall Street Journal*
- "Reporting Rape, and Wishing She Hadn't: How One College Handled a Sexual Assault Complaint" *New York Times*
- "Why George Will Is So Wrong About Sexual Assault on Campus" *Huffington Post*
- "Alleged Rapist at Northeastern University Transfers Without Penalties" *Buzzfeed News*
- "Preventing sexual assault on college campuses" *MSNBC*
- "Changing How Colleges Deal With Rape" *Bloomberg*
- "Colleges under fire for handling of sexual assault cases" *USA Today*
- "America's universities: where you're all too likely to be sexually assaulted" *The Guardian*
- "Sexual assault survivors challenge universities" *BBC*
- "Does It Matter If Colleges Plagiarize Their Sexual Assault Policies?" *Newsweek*
- "Ending rape on campus: Activism takes several forms" *CNN*
- "Sexual Assaults Mishandled at Dartmouth, Swarthmore, USC, Complaints Say" *Huffington Post*
- "4 More Colleges Are Targets of Students' Complaints Over Sexual Assault" *The Chronicle Of Higher Education*
- "College Groups Connect to Fight Sexual Assault" *New York Times*
- "College student from Miami fights for fair treatment of rape victims" *Miami Herald*
- "Rape Is Not Like a Football Game: Why Survivors of Sexual Assault Do Not Report" *Huffington Post*

- “University of North Carolina Routinely Violates Sexual Assault Survivor Rights, Students Claim” *Huffington Post*

4.7. The case of an astronomy professor

“(…) is one of the biggest names in astronomy, and he has helped lead the search for exoplanets – planets orbiting stars other than our own, some of which could potentially host life. Last week, there were rumors that (…) might receive a Nobel Prize in physics for his contributions to the exoplanet hunt (…)”
(The Washington Post, October 12, 2015)⁸¹

This section explains and analyzes the case of the American astronomer Mr. Benett⁸², who was professor at the Department of Astronomy at the University of California, Berkeley and resigned from his position after being accused of violating the University’s sexual harassment policy for more than ten years (Ghorayshi, 2015)⁸³. This case is an important example for two reasons. First, G. Benett was an “astronomy rockstar”: an international and prestigious scientist with an outstanding career, Benett was the first astronomer to find a planet orbiting a distant star. Second, in the case of Benett, other members from his department – faculty, doctoral and post-doctoral researchers – took a position against the harassment and in favor of the survivors⁸⁴. When the case came to light, and especially when rumors started that Mr. Benett may be publicly nominated for prestigious awards, other astronomers decided to take a stand, breaking the silence and pressuring him to resign from his position (see note 21).

⁸¹ For more information, see: “After years of sexually harassing students, superstar astronomer gets light warning” <https://www.washingtonpost.com/news/speaking-of-science/wp/2015/10/12/superstar-astronomer-sexually-harassed-students-for-years-according-to-investigation/>

⁸² Fictitious name

⁸³ For more information, see: https://www.buzzfeed.com/azeenghorayshi/geoff-marcy-at-sfsu?utm_term=.xpE6Mb0Wx#.hwLXnkea3

⁸⁴ For more information, see: “Berkeley Astronomers Call For Professor To Leave In Wake Of Sexual Harassment Investigation” https://www.buzzfeed.com/azeenghorayshi/berkeley-astronomy-dept-calls-for-professor-to-leave-in-wake?utm_term=.hbj1LKylE#.ryroKvwyn

The facts

The case came to light on October 9, 2015 in an article published on BuzzFeed explaining that a six-month investigation on G. Benett had found that he violated campus sexual harassment policies between 2001 and 2010 (see BuzzFeed, October 9)⁸⁵.

Although the investigation into his activities was a secret process, on Wednesday, October 7th, when it was revealed that he was one of the potential nominees for a prestigious award for his brilliant academic career, Mr. Benett wrote an open letter to the astronomy community responding to the Newsletter of the Committee on the Status of Women in Astronomy “to apologize for mistakes I’ve made”. Although he did not agree with the existing complaints that were made by his victims in this letter, he explicitly said, “my behavior was unwelcomed by some women. I take full responsibility and hold myself completely accountable for my actions and the impact they had. For that and to the women affected, I sincerely apologize” (see Benett’s open letter)⁸⁶.

The case of the astronomer was echoed in several press media, including well-recognized newspapers such as the New York Times, which released the news in its Saturday edition on October 10th in an article entitled “ Mr. Benett, Astronomer at Berkeley, Apologizes for Behavior”⁸⁷:

The university and the astronomy community moved quickly in this case (Nature news, October 14, 2015)⁸⁸. With the investigation in progress and with clear evidence of violations of the policy of sexual harassment by Benett, his open letter released on Wednesday, October 7th, and the case reported in the media on Friday, October 9th,

⁸⁵ For more information, see: https://www.buzzfeed.com/azeenghorayshi/famous-astronomer-allegedly-sexually-harassed-students?utm_term=.bvrJM3xON#.xfe04p2xE

⁸⁶ For more information, see: http://w.astro.berkeley.edu/~gmarcy/MarcyLetter_October7.pdf

⁸⁷ For more information, see: http://www.nytimes.com/2015/10/11/science/astronomer-apologizes-for-behavior.html?_r=0

⁸⁸ For more information, see: <http://www.nature.com/news/berkeley-sexual-harassment-case-sparks-outrage-1.18554>

different lecturers and professors of the Department of Astronomy launched a public campaign that started on Thursday night and offered support to all those survivors who had been victims and targets of Mr. Benett. By Monday, October 12th, doctoral students, post-doctoral researchers and faculty members of the Astronomy Department decided to position themselves in favor of survivors and against sexual harassment and Mr. Benett, who had been their department colleague, requiring him to terminate his position and asking the university to revise its policy against sexual harassment.

Qualitative evidence collected for this dissertation from members of the Department of Astronomy enabled me to reconstruct the case of Professor Benett and better understand why other professors and researchers in the Astronomy Department took a position in this clear case of sexual harassment. One of my interviewees was a post-doctoral researcher who explained the process in depth and the controversy of breaking the silence when it was certain that victims could win the battle against the man who was considered the “worldwide superstar in Astronomy”. He clearly stated: “Did we want such a famous physicist with this moral behavior? No! So we acted and wrote the Statement” [referring to the petition to the Department Director and the petition to the university calling for revisions to the policy on sexual harassment]⁸⁹.

This researcher also explained that the case of Mr. Benett⁹⁰ was a historic one and that the history of Astronomy could not be told without explaining “the collapse of Benett”. Currently, it is impossible to maintain facts in silence; Twitter, Facebook and other virtual social networks (see note 9) allow us to denounce violations of human rights. These are powerful tools for victims and survivors to organize themselves, make their stories known and investigate suspicious cases (Solidarity Network, 2013⁹¹).

⁸⁹ For more information, see: <http://uaw5810.org/sign-petition-to-help-end-sexual-harassment-at-uc/>

⁹⁰ Fictitious name

⁹¹ For more information, see: https://www.facebook.com/Red-solidaria-de-v%C3%ADctimas-de-violencia-de-g%C3%A9nero-en-las-universidades-834367176577567/?ref=aymt_homepage_panel

Overall, this case is worth explaining, as it is clear based on the way that the media reported it with specific facts and transparency, as was evident in the case of some new outlets, such as BuzzFeed, the Atlantic, or News in Focus. These media outlets reported the facts without morbid fascination and described the situation with the rigor and seriousness required. Another important issue that came to light with this case is ethics in science (European Commission, 2010; Flecha & Puigvert, 2010). It is unacceptable and unethical to have harassers in research, and this must be condemned. The case reflects the ethical issue that emerges when there is a brilliant scientist at the forefront of his or her field who is known to the scientific community as having mistreated women. Other researchers understand that bystander intervention is crucial in ending this situation. Additionally, in a field in which there is a major gender gap in terms of female access to the scientific community, as in astronomy, having a sexual harasser adds another barrier to female researchers who want to access the field. This was another of the ethical dilemmas expressed by researchers and professors who took a stand in this case (Women in astronomy blog, 2015)⁹².

4.8. Conclusions of the chapter

The analysis of the first case and its evolution at Berkeley gives valuable insight into the implications of reporting gender violence at universities in times when this was a taboo issue. The experience of filing a report against a professor of the Department of Sociology in 1979 for sexually harassing several women is particularly important because of the support that the victims received or started to request, raising awareness of how important this support is. Instead of being individual victims, the women gathered and organized. They started a collective that filed the report representing the victims. This is important because a collective is much stronger than an individual when trying to break the silence and fight gender violence in universities. However, the women who started

⁹² For more information, see: <http://womeninastronomy.blogspot.com.es/2015/11/its-not-just-marcy-and-grapevine-wont.html>

WOASH and were mainly concerned with the situation of women in universities did not exclude men from their struggle; they were supported by men as allies. Most importantly, they did not stop when faced with institutional resistance but started a whole movement to spread awareness on this issue and advance the situation of women in academia.

The more recent cases and the new wave of reports and movements are important because they follow a similar pattern as their precedents in overcoming institutional resistance. Foremost, they create social repercussions, by making this issue public in an age of new technology and social media, which allows this issue to receive major attention. Nevertheless, in both cases, commitments have been made to change the university context, contributing to a shift from gender violence in universities being a taboo issue to a social issue and a priority on the political agenda. A consequence and another example is the case of an astronomy professor at UC Berkeley whose behavior, some of which the professor himself admitted, could not be judged in court but was rejected by students, faculty, his department and the scientific community. Members of the university community have taken a stand in favor of the victim. This is a huge step forward in a struggle that was initiated approximately forty years ago in academia and beyond.

CHAPTER 5:

BREAKING THE SILENCE: A KEY COMPLAINT IN SPANISH UNIVERSITIES

5.1. Introduction

This section examines one of the most recent cases of sexual harassment at a university to become public: the Martin case⁹³. This case has been reported in the media so extensively that the Catalan Secretary of Universities made a significant statement. When the journalist asked him specifically about this case, he declared in an interview published in one of the most prestigious Spanish Newspapers, *El País*⁹⁴, that *“this is a very unfortunate case, which has not been addressed and no action has been taken so far, although the case has been widely known for more than two decades”*. The analysis of this case helps to identify the main difficulties faced by the university in preventing, detecting and reacting to cases of sexual harassment.

In 2008, Paula was a student just starting her degree in Sociology⁹⁵. In a General Sociology class, her professor, Dr. Martin, began to email her and other students in the class, inviting them to have a coffee. He and other faculty members at that time used to ask the students to fill out a paper at the beginning of the course indicating their names and personal information such as the email, nationality and their final grade on the enrollment exam. It is important to make clear at this point that at that time, there were no mechanisms to describe what was permitted and what was not allowed by a professor when making requests of a student. The lack of a policy meant that this information might be handled with an academic aim or might be used for other reasons.

The information requested on the paper about grades should be highlighted because grades are considered to be a mechanism for sexual harassment (Morley, 2011). Indeed, the confluence of formal authority and interest in sex shapes the problem of sexual harassment at universities (Benson & Thomson, 1982). According to the literature

⁹³ Following the anonymity criteria, Dr. Martin is a fictitious name.

⁹⁴ For more information, see: February 5, 2014. *El País*, “Las carreras de ingeniería no se encarecerán el año próximo” http://ccaa.elpais.com/ccaa/2014/02/05/catalunya/1391631184_736384.html

⁹⁵ All the facts detailed in this chapter are based on information, news and contrasted documentation.

reviewed on related cases, when a good student is concerned with getting good grades or recommendation letters, the silence that she or he can be persuaded to keep increases (Benson & Thomson, 1982). Paula's experience proves this. Some specific professors in higher education are aware of this and have used information about grades to try to sexually harass students. Scholars such as Morley (2011) have supported the idea that professors use their knowledge of students' grades to achieve their sexual goals by approaching the best students and giving them the best grades, including honors. Paula had one of the highest grades on her college enrollment exam. She became one of his victims.

5.2. 2011: the University of Barcelona case

In September 2011, Professor Ortiz filed a complaint against Professor Martin. Approximately fourteen victims decided to add their testimony to this report and then testified several times. A year later, the University of Barcelona handed the case over to the state prosecutor. In July 2013, the state prosecutor concluded that the crimes had been committed, but the prosecution was limited according to the legislation in force when the crimes were committed (Prosecutor Report, 2013). Therefore, the perpetrator could not be held responsible for his actions in court or be convicted. At that point, some of the victims, who had previously been separated and isolated, decided to come together to create a solidarity network against gender violence at the university and to explain their experiences to the press.

Paula was just turning 18 and was about to enroll in college. Her passion for contributing to a better world led her to choose a major in Sociology. With very high expectations, she believed the University of Barcelona would be the perfect school to train her for this new path.

In the “General Sociology” class, Paula was very excited and expected to find meaning in this field of study. The first day of class, explains Paula, Dr. Martin asked the students to fill out a sheet of paper with some personal information such as age, nationality, and the grade they received when enrolling in the university, among others. He used these data to contact Paula and other students in the class. He decided to send an email to her personal account rather than her university email address. As an immigrant girl who arrived in Spain because of her parents’ desire to have their children attending college, she was shocked when she received an email from her professor sent from his personal account and inviting her for coffee (see note 1). The semester started on the first week in February. On February 26, 2008 Paula received a second email from him (see note 2) only five days after the first one. Meanwhile, he put pressure on her in class by constantly trying to talk to her, insisting on meeting for coffee and asking her to answer his emails.

Considering that sexual harassment in academia is defined as any type of authority figure who applies their power to threaten, coerce or intimidate a student into accepting sexual behaviors or suffer reprisals and grade repercussions (Clark, 1979), Paula’s situation at that time was clearly defined as sexual harassment even if she was not aware of the official definition.

Paula explained that after so much effort and just four years living in Spain, she worked to complete high school with the second-best grade of her cohort, fulfilling the dream of her parents by enrolling in a university. She could never imagine that she would wish to abandon something that had been so hard for her to achieve.

In relation to the qualifications that grant power and authority within universities, one member of an office of sexual harassment and discrimination at an American university described the university organization as follows:

“As in any institution with different positions, the university has also positions that allow an unequal relationship between some of the members of its community, which can lead to the person who has more power taking advantage of it for, among other things, committing harassment. Simply by the university’s organization and its different positions, we can understand that harassment might occur in college, and therefore, we need to prevent, act against and punish it” (Claire, member of an American university’s office of sexual harassment⁹⁶).

Paula did not know what to do about the emails she was receiving from this professor (see note 3). There seemed to be no solution, and it was hard to accept that such a thing could be happening to her. Another student in the class, the only friend she had there, told Paula that she was also receiving emails from the same professor. Thus, both students were experiencing the same feeling of distress. However, this fact helped Paula realize that she was not the only victim of this professor, which made the issue larger because this professor was probably harassing more students in the class. Indeed, among the students in the class, rumors had started to spread regarding the professor’s practices, including inviting students to his home and organizing dinners, which were among the anecdotes Paula remembered hearing from the other students at that time. However, she said, no one spoke too much about it. It was hard to raise the topic; it seemed that the students preferred to make this reality invisible (La Directa, 2014⁹⁷).

The situation worried Paula more as the days went by. The realization that nothing could be done frustrated her both in and out of class. She absolutely did not want to meet the professor and was trying to avoid any situation that would give him an opportunity to

⁹⁶ Claire (fictitious name) is working at an office that addresses sexual harassment at an American university. She was interviewed for this dissertation.

⁹⁷ For more information, see: January 13, 2014. Setmanari Directa "Un catedràtic proper al Príncep segueix exercint malgrat que la fiscalia no té "cap dubte" que ha assetjat estudiants" <http://www.setmanaridirecta.info/noticia/un-membre-del-consell-assessor-fundacio-princep-girona-exerceix-catedratic-ub-malgrat-que-fi>

speak to her. An overwhelming feeling of powerlessness started to fill her. She also felt impotence and anguish for other students and other generations. Paula knew that the professor had power and that she was in a weak position; struggling against this situation that became unbearable. At every class, twice a week, he talked to Paula when he entered the classroom before starting the lesson. As she was not replying his emails, he kept inviting her for a coffee on these occasions. Paula was sitting in the front row, and when he entered the classroom, he approached her to ask when she would have time to have coffee with him. Even though she felt very uncomfortable, she never changed her seat in the class because she was afraid that he had become obsessed with her and that changing her seat could be interpreted as rejection and thus result in bad grades.

As a victim of sexual harassment by a professor from the beginning of her first year of undergraduate work, she started to develop feelings of inferiority and anxiety, causing a need to escape, to avoid that person and the environment in which he might be encountered. However, she was startled from having a professor whose behavior was far from what she believed that of a university professor should be. Paula was also taking her academic achievement and good grades very seriously. Thus, finding herself being harassed, she was afraid to discover whether this professor was the one who would score her for that subject and for academic activities throughout semester. She was worried that he could become negatively obsessed with her and fail her.

She found it difficult to decide what to do because of the pressure on her to achieve good grades. She was always thinking about this problem because her academic career was very important for her. She felt constant pressure. Paula did not know what to do to avoid talking to or seeing him; she tried to be doing something else or to speaking with somebody whenever he entered the classroom. She explained that during the class, she took notes the whole time to avoid looking up and drawing his attention. One day, on a Tuesday, she remembered telling him that she was living far from the city and had to take the train every day, which was the reason she had to leave the room quickly after class

and did not have time to talk with him. However, he answered that he had no problem meeting her in her hometown. Paula was shocked by this reply. She did not know how to react, what to do, or what other excuses to invent. She was also concerned about her final grade in this subject. Her ability to remain at college was at stake since this was a compulsory class. One of the things she did was to tell somebody. It was so hard to keep it inside, Paula explains. Thus, she decided to tell the story to a friend of hers, Isabel, by email (see note 4). In her words, a clear concern about her grade and final paper can be seen, in addition to concern that the professor had become obsessed with her. She therefore explained her story and a similar situation affecting a friend of hers to Isabel (see note 5).

The tension she felt did not only exist during the class; it was also there any time she was likely to find him in the university building, such as in the hallways or in the cafeteria when Paula wanted to have a drink or lunch with her friends or boyfriend. The entire time, she knew that he could be there, approaching her or just saying something. Finally, feeling unable to stop him and his continuous harassment, she decided to give in and go for coffee with him, expecting that having achieved his aim, he would stop this behavior. The day they met, he wanted to take her to a place outside of the university, but Paula insisted that she had classes and preferred to stay at the university in the cafeteria. However, classes were only an excuse she used to hide her fear of leaving the university with this professor.

Assuming the role of victim is frightening; as a student, you just do not want to believe this could happen and you prefer to think of it as not happening to you, Paula said. Deeply moved by the situation, Paula was very sincere in describing the burden it was for her, and she even prefers not to think about how extremely dramatic the situation was. Every night, she said, she went to bed thinking about how to escape this situation. Before starting college, nobody had told her that she needed to develop skills to avoid sexual harassment behaviors. Paula was also afraid to explain the story to anyone else, fearing

that people would not believe her. Before enrolling in college, she had never thought that sexual harassment was a real fact that was present in academia.

This fear that Paula demonstrated is in line with what is also understood in other places, as one member of a student advocate office of an American university stated, emphasizing this peer-to-peer office as a student achievement:

“Considering the institutional mechanisms as part of the structure, it’s already hard to go and talk with somebody, to trust the person will attend to you and to be sure that they would never judge you. Having this office now is another student achievement” (Alex, a member of an American students’ advocate office⁹⁸).

Paula finally showed her discomfort in Dr. Martin’s class and tried to change it, seeking to move to a different group taught by a different professor on a different schedule. Paula shared her intentions with another faculty member from the same department. The response that Paula received was surprising. She was told that both professors were colleagues and collaborating together, which made her concerns worse in terms of power influence and grades. However, at that point, Paula realized that other faculty members were aware of Martin’s behavior. Nobody was denying the situation; they advised her not to take it too seriously and not to consider it as something important; she was told to be careful and not to answer his emails. They gave some advice on Paula’s conduct, but no institutional measure was suggested. However, what surprised her most was that they knew about it, which means that more students had been victims of gender violence or were experiencing it at the same time as Paula. After her first attempt to break the silence, what Paula found was a reaction subject to power positions in the university. It seemed to her that against this structure of power, she would never win. It seemed that

⁹⁸ Alex (fictitious name) is working for an American University as a student advocate. He was interviewed for this dissertation.

the position of “full professor” had given him this impunity, allowing him to do whatever he wished with no questioning.

As this professor from the UB, an expert in gender issues, mentions, in Spanish universities the incoming faculty are tacitly instructed in the power relations that exist in each of the academic fields and in keeping silent about certain issues.

“You learn it as soon as you enter university. In the first conference in which you make a comment or question a comment with good intentions, they tell you, “How dare you? You will never get tenure”. They’re telling you to not go against a full professor. This is not gender violence, but you learn that you can’t take any step beyond the structures.” (Daniela, UB professor and expert on gender issues and sexual violence at universities)

The faculty and staff members Paula spoke with at this time advised her not to consider it important, acknowledging that this type of thing happens. She was very certain that something had to be done and that she could not live in such a situation. She did not want to go to classes anymore and even considered changing her group, but she was afraid that if Dr. Martin and the other teacher were “friends”, he might find out that she changed groups because of him and thus cause her to suffer consequences (Clark, 1979). Paula asked about the professor teaching in the afternoon, and people from the department said this professor was in the same department and collaborated with Martin. This fact increased Paula’s fear of consequences and her fear that changing the course would make the situation worse. She continued going to Martin’s classes to pass the course. Finally, she received the best score with honors. Only years later did she realize that other people with the same score were also his alleged victims; they were people who often said they had received emails from him or people who visited his house. Thus, the good grade was a strategy to protect him and keep his victims quiet, which had already been considered in the literature (Benson & Thomson, 1982). For the

rest of her university studies, Paula never took any other course taught by him, and she decided not to go any further with her complaint. At that moment, the university actually did not offer mechanisms – no commissions for equality had even been created – to file a complaint; therefore, Paula had to remain mostly silent during the four years of her degree. Much research has been published on this issue, maintaining that students tend not to report because they are not taken seriously, among other reasons (Clark & Pino, 2016).

In the fall of 2011, Dr. Martin sent another email to Paula. She quickly noticed similarities with the previous ones from her first year. Paula had graduated with the Distinction Award for being the best student from her BA cohort and was about to start her Master's degree at the same university. The same day that the admissions committee had to decide whether to accept her application, Paula received an email (see note 6) from Dr. Martin in her inbox. Having one of the highest positions at the university, he was member of this committee. In the email, Dr. Martin mentioned the first stage of Paula's undergraduate degree when he insisted on meeting her. He also referred to the committee's meeting, which underlined his position of power. Was it coincidence that this happened before the official notice that he would be the one telling her the result of her application? Finally, he invited her for coffee again.

For Paula, simply receiving this email was itself a problem. At that time, in 2011, Paula was a Master's student and a member of the department. She had also been hired as a teaching assistant. In addition, the School had a Commission for Equality by that time, which certainly represented a step toward raising awareness about this issue and contributing to overcoming it.

Almost 4 years after the first emails in 2008, Paula was again feeling a lack of protection and that she was in an unsafe environment. Moreover, at this point, she was concerned about her academic career, which could be drastically affected by Martin and his power

relations (Rossi & Weber-Burdin, 1983). Additionally, she thought about all the efforts she and her family had made to get there and feared that they were about to be wasted. In this email, Dr. Martin had signed as though he had been affiliated with Harvard. This affiliation made Paula believe he was very powerful and well connected with prestigious scholars.

This was not the first time that Professor Martin received a complaint from students or even from other professors. On January 30, 1994, one of the most famous newspapers of the country shed light on the professional irregularities regarding this professor⁹⁹ (see note 7). According to the news, he was discovered making copies of autobiographies written by his students after guaranteeing them confidentiality. The scandal did not stop there. Instead, this complaint was produced after concrete evidence was provided, which led the actions of Dr. Martin to be questioned¹⁰⁰ (see note 8). As president on a commission for a full professor position, he wrote a letter to ask for the support of one of the candidates, who then won the position. Even more important than the letter itself is the letter's content, which had statements like, *"It is a favor for which I am sure you will know to be grateful to me forever"* (El País, 1993). These words clearly show the way that the power structure is constituted at the university and that members of committees or candidates should behave subordinately to the person who holds more power (Dowler, Cuomo, & Laliberte, 2014). Thus, this influence over deciding who wins or a position or not has a twofold influence: it assures the "eternal gratitude" of the one who gets the position, and it shows the way things work and what they have to agree to do if they want to advance in their academic career (Thorne-Finch, 1992). This is also what allows sexual harassment to repeatedly happen over decades and decades (Thomas & Kitzinger, 1997; Morley, 2011).

People in universities and the faculty themselves are aware of the power position of each of the members and those that are symbolically attributed to the person.

⁹⁹ For more information, see: http://elpais.com/diario/1994/01/30/sociedad/759884403_850215.html

¹⁰⁰ For more information, see: http://elpais.com/diario/1993/10/20/sociedad/751071601_850215.html

“If you ask someone to tell you who the 10 most powerful people at university are, they certainly won’t mention any of the members of the governing bodies.” (Juan, member of a commission of equality at a Spanish university)

As this member of a commission for equality says, the governing bodies in universities help to cover up these cases and to maintain the pact of silence.

“Yes, I think the fact that full professors determine the selection and promotion of faculty contributes to maintaining the pact of silence” (Juan, member of a commission for equality at a Spanish university).

The organization of the Master’s program is very much linked to the Doctorate Program, as professors used to be involved in both. For instance, this structure could also allow Dr. Martin to be member of Paula’s advisory council and thereby influence decisions on her master’s thesis or her dissertation. People used to explain that in previous years, members of the master’s or PhD committees were the ones who decided the members of a dissertation defense committee (Reilly et al., 1986). The fact that the same professor who years later the state attorney proved to be committing harassment (Prosecutor Report, 2013) could evaluate her master’s thesis or her dissertation, which could deeply influence Paula’s professional opportunities, made her reconsider the possibility of abandoning the academic career. Unwilling to surrender her parents’ dream, Paula felt the need to take action on this problem and decided to explain everything to her Master’s thesis advisor, Dr. Ortiz, who was publicly known as having taken a position against gender violence; therefore, she asked him for help.

5.3. Chronological description of the facts

Antecedents

1995

Dr. Ortiz, a full professor of Sociology, filed a key complaint to suggest that the governing body address the recurring problem of sexual harassment by establishing committees for equality and protocols against harassment.

2003

- The United Platform against Gender Violence launched the campaign “against the perpetrator, zero violence”.
- The CREA research center proposed commissions for equality and decided to openly break the silence about gender violence in university.

2004

- The CREA research center included the following point in its ethical code: “All the members of CREA want to contribute, to the greatest extent possible, to the eradication of gender violence. Therefore, we stand – as different organizations have requested – for zero tolerance of harassment. We consider it essential to (1) always stand by the victim and never by the harasser and (2) collaborate with the victim to explain and report all those cases on which we have information, whether near or far, with the aim of improving the quality of life of all people, especially the women who have been victims of mistreatment”.
- Persecution and anonymous defamation on the internet started.

2005

- Pioneering research on gender violence at universities in Spain, *Gender-based Violence at Spanish Universities*, was released by the state Secretary of Universities and Research under the Ministry of Labor and Social Affairs (Valls, 2005-2008). This research contributed to achieving the inclusion of public institutions, such as universities, as well as committees for equality and protocols to handle gender

violence in the Spanish legislation for gender equality¹⁰¹.

2008

- **February 21.** The first victim to give her testimony, Paula, received the first email (see note 1), which was used (together with other emails she received) as evidence in the report. These emails included invitations to meet for coffee, positive comments about her academic achievement and pressure to confirm whether she had received the earlier emails and to answer the present one. These emails were written by the professor who was teaching her the subject “General Sociology” in her first year in college.
- **February 26.** Paula received another email from Dr. Martin (see note 2), asking her to have lunch with him. Later that day, he sent another email asking for her phone number or for her to call him (see note 3).
- **March 27.** Paula wrote an email to a friend (see note 4), telling her about the pressure she received from this professor to go for coffee with him or to meet him. Paula also told her friend about her fears concerning her grade, the doubts she had about the assignments she had to do in this subject and the fear that Martin might become obsessed with her or angry at her for her behavior and rejection.
- **April 4.** Paula sent another email to her friend (see note 5) to explain another situation of harassment that one of Paula’s other friends was experiencing with the same fears and uncertainties.
- **June.** The student representatives support Professor Valeria unanimously as a candidate for the position as director of the undergraduate program in Sociology.
- **February-September.** During this period, Maria, also a survivor of Dr. Martin and complainant in this case, was receiving emails and suffering what would be later defined by a prosecutor as sexual harassment (Prosecutor Report, 2013). She was only eighteen and in her first year of undergraduate studies.

¹⁰¹ Ley Orgánica 3/2007, de 22 de marzo, para la Igualdad Efectiva de Mujeres y Hombres [Organic Law 3/2007, of 22nd of March, for the Effective Equality Between Women and Men]. Gobierno de España.

2009

- **November 19.** A conference by then director of the Office of Sexual Assault Prevention and Response at Harvard University was held at the School of Economics of the University of Barcelona.
- **November 25.** Victoria, professor at the University of Barcelona, presented a letter to an institutional representative, complaining about a general reality of sexual harassment she perceived within the context of the Master and PhD program of her School. This letter and the response that the institutional representative provided (see Annex 1 and Annex 2 for more information) were written in relation to the case of another doctoral student of that time, whose dissertation received a negative assessment as the institutional representative is explaining in the following quotes:
“This letter was made in the context of a non-approval by the doctoral commission, of the thesis of a PhD student due to an external non-favorable referee of report, external to the UB. This external evaluator [name of the women] wrote a tough report on the dissertation which cannot be related to any kind of sexual harassment, neither first nor second order harassment, because she is a person of a recognized scientific prestige, a progressive woman and historical defender of women’s rights” (Institutional representative, School of Economics, UB).

“We also organized a meeting, here in my office, with faculty members in charge of proving a response to this case” (Institutional representative, School of Economics, UB).
- **December.** The student’s organization of the school that time, decided to unanimously present a motion of no confidence to Valeria, who was the director of the undergraduate program in Sociology. Most of those students, who were performing as student’s representatives, were acting as such, because they were portraying the actions of those professors who were accomplice with the structure of power within the academia.

2011

- **January 25.** Meeting of the Sociology Department at which Valeria, Dr. Ortiz and Victoria read a document on the situation of harassment at the University of Barcelona.
- **July 14.** Meeting of the Faculty Commission, at the School of Economics. One of the items of that meeting agenda was the potential approval of the *Protocol for Prevention, Detention and Action against Sexual Harassment* (see Annex 8).
- **September 19.** Paula receives another email by Dr. Martin (see note 6) inviting her for coffee and telling her that he remembers her from the first course and that she was accepted into the Master program. Paula asks Professor Ortiz for help. He decided to help her file a complaint.
- **September 26.** Dr. Ortiz filed a report against Dr. Martin sending it to the institutional responsible. Dr. Ortiz also informed the Harvard Office of Sexual Assault Prevention and Response about the fact that Dr. Martin was using the Harvard signature in harassing content emails despite having no affiliation with that university. Dr. Ortiz attached the emails Paula had received to the report.

“As institutional representative I sent by record (October 18, 2011) the complaint to the Commission for Equality, the organism that was responsible to deal with this type of cases” (Institutional representative, School of Economics, UB), (see Annex 3 for more information).
- **October 5.** Dr. Ortiz handed the report letter to one of the members of the university’s Commission for Equality. Valeria, member of the Commission for Equality opened the discussion on the report and provided Paula’s emails as evidence.
- **October 8.** Valeria informs the Commission for Equality that Dr. Ortiz had informed of the report he filed at the UB, to the Harvard Office of Sexual Assault Prevention and Response. Valeria insisted on the importance of protecting the student, Paula (see note 9).
- **October 18.** *“This is the day when the letter that I wrote on October 13, to answer the complaint, was sent by record to the president of the*

Commission for Equality” (Dr. Lopez, institutional representative, School of Economics) (see Annex 3).

In prestigious international universities, as explained by a member of an office against sexual harassment at one US University, there is a consensus on a zero tolerance policy towards aggressive or sexist behavior. In the prevention sessions that are held at the beginning of the semester, they say “Once is enough” (Harvard University, 2015). They do not accept any uncomfortable or unwanted actions according to the principle of “zero tolerance”.

“Any report is investigated and an answer is given. Many cases end with a penalization imposed by the university. This year, three professors have been dismissed. If a report is filed against a professor and is proven true, the university directly dismisses that person. They don’t want a professor like that teaching; they know that this doesn’t lead to excellence” (Claire, member of an American university’s office of sexual harassment).

- **October 19.** The Director of the Harvard Office of Sexual Assault Prevention and Response sent an email (see Annex 6) to the institutional representative of the School of Economics (where the Department of Sociology is located) informing her that the reported professor could not use the Harvard signature, as no affiliation existed between Dr. Martin and Harvard University. She also sent the email to Dr. Ortiz, who had reported this misuse.
- = **October 26.** At the next meeting of the Commission for Equality, the previous decision to archive the report filed was corrected, and they decided to open an investigation. They decided to call an Ad-Hoc committee¹⁰².

¹⁰² According to the protocol, in the case of a report of violence or harassment, a committee is established. In the case reported here, the committee was composed of a full professor in law, an institutional responsible of the Commission for Equality of the School of Economics and a representative of an association of victims of gender violence external to the university.

- **November 4.** The Board of the School of Economics of the University of Barcelona passed the *Protocol for Prevention, Detention and Action against Sexual Harassment*, which the institutional representative responsible, Dr. Lopez, presented on November 23 in an event entitled “Sexual Harassment in Academia and the Workplace”.

The research and the prevention protocols are evidence of and steps forward in acknowledging the situation and preventing such events from happening again.

I believe that in university, some situations of gender violence are normalized. This protocol contributes to changing this normality. In the face of cases of violence and research on the issue, there was no discussion on the existence or nonexistence of gender violence at universities, nothing more to say; there was a clear positioning based on the facts and responsibilities were distributed. (Member of a commission of equality at a Spanish university)

The Commission of Equality decided to apply the protocol to the investigation of the case of Dr. Martin.

- **November 8.** A meeting is held with the members of the Association of Young Sociologists, of which Paula was one of the members. They invited Paula to leave the association.
- **November 21.** In a meeting, it is agreed to constitute the Commission for the Prevention and Action against Gender Violence (COPAVG) “*because it has already been reunited documentation with sufficient weight to push the process forward*” (institutional representative, School of Economics).
- **November 22.** The president of the *Committee for Equality* sent a letter to the main institutional representative asking her to designate the member of the Committee who depends of her according to the Protocol.
- **November 23.** The main institutional representative, designs a full professor

of penal law as a member of the COPAVG.

Once the Protocol is approved and implemented

- **December 16.** The Ad-Hoc committee, COPAVG, started to call the witnesses for their testimonies. Following the regulations of the protocol and the report filed by Dr. Ortiz, the Ad-Hoc committee called Dr. Ortiz for his testimony. This was the only time during the whole investigation that Dr. Ortiz, the complainant, gave his testimony.

Paula was also called to give her testimony to the Ad-Hoc committee. The three female members of the committee made her feel comfortable and were concerned about her and her future in the Master's program.

— **December 21.** A meeting of the Sociology Department is held in which Ingrid (one of the witnesses) and Dr. Ortiz suggests voting on rejecting the objectives and mandatory character of the PhD Seminar given by Dr. Martin. As Ingrid said, *"The seminar does not have a syllabus approved by the school, nor was it registered into the proper academic plans, as any other subject would be. Indeed, it is presented as mandatory to the students, including additional and personalized working meetings. These individual meetings were supposed to be with the coordinator, Dr. Martin, while the PhD candidates enroll to write a dissertation with a specific supervisor of their choice"*.

According to the meeting minutes, only five people voted in favor of rejecting the objectives and four opposed the mandatory character of the seminar. The rest decided not to take a stance, so the petition was approved. Nevertheless, the seminar continued as a mandatory activity for PhD students until the report reached the Committee of the Doctorate Program towards the end of the 2011-2012 school year.

2012

- **January.** More testimonies joined the report. One of them was Maria. Later, Robert, Josep, Ingrid, and Ruben also joined the case, among other victims¹⁰³.

Paula and Maria studied together during four years in the same class for their undergraduate degrees. They both received uncomfortable emails from the same professor, but they never talked about this issue in class. It was at the moment of the key complaint against Dr. Martin that they discovered that they were giving testimonies on the same issue. Maria described the feeling she had on that occasion:

“Everyone was silent, everyone was complicit. There was no protocol, no one had told us how to proceed in cases of sexual harassment. I did not know who I could go to and who would listen to me. I was convinced that nothing would change, and the fact that I received lots of emails with strong sexual content would not be enough to fire him” (Maria, UB survivor).

- **January 25.** The Ad-hoc Committee, COPAVG, which was established to develop the investigation regarding the Dr. Martin’s complaint, ended their report on the case and handed it to the institutional representative of the School of Economics, who in turn, sent it to the main university representative. *“They sent a report on the investigation to the main institutional representative, who sent it (on January 26, 2012) to the UB Rector as well as to the Legal Service Department of the University of Barcelona”* (Institutional representative, School of Economics, UB), (see Annex 4, for more information).
- **February 7.** The Rector of the UB opens a reserved information (according to the document of allegations by the School main institutional representative and former president of the Committee for Equality)
- **March.** The same professor who awarded Paula with Honors in her degree

¹⁰³ Their stories will be broadly explained in Chapter 6.

now told her in front of the class that she was incapable of giving a presentation and that it was impossible to understand her when she talked. She criticized Paula's work and said that her scientific foundations are based on scientific articles indexed in Journal Citation Reports, which she calls "little articles", advising her to use newspaper articles instead.

- **March 12.** Having won the Distinction Award in her Bachelor Degree in 2011, the Master's Program started in the same direction for Paula. She obtained *Excellent* (9) in all subjects except one. Paula asked the professor, Dr. Perez, for a meeting because he evaluated her work with only a 5 (10 being the maximum). When she arrived at the office of Dr. Perez, Dr. Martin was present, so she decided to wait outside until Dr. Martin left the office 10 minutes later. In the meantime, Paula was getting very nervous about this incident, believing that it was no coincidence that she bumped into Dr. Martin when she was supposed to meet Dr. Perez. Once in the meeting, Dr. Perez told Paula that she did not understand the assignment, and for this reason, her grade was low. She was surprised by that explanation since all the other students had scores above 8 and wondered whether she was the only one who did not understand the assignment. Confident about her good work, she decided to ask for a revaluation on 13 March.

- **March 13.** In a seminar of the Master's Program, every student has to present the topic of their Master's thesis. When Paula presented her topic, "Gender-based Violence in Universities", her classmates started questioning every aspect of her thesis: the topic, the methodology, the terms used, and the planning time. Paula felt that the topic touched on many emotions of the students and that it particularly generated distrust.

- **March 14.** Paula sent a letter to the Commission of Equality explaining the situation surrounding the mark given by Dr. Perez as well as the comments made in the seminar on her Master's thesis. In her letter, she called for changes in the university structure since it was difficult for her to continue the Master degree having to face all these consequences for breaking the silence on gender violence. All the

members of the Commission of Equality signed a letter addressed to the Master's Committee in support of Paula's claims.

- **March 19.** *First statement at the Legal Services of the University of Barcelona.* Following the protocol and due to the report issued by the Ad-Hoc committee, the University President appointed an investigating judge. Paula was called to testify in front of the judge and the director of Legal Services with an assistant taking notes. The atmosphere was very tense and Paula did not feel comfortable. According to her, the questions asked were very direct and intimidating. She was startled by the tone of voice and the pressure put on her. The first questions were as follows: Are you an adjunct instructor in the department and a substitute for Dr. Ortiz? What selection process did you follow to get the job? Who chose you? Then, the judge asked, what type of relationship do you have with Dr. Ortiz? Where and when did you get to know him? Other questions included, "Who is your supervisor for your Master's thesis?", "How and why did you choose him? Do you belong to a research center that was created by Dr. Ortiz?" and "Are you his assistant?". Paula felt that the questions were centered more on Dr. Ortiz, who is the claimant, than on the accused. Paula felt that the questions asked did not respond to the experience she had with Dr. Martin. For instance, Paula explained the situation of bumping into the accused professor in the office of Dr. Perez, who had given her a bad mark at that time, which led to the meeting. The judge then asked "Why do you doubt the organization between the Master's and the PhD?"

Moreover, Paula believed that the notes of the meeting did not reflect the essence of the conversation. A great part of the discussion and questioning was not reflected in the notes because only pre-established questions were written down. For instance, Paula explained that she had decided to do research on this issue and the judge asked, "Why?". Paula replied that it is an important issue and it needs to be exposed, that Catalan society needs to know what happens to their daughters at universities. None of this appeared in the final notes.

Additionally, the judge asked, “Why didn’t you report it in court if you thought there was a case?” and Paula answered that she had confidence in the institution to take the appropriate actions. The judge said that Dr. Lopez was promoted to the Commission for Equality. Paula said, “In 2009, two professors sent letters reporting these facts to the institutional representative responsible”. The judge replied, “Do these professors belong to the research center?” Paula was surprised by the question but confirmed that they did and added, “because it is the only research center that has broken the silence on gender violence in universities and has conducted a RTD research project on this issue.” Despite this conversation, the meeting notes only state that “two professors of the research center who coordinated a project on gender violence in 2009 have written to the institutional representative responsible towards the end of 2009 and nothing was done.” He then asked Paula why she did not report the facts earlier. One of the reasons Paula gave, which not written down in the notes, was that there was no Commission for Equality at that point. She continued, “I came to the University of Barcelona because it was a prestigious university.”

The judge’s continuous interruptions and answers were confusing to Paula. Moreover, Paula’s attitude was marked by calmness, serenity and confidence, but the judge kept telling her to calm down. Another inconvenient situation that Paula recalls from that meeting was that at its end, the judge pressured her to sign the notes quickly, but she did not agree with many of the explanations and the fact that several parts of the conversation did not appear at all. Most of the interrupting questions did not appear. She expressed her discontent and they made some quick changes, but the insistence to finish quickly because more people were waiting was distressing and caused Paula sign the notes even though they did not correspond exactly to the declarations made.

Other situations were similar. It is striking how other survivors, even those from other countries, have reported similar treatment in the process of their hearings. For instance, the anonymous survivor of the so-called “Stanford case” ¹⁰⁴ described how the attorney questioned her and her actions. This case was published in the press in early June 2016. To mention only one example, she explained to the press,

“I was pummeled with narrow, pointed questions that dissected my personal life, love life, past life, family life; inane questions, accumulating trivial details to try and find an excuse for this guy who had me half naked before even bothering to ask my name.”

- **March 22.** The revision committee addressing the grade given by Dr. Perez met. Paula was surprised by the attitude of some of the members of the committee. The same professors who were enchanted by her academic achievement when she had been earning her bachelor’s degree now criticized her. One of them even said he would have given an even lower grade on this assignment (coincidentally before that, he only had positive words for Paula).

However, Paula was not the only one subjected to that behavior. Maria, one of the victims of this key complaint, also explained having felt the lack of responsibility, especially from university members:

“I did not know what to do or where to turn. Within the university, it was common knowledge that he was a harasser who exercised violence against his students. There were rumors of students who had left the university because of the harassment exercised by him; (there were also) male teachers who laughed at these practices and encouraged them” (Maria, UB survivor).

¹⁰⁴ For more information, see: https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra?utm_term=.gnvg4w9dp#.gkpg5w3M8

The relationship between faculty and student has also been reason for criticism and can favor of the alleged harasser over the victim. This was explained by a female member of the Commission of Equality at a Spanish university:

“There was a case of gender violence between a professor and a UAS (University Administration and Services) employee who worked together. The harasser stated that nothing would happen to him because he had many ‘friends’ in the department. The harassed woman then started to hear criticisms against her from colleagues as though she was the one who had initiated the situation” (Petra, member of a commission of equality at a Spanish university).

- **March 23.** Paula presented a paper in her “Structure” class. Aurora, one of the professors who awarded her an “Excellent with honors” in her subject when Paula earned her degree, criticized the presentation in public. After Paula broke the silence, some people at the university seemed to have developed a hostile attitude towards her. This manifested in reactions such as Aurora’s. Towards the end of Paula’s presentation on a reading that the professor had assigned to her (unlike all the other students who chose their readings themselves), she interrupted Paula to ask in which language she usually speaks because according to her, it was difficult to understand Paula’s presentation. Then, she continued with several complaints about the presentation, such as it not being clear whether Paula simply did not understand the text, did not prepare for the presentation, or did not know how to present. The professor then turned to the class and asked in an irritated tone whether they agreed that it was difficult to understand Paula. The classmates, surprised, answered “no”, they had understood Paula. The professor concluded the presentation there and gave the floor to the next presentation without the debate that usually follows each presentation. Additionally, Paula was asked to do two presentations of texts in the first three sessions of class, while the majority of her classmates did not have to do

any. In addition, in this course, Paula's work and its reference list were criticized; they were based on ISI articles that the professor called "little articles" (in a derogatory tone), suggesting that Paula use newspaper articles.

- **March 27.** Paula was notified of the decision on her grade in Dr. Pérez's class, which remained the same. This was highly discouraging. Paula was surprised by the attitude of some of the members of the committee. Professor Maduro, enchanted by her academic achievement during her bachelor degree, now criticized her. He even said he would have given her a lower grade on this assignment (before, he only had positive words for Paula). This was a devaluation of her academic capacity and a negation of her intellectual capacity (Fitzgerald et al., 1988). In addition to their interest in maintaining the status quo, now it appeared that Paula was performing badly on her assignments (Baker, 2008).

However, other professors told her that her work was outstanding and that she should publish it in scientific journals. Paula realized that she had doubted herself for a moment. This self-doubt of their own quality is commonly suffered by victims. This was why Professor Maduro's reaction surprised her. Only two years before, he was very generous to her and used to mention her in class as an example to follow; he had recognized that he was surprised by her work capacity and concentration in a subject as difficult as his, and of course, he had given her very good grades. What had changed? Just one thing was different: Paula had reported a professor that almost two years later, after a legal investigation, a prosecutor would affirm had "(...) harmful relationships managed by the offender with several students, which would fit within the definition of the crime of sexual harassment"¹⁰⁵ (Prosecutor Report, 2013). She had also positioned herself against the structure that allowed this to happen within the university context.

- **April 13.** *Complaint to the Commission for Equality and the Coordinator of the Master's Degree.* Paula detected irregularities in the procedure resolving her

¹⁰⁵ Author's own translation from Spanish

complaint about the grade from Dr. Perez and presented a new complaint to the Commission for Equality as well as a complaint to the Coordinator of the Master's Degree.

- **April 25.** Paula sent another official complaint to the Coordinator of the Master's Degree, Elena, for a meeting of the review commission and noncompliance of the agreements.
- **April 26.** Concludes the reserved information.
- **April 27.** Disciplinary proceedings are initiated. (according to the document of allegations by the School main institutional representative and former president of the Committee for Equality)
- **April 27.** Aurora criticized Paula's paper and the reference list based on scientific articles published in journals that are indexed in the Journal Citation Reports. Paula had chosen one of the research questions that the Professor Carlos (co-teaching the same subject) suggested in his first meeting: Who are the social actors that have promoted the Arab riots? Aurora argued that if Paula wanted to do a description, she could have taken the phonebook to look the names, where they live, their telephone numbers and that no articles were needed for that. Paula replied that there were 130 articles in ISI on the topic that seemed interesting. Aurora told her that these "things of ISI" were just little articles, studies that are made and not theories.
- **May 2.** Paula sent an official letter to the Master's Committee complaining about the procedure and the irregularities (such as the day they met, the lack of notification to the student, etc.) of the master's reevaluation committee.
- **May 3.** Legal Services informed Paula that a disciplinary proceeding against Dr. Martin was filed and that she was going to be asked to make another report.
- **May 5.** *The second declaration to Legal Services and a second judge.* Once the disciplinary proceeding was initiated against the accused, Paula was called to testify before a second judge. He reassured her that it was merely an administrative procedure to affirm her prior testimony and add new information. This judge was

much more expressive and understanding. Paula sensed a positive climate of trust and support. She explained the events related to the grade in the Master's class. As she did so, the head of Legal Services entered and joined the meeting. Again, she tried to make Paula feel uncomfortable by questioning her declarations and saying that certain incidents were just coincidences. The judge supported Paula's response that one might assume some events were coincidence, but considering all the incidences, this seemed to go beyond mere coincidence. Meanwhile, the assistant who took notes was deemphasizing certain aspects of the exchange. For instance, Paula said she had only "Excellent", yet the assistant wrote, "she had good grades". There was a difference and Paula had a hard time understanding why the assistant would change the content of the conversation. In the end, they introduced the changes Paula considered necessary with sufficient time.

Then, Paula also explained that she decided to do research on this topic, as she thought that the Catalan society deserved to know how their daughters were being treated at the university. Paula further explained the international support against harassment, saying that she had been at the University of Wisconsin, in the Office of Sexual Harassment at the University of Colorado and that she knows how they proceed in Harvard. The administrators had a very clear idea of the type of university they wanted, and of course, when Paula explained the Spanish universities in the US (the judge opened his eyes), they became scandalized not because there was harassment but because the institution allowed it.

As the meeting ended, the other woman, the head of Legal Services, asked what procedures were followed in the USA. Paula explained that the first step was to take a stand in support of the victim and then proceed quickly, analyzing the evidence, interviewing the two parties and making a report to Legal Services, who then sends out a suspension. The head of Legal Services said that he should be able to defend himself just as in the legal system because he may not be guilty; imagine if it is not

true. Paula was deeply shocked by her response and because the truth of her story was still being questioned. Paula said that if the university suspends him, it is because they have enough evidence, and the legal system also clearly does not want universities that harbor harassment. And when they all collaborate, they can achieve prestige without harassment and reach real excellence. Then, the judge added that they had material against him that was difficult to refute. If it was not for the evidence, it would have been one word against the other, which would have been more difficult. However, now there was evidence. The woman said, "Yes, now it's different". However, Paula insisted "But, even with evidence, many decades passed before somebody dared to report him because of the strong institutional pressure". The head of legal services insisted on knowing what the response to such a case would be at a US university. Paula was very clear and said that they would have dismissed him because they would not want a professor who was known to harass students in class. The judge nodded, while the head of Legal Services seemed to wish she could turn invisible.

Maria also described similar feelings of guilt surrounding the situation. She knew now what to do during the years she being harassed.

It was my boyfriend at the time who stopped that situation [of the harassment received] the moment he discovered the content of the emails he [Professor Martin] was sending me during the course. Classes were already finished. For some months I was very afraid of meeting him in the halls. Over time, I realized that I was not guilty of anything; I overcame the fear, the shame, and the nerves (Maria, UB survivor).

- **May 8.** *Second thesis presentation in the Master's seminar. Consequences of the advancement of the report to the Master's program.* During the second presentation of her Master's thesis in the seminar, Paula noticed a change in the

attitudes of the professor and the students. Suddenly to the professor, the thesis seemed clear and well structured. The students had no comments or questions. The professor told the next student to maintain the level, which up to that point had been brilliant. The last presentation was by a girl whose supervisor was Dr. Martin, and there were many questions regarding her thesis. The consequence was now focused on the girl whose supervisor was the reported Professor. Paula interpreted this as a very significant change that could have been a result of the disciplinary proceeding opened against Dr. Martin.

- **May 9.** The Master's Committee had a meeting and decided to review the process for the revision of Paula's grade in the subject "Organizations".
- **May 11.** The Master's Committee requested the Head of the Department to which Dr. Perez belonged to formally specify the process of reevaluating Paula's paper; they also requested the proposal of an external person to evaluate the paper.
- **May 22.** Day of the strike. After several attempts to meet with Aurora, she called Paula for a meeting on the day on which the strike was declared. Aurora did not come.
- **December 2011 - June 2012.** Paula had finished her degree in sociology as the best student of her cohort. On the other hand, when she went into the Master's degree program, she went from being an exemplary student that the professors congratulated in class to having the lowest grades of the Master's group; she went from scoring "10" to scoring "5". Additionally, she received comments such as she did not know how to express herself when doing a class presentation, no longer knowing how to write good papers, not understanding what was requested in her assignments, etc.
- **June 1.** Office meeting with Professors Aurora and Carlos. They told Paula that she did not have much time left to write the paper and that she would not be able to do it, and given that her presentations were "anomalous", she would have to make up for it with the paper, although she did not know what the grade would be.
- **June 8.** The day of the presentation of the paper in "Structure" resulted in

substantial pressure in class.

- **June 11-17. *Health problems.*** The continuous pressure experienced in the Master's program had consequences on Paula's health. She visited several doctors and needed medication (see note 10).

- **June 25.** Aurora and Carlos gave Paula an "Excellent" on her paper. This change of attitude made Paula believe that her professors might have been influenced and/or conditioned by everything that had happened or that they actually did not dare show bias.

The professor who had previously called Paula "dumb" gave her an "Excellent with honors" in her subject.

Professor Carlos gave Paula an "8" in the "Master's Seminar".

- **July 16.** Meeting with Professor Carlos regarding the grade in the "Master's Seminar". The professor was a little tense as he tried to justify that an "8" was already a good grade and that not everybody could always have a "10". He also recognized that it was a difficult subject to evaluate because it is not math but a qualitative assessment. He also said that if she had given more feedback to her classmates' papers, she would have had a better grade. Paula insisted that if she had known what was going to be evaluated, she would have made sure to do it. He told Paula that he would not change the grade and that she should talk to Pedro, the other professor of the same subject.

Paula went to talk to Pedro and the conversation was even tenser. It seemed as though he had it all prepared; he had the program for the subject and he had printed a paper that Paula sent him, which stated the title and tutor of the Master's thesis. At that moment, Paula wanted to do her thesis on a different topic and then she changed her topic. Pedro recognized that the change was not a problem, but that she had to change it now. He complained about her dispute over the "8", asking whether she think that they all had to achieve a "10". Paula stated that maybe there were subjects in which everyone does well, and maybe this is one of these subjects.

- **July 18.** The transcripts were closed and gave Paula an “8,5” in the “Master’s Seminar”. Paula received an email from the Master’s Degree Coordinator telling her that the grade has been modified and that she should decide if she wants to continue with the claim for the revaluation. She responded that she wished to continue with the claim.

- **July 18.** *“The UB main representative dictates resolution, which resolves the disciplinary proceedings. The resolution stated that in two cases are related facts that could constitute the offenses of sexual harassment and prevalence of the condition of public employees to obtain an undue advantage, but both are prescribed because they were committed in 2008. In particular, the article 97 of Law 7/2007 of 12 April (EBEP) indicates that very serious infringements will expire after three years. Consequently it is resolved to declare the dismissal of the disciplinary proceedings initiated by the Rector resolution of April 27, 2012, with the practiced proceeding archived due to their prescription, and to transfer the practiced actions in this procedure to the Provincial Prosecutor of Barcelona in order to determine whether they can be constituent of justified facts of which criminal liability may arise”.* (Document of allegations by the School main institutional representative and former president of the Committee for Equality).

- **July 19.** The Director of the Master’s Program informed Paula that the request for a revaluation of the grade in “Organizations” goes from the Master’s Committee to the institutional representative of the university.

“In fact, during this process, as main institutional representative of the School of Economics, I asked the Master’s coordinator for a report regarding the process followed for the evaluation of the work of this student. The Master coordinator sent such report to the School’s main representative (July 19, 2012)”, (Institutional representative, School of Economics, UB), (see Annex 5).

- **September.** With still no news about her pending grades, Paula wrote to the Director of the Master's Program, who replied that she had not seen Paula's email of confirmation and that she would proceed with the claim about her grade in "Master's Seminar".
- **September 3.** The University of Barcelona published a new notice on its website: "Professor Dr. Martin conducts a seminar at the Harvard University in which Spanish researchers participate". For Paula, this was evidence of the impunity he enjoyed.
- **September 30.** The Director of the Master's Program left a paper in Paula's mail box stating that the revaluation committee had decided to ratify the grade given by the professors.
- By mid-November 2012, Paula received a notification from the Commission stating that the grade would remain an 8,5 without having been informed of any meeting of the a Commission nor of the members of the Commission. In any case, it was ratified without prior criteria of evaluation that were considered for the qualification.

The case is transferred to the State Prosecutor

- **October 5.** The case reached the State Attorney's office.
- **November 20.** Paula gave her testimony for the fourth time since her report, this time to the state prosecutor (having testified once in front of the Ad-Hoc committee and twice in front of the Legal Services). The fourteen victims did the same process.
- **December 4. *Department meeting.*** Victoria wanted to vote on the statement that faculty of the department would adhere to a *zero tolerance* policy on violence.

2013

- **July 31.** An order of archiving is given by the State Attorney of Barcelona. This is a favorable Police Report in a case of sexual harassment in a public university in

Spain (Prosecutor Report, 2013).

- **September.** The sexual harassment case was not prosecutable. The State Prosecutor reported to the testimonies that the incident was not prosecutable because the statute of limitations had expired.

Turning Point: consolidation of the Solidarity Network of Victims of Sexual Harassment at Universities.

The fourteen victims who had spoken out against sexual harassment decided to continue their fight. They gathered together and created a network.

“We were a group of students who protested and we became stronger together. Everything was easier and more supportable if we accompanied each other in the process. I was no longer linked to university, but I did it for justice, for solidarity. I was sure that if we did not criticize, if we did not start the campaign, we would not change anything. I am proud to have done it: the case was archived because it had been more than 5 years (the statute of limitations at that time). However, we have still achieved many things during this time. Most importantly, we have broken the silence, disassembled complicities, and supported people who went through the same abuse... The prevention of the different types of violence within universities had never been a priority. It seems that now, after the campaign, they have no other option”
(Maria, UB survivor).

- **November 15.** The victims sent an official letter to the President of the University of Barcelona requesting a meeting. They also requested a meeting with the Commission for Equality and the institutional representative of the school. They received answers from those two parties making appointments for December.
- **November 28.** The victims met with a journalist from Europa Press.
- **December 4.** The victims met with one of the most important institutional

representatives and member of the Commission for Equality for their School.

Historical moment

- **December 15.** One of the first newspaper articles on the case of Dr. Martin was published in *La Vanguardia*¹⁰⁶ from the News of Europa Press. Several news (see note 11) articles were subsequently published.
- **December 18.** The victims met with the institutional representative, Dr. Lopez. Professor Lopez explained all the steps they had taken as an institution and that they could not do anything else besides negotiate an agreement with him. The victims were thankful for what they had done but clearly stated that it was not enough and that they would continue the struggle because they could not sleep well knowing that more students could become victims.
- **January 28.** The student representatives launched a written statement calling for the removal of Dr. Martin from teaching. They sent it to the faculty of the Sociology Department of the school, receiving 22 faculty signatures out of 94.
- **January 31.** The Students' Assembly of the School of Economics disseminated another statement to request the following: 1) the removal of Dr. Martin from teaching and academic activity; 2) a clear positioning of the UB against any type of harassments while providing support to the victim and taking effective measures against abuse
- **February 2014.** A male student harassed three female students in the Master's program (more details in chapter 6). With the support of Valeria and Dr. Ortiz, the victims started a reporting process. After the involvement of the mechanisms that the School of Economics disposes, such as the Committee for Equality; the situation was overcome because of a report by an Attorney which stated that the student would not be allowed to come to class but instead he should continue his studies through distance learning (see Annex 7).

¹⁰⁶ For more information, see: <http://www.lavanguardia.com/vida/20131215/54395563537/diez-alumnos-ub-exigen-medidas-contra-catedratico-acoso-sexual.html>

“At the beginning of the process, as institutional representative of the School, I organized a meeting with a police woman, specialist on issues of gender violence in order to assist the students. As in other similar cases, once receiving the complaint, the Commission for Equality constituted the COPAVG (Commission for the Prevention and Action against Gender Violence), which issued a report on November 7, 2013. The institutional representative sent this report to the Rector on November 8, 2013. The Rector decided, on December 11, 2013 to initiate a prior and reserved information regarding this student. The final report was handed to the Rectorate on July 3, 2014. Annex 7, elaborated by the Committee for Equality, shows the steps followed for solving this case” (Institutional Responsible, School of Economics, UB).

In many cases, the distinction between behaviors that constitute gender violence and those that do not is not clear. This confusion, together with the hostile climate, may have created a feeling of blame and responsibility that may have led to what happened to the victims. This feeling is also due to the lack of support from others and the fear of reprisals and criticisms or a hostile reaction, such as being labelled a troublesome person (Benson & Thomson, 1982; Reilly et al., 1986).

“As a professor, persecution against both the group to which I belong and my person has started because I have broken the silence and researched this topic. For example, the director of the department did not want to sign a grant for a female student who won a fellowship with me. He advised her that in this group, she was not well advised and that at that time, she might not see it, but he was acting as a father and this was for the best” (Daniela, UB professor and expert on gender issues and sexual violence at universities).

- **February 6.** The institutional representative and the President of the

Commission of Equality wrote a statement (see note 12) to explain their version of the facts over the entire process since the key report was made

- **February 7.** Second order harassment. Dr. Ortiz was personally attacked by means of an anonymous Twitter account (more information in Chapter 7).
- **February 9.** The same harassment was reproduced in a Facebook account of a former student.
- **February 10.** The victims officially launched a page on Facebook ¹⁰⁷: *Solidarity Network of Victims of Sexual Harassment at Universities* (which has 1508 followers as of August 8th, 2016).
- **February 20.** A gathering was held at the President's office to register 1000 signatures on the statement created by the campaign of the Students' Assembly of the School of Economics at the University of Barcelona.
- **February.** A key case of peer-to-peer harassment was won (see more details in Chapter 6).
- **March 1.** The Students' Assembly of the School of Economics organized the first assembly against sexual harassment at the School of Economics.
- **March 3.** The Observatory of Gender Violence from the Women's Foundation and funded by the Ministry of Equality acknowledged the *Solidarity Network of Victims of Sexual Harassment at Universities* as a Good Practice and included it on their website in the "Database of Good Practices for the Prevention of Gender Violence"¹⁰⁸.
- **March 5.** Dr. Ortiz reported that the second order harassment he received to both the University's President and the Commission for Equality, who assured him that they had never received any report against him.
- **March 21.** An event was held at the School of Physics, organized by the Commission of Equality of Physics and at which The *Solidarity Network of Victims of Sexual Harassment at Universities* was presented.

¹⁰⁷ For more information, see: <https://www.facebook.com/pages/Red-solidaria-de-v%C3%ADctimas-de-violencia-de-g%C3%A9nero-en-las-universidades/834367176577567>

¹⁰⁸ For more information, see: http://www.observatoriovioencia.org/bbpp-proyecto.php?id_proyecto=180

- **March 27.** The Students' Assembly of the School of Economics organized a second assembly against sexual harassment and presented specific actions to raise awareness about the problem and to become a reference for students and victims.
- **April.** The Solidarity Network together with the Unitary Platform against Gender Violence started the campaign "Our daughters have their rights!" (See note 12, chapter 6) with the aim of raising awareness of the problem of gender violence in universities throughout society. The campaign specifies that "our daughters" have the following rights: not being obliged to sign up with a professor who harasses; that the university will always defend them and not the aggressor; a university free of harassment; and an education that is based on freedom and respect. The priority is that the campaign becomes public and that everyone becomes aware of it. Creating many new groups is their goal.
- **April 11.** The Students' Assembly of the School of Economics meets in the School of Fine Arts at the University of Barcelona to raise greater awareness of this issue and to increase the dialogue among schools, providing support to possible situations of harassment that may be developed there.
- **May.** The University of Barcelona published the *Protocol for the Prevention, Detection and Action against Situations of Sexual Harassment and for Gender and Sexual Orientation*, passed on February 13, 2014.
- **May 15.** The Students' Assembly of Economics and Business met again at the School of Fine Arts under the theme "STOP Sexual Harassment at the University!" (see note 10, chapter 6).

The analysis of this case allows the identification of several aspects that might improve the prevention and response of the institution in cases of harassment.

Since this is a key case that was discussed and a key complaint filed against a harasser, it became a role model case.

- From the facts in this case and other cases, it becomes clear that the applicable university regulations are insufficient and obsolete (Vidu & Schubert,

2016). These regulations do not develop the national and regional legal framework applicable to situations of sexual harassment.

– In the case of the University of Barcelona, the “*Protocol for the Prevention, Detection and Action against Situations of Sexual Harassment for Sex or Sexual Orientation*” was approved in the Government Board happened to coincide with the time when the case of Dr. Martin was disseminated in the media. Although the Protocol was approved, there was no modification or new applicable regulations on the topic of an internal set of rules, directions for informative and sanctioning records, supervising bodies and monitoring of the cases or interactions with the Police and/or the Department of State Prosecution.

– In recent years, commissions for equality have been created at different Catalan universities. These commissions have thus far not been supported with specialized personnel to help resolve cases or engage in monitoring.

– A large part of the university community is unaware of the institutional instruments that they may use to act in cases of harassment (Valls 2005-2008). This factor contributes to silencing victims. In addition, there is no help for the harassed individuals in recovering their confidence or explaining their experience.

– An institutional difficulty in acting rapidly in situations of harassment can be observed. Frequently, there is a perverse mix between slowness, institutional reluctance to act and gaps in the applicable university regulations.

– Although the chain of institutional responsibilities may be identified formally, it becomes diluted. There is a tendency to delegate the acting responsibilities in these topics, so the person responsible for internal reporting is often immersed in a tempestuous procedure that is extensive in time and that does not provide solutions. The lack of trust towards the institution adds to the difficulty of reporting (Baker, 2008).

– These difficulties contribute to the creation of an atmosphere in which the individuals who report harassment, as well as those who support them, may feel pressured or also be attacked. It seems that when facing some cases, the institution

acts by following unacceptable criteria implying that whoever reports the problem, creates the problem. This is contrary to the desirable university climate of providing support and protection to the individuals who break the silence (Bondurant, 2001).

5.4. Conclusions of the chapter

By telling the story of Paula, a survivor whose testimony was used to file the key official university report against a professor in Spain, this chapter embraces the process of this key complaint at a Spanish university. The facts described date from 2008, when Paula received her first email, to 2011, when the harassing emails again began to appear in her inbox. At that moment, another *catedrático* professor decided to help her file this key complaint in support of survivors. This historical step marked a change in the issue of the struggle against sexual harassment in Spanish academia. From that point, protocols and mechanisms started to be implemented in Spanish schools. The application of the Protocol for prevention and action against gender inequality is described in this chapter and a timeline of the details of the key case is presented, including the consequences against those who dared to support survivors challenging the impunity that some professors enjoyed. As one of the members of a Spanish commission for equality stated,

“What happens at a university with a teacher who fails to comply? Life is better, not worse” (Juan, member of a commission of equality at a Spanish university).

CHAPTER 6:

STEPS BEYOND THE INTERNAL UNIVERSITY PROCESS: The Solidarity Network of Victims of Gender Violence at Universities

6.1. Introduction

This chapter explains the creation of The *Solidarity Network of Victims of Gender Violence at Universities*, what motivated its creation, the activities that it developed and the reason it is important in supporting survivors and thus advancing the struggle against sexual harassment in universities.

Facing the reality that sexual harassment continues to persist in colleges, a group of victims decided to organize. Many of them had remained silent for many years about the harassment that they had experienced, isolated and unable to talk, especially because they did not feel that they had the support needed to address this situation, the people to ask for help or anywhere to go. They felt rejected and suddenly became worse students. In this sense, their stories emphasize the Solidarity Network as a way to free themselves from the weight that they have carried for years. For many members, the Network was the first time they could talk about their harassment with no qualms and with no one doubting or blaming them for what they had done or failed to do in dealing with harassment situations. For survivors, founding the Network meant a profound change, giving them the chance to explain the harassment they experienced and how it had affected them both professionally in decisions about their future career and on a personal level with family and friends.

In addition, this Solidarity Network was key in supporting the victims of the initial complaints and the positive resolutions in favor of the victims in a peer-to-peer sexual harassment case. Indeed, the creation of The *Solidarity Network of Victims of Gender Violence at Universities* followed the steps of previous international networks that had already demonstrated positive progress through mechanisms and positive achievements in campus struggles around the country. The creation of the Solidarity Network has been helpful in opening the debate about the reality of both faculty-student harassment and student-student harassment in academic spaces.

For these reasons, this network has had a clear effect on breaking the silence about GBV in universities, making victims feel supported and aware that they can share their experience and therefore feel better and contribute to preventing and overcoming this problem on their campuses.

6.2. Emergence of the *Solidarity Network of Victims of Gender Violence at Universities*

The *Solidarity Network of Victims of Gender Violence at Universities* was created at the end of 2013 by victims of gender violence and by those who dared to provide their testimony to initiate a key formal report on sexual harassment at a Spanish university against a *catedrático* who had been harassing students for years. This Solidarity Network has been included within the Bank of Good Practices for its prevention of gender violence as a “best practice”, which supports the content and the work that the network has developed in terms of raising awareness and preventing abuse. The Bank is an instrument of the Fundación Mujeres, which receives funding from the Spanish Government and the European Commission. This initiative was aimed at providing all those professionals, institutions and other people who work with victims of violence with tools that have already proven their effectiveness. Indeed, the initiative’s homepage expresses that (...) “the website gathers legislation, programs and services that have already had their efficiency proven within and beyond our frontiers” (Fundación Mujeres, n.d.)¹⁰⁹.

At the beginning of the fall semester of 2011, a full professor filed a report to the institutional representative and to the *Commission for Equality* reporting a case of harassment by another full professor in his School. The complainant professor presented as evidence emails with explicit sexual harassment content targeting one female student who dared to report what she was experiencing when she was a Master’s student, as well

¹⁰⁹ For more information, see: <http://bbpp.observatorioviolencia.org/bbpp.php>

as other offensive emails about what she had experienced with that same *catedrático* some years earlier when she was an undergraduate.

Once the complaint was submitted at the University of Barcelona, the professor who had filed the report also informed of it to the director of the Office for Sexual Assault Prevention and Response (OSAPR) at Harvard University. Once she knew about the situation that the accused professor was signing emails with harassing content, using a Harvard affiliation; the director of the OSAPR immediately reacted on this information and sent an email to the UB institutional representative warning her that the mentioned professor had no permission to use this signature as he did not have any connection with this prestigious institution at that time (October 19, 2011) (see Annex 6). In November 4th, 2011 the first Protocol for Prevention, Detection and Action against Sexual Harassment was approved at the University of Barcelona. This protocol was then applied as a guide for the procedure of the investigation of this case (Valls et al., 2016).

During the process of investigation, fourteen victims of sexual harassment by the same *catedrático* decided to join the accusation of the complainant professor and the initial victim, who had already provided her testimony. Therewith, multiple experiences of sexual harassment perpetrated by the accused professor were raised and made the severity of the case clear to the Commission for Equality. All the victims that joined were then heard by the ad-hoc commission in charge of the investigation. Victims described these first steps as difficult, but they felt supported and understood by those who were listening to them and investigating the case. However, the second round of testimony soon started, this time in front of a judge named by the legal services of the university. Whereas most of the victims who were heard by this judge felt supported and treated with respect, the victim who was the first to provide her emails as proof of the sexual harassment she had received was questioned by the judge and did not feel the same support. Instead of asking her about her experiences with the accused professor, she was questioned about her relationship with the accusing professor in detail, insinuating that

she might have a personal interest in supporting him in a personal power struggle against her harasser (see a broader description of this interrogatory in chapter 4). This situation hurt the victim, as she felt not only that she was being doubted and treated as a liar but also that the only person who had dared to protect her in this situation and encouraged her to speak up was now under the spotlight of the investigation:

Paula: "I felt very uncomfortable. I felt questioned on a personal and professional level, even as a woman, because he was questioning everything that made me feel insecure. And I told him "I am not here for this, we reported another professor, and the one who harassed me was that professor. The professor who reported this is the one who defended and believed me and decided to report this instead of me for the simple reason that he held a position in this hierarchical structure that protects him more than me".

As a result of the statutory declarations made by the victims, for the first time, a disciplinary file was initiated against a professor at a Spanish university for sexual harassment. Consequently, another round of declarations followed that ended with the acknowledgement that sexual harassment did take place but that the cases had also expired. Some of the reported situations occurred in 2008, and by the time the case was solved by the summer of 2012, according to Spanish law, the three-year limitation for a case to be brought had already passed for the reported case. Accordingly, the university stated its inability to take any legal actions against the accused professor but did hand the case over to the state attorney to start an official investigation and a legal process in the common justice system. Thus, victims had to testify again in front of the policemen now investigating the case. During this process, up to fourteen victims of sexual harassment by the accused professor joined and gave their testimony. However, the conclusion of the investigation was that according to the law in force at time of the sexual harassment, the ability to bring charges for this behavior expired after three years, whereas according to the current law, criminals can be held responsible for their misbehavior up to five years

after the harassment. Still, the report issued by the state attorney made the sexual harassment that some of the victims had experienced very explicit.

Until that moment, the victims had been isolated and had not known each other or talked to each other to maintain their privacy. The only person referenced was the director of the Commission for Equality. Whereas at the beginning of the internal process of the investigation she had showed empathy and support to the victims and appeared to understand them, the further the investigation went, the less she wanted to be involved in taking any action against the harasser. Thus, she tried to keep the case, and especially the victims, isolated and silent by telling them that the entire process should be secret and they should not tell anyone any of the details of the investigation. However, when the final report was issued by the state attorney, things changed. For the first time, a positive verdict for the victims had been obtained that acknowledged the sexual harassment of a university full professor and presented evidence that his deviant behavior had gone unquestioned and unpunished for more than twenty years. Robert, one of the victims, considered this report a victory that had been achieved and that would change the lives of many people for the better.

“This victory didn’t imply any triumph of honor, but it represented an important consequence for many more people, and this is the most important aspect, or at least it is what motivated me to survive all of this. First, it will help other people avoid suffering the same that we have suffered. And second, it was a warning to other harassing professors” (Robert, Spanish survivor).

Although the victims had expected some sort of punishment for the accused professor at least in terms of restriction in his teaching activities, the legal situation did not permit such action. However, on an institutional level, actions could have been taken. It was in this moment that some of the victims who knew or suspected that there were other potential victims contacted each other and started to meet and talk about their situations

and feelings, relieved to finally be able to talk to someone. However, rather than discuss the details of their experiences of sexual harassment, they felt relief for the simple fact that they knew there were more people in the same situation who had probably suffered not only the harassment but also the same uncertainty and isolation during the investigation.

6.3. Description of the Network: building solidarity among victims

The idea of creating a Solidarity Network started at a crucial moment. When the verdict of the attorney was released in October 2013, survivors of the key complaint in Spanish academia were convinced that they had to push the struggle further. For the first time, the attorney was publicly recognizing that Dr. Martin had been found guilty of having sexually harassed undergraduate students. In relation to this complaint, the attorney report stated,

“From the investigation conducted and having listened to the witnesses’ statements, the slightest doubt cannot be harbored that each and every one of them really noted the offender’s behavior as his strategy for trying to maintain a non-academic relationship; and because of the facts, some of the victims have modified their academic expectations (...) All these elements have been relevant to the creation of harmful relationships managed by the offender with several students, which would be accommodated within the crime of sexual harassment (...). In this regard, it should be noted that art. 184.2 CP punishes the conduct of sexual harassment and undue influence of a teaching situation with imprisonment from five to seven months and a fine of ten to fourteen months” (Prosecutor Report, 2013).

By October 2013, survivors of the key complaint had received this report, and they knew that something historic was going to happen. They also felt that the problem was still unsolved and that no one was acting to address it at the institutional level. Thus, they came together and discussed what to do. It was at that point that these victims understood that they were struggling at a different level. Paula describes the moment when they decided to act beyond the structural barriers they found as follows:

“I remember when, with the attorney’s report in hands, we had to decide what to do next. We knew that we wanted to go further. As victims, our struggle is for other victims, we cannot sleep knowing that more students are being harassed every day. Our fight is not institutional, or it is not only institutional; rather, we are worried about how to prevent students from becoming victims.”

Therefore, the Solidary Network’s members argued that they would not be against protocols, the structure, or any other administrative organization created to struggle against gender violence in universities; on the contrary, they would support the existence of these mechanisms. Indeed, all these organisms are consequences of the struggle. Activists have always fought for these policies, which were created based on recommendations made by the first research on gender violence in Spanish universities (Valls, 2005-2008). In this line, the Solidarity Network was established to be a peer to peer network oriented to supporting this struggle at a student level. The members of the network are committed to the fight for having universities free of gender violence and thus work to prevent sexual harassment in academia and to react in cases where it happens. At the same time, they do not work against the Commission of Equality or the Protocol for the Prevention, Detection and Action against Sexual Harassment; instead, they want to achieve the better development and functioning of these mechanisms to achieve successful results in the cases in which they are activated, as is done at other international universities.

Therefore, always standing on the victim's side is one of the principles of the Network. This is well supported by many voices, as Ingrid, a member of the Network, explains:

"(...) the victims have been able to see how important it is that students are very much mobilized on this issue and are willing to do anything, which helps the university move forward in this struggle. I think that for survivors, this network is essential; it tried to ensure that situations of the past would never be repeated. Harassment will be a topic discussed as an existing reality; victims can explain their case, ask for assistance and demand measures. They will never feel alone again. There are also people mobilizing who have a very clear position in favor of a university free of sexual harassment even without having been direct victims" (Ingrid, Spanish complainant).

To speak up, a victim needs an environment filled with people who will not question the victim or criticize them (Banyard et al., 2005; Krebs et al., 2007). Thus, to break the silence and address the problem, people committed to supporting their peers are needed. This is actually the main goal of the university campaign "Tell Someone"¹¹⁰, implemented in several American universities. Similarly, the head of the Commission of Equality at a Spanish university explained in an interview that this was also one of the main barriers for students to report cases of sexual harassment when they happened:

"There may be cases in which students do not realize that they are being harassed or in which they are afraid to make a report... for this reason, students are encouraged to explain their situation to someone, to ask for support, yes... so that other people are aware of it... And those being harassed are the ones who choose people in whom they have confidence and with

¹¹⁰ For more information, see: https://www.hks.harvard.edu/ocpa/pdf/HKS_TellSomeone.pdf;
https://www.gsas.harvard.edu/current_students/sexual_harassment_guidelines_and_procedures.php;
<http://survivorsupport.berkeley.edu/>

whom they have more closeness and trust” (Claire, member of an American university’s office of sexual harassment).

To have people supporting others, it is also key is to be aware of the risks that may be taken by someone who protects, encourages and assists the victim. These risks, reprisals or retaliations are considered second order harassment (Dziech & Weiner, 1990). Considering this situation, in addition to having been created in collaboration with second order harassment victims and other people in solidarity with the original victims, the Solidarity Network also aims to protect them, support them and achieve an integral context free of violence and in which no consequences for reporting a case can be taken against the victim – a context in which both the original victims and those who suffer harassment in an indirect manner can be protected.

Silence is deeply rooted and damages both students and professors that dare to break it as they confront power relations:

“The act of stepping (outside the structure), in my case, within my department had a cost... it meant that three-quarters of the people do not greet me or include me for other activities. For being a full professor, for objectives criteria.... for studying the issue of gender violence, there are people who just do not come close to me because they do not want others to see them with me or do not want them to identify with me... and there are also people who want to be in the middle, people who do not want to make decisions about how involved they want to get, or people who have their stable position and know that if they associate with me, their position would be affected. All these criticisms mean that any of my fellows that enter the department are vetted. That is, you learn that there is a structure out of which you cannot move, but you're absent. Starting psychological violence prevents you from speaking, prevents you from being put on any committee, and you are in an

environment that holds comments, subtleties, looks, etc.... that's also violence" (Daniela, professor and expert on gender issues and university's sexual violence).

The Solidarity Network was officially launched on a Facebook page on February 10, 2014. The public description of the Network states very clearly all the activities it does and the aims it follows:

"This page will be administered by survivors of gender violence in universities in collaboration with second order victims and those who support us and are in solidarity with us. The second order victims of sexual harassment are those who are being harassed (with false accusations and defamation) due to their support of direct victims. International research on this issue proves that institutional measures themselves are not enough to prevent sexual harassment and thus, additional initiatives are necessary. Among many international examples, there are the peer support networks, such as the PAVE (Promoting Awareness Victim Empowerment) program at the University of Wisconsin (<http://bit.ly/LPWTHu>). For this reason, with this page, we would like to offer solidarity to victims of sexual harassment as well as second-order victims by listening to them and being with them in this situation" (solidaridad.vgu@gmail.com).

"Comments related to the issues of the Solidarity Network of Victims of Gender Violence at Universities can be published on this page. Comments that are against the aims of preventing both direct and second order gender violence in universities will be eliminated to ensure a safe online environment and a page free of violence".

To this end, the Network supports two main concepts: *bystander intervention* and the protection of *second order victims*. While both concepts are new in the academic context in Spain, people at the international level know what these terms mean. The second order of sexual harassment victims was first defined by Dziech and Weiner in 1990 as follows:

"Sexism on campus creates a second order of sexual harassment victims, those who advise, support, and rule in favor of the primary victims. These are the affirmative action officers, ombudspersons, counselors, assistant deans – the people assigned, and usually committed, to helping sexual harassment victims" (Dziech & Weiner, 1990)

The Network predicts that it can accomplish these goals and solve these issues by attending to the victim and those who might be harassed because of their support. It is therefore important to stop the harassment and retaliations against these united people and to have more people breaking the silence.

6.4. Activities of the Solidarity Network

From the very beginning, the Network intended to serve students' mobilizations against sexual violence at universities. Members of the Network contacted student activists from other universities and decided to join efforts and collaborate on activities that would achieve the Network's goals. The first time they actually achieved this was when "Student Assemblies" – as the group of student activists call themselves – were able to show their support and make their voices heard in regard to sexual harassment at their schools.

Materials and information

The Solidarity Network provides useful information and materials for students to better prepare them to address sexual harassment in their universities. It is a source of useful information regarding different aspects of gender violence and the resources that students and survivors may need. For instance, one of the arguments that institutions often use to justify their inaction in cases of sexual harassment is that grounded in their legal limitations. Institutions argue that “nothing can be done” because they do not have the right. To address this, one of the actions embraced by the Network is explaining in-depth the Act 7/2007 on the Basic Statute of Public Employees [*Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público*]¹¹¹, which is a law that explicitly states that sexual harassment is a serious disciplinary offense and establishes appropriate sanctions for cases of public staff members.

The campaign to collect signatures

The same week in February 2014 that the Network was publicly launched on Facebook, the students’ assembly promoted its first activity. Students started a campaign of signature collection against sexual harassment and abuse of power at the university. The campaign was mostly carried out by a group of students, but it was meant to address all university sectors: professors, student assemblies, unions, research groups, workers and so on. The initial aim was to show the disavowal of violence by the entire academic community through the collection of signatures. They wrote a manifesto (see Note 4), which would be presented, together with the people’s signatures, to the institutional representative’s Office and to the University Chancellor. This material would be registered with the Registration code and stamp, to preserve it and prove that it happened. On February 20, 2014, a gathering of support was convened in front of the University of Barcelona’s main building (see note 5).

¹¹¹ For more information, see: http://noticias.juridicas.com/base_datos/Admin/l7-2007.t7.html

Dissemination of the Solidarity Network

Once the Network became public and the newspapers repeated the case (see note 6 and 8), other universities started to contact the Network to have some of its members come to their school to explain what they were doing as a network of victims of gender violence at the university. On March 21, 2014, the Commission of Equality of the Faculty of Physics organized an event in coordination with International Women's Day and invited the Network to speak. This event (see note 10), beyond being one of the very first public presentations of the network, was very useful in discussing the issues and also developing contacts with student activists and their organizations.

Only six days after this event held by the Faculty of Physics, on March 27, 2014, the Student Assembly of the Faculty of Business organized an open meeting entitled: "Do you want to contribute to developing responses to sexual harassment? Tomorrow we will meet and discuss it!" (see note 11). The feedback from this effort was also very controversial. In the main hall of the university building, when the accused professor was teaching, it was very disturbing to walk through observe posters with messages like "We fight harassment; come share your thoughts". On May 15, 2014, the Solidary Network met at the School of Fine Arts to continue working to overcome sexual harassment at the university.

In this vein, the Solidary Network was invited to participate on a panel of experts within the Gender Research Group of the 3rd International Multidisciplinary Conference of Educational Research (CIMIE), organized on June 3rd and 4th, 2014, in Segovia (Spain) by the Multidisciplinary Association of International Research (AMIE). The room was full of people who gave the survivors infinitive support and applause (see note 13). What could also be observed was the increasing number of people who, day by day, dared to add their effort or at least take a stand to breaking the silence on this issue.

Authors such as Bosch and Ferrer (2011) believe that gender violence has passed from being a private concern to being considered a social problem that not only affects a high number of people, e.g., those who already knew about cases, but also involves a new way of analyzing causes and suggesting actions to prevent it:

“There are also people who work intensely, there are the investigations, committed people, and it is a difficult procedure that affects a lot of people... but we are making steps forward, which is better than nothing; lot of people are starting to break the silence” (Daniela, professor and expert on gender issues and university’s sexual violence).

Although spreading information about the existence of this support and advice in a peer-to-peer network is very important, the most essential part of their daily work is to support survivors and publicly take a stand against any type of assault targeting direct victims or victims of what is defined as second-order harassment. As international universities assert when they speak out against sexual harassment, the message is very clear: *Support our people. Build our future* (Claire). In this line, on April 15, 2015, lots of posters and drawings appeared at the School of Economics referring to the professor accused of harassment and his victims. Given that the Solidarity Network’s commitment is always in line with the principle “victims first”, those messages were not in line with the position of the Network and had not been supported by its members. To distance themselves from this action and emphasize their position, on DATA, the Solidarity Network released a post on its Facebook page:

“From the Solidarity Network of Victims of Domestic Violence at Universities, we cannot remain silent on this, and thus we issued this urgent communication, expressing our disassociation from these actions. Our way of operating has always been based on an open dialogue, and this is how we will continue to operate with people who share this method. We understand that

this process presents several difficulties and that its 'eternization' involves indignation. However, we are committed to performing actions based on democracy and dialogue, and we will never carry out any action hidden behind anonymity, which can lead to very unpleasant confusion."

Following our practice, we want to express that we will be happy and pleased to meet with all of those who want to talk about the case and address questions or issues that may arise, as well as continue to seek ways of acting that involve greater effectiveness and positive impact within the university community. As you know, the Network was created as a voice for victims within the university to respond to and support victims of those cases of sexual harassment that arise. Thus, we believe that a sensitive subject can never be treated with levity, and we appreciate that victims should not be discussed anonymously without knowing the case in advance.

After the Network was presented at the *Multidisciplinary International Conference on Educational Research* (CIMIE), the work that the victims and their supporters were doing became increasingly public. They kept breaking the silence and continued the struggle for universities free of gender violence. On November 25th, the International Day against Gender Violence, the Network presented at the Faculty of Education and Psychology at the University of Girona. On December 2nd, they presented at the Faculty of Nursing the University of Barcelona, discussing the prevention of gender violence at universities with highly motivated students (see note 14). By this time, the Network had also started to expand, giving it an international scope. For instance, studies on the issue of gender harassment in universities presented the Network at the Conference of the American Educational Research Association, AERA, carried out in Washington DC on April 12, 2016, with the title "Breaking Silence: Struggling and Combating Gender-Based Violence at University". Because members of the Solidarity Network decided to focus their efforts on

this issue, some of them explained the Network and the situation of the sexual harassment at Spanish universities, around the world.

In fact, the situation that universities face in Spain at the current moment and the administration position regarding complaints motivated survivors and their supporters to create a network of support for former and current victims, who then started to be heard for the first time.

Paula: "I think there was a moment when the victims realized that we must do something for ourselves; we cannot just expect the university to act. And then, we were truly confident that a student mobilization was needed to overcome gender violence in our universities. (...) I also think that we are not indifferent regarding the current impunity that exists in Spanish universities on this issue and that has been shown in other situations when complaints against harassing faculty have persisted for years. Given these facts, the position of the university so far has been not to act, to try to make this problem invisible or to keep the institution from having to take responsibility."

Members of the Network have also been invited to participate in a Round Table at the Feminist Workshops of Barcelona ("Jornades Radical-ment Feministes de Barcelona), organized in Barcelona between 3-5 June, 2016.¹¹² The topic that the Network discussed was the gender violence that students suffer each year at universities and the impunity of the professors. They also explained that the one way to free universities from sexual harassment was to denounce these cases in all areas of civic society, talking about them and not allowing commissions of equality to remain silent or on the side of the harassers because they have observed that harassers continue to threaten more and more students every year. The Network of Solidarity asked other associations and feminists that participated in the Workshops for their collaboration and solidarity to end this plight

¹¹² For more information, see: <https://jornadesfeministes2016.blog.pangea.org/jornades-feministes-2016/> (accessed on June 7, 2016).

within academia, reminding them that existing feudal power relations within Spanish universities make these contexts difficult environments in which to struggle against and overcome gender violence.

6.5. Student voices challenging institutional barriers: impact of the Solidarity Network

After functioning for more than two years, the Solidarity Network has become a reference for students who want to struggle against violence at their university.

Once the students were collecting signatures, the newspaper “el Diario.es”¹¹³ decided to publish an article on February 11, 2014, which had been published before in “el Diari de l’Educació” and was entitled, “Gender Violence at Universities: A Reality that Begins to Come to Light”. The short subtitle of the article stated how it has been published due to the student complaint and how their mobilizations have been making institutions take action to address this problem.

“Complaints of several students to a professor at the UB for sexual harassment put the issue of gender violence at the university on the table, a reality that requires the action of institutions and that has received increasing attention in recent years”.

Indeed, this article was also highly relevant because of its clarity; it described the issue of sexual assault at the university in a clear way, explicitly naming the harasser. The article also provided important information about this struggle, naming the manifesto that students are using to collect signatures, quoting the first research on gender violence at Spanish universities, and also referring to this key complaint as the one that brought the issue of sexual assault in academia into the public debate.

¹¹³ For more information, see: http://www.eldiario.es/catalunya/educacion/violencia-genero-universidades-realidad-empieza_0_227827237.html

In addition to mentioning the university's intentions to approve a Protocol for prevention, detection and action against situations of sexual assault, the newspaper also noted a key issue in this struggle: power relations within academia. This power structure is what makes the difference on gender violence within or outside institutions. Discussing this issue, a professor from the University Pompeu Fabra interviewed for the journal argued:

"The hierarchy adds to the helplessness if you know that the person who will evaluate you is the person on whom progress in your studies depends... especially if it is unclear where a person who is a victim can turn".

Similarly, a professor of the University of Vic claims that "inequality does not come because he is your professor but from other relations of power (...) and often, professors do not behave correctly within these power relations".

The article was "shared" on Facebook for 1519 users (on November 27, 2016), who were reading about and discussing something for the first times that the university community always knew was happening. For instance, the same article quotes the institutional representative of the School in which this professor was teaching, recognizing that when she was a student "this professor maintained relationships with students outside the class" but adding that she did not have proof that these relationships were not agreed to by the student or sexual.

The impact of the campaign to collect signatures, mentioned above, was notorious in the sense of achieving one thousand signatures (985 online and more than ten signatures in the moment of the official act) from different types of people (faculty, students, other university members, associates, members from other institutions or individuals). In the public presentation of these signatures in the main building of the University, almost eighty people attended to give their support to the victims and to this cause in the

framework of the campaign “No More Violence at the University” (see note 4). At the event, students read the manifesto (see note 3), which had been used during the previous two weeks to demand the permanent removal of the accused professor. In addition, students asked for protection for the victims by the institution in handling current and future cases and complaints. Once again, the press recorded this event.

On May 9, 2014, the Unitarian platform against gender violence in Barcelona ¹¹⁴ launched a public campaign called “Our Daughters Have the Right!” (see note 11). With this title, the campaign continued providing examples of the rights these young women had: the right “not to be obligated to take a class with a harassing professor, the right to always be defended by the university not have the university defending the harasser, the right to a university free of sexual harassment, the right to learning and training that is based on freedom and respect”. Thus, we all have the right to a university free of harassment. The Solidary Network totally supported this campaign, as they both defended similar principles.

There are professors who attribute the inexistence of measures against sexual harassment to a supposedly deficient public system and to a lack of interest in taking care of what is ‘collective’:

“Within the public system, there are no responsibilities, There is a deficiency of the public because if something were to happen to your daughter or your son, you would have clear ideas about how to handle it, but if the something happened to you in public [referring within the public sphere], you would just turn away from it” (Juan, member of a commission of equality at a Spanish university).

¹¹⁴ For more information, see: www.violenciadegenere.org/pcvg

In 2015, a historic event occurred on September 10th. The defense of the first dissertation on gender violence in Spanish Universities ¹¹⁵ took place at the University of Barcelona. The thesis, entitled “Universities Free of Gender Violence: Communicative acts in the university community that overcome gender violence in Spanish universities”, is highly relevant because it was the first doctoral dissertation in the Spanish academic context addressing this topic. Indeed, this work is also framed within the pioneering research on this topic, and it is based on a strong line of research on gender-based violence prevention in a broad international level. The results of this research have already been published in the prestigious international journal *Qualitative Inquiry*, and these efforts contribute to strengthening the challenge to Spanish structural problems that still permit these things to happen; thus, a collective approach is also needed to overcome this issue in Spanish universities (Schubert, 2015).

On November 25, 2015, the International Day against Gender Violence, the Network together with student groups from several schools on one of the University of Barcelona campuses, *Coordinadora Campus Diagonal*, decided to break the silence one more time by attending an institutional event organized by the University at its main building (see note 15).

This Solidarity Network has also empowered other students to speak up and break their silence. One example is the student group of the *Coordinadora Campus Diagonal*, who decided to raise their voices and present a video discussing concrete situations of harassment not only within the academic context but also at parties and other student atmospheres¹¹⁶. This was indeed a brave and powerful way of taking responsibility for creating universities free of gender violence and giving support to other survivors and activists.

¹¹⁵ For more information, see the public display broadcast on Livestream:
<https://livestream.com/accounts/15071612/events/4333161>

¹¹⁶ For more information, watch the video: <https://www.youtube.com/watch?v=Rdq07wRCVMo>

***The Hunting Ground* screening at the University of Barcelona**

The Hunting Ground documentary opened up worldwide discussion of sexual harassment in academia for the first time. The film not only shows the existence of gender violence in higher education but also depicts the strategies that universities develop to cover up existing cases. As a survivor expresses in the film: “(when talking about the university’s position) they are protecting a brand, they have financial incentive to do so”.

Considering the impact of this film all across the United States, the Students’ Assembly of the School of Economics decided to contact the Solidary Network to invite them to organize a series of events centered around a viewing of *The Hunting Ground* that would present the Network’s work and discuss relevant issues. The several events (see note 17) have already been organized (as of the writing of this dissertation) and more are planned (April 19, 2016, School of Physics; April 21, 2016, School of Economics; April 27, 2016, School of Law).

Additionally, the Network has had other effects that are related to its collaboration with other organizations working on the same issues in other parts of the world, such as the United States.

The impact related to student mobilization in the United States is widely discussed in Chapter 4, which is dedicated to the case study of UC Berkeley. However, the Solidarity Network constantly takes a stand in favor of the activists, giving support to all actions taken to improve students’ lives in academia. For example, the Network strongly supports the breaking of silence campaign initiated by the Association of American Universities through the impact survey they carried out¹¹⁷

¹¹⁷ For more information, see: <http://www.aau.edu/Climate-Survey.aspx?id=16525>

6.6. The role of the media

Currently, we live in a society in which public opinion is more important than ever. People continuously follow the news, public information, social media and social networks, which are all part of the daily routine. In a record time, we have access to the latest news on any topic, anywhere in the world. In this sense, we tend to believe that we know everything, and at the same time, what is not presented as part of the public debate in the press does not seem to exist.

The fact that the silence has been broken and cases have extended outside the university causes a certain fear in colleges that somehow encourages people to take action:

“Media obligate us to react” (Juan, member of a commission of equality at a Spanish university).

The same situation occurs regarding sexual harassment at the university. As a member of the Equality Commission of the University Pompeu Fabra in Barcelona declared in a journal article¹¹⁸, people think that universities are a type of intellectual place in which situations such as gender-based violence do not take place:

“We believe that universities are a place protected because they exist under the myth that people with a certain academic level do not fall into these types of practices, but what occurs is that the problem is somehow made invisible”

In this sense, when students did not know where to address their queries or who would listen to them, they decided to make their issues public. They knew that people and

¹¹⁸ For more information, see: http://www.eldiario.es/catalunya/educacion/violencia-genero-universidades-realidad-empieza_0_227827237.html

society in general needed to know what was really happening within the university walls. As Paula says:

“When the second instructor in our case asked me why I decided to write about this topic, I told him: because I want society to know what is happening at the university, especially when they are sending their daughters there”.

Thus, the first contact with a press reporter was in November 2013, one month after the report from the attorney and when survivors of the key complaint had arrived at a point that was supposed to be the end of the process since the University already said that nothing could be done at the institutional level and any action could only be taken at a legislative level. This group of fourteen courageous survivors, supported by some solidarity members from their school, decided to bring the attorney’s report to the press.

The first article broke the silence publicly. It was published on December 15, 2013 ¹¹⁹ and the title was indeed very clear: “Ten students from the UB require measures against a full professor for alleged sexual harassment” Beyond the tangible, the most important fact of this article was its publication (see note 1). Survivors felt that everything started to change at this point. They would begin to have a say, to be heard. Universities want to maintain their prestige and their public image. Therefore, the press and social media became powerful in this respect. It is indeed important to highlight how the article notes this issue in a prudent way. However, this first article kept the names anonymous and treated the issue carefully.

Other newspapers have bravely included articles regarding the sexual harassment at the university in their publications. Alternative newspapers such as “La Directa” were the first to publicly publish the name of the professor denounced for being the alleged perpetrator (see note 2). The list with all articles published is found in Note 11, chapter 5.

¹¹⁹ For more information, see: <http://www.lavanguardia.com/vida/20131215/54395563537/diez-alumnos-ub-exigen-medidas-contra-catedratico-acoso-sexual.html>

Even if a direct correlation cannot be established between the publication of the articles about this key complaint and the actions that the university started to take; what happened afterwards was that for the first time, new steps were taken by the administrative body, who started to go further than “negotiating” with the alleged harasser for his resignation. In this vein, the next article (see note 3) that appeared was *“The UB catadratico accused of harassing students takes parental leave and keeps himself away from teaching”*. This information was very positive news for victims and activists because the first thing they wanted to accomplish was having him kept far from the students and from the teaching mechanisms he used to harass them.

The University also felt the pressure and had to publicly answer for its lack of response to this issue. They published a public release on their website (see note 9). This release was false. The first thing it said was that the University knew about “the facts” at the end of 2011 when the key complaint was handed to the Administration. According to the University, at that time they already possessed a Protocol for prevention, detection and action to address sexual harassment. Clear evidence refutes this argument. The complaint was first sent to the institutional representative in September 2011, and the Protocol was approved on November 4th. The Protocol established that when a case appears, an ad-hoc commission has to be created to analyze it. This commission was created in December 2011. Other statements the University made in this release are in line with avoiding their faults and blaming others’ circumstances, such as the lack of suitable mechanisms or the legislation, but never prioritizing the victims.

The same university system does not provide sanctions for its professors if they commit a crime; this option was not even contemplated.

*“Also, the law of silence is maintained by the difficulty of sanctions in college.
The university does not have tools because it is not interested in having them.*

In addition, the university manages these situations by hiding the cases, deriving the problems but not solving them... The university does not punish the problem, but it covers it; it does not give it publicity.... is the world upside down? Rather than do more, it does less” (Juan, member of a commission of equality at a Spanish university).

6.7. Procuring the a peer-to-peer sexual harassment case

The Solidarity Network played a central role in contributing to the procurement of this peer-to-peer sexual harassment case, as one of such cases reported to the Commission for Equality at the University of Barcelona.

For my fieldwork, I interviewed two of the victims who were sexually harassed in the Master’s program and who found support in the Network. According to their narratives, when they arrived at the university, they never imagined that they would find these types of harassment situations at the university, but what was even worse for them was observing that some of the lecturers did not support them despite realizing the dangers of the situation. Emma clearly explains how she initially chose to obtain her Master’s degree in Barcelona and how shocked she was at having a harasser in her class:

“The illusion of Barcelona [referring to live in the city] was the big city, new people, unfamiliar people, new projects and the start of advanced studies that would give me the opportunity to work toward equality with respectful and trusting people. This emotion was disrupted when he appeared. A penetrating look confused me, made me feel uncomfortable. It was a kind of look that was undressing me. I did not know what he thought, and I did not know what was going through his head, but for me, it was very unpleasant.”

Her narrative explains that when she observed him, she and other female students who I have had the opportunity to interview were terrified by his violent attitude. The male students started to behave uncomfortably around the female students in class, which was not easy for the female students. Emma also explained that at the very beginning of school, a professor explained in class that they should know that the school had a commission of equality to which they could turn if they had any problem related to sexual harassment. She started to ask many questions of herself, but the central issue that revolved in her mind was that cases of sexual assault existed at the university. Emma explains that she suddenly understood that the way that the other student looked at her was not normal at all, that the meetings on the way out of the bathroom were not by chance, all of which scared her even more; none of this had ever occurred to her before. She understood that what she was experiencing was a situation of harassment. Emma explains that in the beginning, she used several strategies to find protection with some of her friends, such as not taking the tube alone at the end of the classes or having some of her male friends waiting for her at the tube's exit. However, because she was used to being a very independent girl, she knew that this was not the solution to this problem; she was frustrated that the reaction of her male friends was to protect her rather than ask her how she felt and what they could do to really end the situation. She explains that once she went for a walk with a male friend and he asked her how the course was going. She replied,

"At the moment, it is going good, but it is a pity that we have a classmate and a professor who are harassers. That was not included in the Master's fees! Obviously, he thought that I was teasing him, but my face did convey that. I said to him: Pol, I'm serious."

Days passed, and Emma had to handle the pressure of staying in class with the student who had harassed her, managing uncomfortable situations and seeing how other students from her class did not support her. She tried to organize a meeting with the

other students from her class, but no one attended. She felt that building up supportive relationships to handle this classroom issue was much harder than she thought it should be. Emma explained that once she dreamed that she was at the classroom building, and over the entrance door there was a large banner on which was written: "This university is free of harassment, do not let harasser enter". She said that she woke up feeling that she had become obsessed, but she knew that she had to fight to end this harassment.

The struggle of Emma and two other Master's students, the support of the Network and the support of two Master's professors, Dr. Ortiz and Dr. Valeria – the ones who had explained to the students that sexual harassment at the university did exist – succeeded. According to the attorney report, there was clear evidence that supported the existence of sexual harassment exercised by a Master's student, which led the University of Barcelona to remove the student from campus classes; he was prohibited from attending the university personally, but he was given the opportunity to continue his classes online. Three students from his class were frightened and had serious reasons to be afraid. These students, together with Professor Valeria and Professor Ortiz, started a process to fight resistance inside the university and achieved something important for them and all the current and future students of our universities. This case was the precedent for all such cases that came after it.

Nonetheless, for Emma, the case did not end with the removal of the harassing student from the campus. Getting involved in the struggle against sexual harassment subjected her to retaliation, which was not difficult to understand since she could have been complicating the relationship between the student and the *catedrático* and professor in one of the Master's classes, who was the one who punished her for speaking up:

"For many weeks, I've been opening the Moodle blog Mon UB to know my grades and particularly to know which grade I have in Educational Inequalities, Finally today, two and a half weeks later than the supposed date

on which they should have been posed, they were published. I am very surprised that I have a 6, a sad 6, considering that I think that this is one of the subjects in which I worked very hard. I started to think that this may be a coincidence... No... I have learned that coincidences do not exist (...) He has published notes with the names – it is the first time that a teacher has published the grades with our names... Then, I recall a clear picture: at the beginning of the course, my harasser and this professor were together at the bar...”

As observed in the abovementioned quotation, Emma did not just experience the consequences of being assault by a student; she also experienced the consequences of attempting to break one of the existing, unspoken laws within the Spanish university, that of silence when a case of sexual harassment occurs. The professor who penalized her for speaking up was Mr. Martin, who was accused of assaulting other students in a case analyzed in this dissertation.

However, because of these three brave female students and their ethical and committed position, the University was aware that year that the problem of sexual harassment did not only occur outside its buildings. Since then, these students have joined the Network and the mobilization against any type of direct sexual harassment as well as second order sexual harassment, which has strengthened not only at the school where the case of the Master's student occurred but also other schools at the University of Barcelona and beyond.

6.8. Additional voices of survivors of the key Spanish complaint¹²⁰

Maria's case

Maria's evidence constitutes one of the strongest attestations of the key complaint against a *catedrático* for sexual harassment at the university. In fact, her evidence could have resulted in imprisonment if prosecution had been possible, as the police said in their report (Prosecutor Report, 2013).

Maria was eighteen when she began to experience sexual harassment from one of her professors in the first year of her undergraduate education. This included demands such as “*come to my house one day*”, affirmations such as “*my life is an orgasm*”, and ways of saying good bye such as “*wet kisses*”. This situation was very uncomfortable for Maria, but she did not know what to do at that time (La Directa, January 13, 2014).

Describing the facts, Maria said,

“When the sexual harassment by the professor began, I had just enrolled in college; I was 18 and he was over 60. In class, there were two types of students: the ones who were deeply hated by this professor and his favorites. He made the lives of the first kind impossible, while the others were greatly favored. I was one of his favorites... The emails started for purely academic matters – corrections of papers, office hours... Simply this. However, the number of emails increased and their content changed” (Maria, UB survivor).

As she started to have an academic relationship with Dr. Martin, Maria believed that the professor was intellectually interested in her potential. It was later that she realized

¹²⁰ Following the anonymity criteria, all the names listed below are fictitious.

things were different, and he started to show interest in her personal life as he tried to become her friend.

“The sexual content of the emails became progressively more and more explicit and disgusting... I did not know what to do. When I did not answer his emails, he asked me why in class. When I stopped going to class out of fear, he started phoning me. When I stopped answering the phone, he started writing me emails saying that my grades were in danger. I could not afford to suspend a course and lose my scholarship. Clearly, he abused his power as a male university professor” (Maria, UB survivor).

When Maria reported her story to the police, they collected some of the more explicitly sexual content.

“I want to see you. I love you a lot. Sex is an exalted form of communication. Come to my house one day. My life is an orgasm, girl!” (El Pais, January 25, 2014¹²¹). “You've been doing very well in the presentation, but I have to tell you that you moved along in a sinuous form (erotic). For a 60-year-old guy like me, a lot of frantic activity in bed” (Catalunyaplural.cat, February 11, 2014¹²²). “I love how you are and how you can be. You know you have my support and my love. You make my life happy. I bring you in the pocket of my pants. You're like a fresh air. Dreaming about you. 1001 kisses. Wet kisses” (Prosecutor Report, 2003).

In the case of Maria, it was her boyfriend at that time who decided to intervene when he discovered the content of these emails. When Dr. Martin was no longer Maria's

¹²¹ For more information, see:

http://ccaa.elpais.com/ccaa/2014/01/24/catalunya/1390590922_692112.html

¹²² For more information, see: http://www.eldiario.es/catalunya/educacion/violencia-genero-universidades-realidad-empieza_0_227827237.html

professor, her boyfriend sent him an email reproaching him for his behavior. After that happened, no more contact occurred between Maria and the professor.

Ruben's case

Ruben was also a student in the sociology class and started to receive Martin's emails during his first undergraduate year. Ruben recognized his feelings toward Dr. Martin at the beginning of the contact. For Ruben, this professor was supportive in handling academic issues, and he even felt that he was treated as a disciple and a friend by this professor. This confident atmosphere made Ruben trust his professor at a period of time when the student described himself as having low self-esteem and an introverted temperament. The professor was aware of these issues at this time in Ruben's life; they met two or three times in a bar and two more times at Martin's house.

According to what Ruben told the police attorney in his interview, the first time Dr. Martin invited Ruben to his home, it was to advise him on his sociology career at the university. The professor also displayed his passion for photography. At that time, Dr. Martin also said that he was a psychiatrist and he would help Ruben work on his personality. On the same day, Martin asked the student to take pictures of his back for the professor, saying that he used to do that with his confident students. Dr. Martin also showed to Ruben his knowledge of oriental massage, giving a massage first with clothes and then without clothes. This behavior started to seem very curious to Ruben. However, he permitted it because he considered Dr. Martin to be his mentor.

The second time they met, according to the testimony collected by the police attorney in Barcelona, Ruben explained that the accused proposed that the complainant give him a massage. The professor was in his underwear and the complainant gave him a massage from the legs to the back. A while later, Ruben explained, the professor proposed to

change roles and thus it was Ruben who received the massage. He was also in his underwear and lying on the sofa of the house of his teacher. Due to the conversations both of them had, Dr. Martin knew about the problem of phimosis Ruben suffered. While on the sofa, the teacher took the opportunity to lift Ruben underwear and touch his penis. Ruben was in shock. He did not know what to do. He reacted with alarm, asking Martin what he was doing. The professor tried to comfort and calm the student by telling him to be quiet because he just wanted to see the phimosis problem.

It was then that Ruben realized Dr. Martin wanted to maintain an intimate relationship that Ruben did not desire at all. He was still shocked by the situation, not knowing how to act or what to do; he could not process what had happened. Ruben realized that the friendship he believed he had was false; it only existed for sex. This episode made Ruben drop out of college. His psychological problems also worsened after that happened. Years after having experienced the harassment, Ruben still attends psychological counseling.

The emails that Ruben received from his teacher are also proof of the sexual content that the student described. The strong sexual content of this correspondence marked Ruben's academic trajectory toward his decision that leaving the university would be the best way to escape the situation. However, two years later, Ruben restarted his undergraduate studies at the university and had to encounter Dr. Martin again, this time for academic reasons.

Robert's case

Robert was a student in the undergraduate sociology class during a different year than the previous cases. Dr. Martin was not even Robert's professor at the time that the harassment started. In April 2008, Robert suddenly received an email, which years later was considered by the state attorney as being the reason for sexual harassment in

academia (Prosecutor Report, 2013). Professor Martin invited Robert to his house to give him a massage:

“I really need a massage for my back – a Chinese style massage – but I cannot do it myself. Come to my house one day and I’ll teach you. And then you can do it for me, from the neck to my feet on the back side. All you need to bring is your slips (small underpants, like swimwear) or even better, bring a thong. Otherwise, I can lend you one. Come for coffee or orange juice. If you do it right, I will even give you cookies. I am now living at (...) (writing his own address). Relaxation with you would be a blessing. I’m sure you’re very good. Let’s see when you take some photos” (Prosecutor Report, 2013).

Robert did not know what to do, how to react, or to whom to report this. Following what is described in scientific literature as sharing the situation with a friend (Banyard et al., 2010), Robert told his story to Ingrid, another of the witnesses against Dr. Martin.

Josep’s case

Josep enrolled in college in 1993 and started to study sociology at the UB. He remembers very well that one professor during that academic year started to suggest that they have coffee together. The supposed aim of that coffee was to talk about things related to class topics. Then, days later, the professor asked him to lunch. Things proceeded, and one day, Dr. Martin invited Josep to play squash.

“After several matches that day, in the showers of the squash gym, he was touching me. I managed to get him away. I asked him for an explanation; he did not answer me” (Josep, Spanish survivor).

Being confused at the time, Josep mentioned the facts to friends, classmates, and at home, but nobody supported him making a report. In fact, people to whom he talked about this issue recommended that he avoid this professor and not take him seriously, which is actually exactly what Josep decided to do at that time. However, things changed some years later.

“Around 2009, I sadly found out that this professor had continued to harass students, and encounters even more serious and severe than mine had occurred. I was one among many because this man fixated on 2 or 3 students every year and tried to establish a relationship with them, taking advantage of his position as a professor” (Josep, Spanish survivor).

At that point, Josep decided to take an active role in this struggle. He discovered that a commission at the University of Barcelona, and later the state attorney, was collecting evidence against Dr. Martin thanks to another professor, Dr. Ortiz, who was brave enough to complain against the “untouchable” man, as Josep put it. Because of this, several students were giving their testimonies. Josep decided to join them and to explain his case, and so, he became one of the survivors complaining against Dr. Martin.

“Prosecutors acknowledged that there had been crimes, but they had declared past the statute of limitations, and thus, they archived the case. That in itself is already unfair. Even stranger is that the UB has the report that says that crimes were taking place. If the evidence been available to a Court, as a company, the University of Barcelona could and should have set aside a harassing worker; but they did not do that” (Josep, Spanish survivor).

At this point, testimonies such as those of Josep helped to push the issue forward, place pressure on the institution, and in particular, to have the students mobilize and create

campaigns such as the one on Change.org that calls for Professor Martin to be fired from teaching this semester.

6.9. Conclusions of the chapter

The emergence, activities and importance of describing the struggle within Spanish academia and winning a peer-to-peer case of sexual harassment at a public university by the *Solidarity Network of Victims of Gender Violence at Universities* have been explained.

Survivors and members of this Network strongly feel that it represents a very important advancement in the fight against GBV at universities; it breaks the silence and therefore also changes power relations and structures that had allowed this harassment. However, just as these structures have existed for decades within universities, there have also been faculty members dedicated to overcoming this problem. There have always been people who have been positioned in favor of the victims and have never kept silent or ceased declaring their solidarity with this cause, regardless of the risks. Therefore, this Network is also a way of supporting these people's struggle and helping them to fight together. The numerous positions that the Network has had to fill, both in supporting the direct victims and the second order victims as well as achieving its qualification as a "good practice" by the Government Observatory against gender violence, is also what makes their contribution so essential in such a short amount of time (see note 7).

According to their members, the most important contribution of the Network has been their work in breaking the silence on gender violence in Spanish universities. Comparing the current situation to the situation a decade ago, there are now many more people who report and know how and where to do so in case they are harassed, many more students' assemblies on the topic are now celebrated, demonstrations at different universities across the country have been taking place, and this seems to be just the beginning of a

major change. Society will now be informed and will take a stand with the victims, with their own daughters. These people are the ones that will break the walls of power and make future universities free of sexual violence.

CHAPTER 7:

THE IMPACT OF INTERNATIONAL SOLIDARITY

7.1. Introduction

As soon as the research center CREA at the University of Barcelona in Spain decided to take a stand against sexual violence in universities and in favor of the victims of such harassment in the academic context, they became aware of how difficult it was to tackle this topic inside the university. As briefly mentioned previously, defamation against CREA started at that time (El punt avui, 2016¹²³). While people belonging to the university community and even other professional areas in Spain were ready to make reprisals against CREA members, on the international level, solidarity began to rise. Prestigious scholars from all over the world decided to take a stand and support CREA in their struggle. Thus, they engaged in several interventions, which have been key in providing support at crucial moments of specific actions carried out at the university. For instance, representatives of most prestigious North American universities and other very diverse people who agreed signed a letter of support available online on the research center's website¹²⁴.

The impact of this international solidarity is described in this chapter as being key to challenging and changing university structures.

Despite these reprisals, the CREA research center continued its scientific work following international standards. They initiated a highly successful research agenda in a variety of disciplines in the social sciences and with great scientific, political and social impact. The criticism, defamation and discrediting comments only proved the importance of the research center and the tasks they fulfill. The center's operation is the opposite of the traditional way of working in Spanish feudal academia and thus breaks with many schemes related to a highly gendered institutional system based on power structures. Supporting the victims and those who stand beside them became one of the basic

¹²³ For more information, see: <http://www.elpuntavui.cat/societat/article/5-societat/976813-el-centre-de-recerca-crea-es-defensa.html>

¹²⁴ For more information, see: <http://crea.ub.edu/index/human-excellence/antisexism/vaw/>

principles at the research center. That said, in the present chapter, particular attention is paid to defamation and the role of international solidarity in the struggle against gender violence in Spanish universities.

As mentioned, this dissertation intends to add a comparative dimension between two cases – the key complaint at the University of Barcelona and the second at the University of California, Berkeley. This comparison is introduced with the aim of demonstrating how gender violence is approached and prevented beyond Spanish borders, taking the United States as a role model for its effective response in addressing the issue and because it offers different perspectives both socially and politically. In addition, the student and social movements initiated in North America in the eighties, together with the progress achieved there, contributed to the creation of a context in which people and movements act in solidarity with similar movements in other countries, such as Spain.

In this vein, this thesis highlights the novelty, relevance and social importance of the solidarity networks among social movements from different parts of the world to the improvement of our universities in Spain. Indeed, this internationalization of US achievements in terms of sexual violence prevention and response will certainly contribute to a global and comparative vision of the main topic of this dissertation, the paths for overcoming gender harassment in academia.

7.2. Overcoming institutional resistances

Since 1995, members of CREA have declared themselves opposed to sexual harassment in universities, suggesting potential measures to be implemented to prevent this problem and following the steps taken by most universities on the international level. At a time when no legal framework existed in Spain, it represented a way of raising awareness to prevent and act upon gender violence in academia (Duque, Vidu, & Schubert, 2008).

In addition to the fact that the problem of gender violence inside university institutions is well known among its members ¹²⁵, there are also faculty who do not dare to report but instead subtly discuss it, as this member of a university Commission of Equality in Spain describes.

“I remember that when I started as a PhD candidate on a scholarship, I was informed of the fact that there was unacceptable behavior at the university. What I’m trying to say is that people knew about it. Even throughout the RTD research, I remember that people were not surprised by the results; everybody was talking about situations that had taken place in universities, some even including retired professors” (Petra, member of a commission of equality at a Spanish university).

As already highlighted in Chapter 1, the research conducted by Dr. Valls contributed to the Law for Effective Equality Between Women and Men (2007) and led to the inclusion of a specific article ¹²⁶ addressing this problem. This legal article stated that *Policies for the resolution of sexual harassment are required in all public administrations*, which brings the issue to public administrations for the first time, forcing them to implement commissions for equality and protocols for the detection, prevention and resolution of gender violence in universities. This is a historic moment, as it constitutes the first attempt from the political sphere to make it compulsory for universities to create equality commissions and protocols. This legislation established the first legal framework to open up a new path dreamt by students, faculty and families to those universities free of gender violence.

¹²⁵ For more information: February 5, 2014. El País, “Las carreras de ingeniería no se encarecerán el año próximo” http://ccaa.elpais.com/ccaa/2014/02/05/catalunya/1391631184_736384.html

¹²⁶ Article 62. *Policies for resolution of sexual harassment are required in all public administrations*. Law for the Effective Equality between Women and Men. Spanish Government. (2007). Organic Law 3/2007, of 22nd of March, for the Effective Equality between Women and Men. Madrid: Boletín Oficial del Estado.

In this line, a member of a Spanish commission of equality explained that being instructed in power relations and servility in a university leads some students to actually reproduce the same structure and others to not feel confident reporting because of the lack of confidence that something would change.

“Students don’t report because they know that the professor will always win; even those in their first course knew this. So they don’t get involved in it because they see that their actions won’t change anything and because power relations are prevalent, and there is nothing one can do about. Power relations are reproduced, maintained and established. The concepts ‘friend’ and ‘enemy’ are important at the university. Your friend is for one thing and your enemy for another” (Petra, member of a commission of equality at a Spanish university).

In addition, because of the aforementioned legislation, mechanisms and protocols have started to be implemented in Spanish academia. Faculty members who were interviewed considered the protocol to be an effective mechanism for breaking the silence, as this professor said:

“I do believe that the protocol will have a positive effect. The way in which it is advertised is also important, and the university president addresses people, saying, ‘We have passed this protocol and we will implement it’; I will support the president’s commitment (Petra, professor and member of a commission of equality at a Spanish university).

Currently, many universities have already created equality committees and equality commissions (Gobierno de España, 2007). This fact can be attributed to the efforts of the

CREA research center to break the silence after 2004 and contribute to improving the situation of many victims in the university environment.

Additionally, the interviewees confirmed that the protocols were a mechanism to overcome recent situations of violence and thus aimed to create a university of excellence.

Creating a protocol means achieving a university of excellence (Daniela, professor and expert on gender issues and university's sexual violence).

Despite the resistance from inside the university, the CREA research center never gave up, and most importantly, they never ignored the victims or left them alone; instead, they prevented them from being destroyed one by one. As Emma, a Spanish survivor of a key peer-to-peer sexual harassment case of this type in Spain – affirmed in an interview:

“It was thanks to some of my professors [members of CREA] who always protected us in class that we felt empowered to speak up and file a complaint against this other student” (Emma, Spanish survivor).

The creation of the Spanish *Solidarity Network* in late 2013 symbolized the end of harassing with impunity and showed that committed people are not afraid to confront harassers for their actions and that they care about the integrity of their peers at the university who, for the first time, found a place to obtain help if they needed it (Vidu et al., 2014). Indeed, the Network offered a complementary measure to formal mechanisms and a challenge for the structure itself. As it has been told in previous chapters and especially in this second part of this dissertation, in the struggle against sexual harassment at the university, achievements were accomplished in several spheres, but the activation of this student movement from below was particularly important. This

student network not only achieved the role of a peer-to-peer support and advice movement but also created a pressure effect on the institution to push forward the issue of sexual violence on their campuses.

To act “independently” from the international scientific community and make a “personal” evaluation when one holds the power to impose this judgement on a committee or any type of evaluation is internationally considered an unacceptable act of power that is neither scientific nor ethical (Kirkpatrick & Kanin, 1957; Reilly, Lott, & Gallogly, 1986). For this reason, those who obtain the best marks in the Master’s and PhD programs in universities that function according to international standards and those who obtain competitive contracts and are promoted are the people who foster scientific productivity in their departments and antisexist and antiracist values. In contrast, those who perpetrate these acts of power in Spanish universities condemn their departments and their students to having their same miserable scientific and ethical trajectory and therewith no recognition by the international scientific community (Flecha, 2011). Therefore, Daniela, a female professor at the UB and an expert on gender violence issues, explained in an interview how difficult is to break the silence in Spanish academia and to “survive” in a department not friendly toward her opinion:

“When someone dares to break the silence, they make him or her understand that he or she needs to be silent subtly with insinuations, and they tell you that things work like this; it comes with the position. To talk about these issues is to break the structure, and nobody wants that. This structure is very well rooted, some are silent, others report and still others maintain it. They have never invited me to be part of the Commission of Equality, but in the protocol, they have to quote the very few research projects that have been done on the issue and that I was part of. These are feudal structures rather than scientific ones, and that is why there is no space for a person who has researched these

issues. (Daniela, UB professor and expert on gender issues and university's sexual violence)

Based on this statement, the university structure seems hard to change (La Rambla, 2016¹²⁷). As some university members highlight, PhD students with scholarships or new students enrolling in the department tend to reproduce these mechanisms and inherit the system. Hence, according to this member of a Spanish commission of equality, they do not take a stand on gender violence or the struggle against it.

In my department, there are many full professors and senior lecturers, thus power is not too concentrated. In fact, the power of the full professor has decreased. Increasingly, fewer people owe favors. Now the power is handed over to the research centers and to how they treat their researchers (Member of a commission of equality at a Spanish university).

Overcoming institutional resistances also implies overcoming resistances to change from a system based on power relations to establishing meritocratic selection and promotion of faculty. This resistance to the meritocratic system has devastating consequences, especially for faculty that are starting their career and for PhD candidates (Flecha, 2008; Bird, 2002). Addressing this issue, a professor who is an expert on gender issue in the university context explained to me during the interview:

“With one girl, even the head of the department admitted that she was not accepted because her CV was too good. They are aware that they give in to those who have less; it’s a feudal structure that is reproduced. The PhD candidates and the students say “take care with whom you’re working”. Thus, if a student decides to study gender violence, the full professors will ask her what she thinks she is doing, and the PhD candidates will also criticize her

¹²⁷ For more information, see: La Rambla: <http://revistarambla.com/rosa-valls-en-la-ub-hay-castas-que-eran-intocables-hasta-que-se-rompio-el-silencio/#.V4o36RMuzdm.facebook>

(Daniela, professor and expert on gender issues and sexual violence in universities).

7.3. Defamation campaigns

At the same time as the research center CREA broke the silence in 2004, the lobby of harassers launched a campaign of false accusations and anonymous defamation against members of the research center, which continues even today. They started to make these attacks through the Internet, demonstrating that everyone who would dare to not keep silent about gender violence would suffer these accusations and be destroyed (CREA, n.d.¹²⁸).

The lobby of harassers has always tried to keep people silent and strike fear into the hearts of those victims who were trying to report and even more into those who were brave enough to finally file a complaint (Giner, 2011). One by one, they have tried to end not only their university careers but also their reputation in university (Oliver & Valls, 2004). When I talk about silence in institutions in this dissertation, I refer to power relations, which maintain this type of “fear” of the consequences of talking about situations of gender violence that everybody knows about but nobody feels courageous enough to report (Gross et al., 2006).

Beyond working hard to spread rumors and preventing direct and second-order victims from speaking up, the lobby of harassers also clearly invests time and effort against the members of the research center and their more immediate families by any means necessary (see note 13). Their anger, demonstrated by the ferocity of the attacks, became more prominent when it became more widely known that that the research center had reported this defamation to the police. The police investigation centered on uncovering

¹²⁸ For more information, see: www.crea.ub.edu/index

the masters of these anonymous attacks. This would imply the end of their impunity and prevent attacks from becoming even stronger.

Some of the examples of these attacks are the constant offensive comments made through the Internet and social media, spreading defamation in every venue where members of the research center participate, and even contacting the managers of the conference venues where events are organized and the hotels in which people from the research center might stay with the sole aim to spread these accusations. Some of the false accusations that have been made against members of the research center are the following¹²⁹:

- There have been reports filed against the research center and they have been investigated for being a cult.
- It is a strange, coercive center that is isolated; its members do many things together such as having lunch, meeting in their free time, or living together; some having relationships; they hold same-sex meetings; freedom of speech is limited to discussing everything openly and questioning is considered treason; members are afraid to leave because of possible reprisals and there are supposedly several victims, some of whom have suffered psychological mistreatment; they are strange.
- Accusations related to their professional success revolve around isolating themselves from national associations and organizing their own groups, favoritism in academia, invention of a knowledge management committee that prevents members from publishing their work, expelling members because of their intention to publish with non-members, members forced to write articles that are authored by other people, a member who

¹²⁹ An extensive description of the accusations, lies and defamation is provided on the website of the research center, and it also includes the answers and proof against the falsehood of the accusations.

leaves suffers ostracism, they dominate the selection committees of new faculty and thus take all positions at the university for their researchers.

The twitter account of the harassers, which has the sole purpose of defaming the research center, immediately follows many of those twitter profiles that are followed by members of the research center or are related to any of the events organized by the members. This has actually helped to further emphasize the research center's status among the international scientific community, which is aware of these reactions to breaking the silence, but it is a tremendous and very serious attack on the individuals and their families and friends who have been defamed for twelve years now.

In 2013, when the key complaint concluded in a favorable report for the victims proving that sexual harassment existed in the university as well as the existence of a code of silence imposed by the power structures and the lobby of harassers, attacks became stronger and more specific against Dr. Ortiz, the one who had dared to file the report on behalf of the victims in 2011. Another example of the attacks, which can be clearly identified as second-order harassment, are the false accusations against Dr. Ortiz who, according to these false accusations, had himself perpetrated violence. These accusations circulated on Twitter and Facebook (see note 15).

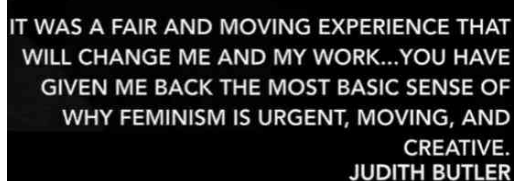
7.4. Influence of international support

In addressing these fierce attacks, many relevant institutions and scholars worldwide decided to take positions supporting the victims. Thus, a campaign of solidarity started as a response to the accusations against members of the research center. A letter of support was uploaded to the research center's website (see note 12 to read the declaration). This letter briefly explains the anonymous attacks and expresses the support for those who are victims of defamation. Institutions such as the Office of Sexual Assault Prevention &

Response¹³⁰ at Harvard University (see note 9), the European Women's Lobby (see note 10)¹³¹ and many more important international authorities supported the research center, counteracting the lobby of harassers unwilling to renounce maintaining and reproducing the prevailing power structures.

It is noteworthy that the profiles of people who decided to sign this letter are very diverse and include people from different parts of the world. Those who signed include professionals from North American universities, Latin American universities, and European universities; professionals at various other universities; participants in women's organizations; other organizations, schools, and institutes; and other universities' students and alumni (see note 14 to read their names and affiliations). All these people from diverse places agree on the fact that sexual violence in universities is unacceptable and provide their support to second-order victims who have broken the silence surrounding this issue in Spanish academia to fight for better universities.

There are many scholars who enthusiastically discuss the work developed at the research center CREA (Fernández, 2015) and how it changed their personal and professional perspectives. One example of that is the following quotation from Judith Butler, a major international figure in gender studies who co-authored a book with a member of the research center once she learned of their feminist work:

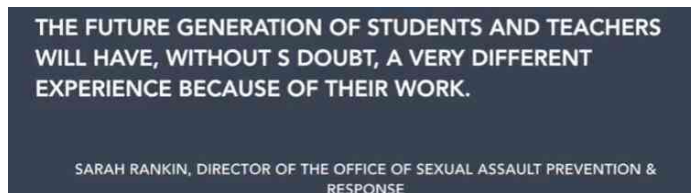


IT WAS A FAIR AND MOVING EXPERIENCE THAT
WILL CHANGE ME AND MY WORK...YOU HAVE
GIVEN ME BACK THE MOST BASIC SENSE OF
WHY FEMINISM IS URGENT, MOVING, AND
CREATIVE.
JUDITH BUTLER

¹³⁰ For more information, see: <http://osapr.harvard.edu/>

¹³¹ For more information, see: <http://www.womenlobby.org/?lang=en>

Another testimony to be highlighted came from Sarah Rankin, who was the director of the Office of Sexual Assault Prevention and Response at Harvard University, when she came to visit Barcelona and the research center in 2009 (see note 2):



Then, she continued,

“It was my recent privilege to visit the University of Barcelona and speak with the faculty involved in CREA. I was struck by the fierce devotion these women who have dedicated themselves to eradicating sexual harassment and gender violence. As someone who has been working to improve policies and procedures related to these issues on college campuses for the last decade, I know how difficult and challenging this struggle can be. I feel fortunate that the road to many of the federal laws mandating that campuses address gender violence in the US was paved by vocal women and men before me. I have had the luxury of building on their accomplishments. CREA’s efforts to lay this foundation by breaking the silence surrounding gender violence is inspiring. Future generations of students and faculty will undoubtedly have a very different classroom experience because of their work. I am particularly indebted to Victoria, who taught me a great deal in my short visit. She patiently explained CREA’s work – the challenges they face as well as their successes – and put a face to this issue by sharing stories about real lives being impacted by sexual harassment and violence. You need only spend a few minutes with Victoria to know how deeply passionate she is about improving the lives of women. She embodies all that makes me proud to be a feminist

and I feel honored to have had the opportunity to meet her and to witness CREA's rigorous work first hand."

In addition, the position that universities in the US and elsewhere have taken served as a role model. In this sense, several elements stand out in enhancing an ethical, scientific and meritocratic process of selection and promotion of faculty. A member of an American university's office for equality and against sexual harassment told me in regard to the work performed at her office,

If a person comes in to tell me that she felt she was treated differently before an evaluation committee for a position or that she did not get the position despite feeling she was the most suited candidate, the office against harassment and discrimination starts an investigation of the process of this position and analyzes the curricula vitae of all candidates. They talk to the committee, and if they conclude that the person who has reported was more suited, she will get the position (Claire, member of an American university's office of sexual harassment).

At prestigious universities, such as the North American universities analyzed for this dissertation, the effects of existing power relations within university institutions are taken into account when defining the contact persons at the different schools or departments handling these issues. Different options to explore the full range of facilities when deciding to address experiences of harassment are offered to both students and university staff.

These international examples also contribute support by making it possible to raise awareness in Spanish Universities about these situations and to take positions against harassment, especially for those who might, at some point, not know how to act. As Williams, Lam and Shively (1992) note, sometimes faculty members, students or staff are

not appropriately trained to act, to report or to identify unpleasant situations in their academic environment. Related to this, another fundamental element of the research by Bondurant (2001) is that groups of female friends who openly talk about these types of situations are more likely to identify them as sexual violence or even rape and thus be more willing to contribute to the eradication of such abuse. Additionally, some faculty members are expected to create a context of trust and closeness in class to make it a space that can provide support to a potential victim of gender violence.

I am confident that any complaint that I hear about, I will report myself. I am positive, I believe in this struggle, and I want to believe that my university responds to that (Petra, professor and member of a commission of equality at a Spanish university).

Although retaliation has a negative connotation, there are factors that can help overcome the basis for retaliation and thus help to transform the situation (Valls, Torrego, Colas, & Ruiz, 2009).

“The goal that we have now is that people from outside the university – beyond the students and faculty – get to know the Commission of Equality. I think that the university institution needs to send a clear message that some things are not permitted and that it is committed to standing with and protecting anyone who makes a report” (Petra, professor and member of a commission for equality at a Spanish university).

In some universities internationally there is an obligation to explain cases in an effort to overcome these misunderstandings (Coker et al., 2011), but in Spanish universities, it is the other way around according to this female professor who specializes in gender issues:

Among the faculty, we knew of particular cases that had always been talked about, but nobody was ever sanctioned; on the contrary, there was one case in which a girl decided to file a report and the institutional representative advised the parents of the student not to do so to prevent her from being harmed (Daniela, professor and expert on gender issues and university sexual violence).

Dziech & Weiner (1990) demonstrate that in addition to the consequences to the victims, it is also necessary to take the second-order victims into account. They suffer similar hostilities because they supported or stood in solidarity with victims of sexual harassment in universities. Hence, the authors recommend promoting a favorable environment towards women by acknowledging the problem and the principle of zero violence. This is in line with what this professor declared:

If the students that came to my office were very angry and willing to report, then afterwards go and reconcile with the faculty from that field, the students could join them and start to criticize me for filing a report. And the faculty thinks that they are immune to criticism because they have been doing this for so many years (Petra, professor and member of a commission of equality at a Spanish university).

Solidarity among women

The solidarity that several people and organizations have shown to CREA reflects the path achieved by many women in history and their clear involvement in the struggle against any type of inequality towards women in society. In the same line, International Women's Day is celebrated every year on March 8th in most countries to commemorate women's struggles for their achievements in history at several levels: economic, political and social.

Other organizations that have expressed their solidarity with CREA include the AMIT association¹³², the Association of Research and Technologist Women and the European Women's Lobby¹³³, which formed its own solidarity movement. These actions are totally in line with the women's solidarity movement as it has been carried out over the centuries. AMIT was created in 2002 during the Women and Science Conference in response to the need to defend equality of rights and opportunities for female scientists in Spain. The organization brought together women and men from different areas related to technology and scientific research, sharing the aim of supporting women in science and technology. The European Women's Lobby was an organization created to defend feminism in Europe. Implementing concrete actions to fight for women's role in society, they developed important work regarding violence against women, combating prostitution, rape and female trafficking among other feminist rights. In concert with these goals, they support CREA against the defamation and reprisals their members receive for their standing against gender violence.

7.5. Impact of scientific publications on this struggle

While some Spanish institutions provided a rich environment for defamation, false accusations and criticism, the findings of the first study on gender violence in Spanish universities and the consequences of carrying out a scientific investigation about gender violence in academia have been published in *Violence Against Women (VAW)*, an international and interdisciplinary journal (Valls, Puigvert & Duque, 2008). VAW is the first journal about this topic in Journal Citation Reports (JCR), managed by Thomson Reuters.

With VAW as an international reference journal for feminist research, it is even more important that a new article regarding harassment at Spanish universities and the first RTD research in Spain is not only published in this journal but is the most read article (see

¹³² For more information, see: <http://www.amit-es.org/>

¹³³ For more information, see: <http://www.womenlobby.org/>

note 1). The article *“Breaking the Silence at the Spanish Universities: the first study on violence against women”* (Valls et al., 2016) was first available online in late January of 2016, and in both March and April, it was the most read article of the journal.

The active student movement against gender violence grew stronger day by day. In addition to being the tenth anniversary of the struggle against constant attacks and defamation by the lobby of harassers, 2014 was the year in which victims, researchers and activists started to publish the results of their research in the most important journals of their fields (see note 11). The article *“What students say about gender violence within universities. Raising voices from the communicative methodology of research”* (Vidu et al., 2014) is an example of that.

7.6. Conclusions of the chapter

Several researchers have been working with the concepts deeply explored in this dissertation addressing second-order harassment. For instance, scholars such as DeKeseredy and Schwartz (1998) have clearly stated that those people who research issues related to sexual violence in universities must face the structure of power. Rosenfeld (2008) has also noted not only that power structures allow sexual harassment to happen in academia but also that even with existing policies, some ways to maintain the power structures still exist.

Despite all the attacks and defamation, CREA and its members have always maintained their position in support of the victims, bringing the issue to the entire community – not only faculty members and students but also families or parents and the broader community. Indeed, in spite of the many personal, professional and sexist criticisms they have received, the scientific production of CREA has never been questioned. In fact, the contrary is true and it has received the highest acknowledgments.

Prestigious universities clearly regulate the responsibilities of the faculty to ensure the freedom of their students to develop their studies in an environment free of discrimination. In this regard, faculty members in those universities have the responsibility to report any type of information related to sexual harassment. In fact, the occultation of such information can lead to disciplinary measures.

“The university has a very clear position because it’s a community problem, and thus, the responsibility is also shared” (Claire, member of an American university’s office of sexual harassment).

In fact, this chapter reports not only how CREA’s members never gave up the struggle as they were supported by international solidarity but also the changes that institutional structures can implement once the silence is broken in the academic context. International solidarity contributes to empowering those who struggle against sexual violence in academia and suffer for protecting its victims. It also contributes to changing universities’ power structures and the relationships they create within the academic context.

CHAPTER 8:

COMPARISON OF THE CASE OF BERKELEY AND BARCELONA

8.1. Introduction

The present chapter provides a brief overview of the information and analysis of the previous chapters focusing particularly on the similarities and differences between the two cases analyzed: the case of breaking the silence on gender violence in universities at the University of California, Berkeley and the case of the University of Barcelona. The cases differ in terms of location and time: the struggle against gender violence began in Berkeley in the late 1970s, whereas the key complaint at the University of Barcelona took place in 2011, and the public resolution of this essential case became public in 2013. In addition, two peer-to-peer networks created by the student groups and their activities are discussed, focusing on the effectiveness of the pressure they placed on institutions. However, both cases and both networks present striking similarities, which also align with the findings in the scientific literature on the issue.

8.2. Key complaints

One striking commonality is the importance of a key complaint that becomes public in bringing about possible change. In the case of UCB, the report was filed internally, and one of the main recommendations given to the complainants by the institution was to keep it silent. In particular, the university regulations on the grievance procedure at that time required secrecy to the point that not even the complainants were to be informed about the outcome of the investigation and hearings. In opposing the inaction by the institution to properly address the students' petition and protect women from sexual harassment, the victims received support from some faculty members and also some support from the newspapers that published this story.

Soon, more cases were reported at other universities, and the issue did not appear to be an isolated case. However, the situation was also used to discredit and question feminist

movements, as it was a women's group that filed the reports to protect the victims from being revictimized through retaliation. With a historic perspective on the case, it can be stated that in general, it caused an outcry over the existence of sexual harassment in higher education and represented a starting point for the struggle against gender violence in universities. From that moment on, it was publicly known that such incidents occur in higher education institutions and that work needs to be done in different social spheres to adequately address this problem.

In the case of the University of Barcelona, several attempts have been made since the 1990s to denounce, report and prevent sexual harassment, building on the international experiences of prestigious universities that all have specific policies and services for that purpose. However, mainly due to the lack of formal mechanisms, these very key attempts of reporting have not received deeper attention. On the contrary, they became motives for attacks against those who decided to take a stand against gender violence at universities at that time. Only after the implementation of formal mechanisms, the support of international solidarity, and going through the entire process of reporting internally and then externally to the university, and particularly after going public with the case in 2013 (through an attorney's state report and newspaper articles), did the issue come to be relevant in the Spanish context. When the story about this problem appeared in the papers and a specific case was cited at the University of Barcelona, one of the major universities in Catalonia, this suddenly became a general public concern. This means that family, friends, neighbors and any person from the community might suddenly want to have more information about this situation, leading them to contribute to the creation of the safe environment everybody deserves to enjoy at a public university. Institutional representatives were particularly in the spotlight¹³⁴.

In brief, the process of reporting and the subsequent publication of the story in newspapers was crucial to the struggle. The quality of the information released is also

¹³⁴ For more information, see: El País, "Las carreras de ingeniería no se encarecerán el año próximo" http://ccaa.elpais.com/ccaa/2014/02/05/catalunya/1391631184_736384.html

important to mention. Indeed, the press played a very important role in raising awareness about the issue of sexual violence in academia. However, what became important was not merely that media covered the case but how they did so; survivors contributed evidence to the press stories. When media publications are based on clear facts and strong proof, which has been the situation for both, the Spanish case and the North American one, the effect they have on their readers is much stronger. Although the specific process might have been different in both situations, the outcome of having a precedent makes it especially relevant for future incidents.

8.3. Solidarity

At both universities, the precedent case involved a harassing professor and students, thus implying a *power relation* that greatly influences the margin of action that both parties have. In a highly hierarchical structure such as those at a university, power is a crucial element to navigation. In this regard, a student (or even a temporary faculty member) suffering sexual harassment by a professor is in a very vulnerable position, making it difficult for him or her to speak up about the situation. The harasser usually uses this power position to perpetrate the harassment. They may not be perpetrators in other contexts outside college campuses. Thus, it takes substantial bravery and strength to turn this vulnerable position into a possibility to report and encounter the perpetrator and the university structures. In the case of the Yale student, Rachel Alert¹³⁵, she decided to submit her report after graduation and still sent the letter anonymously. She only decided to sign the letter when other students joined her and did the same.

Therefore, *networks of solidarity* are key to encouraging brave people to challenge university structures. In the UCB case, many women united and created a collective to file a report that represented the victims. Therewith, the individual victims did not have to

¹³⁵ Fictitious name

face the professor or the university structure on their own and instead had a collective backing their claim. In this process, anonymity was crucial to preventing the victims from receiving retaliation and to make their stand. However, discrediting remarks regarding the “feminist” movement were made either way. However, networks of solidarity, sometimes created by the survivors themselves, made it possible to endure such comments and become stronger in this struggle.

In the case of the University of Barcelona, the key report was filed by a full professor with the same aim as the WOASH collective – to protect the victims, who were in a much more vulnerable situation. Also in this case, the Commission of Equality reassured anonymity to the victims; their identities were protected despite real names being included on the complaint. This suggests that the Commission of Equality should be in charge of protecting the victims. Nevertheless, this anonymity was soon broken (due to the fulfillment of the legal process), and the accused professor had access to all the personal information of the victims who had dared to break the silence. He could see, for example, the harassing content of the email he sent to the brave survivors. In particular, those who were still at the university and in a vulnerable situation, such as graduate and undergraduate students in the Sociology Program, had to face some consequences, as Paula’s experience clearly demonstrates. In this situation, the support of some of the faculty and of other victims, as well as sympathetic people, are essential to continuing the struggle and not giving in to the pressure.

Thus, both cases (UB and UCB) prove that bravery in taking a stand and solidarity are fundamental in the struggle against gender violence at universities, particularly those in which highly hierarchical structures prevail.

8.4. Power structures and institutional resistance

As the analysis proves, both cases demonstrate the resistance and impediments that have been placed by the institution to make it more difficult to adequately address and resolve reports of sexual harassment by faculty against students. In this sense, the actions taken by UCB against the accused professor were a “slap on the wrist” (Time, February 4, 1980), as they gave him a suspension for a quarter term while he was on a sabbatical. Meanwhile, the students feared retaliation for their reports and actions against sexual harassment on campus. Even more recent reports filed against UCB were carried out because the university did not handle these cases appropriately according some survivors’ claims¹³⁶. Despite the decades of struggle against gender violence in universities in the US and particularly at UCB and the policies and mechanisms established, in 2013, the institution still primarily looks out for the image of the university rather than taking a clear stand in favor of the victim. However, when 2015 legislation failed to protect students and faculty from sexual harassment by a well-known full professor, the entire department took a stand against him and pushed for his resignation¹³⁷.

Nevertheless, even with this example of institutional resistance, it is necessary to mention that most of the reports of sexual harassment or rape in US universities refer to peer-to-peer harassment, which is also called student-student harassment. This fact demonstrates that policies and the social movements started in late 1970s were indeed useful in preventing and to some extent even overcoming sexual harassment based on power relations. Indeed, the university achieved greater excellence, as it handled sexual harassment more successfully, leading more people to have confidence in it.

¹³⁶ For more information, see: http://www.huffingtonpost.com/entry/uc-berkeley-history-sexual-assault_us_56e9bbd7e4b0860f99db6a8a

¹³⁷ For more information, see: <http://www.nytimes.com/2015/10/15/science/geoffrey-marcy-to-resign-from-berkeley-astronomy-department.html>

8.5. Emerging movements as a trigger for social change

In both cases analyzed, a larger student and social movement has emerged. In line with the solidarity that developed when facing sexual harassment and institutional resistance, the victims joined with their supporters to create solidarity networks (EROC and the Spanish Solidary Network), a movement that many more sympathizers joined and continue to join. These cases prove that people who do not tolerate gender violence in universities greatly outnumber those who perpetrate it. However, the prevailing power structures and those who work to maintain them require major effort from the entire university community, as well as the legal system and society in general, to be broken down.

In any case, it is important to highlight the substantial impact that the student movements at UCB had in the 1980s and in the 2010s. In both cases, actions were developed by the emerging movements and contributed to creating a context for zero tolerance of sexual violence in universities. These movements worked hard to communicate their claims to the people, the legislators and institutional representatives. During the 1980s, student movements from diverse university campuses across the US collaborated on this issue and brought it to a public debate. In this context, a variety of legal changes were made and institutional policies were developed. In particular, the Student Right-To-Know Act and the Campus Security Act were passed in 1990, the latter was renamed after Jeanne Cleary, a victim of a deadly sexual assault on campus. McMahon (2008) highlights the importance of social movements in getting the universities to better address this problem and prevent sexual violence on campus through achieving legal changes.

Even the recent movements at UCB have had an impact on the political agenda and on the reformulation of laws. The mobilizations in which the creators of End Rape on Campus were involved have been taken into account by the US president and his

government, leading to the establishment of a specific Task Force to address this problem, as well as specific mechanisms such as the “It’s on US” or “Not Alone” campaigns.

The emerging movement in Spain is in its initial steps, but it is still greatly contributing to creating a context in which gender violence in universities is no longer accepted. As with American universities, student mobilization in Spain has also been historic. Assemblies of students are created at the very beginning of each academic year. They are very well organized to defend their rights and challenge the university structure. However, when sexual harassment was first raised on their agenda, it is fair to note that at that time, they showed fear and lack of knowledge regarding the issue and the possible actions they could take. However, as progress has been made, the movement has become crucial, and student movements are currently actively involved in the struggle against gender violence in higher education. Indeed, they are taking a clear stand in favor of the victim, planning actions against sexual harassment in their schools, being aware of the importance of supporting survivors and encouraging other students and faculty members not to stay “in the middle”. It is widely accepted that not taking any stand means letting the situation happen and contributing to the perpetuation of harassment.

In a similar vein as US movements, students’ protests against gender violence in Spanish universities are also starting to be influential in this struggle in their universities. Together with the actions developed by the Spanish Solidary Network, they have already gained major social support. In this regard, after the victims went public with their stories, the university quickly approved a university-wide grievance procedure to demonstrate their concern about the issue. Additionally, the Observatory against Gender Violence funded by the Ministry of Work and Social Affairs and co-funded by the European Social Fund of the European Union recognized the Solidarity Network of Victims of Gender Violence at Universities as a *good practice* and included it in its database on *good practices*. Support also comes from the students at large and, little by little, more support comes from some

faculty. In this regard, the movement is still in its initial steps, but I hope it will trigger a similar evolution as occurred in the United States.

8.6. Preventive campaigns

In what follows, I explain some of the most effective world-wide university campaigns against sexual harassment and gender violence designed with the objective of achieving a campus atmosphere that does not accept situations of these types. These policies and programs contemplate disciplinary measures both for the verified cases and for accusations.

General campaigns

- **Green dot**

<https://www.livethegreendot.com/>

This organization aims to combat and prevent violence. Its purpose is to prepare organizations and communities to implement strategies to prevent violence of any type. They do this through two methods: by developing information on the subject (research, etc.) and by providing training to professionals who implement all appropriate measures to achieve a mobilization of all the witnesses of violence (bystander intervention).

- **Not alone**

<https://www.notalone.gov/>

This is a campaign promoted by the Obama administration to overcome gender violence in universities. They offer information to students, faculties and all those who may be interested in having resources for responding to and preventing gender violence at universities.

- **It's on US**

<http://itsonus.org/>

This is a campaign promoted within the campaign “Not alone”. It encourages everyone, each university, institution, etc., to take a stand against gender violence and to oppose sexual harassment.

Commissions of complaints

Several American Universities include Offices that gather complaints and are oriented to solving conflicts related to gender violence. Some of the services that these Commissions and Offices offer are information and support to student victims, support for their families and friends, assistance and access to resources, changes of residence, support for submitting complaints, medical care, and 24-hour telephone assistance.

The various forms of counseling, provided from the same offices that receive complaints, involve people from the community who have completed specific training on sexual harassment as well as other external personnel. All these Offices also perform specific training on issues of harassment and have an ‘advisory’ figure with whom one can meet if a situation of harassment has occurred. Some examples of these Offices or Commissions are:

- *Office of Sexual Assault Prevention and Response* (OSAPR) (Harvard University) <http://osapr.harvard.edu/>
- *Office of Discrimination and Harassment* (University of Colorado Boulder) <http://hr.colorado.edu/dh/Pages/default.aspx>
- *Office for Equity and Diversity* (University of Wisconsin–Madison) <http://www.oed.wisc.edu/>
- *Office for the Prevention of Harassment and Discrimination* (University of California, Berkeley) <https://ophd.berkeley.edu/policies-procedures/sexual-harassment>

Harvard University

- **SASH Advisers (*Sexual Assault/Sexual Harassment*)**

http://isites.harvard.edu/ich/ich.do?keyword=k69091&pageid=ich_page355238

Tutors are specially trained to be the first to attend to and answer questions from any student with a concern about violence, whether as victim or due to concern about a friend or another student. This is to increase awareness of this problem among students and promote the standard of positive and healthy relationships.

- **Program *Tell Someone*.**

<http://www.hsph.harvard.edu/student-affairs/files/2014/02/Tell-Someone1.pdf>

This is a space in which total confidentiality is guaranteed and where students can report a situation of harassment. It provides information, identifies situations and provides care services; it also explains why people living situations of harassment should not be silent.

Information is facilitated, situations are identified and attention services are provided to help people share their cases.

Other universities that have this program are: **University of Chicago**

<http://sexualharassment.uchicago.edu/page/tell-someone>; **Colorado State**

University <http://supportandsafety.colostate.edu/tell-someone>

- ***"Saturday night"* magazine**

<http://osapr.harvard.edu/saturday-night-harvard-magazine-2013>

This is a magazine in which anyone can explain situations of sexual harassment. The subtitle of the magazine is "Never told stories about gender violence at Harvard"

- **Information and materials on sexual harassment**

Briefing papers are distributed throughout the university community. Some contain information about university services, advice and examples of sexual harassment to

be able of better identify them. These materials are distributed when you register in the cafeteria, at parties, residences, libraries and other spaces. The Princeton University also has this type of material. Reports are also published.

Massachusetts Institute of Technology (MIT)

- ***Stop our Silence*** (Massachusetts Institute of Technology)

<http://web.mit.edu/stop/www/>

This is a student association to break the silence and end violence on campus. It focuses on awareness-raising programs, prevention and support.

University of Cambridge

Other figures aiding in prevention are the tutors (College Tutors) who are assigned to students who report a case of violence or harassment. This tutor serves and advises in a confidential way, providing information on the resources that the university has and the existing reporting processes. Some universities – as in the case of **Universiteit Utrecht** – ensure that the tutor is a woman.

Princeton University

- **Workshops and prevention material**

They consist of workshops for working out various issues related to gender violence, focusing on providing information about what to do in case of harassment. They also have material such as films, books and guides. These workshops are also conducted at **Yale University**, among others.

- **Campus-wide Education**

They are professionals and students (peer educators) who advise on various topics, including the prevention of domestic violence.

Columbia University

- ***Student Services for Gender-Based and Sexual Misconduct***

<http://ssghsm.columbia.edu/>

These services are offered by the University, which commits to fostering a learning environment free from violence. It consists of prevention programs and education services for people who have suffered from gender violence. The program also encourages students to report cases of harassment, ensuring intervention.

- ***How to help a friend. Sexual Misconduct***

This program is focused on the evidenced-based idea of promoting active support of a friend and counting this support as key in reporting a case of sexual harassment. The majority of students who have been sexually assaulted explain what has happened to them to their friends.

- ***Men Against Violence:***

This is a group that works to strengthen the community by promoting awareness and exchange spaces, exploring the diversity of masculinities that occur within the university to overcome violence against women. They perform training, discussion groups, plays, concerts and exhibitions. This association also exists at Yale University, among others.

Yale University

- ***Peer Health Educators***

<http://yalehealth.yale.edu/studentwellness/peer-health-educators>

They offer advice and information about drugs, sexually transmitted diseases, harassment, and sexual assaults; they also distribute information about all the services students can use. They organize open seminars annually for all students.

- **Rape and Sexual Violence Prevention (RSVP)**

They are trained students who offer information related to health care and legal support for victims of harassment or rape. They have official forms to report cases and they assist victims at the time the report.

- **Walden – Anonymous and confidential peer counselling**

This is a group of students that also offers assessments to other students.

University of Wisconsin-Madison

- **Graduate Assistant Equity Workshops**

<http://www.oed.wisc.edu/workshop.html>

These are seminars oriented around debates about gender equality and raising awareness on gender violence and how to overcome it. The following topics and similar topics are covered: *“Listen, do not hesitate”, “Tell the victim you trust her and you will back her or him”, “Guide the victim to the existing resources”, “Back the decision of the student”, “Track her or his actions after he or she has explained the situation”, “Search for information and resources for you as a person who is helping the victim”.*

- **PAVE - Promoting Awareness, Victim Empowerment**

<https://kb.wisc.edu/cavr/page.php?id=22602>

This is an association of students that works to prevent any type of harassment.

- **“Safe Walk” program**

http://transportation.wisc.edu/transportation/safeservices_walk.aspx

This is a service offered at night that consists of accompanying people from the university community to their homes.

- **Information sessions**

These are informative sessions about gender violence provided from case studies.

University College London

- This is an example of a university that offers open *forums* on the Internet so that students can explain their experiences, ask questions, and discuss gender issues. These mechanisms are also in place at other universities, such as University of Manchester.

University of California - Davis

- **Voices, not victims:** www.voicesnotvictims.org

Some universities, such as the University of California, open forums to speaking up and denouncing cases of sexual harassment that are oriented toward the students. The idea is that they can explain their experiences, ask questions, and discuss gender issues. These types of forums exist at other universities, such as the University of Manchester.

Dartmouth College

- **Sexual Abuse Peer Advisors (SAPA)**

The university trains students in specific courses with the aim that they can intervene in situations of crisis and will know how to react. For instance, they know medical procedures, policies, and security. This is conducted with the aim that these students can seek help from any authority if they see it is needed, such as when there is a victim that needs help.

University of Kentucky

- **Violence Intervention and Prevention Center**

<http://www.uky.edu/StudentAffairs/VIPCenter/>

One of its main methods of action is the training of the university community so that they can have the skills and knowledge to act in situations of risk, as victims or witnesses; it also promotes solidarity.

California Institute of Technology

- Women's Center:

This is a center that promotes programs and services in relation to gender, seeking to achieve success, equality and security for female students, teachers and workers. They also have a number of training and awareness activities, such as workshops, lectures, support groups, monthly gatherings and other cultural events; confidential advice is also included.

- *American Association of University Women* (AAUW) (see note 4, chapter 1)

<http://www.aauw.org/>

This is a non-profit organization working since 1881 to empower women as individuals and as a community, improving their lives from the ground up. They offer working-level education and legal research.

Websites:

Top ranking universities have very visible spaces on their websites that are dedicated to addressing gender violence and explaining the different services that the university offers in relation to prevention, reporting, advice and training (Harvard University, California Institute of Technology, Massachusetts Institute of Technology, Duke University, University College London, among many others).

Participation of the community:

The different measures carried out by universities often include the participation of the university community through committees, associations, services, organizations, and outside people. One of these examples is the following:

8.7. Conclusions of the chapter

What American universities have achieved in all this time is a new understanding of university excellence. In Spanish universities, however, breaking the silence is still ongoing and is hindered by the idea that a “clean image” of the university requires keeping these situations covered up. Institutional resistance to addressing this problem still exists despite the many efforts made, even in the US. However, the progress made in American universities is striking; the current debate is not about sexual harassment by faculty against faculty or students, but focuses instead on the sexual assaults happening to their students, even in spaces that are not directly linked to the campus and including people beyond the university community. These are major steps forward, though there is still a long way to go. In Spanish universities, sexual assault beyond the campus walls or beyond the university staff and students is not even under discussion (even though some of the most recent examples demonstrate that students are aware of gender violence existing at their parties, and the student assemblies are starting to discuss the best ways of approaching these issues). While in the US there are specific policies and institutional measures and specific people hired to address this problem, in Spain, only in the last 5 years have some universities established equality committees led by some faculty.

Progress made both in the US and in Spain is closely linked to the issue of harassment becoming public. Thus, press and newspaper articles play a key role in determining the advances made at the institutional level. What seems to be a simple coincidence is a pattern repeated in both cases that were analyzed. In the moment that news about sexual harassment in universities became public and the press reported specific cases, university administrations accepted that something should be done.

The example of how universities such as Harvard or Berkeley have addressed the issue of sexual harassment demonstrates a response that, far from hiding the problem, makes it public and allows a consensus to be reached among the entire community about how to

manage it. To acknowledge the problem of sexual harassment means identifying the problem and addressing it. In Spain, we continue breaking the silence for the acknowledgment of the existence of this problem, which needs to be properly and openly addressed with the universities taking a clear stand in favor of the victims and against sexual violence.

Overall, the advances made at the University of California, Berkeley and in the broader context of the United States not only have repercussions in their own national context but also in other countries, and in this case in Spain. The solidarity that has been created among the different social actors engaging in this struggle, such as the key cases from the US in the late seventies and from Spain in the nineties and 2000s, as well as the younger generations in the US and Spain, are crucial in contributing to the universities that we imagine and future generations deserve.

CONCLUSIONS

Every person makes her or his own process in this struggle; some people feel as they have to explain the case to others, some other do not. But our role is to support everyone. This new movement of students is what challenges the university, which makes the institution act” (Dick & Ziering, 2015)

CONCLUSIONS¹³⁸:

The decade of the seventies opened a new path in the struggle against sexual violence in academia. The courage of survivors shed light on the difficult challenge of combatting gender violence in universities and all the mechanisms behind the university structure, which made this issue difficult to approach. A historical moment in 1978 is remembered as the creation of WOASH, the *Women Organized Against Sexual Harassment*, by a group of female students that united to represent thirteen women filing the first complaint against a faculty member at the university in 1979 at the University of California, Berkeley.

The women’s movement against sexual harassment has become stronger day by day and has achieved important successes at a both policy and activism level (Baker, 2008). The progress of this struggle, the preventive measures and their political implications, not only impacted universities on the national level in the United States but also globally around the world. Spanish universities have benefited from these precedents in the struggle against gender violence in academia, leading to the key official complaint at a Spanish university. Thus, in 2011, the key complaint against a professor for sexual harassment was registered at the University of Barcelona. This also broke new ground in Spanish academia by breaking the silence on sexual violence at universities and planting

¹³⁸ Besides the conclusions presented on this section, each chapter has its own section of conclusion. Notably, Chapter 8 is mainly focused on describing the conclusions reached in Chapters 4 (UC Berkeley case) and 5 (UB case).

the seeds for further growth, for example, by pushing for the approval of pioneering protocols and mechanisms for prevention and action against situations of gender-based violence occurring in the university context. At the University of Barcelona, the members of the Commission for Equality were already working on the elaboration of a protocol for their school; and it was approved shortly after the key complaint in 2011 (more information on Chapter 5).

In addition to the consolidation of institutional mechanisms, studies note the peer support and the involvement of the entire university community (Cantalupo, 2012; Grauerholz et al., 1999; Nicholson & Maney, 1998; Reilly, Lott, & Gallogly, 1986) as an effective way of combating sexual assault at a university (Coker et al., 2016). In this sense, the approach of bystander intervention (Banyard et al., 2005) also frames the basis of this dissertation.

Because 1 in 3 female undergraduate and 1 in 5 male students have had a friend tell them about having an unwanted sexual experiences (Banyard et al., 2010), networks of solidarity among survivors are helpful mechanisms in supporting victims and making sexual harassment a publicly debated issue that more people and collectives should share (Coker et al., 2011). The *Solidarity Network of Victims of Gender Violence at Universities* is analyzed in this dissertation as an example of first peer-to-peer network in Spain. Created in 2013 by survivors and activists, this network provides support for and the position of survivors of first and second-order harassment (Dziech & Weiner, 1990). Indeed, to achieve the intervention of the bystander, second-order victims also need to be protected.

One of the solidarity networks created in the United States, *End Rape on Campus* (EROC) is described in *The Hunting Ground* documentary. This film shows the reality of sexual harassment on North American college campuses and opened new ground in the struggle against gender violence in academia. The research conducted for this documentary

focused not only on the reality of American college campuses but also on victim's empowerment and how victims can become survivors of sexual assault as well as activists. They are able to mobilize the country socially and politically, putting pressure on institutions to address the issue. Social movements and student activism are key factors to approach this issue (Potter, Krider, & McMahon, 2000; Mitchell & Freitag, 2011).

This broad social activism as well as previous effective actions developed in the US have become role models for the student community and also have inspired Spanish campuses where the students' movements concerning sexual violence on campus are getting stronger. However, the number of faculty members engaged in this struggle is still very low, and they all face serious threats. This has been the case for Spanish survivors, activists, professors and researchers who have dared to speak up and to support survivors for years (Valls et al., 2016).

Recognition of the problem

Many studies have been carried out, especially in the United States, in relation to the increase in the numbers of sexual violence cases, which include abuse ranging from uncomfortable interactions to rape (Banyard et al., 2005; Gross et al., 2006; Robinson, Gibson-Beverly, & Schwartz, 2004). A common theme in these studies is the lack of identification by subjects of gender violence in academia. In some cases, research shows that the lack of recognition is strongly related to the lack of formal reports (Fisher, Daigle, & Cullen, 2010; Kalof, Eby, Matheson, & Kroska, 2001; Reilly, Lott, Caldwell, & DeLuca, 1992; Shepela & Levesque, 1998).

Comparing universities in the US and in Spain, several differences can be noticed. To start, there is recognition of sexual violence as a reality on American campuses, and thus it is seen as a problem that needs to be addressed. This started during the late 1970s when a group of women, acting as representatives of brave students and victims of harassment, filed a complaint against a professor. Differences can be noted at human and scientific

levels: while the United States showed a strong ethical commitment opposing any form of violence within the university context, Spanish academia just started to break the silence during the last couple of decades with a quite expected reaction, which tried to keep the internal reality silenced and not transcend the university walls.

As the research shows, there is a major difference in how university reputation is understood in both countries. While in the USA, most prestigious universities are also considered best positioned in relation to this topic, recognizing the problem and offering policies and mechanisms for students and survivors; Spanish universities are just starting to embrace this approach. When the code of silence is broken within an institution, confusion about situations of gender violence start to overwhelm it and reports on prevention and resolution of cases start to reach the general public. Universities are aware that they are not given a good social image when they cover up situations of sexual harassment. Fame and excellence come together for prestigious universities, and not taking a clear stand does not correspond to a good reputation, nor does it assure academic, professional or human quality.

Institutional barriers

The research that has been carried out highlights the power structures within universities as a barrier to breaking the silence about gender violence. The problem of sexual harassment in academia is a double issue both for its reality and for the silence around the topic. The fear of not being believed and being distrusted by the administrative system are both factors that most strongly influence the silence that is maintained and inherited from generation to generation. Power relations at the university are strong and empower potential perpetrators.

When students feel blamed by the administration of their schools, by those people to whom they should be going for support, they feel extremely disappointed. This reaction made other people keep silent about their own cases

“I did not tell anybody for a long time. I went to classes, I did everything kind of normally, but something in the back of my mind really started to affect me”
(Testimony of *The Hunting Ground* documentary).

The qualitative study conducted by Valls and her team (2005-2008) was intended to uncover the existent measures and the context that people from the university community perceived when addressing GBV. As a result, research found that there was a lack of knowledge of the existence of prevention measures, and most people agreed on the need for those measures. In this line, WOASH dealt with this type of information in the 1980s when they were in a similar situation. Another striking result was the resistance encountered to taking this issue seriously and the victim feeling blaming or silenced. Research shows how students often feel that universities are an adverse environment for complaining; this due to the reasons mentioned before – fear of not to being believed and victim blaming (Eyre, 2000; Gross et al., 2006; Mahlstedt & Welsh, 2005; Reilly, Lott, & Gallogly, 1986).

International solidarity¹³⁹

The research carried out in this dissertation shows that the Spanish university has a relatively short trajectory in implementing policies and mechanisms to combat and prevent sexual harassment. However, international measures and the progress they have made in addressing the problem have also had an influence on the adoption of preventive and responsive mechanisms. Regarding the positive reputation that started to be socially acquired once public debate had opened and the existence of sexual harassment in academia had been recognized, public reputation improved as universities addressed the problem through different preventive measures (McMahon, 2008).

¹³⁹ Deeply detailed in Chapter 7.

However, studies have shown that victims who dared to break the silence and the courageous people who decided to support them experienced retaliation and damaging effects (Osborne, 1995; Reilly et al., 1986). Internationally, especially in the United States, procedures and practices for overcoming gender violence are considered criteria of excellence, which also means that there needs to be international evidence-based support for the Spanish university's members who stand with survivors and struggle for a university free of gender violence. On the other hand, The "code of silence" that still exists in some places is believed to sometimes end academic careers (Krebs et al., 2007; Fitzgerald et al., 1988), and the scientific contributions of brilliant people may be challenged because they engage in this struggle by breaking their silence. Thus, breaking the silence and being able to count on international support may lead to overcoming this internal climate that hinders the realization of relevant scientific contributions (Cortina et al., 1998).

The university's reputation

In Spain, the creation of commissions for equality represents the beginning of a process of breaking the silence and starting to talk about this issue in addition to being an administrative change promoted by pioneering research on the issue (Valls, 2004-2008). The policy influence of this research also leads to political resolutions, which started to include the obligation of universities to approve protocols and preventive measures (Gobierno de España, 2007). This progress at the institutional level is also impacted from below, which is particularly represented by victims and student movements' complaints and activism (Vidu et al., 2014). In the interviews carried out for this dissertation, respondents were optimistic regarding commissions and protocols as preventive and acting measures against such situations. They also proved their clear desire for universities of excellence, as well as accomplishing this goal through creating favorable contexts, feeling comfortable telling their stories or complaining in an ethical atmosphere free of gender violence. Thus, universities are considered to have a better reputation and

be “a safer place” based on the measures and preventive actions they implement (Dick & Ziering, 2016).

The press and social media also play an important role in breaking the silence and taking the stand with survivors. In addition, public exposure creates pressure at an institutional level (Freedman, 2013b). Thus, the fact that silence has been broken at a public level also causes a strong repercussion in the structural system. However, important advances can be highlighted from that point, such as commissions for gender equity, preventive protocols and even a meritocratic revolution into the system of faculty selection and promotion (Bird, 2002). All these institutional transformations bring improvements to universities at all levels, even overcoming sexual harassment and making universities more scientific and excellent spaces.

Social networks and solidarity¹⁴⁰

“I knew I had to do something, about that, and it was when another friend come to me and said: “I was assaulted at a fraternity, how do I report?” I told her that I was assaulted too, and we sit down and slop out google and started to know how to report” (Testimony of *The Hunting Ground* documentary).

Personal narratives and personal stories are crucially relevant to this dissertation. Indeed, the portraiture method (Lightfoot, 1981) is one of the most frequently used techniques for raising awareness and contributing to social mobilization on issues related to inequality by including stakeholders’ life stories. Similar techniques have also been found to be relevant for engaging people in mobilization and collective action (Davis, 2002). The portrait of Paula and other survivors (covered in Chapter 5) and their life stories in regard to the key complaint at a Spanish university is collected to make society understand the process of a complaint of this type. It also explains the personal and social implications

¹⁴⁰ Chapter 6 goes deeply into this issue; it is an important aspect approached in the dissertation.

that this report involves not only for those making the report but also for all those who supported them and suffered as victims of second-order harassment.

International scientific evidence shows that solely institutional measures for the prevention of gender violence in universities is not enough to end this problem in academia (Rosenfeld, 2008). These methods need to be complemented by other types of informal mechanisms such as peer-to-peer support (E. A. Williams, Lam, & Shively, 1992). At the same time, it has been noted that while policies and resources for survivors are increasing, the number of complaints are also increasing. Survivors will not make reports if they do not know how to do it, where to go, and most importantly, how the university would respond and how they would be protected. The issue of lodging a complaint is, in the majority of cases, an issue of being in solidarity with other victims and trying to avoid these situations that result in worse treatment after making the complaint. The process only can be better if the victim finds people to trust and people who will always support them.

In the information society, social networks such as Twitter and Facebook have also proved to be useful in bringing survivors together. Despite the fact that they provide survivors support and information, such as the PAVE program at the University of Wisconsin–Madison (Pave UW-Madison, n.d.), the initiative Tell Someone (Harvard University, 2015), and the *It's on Us* campaign (Government of the United States, 2014), social networks also play an important role in contributing to debate about the existence of sexual violence in all contexts, including universities. In this sense, social networks are important as a way through which conversations with other people or other survivors can be started in more equal and easier ways, as sometimes talking about sensitive issues in face-to-face conversations may be harder for survivors (Dick & Ziering, 2015). In this sense, one of the first actions the Spanish Solidarity Network was to open a Facebook profile to provide useful materials as well as a virtual network of survivors and activists across Spain. In the same vein, the US survivor's network, EROC, also used Facebook,

Twitter and Skype among others to connect victims and to start what is currently considered a revolution around the country.

Survivors' voices and key principles

“‘Victim’ is a scary word. You don’t want to fall into a category; you don’t want to be called the victim. I did not want to admit that it had happen to me” (Testimony of The Hunting Ground documentary).

Focusing on the few but key principles of this struggle, the following statements have been collected from interviews and different data sources as being necessary for victims, survivors and activists to spread on their campuses:

- a) Training and awareness within the university community (Ayres, Friedman, & Leaper, 2009; Charkow & Nelson, 2000)
- b) Preventive measures for all students and mechanisms of protection and support for victims of sexual violence on campus (Grauerholz et al., 1999), as well as evaluation of these measures' impact (Coker et al., 2011; Coker et al., 2016; Thomas, 2004)
- c) Zero tolerance towards violence and the involvement of the university community to reject any potential attitude of sexual harassment (Reilly et al., 1986)
- d) Solidarity with survivors and no victimization. Victims are never guilty (Gross et al., 2006)
- e) Protection of victims of second-order harassment (Dziech, B., & Weiner, 1990) and making the university accountable (Banyard et al., 2005)
- f) Creating the context for speaking up and making complaints, feeling comfortable with whatever the victim's decision is (Bryant, 2006; Bondurant, 2001)

Achieving objectives, answering the research question and proving the hypothesis

This research clearly demonstrates the validation of the hypothesis and the achievement of the proposed objectives. Regarding the hypothesis,

Power relations in academia contribute to maintaining the code of silence while the courage of victims and activists and international solidarity having a direct impact on breaking the silence, as well as on changing the university structure and thus promoting spaces free of sexual harassment in universities.

Through the in-depth interviews and the ethnographic data collection, it has been stated that international solidarity has been essential for breaking the silence on sexual harassment in academia, and thus, students, victims and activists' movements signify a potential impact on changing the university structure in terms of preventive policies and implementation of mechanisms. Thus, the courage of some victims to break the code of silence and the support they received from some faculty members has a direct effect on the power relations at the university.

Regarding the specific objectives of this research (deeply described in Chapter 3):

Objective 1 - To analyze the process of the pioneer complaint against a professor at a university, the case study of the University of California, Berkeley, to better understand its development as well as its impact on breaking the silence and overcoming sexual harassment in academia while also changing structural relations.

This dissertation shows the way in which the pioneer complaint was carried out at the University of California, Berkeley, giving a protagonist role to the first women leaders of

WOASH in their support of the first complaint and thus, the beginning of a new path in the research, data, evidence, as well as policies and mechanisms for prevention and action in universities. As a result, institutional organizations are currently considering students' will for the policies they intend to implement.

Objective 2- To study the link between international solidarity supporting the lodging of a key complaint and the first protocol against sexual assault at the UB, from the Spanish first research on gender-based violence in academia; the case study of the University of Barcelona.

The successful way in which the issue of sexual assault has been treated at the international level and the fact that some North American universities always stand on the survivor's side had a direct influence on the way the key complaint of sexual harassment was handled at the University of Barcelona.

Objective 3 - To inquire into the characteristics and influence of international student movements and networks of survivors in the creation of the first peer-to-peer support and advice organization at a Spanish university, The *Solidarity Network of Victims of Gender Violence at Universities*.

Similar to the situation in the United States, the difficulties faced by some students in how the universities were treating their cases made them join and create networks of survivors. The North American *End Rape on Campus* program is analyzed in this dissertation, as well as the first peer-to-peer solidarity network created in Spain. This last one is deeply studied in this research, focusing on the survivors' voices and the activities of support and advice they carry out.

Objective 4 - To study the link between the student mobilization against sexual harassment in universities and the networks of survivors and activists

in relation to the structural university system in addressing internal gender-based violence and overcoming possible reprisals and defamation.

Finally, student mobilization has had a key role in pressuring institutions and in helping to put forward the issue of sexual harassment within its structures. Thus, students and activists are supporting the institution itself, meaning that they are helping the university learn how to handle the reports the institution receives.

Thus, the research question of this dissertation,

Which links between internal subjects and international solidarity have allowed the internal resistances regarding sexual violence in academia to be overcome?

This has also been answered through this study. The impact of student mobilization as well as the role of solidarity networks are essential for overcoming internal institutional resistances and for struggling to create a university free from gender violence, the type of university that all students and families want to have.

Further research

In the 1970s, the creation of the WOASH group of women students at the University of California, Berkeley constituted the beginning of a wave of materials, policies and mechanism to detect, prevent and act against cases of sexual harassment. The results of these campaigns were greater awareness throughout the entire university community. These useful tools could also reduce the number of cases of professor-student sexual harassment. However, this has not been the case for peer-to-peer or student-to-student sexual harassment. Banyard and colleagues (2005) emphasize that aside from prevention campaigns to reduce gender violence in universities, the numbers of cases are increasing.

At this point, attention is starting to focus on other spaces on campus where the silence needs to be broken. Fraternities and sororities¹⁴¹ are university spaces with a huge number of reported cases of sexual violence (Armstrong & Hamilton, 2015; The Guardian, 2014¹⁴²).

In the United States, fraternities and sororities are considered a major focus of the campus lifeworld (Habermas, 1987) and all interactions produced there. Because sexual harassment is more related to *Greek* life (Rosenfeld, 2015), sororities and fraternities are considered places where more sexually violent situations may occur, including rape (Copenhaver & Grauerholz, 1991; Kalof, 1993). Considering a possible preoccupation in this sense, scholars such as Boswell and Spade (1996) are raising the question of why some fraternities are such dangerous places for women (Boswell & Spade, 1996). Deeper research needs to be conducted in this regard. This dissertation does not intend to provide an answer to this issue, which surely needs to be approached from different perspectives. However, the research developed in the field of solidarity and networks of support can open a new path in analyzing peoples' interactions and student relationships on campus. It can also shed light on peer-to-peer sexual harassment in places such as fraternities and sororities, as well as the changing structure of these residence spaces. This is indeed a topic for further investigation.

Social and student movements are shaping a solid international network of solidarity through public engagement that is necessary to build the universities that future generations deserve to enjoy. The EROC in the USA and the *Solidarity Network of Victims of Gender Violence at Universities* in Spain are promoting the same strong solidarity movement across countries.

¹⁴¹ On United States college campuses (as well as in other countries), fraternities and sororities are social organizations sometimes also called *Greek* organizations because of the Greek letters that they use to name themselves. These organizations are used as dormitories for students and also as a place for parties and other social events.

¹⁴² For more information, see: <https://www.theguardian.com/commentisfree/2014/sep/24/rape-sexual-assault-ban-frats>

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APPENDIX

Notes chapter 1

Note 1

The screenshot shows the White House Blog interface. The main article is titled "What They're Saying: New Steps to Protect Students from Sexual Assault" and is dated April 29, 2014. The author is listed as "The White House Office of the Press Secretary". The article is a "FACT SHEET: Not Alone – Protecting Students from Sexual Assault". The text begins with "One in five women is sexually assaulted while in college. Most often, it happens her freshman or sophomore year. In the great majority of cases, it's by someone she knows -- and also most often, she does not report what happened. And though fewer, men, too, are victimized." To the right of the article is a sidebar with a "Women" link and a "WHITE-HOUSE GOV IN YOUR INBOX" sign-up box. Below the sign-up box is a "WHITE HOUSE SHAREABLES" section with a "VIEW OUR MOST SHAREABLE CONTENT IN ONE EASY-TO-NAVIGATE PAGE" button and a "START SHARING" button.

Note 2

The screenshot shows the Harvard Faculty of Arts and Sciences website. The header includes the Harvard logo and the text "HARVARD Faculty of Arts and Sciences". Navigation links include "HARVARD.EDU", "GSAS", "COLLEGE", "SEAS", "DCE", and "DIRECTORY". A navigation bar at the top lists "FAS Home", "For Faculty", "For Staff", "For Students", "For Alumni", and "For Parents". The main content area is titled "Procedures for the Resolution of Sexual Harassment and Unprofessional Conduct Problems". A sidebar on the left lists "About FAS", "Administrative Directory", "Policies for Faculty, Students and Staff", "Sexual Harassment and Unprofessional Conduct Guidelines", "Sexual Harassment Officers and Resources", and "Procedures for the Resolution of Sexual Harassment". A sidebar on the right lists "QUICK LINKS" including "FAS Academic Calendar", "Harvard Phone & Email Directory", "My Harvard", "Campus Map", and "Harvard Mobile".

Note 3

University of Alaska, chancellor's public letter



Note 4



Notes chapter 4

Note 1

19 November 1979

Dear Friends,

In order to get the attached resolution passed by the A.S.U.C. Senate, the supporters of this piece of legislation will need to be present in force at the next Senate meeting (Nov. 28). If enough of us show up at 7:30, when the meeting is supposed to start, there is a good chance that the regulation will be moved to the beginning of the agenda. Hopefully, the whole business won't take up very much of our time.

It is important that members of a broad range of organizations demonstrate their continued interest in the topic of sexual harassment and the University's (mis)handling of the situation. The Administration is trying hard to cover up their own investigation's findings. Only by bringing attention to this situation can we hope for justice in either the particular case in process now or in establishing a general grievance procedure to handle similar cases in the future.

See you next Wednesday!

AM Mill

Oakland Tribune
5-18-78

U.C. women fight sexual bribes

By JOAN WHITE

BERKELEY — The next University of California professor who attempts to sexually harass a woman student may find his name and a description of his offense posted all over campus the next day.

That was one suggestion for dealing with the problem that was discussed yesterday at a 90-minute forum in Zahnman Hall.

Panelists expressed outrage at how widespread such harassment is and at the powerlessness felt by female students, who fear that refusal to go along with unwanted attentions may result in poorer grades.

Continued from Page 1

In order to avoid the situation, many women drop the class or avoid all contact with the professor, and thus miss out on some of the academic give and take that their male colleagues take for granted.

Other cases documented by researchers reveal that the woman student caught in such a dilemma may suffer from a poor self image and come to believe that her prior academic successes were due to her physical appearance rather than to her intellectual capabilities.

The reactions are similar to those of rape victims, according to Liz Metzger, a freelance journalist who has been researching the topic for a magazine article and who was herself a victim of harassment at the University of Missouri.

"The victim feels shock, disgust and guilt," she said. "She's probably been caught off guard and doesn't know what to do about it."

It's a no-win situation. If you agree to go to bed with a professor or to go out with him, you have no idea how he is going to use this in the future. On the other hand, if you refuse, you don't know how he is going to use that either.

Paul von Blum, a professor in the Division of Interdisciplinary and General Studies, believes the problem, while involving only a minority of professors, is nevertheless of considerable magnitude.

"I've seen several thousand stu-

dy which women students could follow without fear of retaliation.

There is a conspiracy of silence that protects the professor who makes advances just as it has traditionally protected the rapist, said Loni Silver, a professor of women's studies at San Francisco State College.

When women students have had the courage to bring the subject into the open, they have discovered that it is often the same professor preying on the various female members of his class.

A member of the U.C. Students' Advocate office said they are currently investigating a case in which six students have accused the same highly regarded instructor of unwanted advances. However, the investigation is hampered because the women refuse to give their names and telephone numbers.

Obtaining data on campus sexual harassment is difficult, admitted Donna Benson, the U.C. senior whose studies led to yesterday's conference. She has been researching the issue for the past year and is doing her undergraduate thesis on the subject.

Yesterday's panel was moderated by Herma Hill Kay, one of only two women on the State Hall Law School faculty, who talked about the difficulty of filing suit in cases of sexual discrimination. And although none of the panelists could offer much in the way of advice for the sexually abused student, Liz Metzger told how one woman coped with a professor who continually stalked

Note 2

#1

W.O.A.S.H. WEEKLY


WOMEN ORGANIZED AGAINST SEXUAL HARASSMENT

U.C. REWARDS SEX HARASSER

"HARASSER HEAVIES" ELECTIONS SET

Students are now nominating their favorite candidates for the "Harasser Heavies" Elections.

Been pawed or propositioned by one of the star harassers in your department or major?



WHO are the "harasser heavies?"

Administration Ignores Own Report Advocating Dismissal of Professor

A U.C. professor, charged with sexual harassment by thirteen women students, has been given a paid sabbatical by the U.C. Administration in what appears to be a cover-up of sexual harassment charges.

The harassment complaints were made last fall. They prompted HEW to begin an investigation of the University for failing to provide

Note 3

WE WANT ACTION NOW!

the

#2

W.O.A.S.H. WEEKLY

#2

WOMEN ORGANIZED AGAINST SEXUAL HARASSMENT

WOMEN ORGANIZED AGAINST SEXUAL HARASSMENT

<p>"HARASSER HEAVIES" NOMINATIONS BUT FEW FORMAL COMPLAINTS"</p> <p>The "Harasser Heavies" elections are draw-</p>	<p>HOW TO INVESTIGATE HARASSMENT AT UC</p> <p>The department of Health, Education and Welfare has begun an investigation</p>
--	--

Note 4

W.O.A.S.H. WEEKLY

#4

WOMEN ORGANIZED AGAINST SEXUAL HARASSMENT

MOVEMENT AGAINST SEXUAL HARASSMENT GROWING ALL OVER THE U.S.

Sexual harassment is an old problem. What's new is that women all over the country are taking action against it. There are organizations of women workers and students fighting harassment in the courts, in the streets, in the schools, offices and factories in major cities and small towns, from New York to Tempe, Arizona, from Detroit to San Jose.

Note 5

First pamphlet with clear situations about what gender harassment in universities is.



WOMEN ORGANIZED AGAINST SEXUAL HARASSMENT

A SUPPORT/ADVICE GROUP FOR WOMEN

Women Organized Against Sexual Harassment (WOASH) is an organization of U.C. Berkeley undergraduates and graduate students committed to investigating, confronting and ending sexual harassment on the Berkeley campus. We serve as a support/advice group for women who've been harassed and as advocates for women who want to pursue a complaint. We urge women to report old and new instances of harassment to us and offer complete confidentiality.

If you have a complaint, or if you want to get involved in WOASH's work, please leave us a note in our mailbox in 300 Eschelman Hall, or a telephone message at 845-7273 (Bay Area Women Against Rape).

'HE INVITED ME TO MEET HIM . . .

"... After the quarter was over, he invited me by phone to meet him at a coffee shop, presumably to discuss the paper. Perhaps I was being overly naive, but I was surprised when he did not even bring the paper with him. He proceeded to make various crudely obvious sexual propositions: inviting me to experiment sexually with him and to go over that night to his home for dinner."

(A woman student recently harassed by a U.C. Berkeley professor)



'I COULD LOSE MY JOB . . .

K. is a thirty-five year old woman who works as a clerk/typist on campus. She has only recently acquired the job after months of searching, having been told that she lacks the credentials for a higher-level job. She hopes that this job will prepare her for career advancement.

K. has discovered that one of the conditions for the job is that she accept a boss' "interest" in her. "He compliments me on my appearance, makes endless sexual jokes and references, and touches my arms and back during conversations." K. feels angry and upset at this man's advances and would like to confront him and bring a stop to his behavior. Yet she fears the loss of her job and the possibility that she will earn a name as a troublemaker or destroy her possibilities for advancement.

forward the results of its hearing to the Chancellor with a recommendation to pursue a disciplinary action in the Committee on Privilege and Tenure. As in the first level of complaint, the Committee would maintain complete confidentiality during its hearing.

WOASH also supports the development of an effective grievance procedure for campus employees and will work with staff representatives to secure their demands.



BEYOND A GRIEVANCE PROCEDURE . . .

Certainly an accessible, effective grievance procedure is a crucial step in combating sexual harassment. But the mere existence of such a procedure will not solve the problem. Women and concerned men must continue to organize and raise public consciousness about the issue and to confront the attitudes and realities which have permitted sexual harassment to go on.

Furthermore, although existing procedures are limited, WOASH strongly encourages anyone who has been harassed to contact us for advice about what avenues can be pursued.

Negotiations for a procedure, support for harassed women, and public outreach and education will be a long-term organizational task. WOASH asks any woman concerned about sexual harassment to contact us, come to our meetings, and join in our efforts. Leave a note in our mailbox in 300 Eschelman Hall on campus, or a phone message at 845-7273 (U.C. Bay Area Women Against Rape), and we'll get in touch with you and tell you how you can help.

WHAT IS SEXUAL HARASSMENT?

The kind of sexual harassment that Women Organized Against Sexual Harassment (WOASH) is fighting occurs when men in positions of authority try to use their power in making coercive sexual advances toward women. This harassment may take the form of subtle pressure, sexual remarks, staring and leering, touching, demands for sexual favors, threats, or actual physical assault. The term has also been used to refer to any imposition of unwanted sexual advances on women—for example, by men on the street. But situations where the man has institutional power over the woman have become the focus of concern for women students and workers because a refusal on their part can be met with reprisals affecting their careers.

In an academic setting, faculty can threaten women's career goals and future economic livelihood with lowered grades, poor recommendations, the denial of research opportunities, or academic failure. On the job, superiors can threaten women's career goals and current livelihood with poor evaluations, denial of promotions or merit increases, departmental transfers, or outright dismissals.

Even if there are no direct reprisals, the anxiety and distress that victims of sexual harassment experience often cause them to leave their jobs, or in the case of students, to drop courses, change majors, or drop out of school.

Sexual harassment also limits the victim's willingness to consult or work with professors or bosses. Women are angered and humiliated by the violation of the student-teacher or employer-employee relationship. The experience is often devastating to their self-esteem, as well as their livelihood.

WHY DO WE CONSIDER SEXUAL HARASSMENT AN ISSUE OF SEX DISCRIMINATION?

Because most professors and managers are male, most targets of harassment are female. Sexual harassment of women is not just a matter of misconduct or individual abuse of power. It is part of a widespread and systematic social pattern by which women are kept subordinate to men. It is one very important way in which women are denied equal respect, equal consideration, and equal opportunity as workers and students. Women want the same educational and job opportunities as men. We want to be taken seriously vocationally and academically and not be reduced to sex objects.

WHO HARASSES AND WHO IS HARASSED?

Men of all backgrounds, races, and classes can be harassers. However, white men are more likely to be in secure positions of authority, and can more often harass women with impunity. A survey at U.C. Berkeley by Donna Benson (1978) confirms that the category of teachers most involved in harassment incidents (62 percent) was tenured professors. Ninety-four percent of tenured faculty at Berkeley are white. Any effective program to stop sexual harassment must uncover this institutionally protected abuse.

Women of any race, class, and background can be subjected to sexual harassment. However, Third World women and those in lower-level jobs are especially vulnerable to harassment, given their lack of economic security and institutional support (which are magnified by racism). They may be particularly reluctant to confront their harassers or appeal to authorities in the fear that their charges will not be taken seriously or that they will lose their jobs.

HOW WIDESPREAD IS SEXUAL HARASSMENT AT BERKELEY?

In the survey conducted by Donna Benson, 20 percent of the U.C. Berkeley seniors sampled had been harassed—that is, almost one out of every five women surveyed! Over a third of the sample knew someone who had been harassed. The possibility of reprisals is also very real. A full 25 percent of the women who experienced harassment reported reprisals.

WHY CAN'T WOMEN JUST SAY "NO"?

One reason that women feel they can't say no is that professors and bosses have the power to fire them, give them poor recommendations, lower their grades, and restrict their access to their major or their career. Women also depend on professors and managers for information, training, support, and assistance. It's difficult to tell off someone who has power over you and your future, and who controls important resources to which you need access. Furthermore, harassers often will not take "no" for an answer, persisting in their advances despite the woman's best efforts to discourage them.

Most women who experience harassment feel confused and embarrassed and react by seeking to escape the situation and avoiding contact with the harasser. In their powerlessness they may turn

legitimate anger into self-blame. Thus, a woman may not only be unable to say "no," but her fear and self-blame may force her into avoiding her teacher, class, or boss—perhaps force her into quitting school or her job altogether.

DON'T WOMEN "ASK FOR IT," LIKE IT, EVEN USE IT?

If sexual advances are not unwanted, we don't call them sexual harassment.

Women, as well as men, want to benefit from the vocational or academic interest and guidance of their superiors. If sexual interest is the only response they receive, some women will resign themselves to it. Suggesting that this injustice represents "asking for it" or even liking it represents nothing but contempt for women workers and students.

As to whether women use sex for academic or work privilege, Donna Benson's survey indicates that this is extremely rare. But in a society which refuses to take women seriously, some women learn to use sex to bargain for privilege. This is another facet of the same sexist social structure that produces the pattern of sexual harassment. But using sexuality in this way is not sexual harassment. Women students and workers have no authority or power with which to coerce their superiors into favors. Professors and bosses can easily say no without risk of reprisal.

ISN'T THERE STILL A "GRAY AREA" CAN WE ALWAYS DETERMINE WHEN SEXUAL HARASSMENT IS TAKING PLACE?

Of course there is still a "gray area." The issue of personal relations between teachers and students or employees and employees is complex. We aren't trying to thoroughly legislate these relations. Nor can we agree on every item of behavior to categorize as "abuse of authority."

We can, however, agree upon some of the obligations which employers or professors have toward workers or students—obligations based on the authority, power, and privilege vested in the position of employer or professor vis-à-vis worker or student. Professors and employers must treat women students and workers with respect. Treating them as sexual objects through unwanted advances is sex discrimination and sexual harassment.

WHAT IS WOASH?

Women Organized Against Sexual Harassment is an organization of U.C. Berkeley undergraduates and graduate students committed to investigating, confronting and ending sexual harassment on the Berkeley campus. Formed in November 1978, WOASH seeks to raise the consciousness of the campus community about the problem of sexual harassment and what can be done to eradicate it. We are working with the faculty and administration to create a fair and adequate grievance procedure for handling sexual harassment cases. We are also in contact with AFSCME 1695 and other staff representatives on the issue of sexual harassment of campus employees.

WOASH serves as a support/advice group for women who've been harassed and as advocates for women who want to pursue a complaint. We urge women to report old and new instances of harassment to us, even if they don't care to take further action. Any information about harassment incidents helps us assess the problem, so that we can better assist other women. Our three-member Complaints Committee guarantees complete confidentiality to any woman who requests it. We are willing to keep any or all details of your case totally secret. Leave a message for WOASH Complaints Committee at 845-7273 (Bay Area Women Against Rape), or write to us at 300 Eschelman Hall, A.S.U.C., U.C. Berkeley, Berkeley, CA 94720.



TUESDAY, JANUARY 8, 1980

BERKELEY, CALIFORNIA

UC Prof Will Be Suspended

Bowker Condemns Sexual Harassment

By SALLY LEHRMAN
STAFF WRITER

A UC professor will be suspended one quarter without pay as a result of charges of misconduct. Chancellor Albert Bowker announced yesterday in a statement condemning sexual harassment.

Although university officials will not name the professor charged with misconduct, it is an open secret among faculty and students that the professor is Elbaki Hermassi of the sociology department.

The investigation report into Hermassi's misconduct and a summary of the administration's conclusions will be included in Hermassi's personnel file. The file will be reviewed when Hermassi is considered for tenure.

More than a year ago, 13 students accused Hermassi of sexual harassment: attempting to barter grades for sexual favors. After investigating his case, the university administration concluded that misconduct did occur although Hermassi denied the charges. He agreed to accept the university's punishment, however.

Bowker said the professor's personal circumstances during the period of misconduct and the length of that period had an effect on the punishment's severity. He added that the conduct took place within the "general framework ... of the professor-student relationship" and thus was unacceptable.

"In favor of discipline short of termination, it appeared that some of the alleged misconduct was in itself minor or the circumstances ambiguous," Bowker said.

The sanction was necessary, however, he said, because "students should be able to pursue their studies at the university free of concern that faculty members may force their attentions upon them."

Along with the announcement of the administration's disposition of the Hermassi case, Bowker made a statement generally condemning sexual harassment.

"I would like to take this opportunity to emphasize that such conduct is impermissible and will not be tolerated. The abuse of authority by faculty members to obtain sexual favors from students is fundamentally inconsistent with a free and open academic environment," Bowker said.

see page 7

WOMEN STUDENTS v. MALE TEACHERS

SEXUAL HARASSMENT AT YALE

ANNE NELSON

There are occasions when certain facts of life suddenly become issues. People who have ignored or accepted them in the past begin talking about them as political or legal questions to be "settled." Anyone who has attended college is aware, at least by hearsay, that sexual tension may arise between student and teacher. The student attracts the teacher because he or she is fresh, young and admiring, and often responds to the teacher as an authority figure and an intellectual model; literary examples range from Socrates and Alcibiades to Abélard and Héloïse. But this tradition presupposes that the attraction is mutual. If it is not, the situation can dissolve into an ugly power play, in which a teacher can conceivably use his or her academic authority to pressure or punish the unwilling student.

Until recently, a student caught in this relationship had little or no recourse, since the authority of the university and of the faculty was virtually inseparable. In the past ten years, however, students have forced universities to take their civil rights more seriously by taking them to court. They have sued on grounds ranging from racial discrimination in admissions to unfair expulsion, grounds that would have been unthinkable for earlier generations. A new aspect of this attitude came to light last summer, when a group of women decided to sue Yale University for condoning the sexual harassment of its women students.

The lawsuit filed on July 7 claims that Yale is negligent in its refusal to set up a unique grievance procedure for victims of sexual harassment and that, since these

victims are predominantly female, the failure to do so constitutes sexual discrimination. The brief argues that this violates Title IX of the Education Amendment of 1972, which prohibits sexual discrimination by educational institutions receiving public funds.

Students before this have sued universities for sexual discrimination in admissions and promotion, and employers have sued employers on grounds of sexual harassment. But the Yale suit is the first to tie a university to charges of sexual harassment, and if it reaches trial, it will pose some new and difficult questions for the adjudicators. What is "harassment," and does it constitute discrimination? Is Yale, as a private institution, bound to answer to HEW, the federal agency in charge of enforcing Title IX? And finally, if the women were sexually harassed, as they allege, did they exhaust the existing legal and administrative grievance procedures before they decided to sue Yale? All three questions must be answered affirmatively if the suit is to be won.

The co-plaintiffs fall into two categories: those claiming to have been harassed and those sympathetic to their plight. The suit is filed as a class action on behalf of all women students at Yale, and the co-plaintiffs themselves present a broad range of grievances.

The first, Ronni Alexander, graduated from Yale in 1977. In December 1974, she went to the student health center where she was given some medication that made her groggy. On her way home she met one of her teachers, who offered to help her back to her lodgings, and there, she alleges, took advantage of her condition to rape her. Alexander says now that, because of her youth and ignorance of legal procedure, she did not press charges at the time, or even report the incident to the university

Anne Nelson, a native of Stillwater, Okla., graduated from Yale in 1976. She is a writer and musician now living in New York.

THE NATION/January 14, 1978

Lot Over is Kathy - Some Secret Case. / Hany

Note 8

SUPPLEMENT I: Title IX of the Education Amendments of 1972, as Amended*

SEX DISCRIMINATION PROHIBITED

Sec. 901. (a) No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance, except that:

(1) in regard to admissions to educational institutions, this section shall apply only to institutions of vocational education, professional education, and graduate higher education, and to public institutions of undergraduate higher education;

(2) in regard to admissions to educational institutions, this section shall not apply (A) for one year from the date of enactment of this Act, nor for six years after such date in the case of an educational institution which has begun the process of changing from being an institution which admits only students of one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education or (B) for seven years from the date an educational institution begins the process of changing from being an institution which admits only students of only one sex to being an institution which admits students of both sexes, but only if it is carrying out a plan for such a change which is approved by the Commissioner of Education, whichever is the later;

Note 9



Consent Coalition at Cal

28 mins · 🎧

This is why survivors do not report - because so few people in positions of power truly care.

<https://www.buzzfeed.com/.../heres-the-powerful-letter-the-st...>



Note 10



Note 11

An official website of the United States Government

Students Schools **Not Alone** Resources Data

TOGETHER AGAINST SEXUAL ASSAULT

"Perhaps most important, we need to keep saying to anyone out there who has ever been assaulted: you are not alone. We have your back. I've got your back."

President Barack Obama, January 22, 2014

Recent Announcements

A unique collaboration at the University of Texas has produced a

Note 12

the WHITE HOUSE PRESIDENT BARACK OBAMA

Contact Us Get Email Updates

BRIEFING ROOM ISSUES THE ADMINISTRATION PARTICIPATE 1600 PENN Search

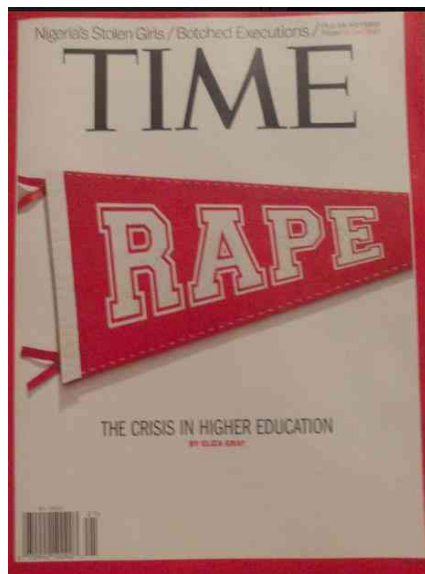
Watch our new PSA on campus sexual assault, featuring the President, Vice President, and actors because **102 MANY**

Download Video: [mp4](#) (4.1MB)

Note 13

May 20, 2014

Contrary to what many people might think violence against women unfortunately happens everywhere. Although it is easier to point to others having this problem, it only contributes to making it possible. What we need to do is speak up! Thanks to the Time Magazine for highlighting sexual violence on campus on the title page.



Note 14

July 28, 2014

Harvard University passes the new sexual assault policy.

[harvard.edu](#) [Photographic Services](#) [Resources for Journalists](#) [HPA](#)

HARVARDgazette

CAMPUS & COMMUNITY > ON CAMPUS

A new sexual assault policy

Harvard unveils University-wide procedures, will create centralized investigatory office

July 2, 2014



File photo by Kris Snibbe/Harvard Staff Photographer

Harvard has unveiled a University-wide policy and set of procedures to prevent sexual harassment, including sexual violence, related to gender, sexual orientation, or gender identity.

Harvard University today unveiled a new, University-wide policy and set of procedures to prevent sexual harassment, including sexual violence, related to gender, sexual orientation, or gender identity.

Note 15

BuzzFeedNEWS

News Videos Quizzes Food DIY More ▾ Get Our News App 🔍 👤

How old are you? · How much do you weigh? · What did you eat that day? · Well what did you have for dinner? · Who made dinner? · Did you drink with dinner? · No, not even water? · When did you drink? · How much did you drink? · What container did you drink out of? · Who gave you the drink? · How much do you usually drink? · Who dropped you off at this party? · At what time? · But where exactly? · What were you wearing? · Why were you going to this party? · What'd you do when you got there? · Are you sure you did that? · But what time did you do that? · What does this text mean? · Who were you texting? · When did you urinate? · Where did you urinate? · With whom did you urinate outside? · Was your phone on silent when your sister called? · Do you remember silencing it? · Really because on page 53 I'd like to point out that you said it was set to ring. · Did you drink in college? · You said you were a party animal? · How many times did you black out? · Did you party at frats? · Are you serious with your boyfriend? · Are you sexually active with him? · When did you start dating? · Would you ever cheat? · Do you have a history of cheating? · What do you mean when you said you wanted to reward him? · Do you remember what time you woke up? · Were you wearing your cardigan? · What color was your cardigan? · Do you remember any more from that night? · No? · Okay, well, we'll let Brock fill it in.

https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victim-read-to-her-ra?utm_term=.nmWM3m2Bk#.gpxdowgZY

Note 16

28 OUT OF THE TOP 50 "BEST UNIVERSITIES" IN *U.S. NEWS AND WORLD REPORT* ARE UNDER FEDERAL INVESTIGATION FOR THEIR HANDLING OF SEXUAL ASSAULT.

SERIOUSLY, EVEN THE IVY LEAGUES.

JOIN THE MOVEMENT TO END CAMPUS RAPE.

First Name

Last Name

Email

ZIP Code

JOIN US TODAY

Note 17

Creating a Culture of Consent @ Berkeley

a consent discussion guide brought to you by SHAC
(Student Health Advisory Committee)

Let's talk about CONSENT

Consent video:
<http://bit.ly/consentvideo>

You Deserve to be Safe filer (PDF):
<http://bit.ly/youdeserveUCB>

At UC Berkeley, sexual assault is defined as any physical act of a sexual nature that is accomplished toward another without his/her consent. This means that the entire definition and campus understanding of sexual assault is predicated on the idea of consent to sexual activity. Therefore, it is important that, in order to empower our community to be free from violence, students at Cal should be talking about consent-what it is, what it means, what it is not, what it looks like, and what it doesn't look like. We have created this guide with some basic information about

Ok, so what is consent?

Consent at its most basic level means everyone involved wants to participate.

There are three pillars to consent:

1. Knowing exactly what and how much a person is agreeing to
2. Expressing intent to participate
3. Freely and voluntarily expressing that intent

At UHS, we support a culture of "enthusiastic consent," which means YES MEANS YES! This idea of enthusiastic consent encourages individuals to provide their yes, to express their own intent to participate, and to ask their partner(s) for their yes.

Some Things to Remember about Consent:

- Agreeing to one kind of sexual activity does not mean agreeing to another kind of sexual activity (for example, agreeing to oral sex does not mean agreeing to intercourse).
- Agreeing to sexual activity once does not imply future consent (just because you hooked up once doesn't mean you will hook up in the same way again).
- Consent is a continuous process, so it's a good idea to keep checking in with your partner(s) throughout the exchange ("Is this ok? How are you doing?"). Consent can be withdrawn at any point in the sexual encounter.

Note 18

YOU DESERVE TO BE SAFE

If you've experienced violence, know that:

- It isn't your fault
- Telling someone is your decision, completely
- There are people who can help you get the support you want

<p>CONFIDENTIAL COUNSELING</p> <p>Student Services - Third Center, and Floor (510) 845-6076, ucberkeley.edu Confidentiality is guaranteed for ALL students, regardless of insurance</p> <ul style="list-style-type: none"> • Offers one-on-one sessions of support guided by trained counselors • Can help you make a plan to meet your immediate academic, emotional, and legal needs • Can help you work with other campus offices and community agencies 	<p>ADDITIONAL RESOURCES AND INFORMATION</p> <p>Old Ambleside - Gender Equity Resource Center, 510) 845-4786, gendercenter.berkeley.edu Sexual Harassment/Assault Resource Specialist</p> <ul style="list-style-type: none"> • Can help you work with campus offices and community agencies • Reports to the Office for the Prevention of Harassment and Discrimination <p>Harassment (Title IX) Sexual Assault Report 24-hour hot line: (510) 845-7979</p>
<p>EMERGENCY ASSISTANCE</p> <p>Threat Management Unit, UCRD, 1 Spring Hall Emergency call you Press Mainline (510) 845-3333</p> <ul style="list-style-type: none"> • Can help with emergencies and crisis intervention • Investigate reports of crime on campus • Initiate the legal process 	<p>FILING AN ADMINISTRATIVE (NON-LEGAL) COMPLAINT</p> <p>Office for the Prevention of Harassment and Discrimination (OPHD), 510 University Hall, (510) 845-7985, http://ophd.berkeley.edu, ophd@berkeley.edu</p> <ul style="list-style-type: none"> • Can receive Incident Reports related to sexual harassment, sexual assault or discrimination online • May start an review process that could result in a campus conduct hearing • Could result in academic sanctions for students who are in violation of Cal's Code of Conduct

EDUCATE PREVENT SUPPORT
Sexual Harassment/Assault Response Guide

Note 19

Have you ever been

SEXUALLY HARASSED

by a professor or T.A. at Berkeley?

Has a professor, teaching assistant, or reader made unwanted sexual advances—in the form of verbal propositions, touching, leering, or physical assault? Has a grade or recommendation been used as leverage for your sexual consent?

WOMEN ORGANIZED AGAINST SEXUAL HARASSMENT
would like to hear your complaint

WOASH is working to achieve a campus grievance procedure for women who are experiencing, or have experienced, sexual harassment. We are collecting evidence of instances of sexual harassment experienced by students at Berkeley. We are also advising women who wish to initiate sexual harassment complaints.

Would you like to do something about

SEXUAL HARASSMENT

on the U.C. Berkeley campus?

Come to a

WOASH ORIENTATION MEETING

TUESDAY, OCTOBER 9, 7:30 PM
PIEXOTTO ROOM - 254 BARROWS

Women Organized Against Sexual Harassment

Have you or someone you know ever been a victim of

SEXUAL HARASSMENT

in the classroom or on the job?

Come to a

FORUM

THURSDAY, MARCH 1
PAULEY BALLROOM

12 - 5 PM

12 - Keynote Speakers
Lin Farley...Author, Sexual Shutdown: The Sexual Harassment of Women at the Job (1978)
Donna Shuman...Author of a new study on the sexual harassment of women students at U.C. Berkeley
Pamela Price...Plaintiff in the suit against Yale University
AND...Pat Parker reading from her poetry

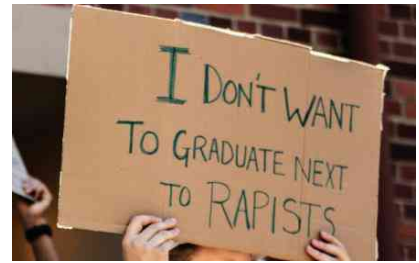
1:30 - Workshops
Sexual Harassment at Work...Rape and Sexual Harassment...What to Do if You're Harassed...Legal Alternatives...Basking in Education

3:30 - Organizing Meeting

Sponsors: Women Organized Against Sexual Harassment & Berkeley Feminist Alliance... Endorsed by AFSCME

1695 ... Childcare, 843-7862 ; Information, 642-0256

Note 20



Note 21



Notes chapter 5

Note 1

From: Dr. Martin
To: Paula
Subject: Second message Date: Thu, 21 Feb 2008 16:07:58 +0100

Dear XXX:

I sent a message to you but it was directed at alumnes.ub.edu.

I liked the contribution you made today. Very good.

The class went well. Although it is incredible that they thought it was a true story, the book doesn't lose any meaning because it's fiction; it is even better.

Maybe we could have some coffee together whenever you are free and then you can tell me about your academic interests, okay?

I am (as any professor) a very busy person, but we could find some time. I don't know if you are going to _____ everyday, so your availability may be more limited. I live in _____ with _____ so I have fewer problems. Okay.

Thank you for your contributions and work; you are a very good pupil – congratulations.

XXX

At least confirm you received this. Okay.

Note 2

From: Dr. Martin
Sent: Tuesday, 26th of February of 2008 17:04:09
For: Paula

Dear Paula:

This is Martin.

It is great that you are in group F, so we have an excuse to see each other.

I am very busy finishing a book that will be published in the spring, but I would love to see you.

I am almost close to home. I live in _____ at the corner of _____, and we can meet whenever you can.

It would be great.

Tomorrow is Wednesday. And I am at the UB because there is a meeting at 10 (until 12). Tell me what classes you have and we can find a spot or maybe meet at lunch time so we can have a sandwich together. Tell me something soon.

Thanks a lot. You are very good and intelligent. Congratulations.

Kisses and hugs

XXX

Note 3

From: Dr. Martin
Sent: Tuesday, 26th of February of 2008 17:49:03
For: Paula

Dear XXX:

It occurs me that you could give me your telephone number and I could call you, or you can call me 63 00 50 850. Thank you.

Kisses and hugs

XXX

Note 4

From: Paula
Sent: Thursday, 27th of March, 2008 20:17:22
For: Isabel

Hello XXX,

I want to talk about certain things, which is why I preferred to email you, but if you consider it better to talk, I can call you. I need some counseling!

Dr. Martin wrote again on Tuesday asking to have some coffee together when we finished class. I told him I had to leave and he told me to write him an email back to set a meeting whenever I could. Obviously, I am not going to do that; I am not going to send him an email, but I am afraid that he might hold a grudge against me, and I certainly can see it approaching. I don't know what to do.

From that subject, we need to take an exam to do at home that we will submit on Tuesday. I also have a doubt about that. See, the exam is about 5 questions and we have to answer two of them, 2000 words for each question. In one of those questions, we can write the topic that suits us best and analyze it.

(...)

This weekend we are in Barcelona; we are painting the flat and arranging things. But Isabel, just in case it is okay for you to help me and it does not bother you, on Saturday night I will arrange with _____ to see if I can improve on what I have already done.

I ask you for help both because I would like to make an effort to do well on the exam and since, as I told you, I can't expect anything from the grade on it.

And speaking of grades, luckily there is also good news. I got a 9'75 on a History exam and a 9'25 on an optional lecture, which raises the degree a half point from the exam mark. I am very happy!

I finish my rambling with something about the final paper we have to do in sociology – the one I wanted to do on foreign children’s education that my professor didn’t accept. I just thought I could do it on something related to immigration – I don’t really know what to do about it. I did research work on immigrant people in Reus in my High School and I have many things that could be useful – data, inquiries, interviews, etc. However, I am not sure if this is possible. The professor from the class said that we should not copy anything from previous papers and that is how I thought about the research paper. The truth is that I would like to do something new and go in depth, but I am not sure what to focus on and the time left is so short. We need to submit it on the 20th of May and later present it.

The proposal paper must be sent by Tuesday the first of April in addition to the exam.

I am not sure if I am explaining myself accurately, but as you can see, I am quite overwhelmed. If you can help me in something or advise me somehow you would save me a lot!! Thanks a lot!!

Sorry for this whole sermon, but I needed to explain it to somebody.

A hug, XXX

Note 5

From: Paula

Sent: Friday, 04th of April, 2008 18:52:52

For: Isabel

Hello XXX,

Today I have submitted the paper-exam. Thank you for everything. Your information has been very useful and I believe that it has turned out quite well. I just hope the professor thinks as I do.

Look Isabel, I need to explain something to you: Yesterday evening, Dr. Martin called _____ on her cell phone. She was working and she didn’t get it. Then, he left a voice message for her. He asked her how the exam preparation was going, how the class was yesterday, and he also left his phone number and told _____ to call him back.

I have no words for that... every day I get more and more astonished by this man. We are both of us (the two girls) quite... fed up, worried and nervous... I am not sure what the accurate word is to describe it. Then, _____ didn’t know what to do. She thought of sending him an email and telling him how a professor should behave in front of his pupils (girls). I told her that is better don’t sending him anything or telling him one word. I don’t know... Today we have been talking about it and she has come to the same conclusion, which is to ignore him, but it is not that easy.

Well, Isabel, keep well and see you soon

A big hug, XXX

Note 6

From: Martin
For: Paula
Date: September 19th 2011 18:47
Sent by: hotmail.com

Dear Paula:

I hope you remember me. We met during your first year of university. I have a good memory of you as student.

Today we have had a Master's Commission to review the admission forms. They will write you soon officially, but it is very positive.

I would like to have some coffee together some day if you are coming to Barcelona. Okay?

Hugs,

Martin

Note 7

ESPAÑA AMÉRICA BRASIL CATALUÑA

 SOCIEDAD

Un catedrático fotocopió autobiografías de sus alumnos tras garantizarles la confidencialidad

La Universidad de Barcelona requisa los trabajos, encargados por Jesús de Miguel

TERESA CENDROS
Barcelona • 30 ENE 2014

"Se trata de una historia de vida personal, intimista, única". Esta frase figura en las instrucciones que el catedrático de Sociología de la Universidad de Barcelona (UB) Jesús de Miguel dio por escrito a sus alumnos para que elaboraran su autobiografía social, uno de los trabajos de la asignatura. El profesor aseguró a los estudiantes que el ejercicio era confidencial y que lo devolvería en septiembre, pero algunos sospecharon que podía ser usado para fines no docentes. No iban desencaminados. El pasado martes, el decano de Económicas, Joan Tugores, confiscó los originales mientras eran fotocopiados por triplicado en la copistería de la facultad por orden de De Miguel. Se ha abierto un expediente informativo.

MÁS INFORMACIÓN
¿Encuestas que encuestas?

Un alumno de primero de Sociología, que denunció ante el decano que el mencionado trabajo y otros de la asignatura violan su derecho a la intimidad, actuó como testigo de la confiscación. El mismo día, el departamento de Sociología



Note 8

≡ EL PAÍS

SOCIEDAD

EDUCACIÓN: PARCIALIDAD EN CONCURSO A CÁTEDRAS

60 profesores universitarios piden la destitución de Jesús de Miguel por su conducta de 'escándalo' y 'vergüenza'



TERESA CENDROS
Barcelona • 20 OCT 2011

"Indignación y vergüenza". Así describen su estado de ánimo los alrededor de 60 catedráticos y profesores de la facultad de Económicas de la Universidad de Barcelona (UB) ante "la actuación escandalosa del doctor Jesús de Miguel" en la carta que han dirigido al rector Josep Maria Bricall pidiéndole la destitución del citado sociólogo. La misiva, que entró ayer en el registro del rectorado, hace referencia a la conducta de De Miguel como presidente del tribunal de un concurso a cátedra que fue anulado por irregularidades (véase EL PAÍS del pasado 2 de octubre). A dicho concurso, convocado para otorgar una cátedra de Sociología en la UB los pasados días 11 y 12 de junio, concurrieron tres candidatos.

De Miguel pidió a través de una carta el apoyo para uno de ellos, Josep Rodríguez, quien inicialmente obtuvo la plaza. En uno de los fragmentos de la carta, el catedrático y presidente del tribunal escribía: "Es un favor que estoy seguro que Pep (Josep Rodríguez) sabrá agradecerte eternamente". La nota describe asimismo cómo debe comportarse el público asistente al concurso para influir en el tribunal a favor de Rodríguez.



Note 9

October 6, 2011. From Valeria to the Equality Commission.

Hello everybody,

I write you to inform you of a new step forward related to the case I just explained to you at the meeting. As I told you, Dr. Ortiz wrote in his letter to the Institutional Responsible that he felt obligated to report to Harvard University about this fact. So this evening there has been a meeting in the "Office of Sexual Assault Prevention and Response" from Harvard starting from the mail I just sent you and they have decided to investigate the case and take action on it. Now it is very important to protect the student from possible attacks that may negatively affect her professional and personal future because she stepped forward to address this problem in our university.

Keep in contact,
Valeria

Response of the member of the commission:

Thanks, Marta, for the information. Obviously, the student can count on us for our support. It is important for her to keep talking with you.
Keep on going
XXX

Note 10

From: Ortiz
To: XXX, member of the Commission for Equality
17.06.2012

Hello XXX,

Today, when I got up I found an email from Paula asking me to meet. I was afraid since the fact of asking for my help on a Sunday made me think that the bad condition she had been in lately had worsened. We talked for a while this morning and I can't stop thinking about what I can do and what I must do to support her in such a difficult time.

The increasing pressure that she is suffering during the course has grown in the last few weeks and is now seriously affecting her health. In addition to increasing dizziness, after seeing the primary medical center family doctor, she needed to go to the Emergency department of that center and then she was directed to Hospital where she stayed last night and got some medication.

Starting from her testimony, the same professor who used to consider her a model student now considers her quite conflictive and even intellectually weak.

The physical worsening over the last few weeks coincides with, among others, two processes in two Master's subjects. The first one is in the subject in which the examining board confirmed the score of the professor and which is now in the hands of a Master's Commission, which is not solving the problem. The second one is in another subject in which a female professor who gave her the best grades with honors during the degree, now has told her publicly that she is not understandable when talking and that she doesn't even know how to undertake a presentation.

We don't have to worry about her professional future. Not only did she receive the Distinction Award for her degree, but Berkeley, Wisconsin and Harvard are fighting over her. But we do have to suffer both for her health and for the public example that such a prosecution is giving to our faculty: "Collaborating in stopping sexual harassers transforms the most brilliant student into one who doesn't know how to make a presentation". Her health is being affected mainly by the injustice she is suffering and the one she knows other victims are suffering as well.

I have noticed her health decline without initiating any action to overcome it since I was told that interference may make the process more difficult and that her claim is exaggerated. I write to inform you, as responsible member of the Commission of Equality, that I can no longer keep aside

while seeing her physical deterioration continue because in this Master's degree, she keeps being treated unfairly.

By now, we will follow the doctors' advice, we will talk and write about everything we are suffering from in this process; this contributes a lot to her physical and psychological improvement as well. Today, our talk has been really beneficial. It is also so important that she receive total and continued support from her family (with whom she speaks often and in detail), from her boyfriend (who is staying at a North American university) and from her friends.

However, this is not enough. She wants all that risk and pain from so many people to somehow be useful. She is appalled that the harassing mechanisms from the Master's continues as before; she is outraged that the administrative female responsible of the university has not only failed to make any changes of such mechanisms but on the contrary, has used the change of Prof. Perez in the Co-ordination to name a person who assures the continuity of such mechanisms and now even of the prosecution (of those against it).

You know I consider and will always view the Commission of Equality as a major step forward that our faculty has made in the Spanish universities in general, and the support that is given to victims in every way that you can. However, as the international criteria state, this is an issue that the whole university community is obligated to raise, and therefore, it is also my obligation: I can't passively watch how the victim who took the first step is being prosecuted and her health is worsening.

It has been over seventeen years since my very first report was presented to the UB (University of Barcelona); many people don't get more involved than I have by doing enough or even being tempted to stop reporting because the slanders from harassers have done their job and my actions may appear suspicious at some point, making it convenient to stop. Anyway, things that is internationally well known to happen when dealing with these topics and which one has to ignore in order to do not immobilize the few people who do what everybody should do.

Now she doesn't want us to be silent; on the contrary, she wants everybody to know what is going on in terms of gaining public support to help us do what we are unable to do alone. It is thanks to what we have been investigating and protesting so many years ago that today we have an Commissions of Equality and protocols, and it is thanks to what we are investigating and protesting and what we will investigate and protest now that we will accomplish future the elimination of such harassing mechanisms in the near, like those ones of our Master's and PhD, which harms the victims who dare to break the silence and supports the harassers.

A hug and sincerely thanks a lot for everything,
Ortiz

Note 11

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- 25 de gener 2014. El País, "Acoso sexual impune en las aulas" http://ccaa.elpais.com/ccaa/2014/01/24/catalunya/1390590922_692112.html
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- 11 de febrer 2014. El Diario, "La violencia de género en las universidades, una realidad que empieza a salir a la luz" http://www.eldiario.es/catalunya/educacion/violencia-genero-universidades-realidad-empieza_0_227827237.html
- 12 de febrer 2014. La Vanguardia , "Estudiantes de la UB piden el cese del catedrático acusado de acoso sexual" <http://www.lavanguardia.com/20140212/54400173359/estudiantes-de-la-ub-piden-el-cese-del-catedratico-acusado-de-acoso-sexual-m-gutierrez.html>
- 13 de febrer 2014. El País, "La UB apartará de forma cautelar a los docentes denunciados por acoso sexual" http://ccaa.elpais.com/ccaa/2014/02/12/catalunya/1392232297_634861.html

Note 12

Report

November 4th, 2011, the Board of the Faculty of Economics and Business passed a Protocol for the prevention, Detection and Action against Sexual Harassment. This protocol was the first of this type ever approved in the University of Barcelona and this action was promoted by the Commission of Equality of the Faculty established on the 27th of October, 2010.

During the two and a half years of validity of this protocol, the Commission of Equality has had to work through several cases of possible harassment – both in peer to peer harassment, generally students, and Professorate-student cases as well. Most of the cases have been easily solved, demonstrating the protocol's use as a tool and its necessity in case of possible harassment victims reporting these situations to their own faculty with a guarantee of confidentiality and rigor. The Commission has disseminated the existence of such a protocol among the students and staff

through the web and social media, publishing flyers informing the first year students and organizing courses to train professors.

In recent weeks there has emerged through the press a case that affects a professor of sociology who was reported in front of the Commission of Equality of the Faculty at the end of November, 2011. As announced in the Rector's office, the Commission rapidly applied the protocol by forming a Commission for the Prevention and Action against Gender Violence (COPAVG), which wrote a report in which it identified evidence of harassment. In January of 2012, the Institutional Responsible transmitted this report to the Rector. This preceded opening first reserved information and later on a disciplinary file. This file ended on July 2012 without any administrative sanction because the reported cases where irregular action could be found were committed during the year 2007-2008 and according to the current regulations on discipline, that had become non-prosecutable, which made it impossible to take legal action. Nevertheless, the Rector's office of the University of Barcelona, considering that there may be clues indicating criminal facts, transmitted the case to the District Attorney to establish whether there was required criminal liability.

The District Attorney opened a judicial investigation that concluded with the closing of the file in September, 2013 and still it considered some actions could be considered criminal, but it concluded that the legal provision – 3 years – implied the “inevitable consequence of understanding the end of the criminal responsibility of the denounced regarding these facts”.

Before these facts, we wish to express the following:

- That in this case, the government bodies of the Faculty and those of the University have done everything possible, within the law, to sanction presumable irregular behaviors.
- That the Sociology Department in the University of Barcelona, a discipline with a large tradition, studies of excellence and research that places the UB within the best universities in this science, does not deserve to be branded by the publicity of a presumably exceptional case such as this one.
- That this case demonstrates the existence of a Specific Protocol and of Commissions that act at the level of the Faculty and that it is crucial for such cases of presumable harassment to grow.
- That unfortunately the current legislation is still excessively lax regarding this conduct. The fact that this type of offense, labelled as a serious error in the Basic Statute of the public employee, has a legal provision of only three years makes it impossible to sanction it by the University in such cases where the same nature of the fact provokes a late report. The Penal Code on the other side has recently amplified the legal provision up to 5 years, although the regular judicial system couldn't be applied in this case because when it occurred, that provision was only three years long.
- That the possible lack of satisfaction as a result of the demand of this case couldn't lead to frustration but, on the contrary should raise awareness on this issue and the necessity to rapidly report this type of conduct when it occurs, no matter where it comes from.
- That the Faculty and its Commission of Equality, chosen by the Board of the Faculty, are absolutely agree with the eradication of this type of behavior, which we radically condemn and that we will not permit to happen again within our community.

Barcelona, 6th of February, 2014.

Sra. Lopez, Institutional Responsible

XXX, Member of the Commission of Equality

Notes chapter 6

Note 1



Diez alumnos de la UB exigen medidas contra un catedrático por presunto acoso sexual

Los denunciantes pretenden evitar que se repitan situaciones como las que explican que vivieron

Comparte en Facebook

Comparte en Twitter

494

19/12/2013 12:54 (Actualizado a 19/12/2013 10:49)

Barcelona. (EP).- **Diez estudiantes** de la Universitat de Barcelona (UB) han **reclamado** al centro que tome medidas contra un **catedrático** en activo por presuntamente **acosarles sexualmente** en 2008 y para evitar que se repitan situaciones como las que vivieron, han explicado los afectados a Europa Press.

Los afectados, algunos de los cuales siguen vinculados al centro, enviaron el 8 de noviembre una carta al rector de la UB y a la comisión de igualdad del centro para pedir una reunión y conocer "las acciones" que impulsará la institución, después de que la Fiscalía de Barcelona archivara el caso el



Acoso sexual impune en las aulas

Fiscalía y Universidad de Barcelona constatan indicios de delito de un catedrático de Sociología, que no puede ser sancionado porque los hechos han prescrito



IVANNA VALLESPIN
Barcelona · 25 ENE 2014 · 02:57 CET

Varios alumnos de la facultad de Economía de la Universidad de Barcelona (UB) han sido presuntamente acosados sexualmente por el catedrático de Sociología Jesús de Miguel. Así lo admite tanto la fiscalía y el propio campus, pero ninguna de las instituciones puede sancionar al docente porque los hechos han prescrito. El carpetazo al caso, que se extiende a decenas de estudiantes durante varias décadas según los testimonios, ha indignado a las víctimas, que se sienten "frustrados e impotentes".

Los casos que han llegado a la fiscalía son una decena y los tres más flagrantes se remontan al curso 2007-08. Uno de ellos es el de Marc, nombre ficticio, un chico "introvertido y con baja autoestima" al que el catedrático, de gran "prestigio" y "carisma", trataba "como discípulo y amigo", según consta en el escrito de la fiscalía. Se empezó a fraguar una relación de confianza entre profesor y alumno. Al menos dos veces quedaron en el domicilio del primero

MÁS INFORMACIÓN

Un catedrático fotocopió autobiografías de alumnos tras garantizarles la confidencialidad

60 profesores piden la destrucción de un



TU SEGURO puede salirte GRATIS

Deu alumnes de la UB exigeixen mesures contra un catedràtic per presumpte assetjament sexual

El denunciat va arribar a citar algun alumne a casa seva, on li va fer "massatges xinesos" fins que l'estudiant el va detenir perquè li va fer un tocament

COMENTARIS

EUROPA PRESS / BARCELONA

DIUMENGE, 15 DE DESEMBRE DEL 2013 - 19:42 CET

Deu estudiants de la **Universitat de Barcelona** (UB) han reclamat al centre que prengui mesures contra un **catedràtic** en actiu per presuntament



ALBERTO ESTÉVEZ / EFE



REDACCIÓ - TORTOSA

La Universitat de Barcelona (UB) va admetre ahir que no pot apartar de les classes un catedràtic de Sociologia de la Facultat d'Economia, Jesús M. de Miguel Rodríguez que presumptament ha sotmès diversos alumnes a assetjament sexual perquè els fets haurien prescrit, malgrat els indicis de delictes constats pel campus i la Fiscalia.

En un comunicat, la UB assegura que diversos alumnes van exposar



Note 2

Qui som

Arxíu

Col·labora

Punta de venda

Galeria d'imatges

Galeria de vídeos

Contacte

Directa

seguiu'ns

Portada

Drets

Llibertats

Política i institucions

Internacional

Economia

Expressions

Territori i urbanisme

Cos i salut

Un catedràtic proper al Príncep segueix exercint malgrat que la fiscalia no té "cap dubte" que ha assetjat estudiants

[LIBERTATS | CATEDRÀTIC PROPER AL PRÍNCIP](#)
BERTRAN CAZORLA / @BCR_ | 13/01/2014

Les declaracions de fins a catorze alumnes de la Universitat de Barcelona no van deixar "cap dubte" a la fiscalia: coincidien en denunciar que durant el curs 2007/08 havien estat víctimes d'assetjament sexual per part del catedràtic de sociologia Jesús de Miguel, un poderós professor en el món acadèmic, tertulià en mitjans i proper al príncep d'Astúries. Que de Miguel assetjava estudiants, relata el fiscal en un escrit al qual ha tingut accés la Directa, és "vox populi" a la seva facultat. Però, gairebé cinc anys després dels assetjaments denunciats, de Miguel segueix exercint sense haver hagut d'assumir cap càstig, per ara. La UB va portar els fets a la fiscalia, però aquest els va arxivar l'estiu de 2013 perquè havien prescrit. Ara, els afectats han reclamat per carta al rectorat de la universitat que actuï "com a mesura de protecció a les víctimes actuals i potencials". Fonts de la universitat indiquen que el centre està "estudiant" el cas, però per ara no ha concretat si farà res ni quan ho pensa fer.

Dos anys va trigar una de les víctimes en reprendre els seus estudis a la UB després de, presumptament, patir un atac sexual per part del catedràtic. I quan va tornar a la facultat, el curs 2011/12, es va haver de tornar a

Note 3

Qui som

Arxíu

Col·labora

Punta de venda

Galeria d'imatges

Galeria de vídeos

Contacte

Directa

seguiu'ns

Portada

Drets

Llibertats

Política i institucions

Internacional

Economia

Expressions

Territori i urbanisme

Cos i salut

El catedràtic de la UB acusat d'assetjar estudiants agafa la baixa i s'aparta de la docència

[POLÍTICA I INSTITUCIONS | CATEDRÀTIC ACUSAT D'ASSETJAR ESTUDIANTS](#)
BERTRAN CAZORLA / @BCR_ | 24/01/2014

Jesús de Miguel, el catedràtic de Sociologia de la UB, tertulià en mitjans, proper al Príncep i assenyalat per la fiscalia per uns presumptes assetjaments sexuals sostinguts en el temps contra estudiants, no donarà classes durant els propers mesos: ha agafat una baixa. De Miguel va tenir un fill el novembre passat, però no ha estat fins la setmana passada que va agafar la baixa, tal i com han confirmat a la Directa fonts de la UB. Aquella mateixa setmana va transcendir que la fiscalia constatava, en un escrit del juliol del 2013 al qual va tenir accés aquest setmanari, que les acusacions que asseguraven que de Miguel assetjava estudiants eren "vox populi" a la seva facultat des de feia anys, tot i que arxivava el cas per prescripció dels presumptes delictes. De Miguel ha agafat ara la baixa de maternitat - no de paternitat - i, per tant, romandrà allunyat de la docència fins l'abril. És possible, doncs, que no torni a donar classes aquest curs. Mentrestant, fonts de la UB asseguren que el centre segueix estudiant el cas, però per ara no ha pres cap decisió disciplinària. Algunes de les presumptes víctimes han reclamat al centre que garanteixi que en el futur no es cometin assetjaments com els que denuncien.

En un escrit del passat juliol, la fiscalia relatava que era "vox populi" a la facultat d'Economia i Empresa que aquest catedràtic assetjava estudiants. I per demostrar-ho, citava, per exemple, l'actual degana, que relatava

Diagonal Libertades

Portada

Secciones

Ediciones locales

Entrevistas

Blogs

Fotos

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Especiales

Humor

viernes, 4 de abril de 2014 - 18:27

EL SEMANARIO 'LA DIRECTA' REVELA EL INFORME DE LA FISCALÍA SOBRE LOS PRESUNTOS ACOSOS A 14 ESTUDIANTES

Un catedrático cercano al Príncipe continúa ejerciendo pese a que la fiscalía no duda de que ha acosado a estudiantes

El rectorado de la Universidad de Barcelona no toma medidas contra el catedrático de sociología Jesús de Miguel pese a conocer desde hace tres años las denuncias. La fiscalía ha archivado el caso por haber prescrito los presuntos delitos.

Bertran Cazorla La Directa

13/01/14 - 13:03

Comentarios 0

Recomendar 179

Twitter 81

Las declaraciones de hasta catorce alumnos de la Universidad de Barcelona no dejaron "ninguna duda" a la fiscalía: coinciden en anunciar que durante el curso 2007/08 habían sido víctimas de acoso sexual por parte del catedrático de sociología Jesús de Miguel, un poderoso profesor en el mundo académico, tertuliano en medios de comunicación y cercano al príncipe de Asturias. Que de Miguel acosaba a estudiantes, relata el fiscal en un escrito al cual ha tenido acceso el semanario *La Directa*, es "vox populi" en su facultad. Pero casi cinco años después de los acosos denunciados, de Miguel sigue ejerciendo sin haber asumido ningún castigo. La UB llevó los hechos a la fiscalía, pero ésta los archivó en el verano del 2013 porque habían prescrito. Ahora, los afectados han reclamado por carta al rectorado de la universidad que actúe "como medida de protección a las víctimas actuales y potenciales". Fuentes de la universidad indican que el centro está

blogslibertades

El diario Diagonal

Primeras impresiones del Museo Arqueológico Nacional

Note 4

Manifest contra les violències a la Universitat

Benvolguda i benvolgut,
Ens posem en contacte amb vosaltres per fer-vos participants d'una campanya engegada en contra de l'assetjament sexual i els abusos de poder a la Universitat. Aquesta, si bé s'ha portat endavant per part d'un sector de l'alumnat, vol encabir a tots els sectors universitaris: professorat, assemblees d'estudiants, sindicats, grups d'investigació, treballadores... L'objectiu inicial és mostrar el rebuig conjunt de tota la comunitat universitària vers la violència mitjançant la recollida de signatures. El Manifest serà presentat, amb les signatures rebudes i per registre d'entrada, al Decanat i al Rectorat de la Universitat de Barcelona el proper dia 12 de febrer, dia en què es convocarà una concentració de suport.

Davant els casos d'assetjament sexual produïts a la Universitat de Barcelona per part del Catedràtic de Sociologia Jesús de Miguel, les persones i col·lectius sotsignants demanem:

1. El cessament definitiu i immediat de la tasca acadèmica, especialment la docència, del professor Jesús de Miguel.
2. Un posicionament públic per part de la Universitat de Barcelona que:
 - demostrï el seu recolzament i suport a les víctimes;
 - assumeixi la problemàtica existent a la Universitat;
 - es comprometi a prendre mesures efectives de prevenció i actuació que tallin amb el problema de l'assetjament de forma inequívoca.

Malgrat ser agut cas un dels més anomenats en premsa pels més de vint anys d'impunitat de l'agressor, les sotsignants considerem que aquesta realitat és més enllà d'un cas concret. Les Universitats no són institucions alienes a les relacions de poder i violències i, per tal, sols la voluntat política i col·lectiva pot acabar amb el règim d'impunitat i silenci actualment existent.

Prou violències de gènere a la Universitat.
Prou abusos de poder. Prou assetjaments.
Per contactar amb nosaltres: proviolencias@gmail.com

*obligatori

Signa i dóna suport a la campanya

Alguna informació publicada a als mitjans de comunicació sobre el cas:

La "vanguardia", "Diez alumnos de la UB exigen medidas contra un catedrático por presunto acoso sexual", 15 de desembre de 2013: <http://www.lavanguardia.com/via/2013/12/15/061077/diez-alumnos-ub-exigen-medidas-contra-catedratico-acoso-sexual.html>

El país, "Acoso sexual impune en las aulas", 25 de gener de 2014: http://elpais.com/elpais/2014/01/24/carta_luena/1390590920_692110.html

El país, "60 profesores universitarios piden la destitución de De Miguel", 20 de octubre de 1993: http://elpais.com/diario/1993/10/20/ciudad/15407609_850210.html

Semanari Directa "Un catedrático p roper al Princip segueix exercint malgrat que la fiscalia no té "cap dubte" que ha assetjat estudiant", 25 de gener 2014: <http://www.semanariodirecta.info/noticia/catedratico-poseble-ub-acusat-d-homicidi-que-membre-del-consell-assessor-fundacio-punt-que-actua-com-catedratic-ub-malgrat-que-a>

Semanari Directa "El catedrático de la UB agaña la fauna", 24 de gener de 2014: <http://www.semanariodirecta.info/noticia/catedratico-poseble-ub-acusat-d-homicidi-que-membre-del-consell-assessor-fundacio-punt-que-actua-com-catedratic-ub-malgrat-que-a>

Comunicat de la UB: http://www.ub.edu/web/ub/en/maeu_noves/noticies/2014/01/012.html

NOM *

COGNOMS / ÀMBIT DE TREBALL DEL COL·LECTIU *

NIF / NIE

Ocupació

LOCALITAT *

Enviar

Nunca envíes con transidos a través de Formularios de Google.

Note 5

Student demonstration in front of the UB Rectorate. February 20, 2014



PROU ASSETJAMENTS A LA UNIVERSITAT!

Com a resposta als casos d'assetjament sexual produïts a la
Universitat de Barcelona per part del Catedràtic de Sociologia
Jesús de Miguel:

**CONCENTRACIÓ DAVANT DEL
RECTORAT DE LA UB**
DIJOUS 20F a les 17H



Note 6

Most relevant newspaper articles

EL PAÍS

PORTADAINTERNACIONALPOLÍTICA

CATALUÑA

TEMAS DEL DÍAIndependenciaPactos postelectoralesArtur MasDeuda autonómica

Mil firmas piden el cese del catedrático de la UB por los acosos sexuales

- Las víctimas han presentado la petición en el rectorado
- Consideran que es "un gran paso" para visualizar el problema
- Acoso sexual impune en las aulas**



Un millar de firmas piden el cese de un catedrático de la UB por acosar sexualmente a alumnos

Casi un centenar de personas, entre estudiantes, víctimas y profesores, se han concentrado la tarde de este jueves ante la Universitat de Barcelona (UB) para...

EUROPAPRESS.ES | DE EUROPA PRESS

Note 7

The Observatory of Gender Violence in Spain has included this network in its "good practices"!

BBPP BANCO DE BUENAS PRÁCTICAS

Inicio **Dar de alta un proyecto** Lo último Servicio de Avisos Noticias Enlaces

Antecedentes --Inicio--Prestación de Servicios--Recursos de intervención--De orientación e información

Estructura

De orientación e información

Red Solidaria de Víctimas de Violencia de Género en las Universidades Imprimir

Red solidaria de víctimas de violencia de género en las universidades

Promovido por:
Asociaciones de estudiantes de diferentes facultades y universidades españolas, entidades, organismos públicos y personas que están en contra de la violencia y a favor de las v&ia

Tel:
<https://www.facebook.com/pages/Red-solidaria-de-v%C3%ADctimas-de-violencia-de-g%C3%A9nero-en-las-universidades/834367176577567>
solidaridad.vgu@gmail.com

Documentación complementaria:
Enlaces interes: Red solidaria Víctimas Violencia Universidades

Organizaciones asociadas:
Universidades españolas, por el momento, aunque está abierta a crear una Red de universidades internacional

Países donde se desarrolla:
Ámbitos:
Año de inicio: 2013

Un proyecto de **FUNDACION MUJERES** con la financiación del

Note 8

Barcelona Televisió Segueix nos Cercar al web

BTV Datalab

BTV noticies.cat Dissabte 04.06.2016 19.1 °C El Temps

BTV.cat **BTVNotícies** **BarcelonaFM**

SOCIETAT MOBILITAT POLÍTICA ECONOMIA TECNOLOGIA ESPORTS CULTURA

Districtes: Ciutat Vella Eixample Santis - Montjuïc L'Eixample Santis - Sant Gervasi Gràcia Horta - Guarnido Nou Barris Sant Andreu Sant Martí

PORTADA > SOCIETAT

La UB aprova un protocol contra l'assetjament sexual

Societat

- Educació
- Salut
- Veins
- Medi ambient
- Urbanisme

tant pàgines com de tercers, per recopilar informació estadística sobre la seva navegació i mostrar-li publicitat relacionada amb les seves preferències generada a partir de les dades de navegació, considerem que accepta el seu ús. [Més informació](#)

CATALÀ EDICIÓ IMPRESA SUSCRIBETE **el Periódico** VIVIENDA + GOURMET'S + CANALES SERVICIOS

Temas del día Crecida del Sena Presupuestos catalanes Harmony of the Seas Primari

el Periódico SOCIEDAD

PORTADA INTERNACIONAL POLÍTICA ECONOMÍA SOCIEDAD BARCELONA DEPORTES OCIO Y CULTURA

Castellers Ciencia Educación Medio ambiente Tiempo Sanidad Sucesos

CÓDIGO CONTRA LOS ABUSOS Y EL SEXISMO

La UB sancionará el acoso sexual de profes y alumnos

La universidad dicta un protocolo tras una decena de denuncias contra un catedrático

3 0 + COMENTARIOS 0

Enviar por correo **MARÍA JESÚS IBÁÑEZ. BARCELONA**

MARTES, 28 DE ENERO DEL 2014

El consejo de dirección de la Universitat de Barcelona (UB) dio ayer su autorización a un nuevo protocolo para la prevención, detección y actuación contra el acoso sexual, que prevé, entre otras medidas, sanciones de expulsión de los trabajadores -tanto docentes e investigadores como personal de administración y servicios- y de los alumnos matriculados en sus facultades y centros adscritos. El

Envía una carta del lector

Edición Impresa

Note 9



Notícies > Comunicat de la Universitat de Barcelona respecte als presumptes casos d'assetjament.

Comunicat de la Universitat de Barcelona respecte als presumptes casos d'assetjament

26/01/2014



Logo de la UB

Institucional

En relació amb les informacions aparegudes últimament sobre presumptes casos d'assetjament produïts a la Facultat d'Economia i Empresa de la Universitat de Barcelona, la UB vol manifestar el següent.

1. La UB va tenir constància dels fets a finals de l'any 2011, quan les presumptes víctimes van comunicar el cas als òrgans de govern de la Facultat d'Economia i Empresa en relació amb el comportament d'un catedràtic. Aquest centre disposava i segueix disposant d'un Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual, que preveu que, en el cas que existissin denúncies, es podrà crear una comissió que estudiï el cas.
2. Quan es va rebre aquesta comunicació, la Facultat va crear una comissió que va analitzar els fets i va elaborar un informe. Aquest informe es va traslladar al Rectorat de la Universitat de Barcelona el gener del 2012.
3. El rector, d'acord amb el que preveu la normativa disciplinària aplicable al professorat d'universitat, va obrir amb caràcter immediat una informació reservada. Davant les conclusions d'aquesta, es va nomenar un catedràtic d'aquesta institució com a

instructor d'un expedient disciplinari, incloent a l'objecte de determinar la responsabilitat i el grau de culpabilitat en relació amb els fets posats en coneixement del Rectorat.

4. Els casos denunciats on es podien constatar possibles actuacions irregulars s'havien produït el curs 2007-2008 i, per tant, d'acord amb la normativa vigent en matèria disciplinària, la resolució del rector de juliol del 2012 conclouia que els fets havien prescrit a nivell administratiu, cosa que impedia adoptar sancions administratives. Així i tot, el Rectorat de la Universitat de Barcelona, en considerar que hi havia indicis de possibles fets d'aparença delictiva, amb caràcter immediat va traslladar el cas a la Fiscalia perquè depurés, si ho estimava ajustat a dret, responsabilitats penals.

5. La Fiscalia va obrir una investigació que va concloure amb l'antu de les diligències el setembre del 2013, i, tot i que considerava que alguna de les actuacions denunciades pot tenir cabuda en la figura delictiva corresponent, conclouia que el termini de prescripció aplicable —tres anys— comportava «la inevitable conseqüència d'entendre extingida la responsabilitat criminal del denunciat per aquests fets». En l'actualitat, el Codi Penal preveu una prescripció de cinc anys, però quan es van produir presumptament els fets ara de tres anys.

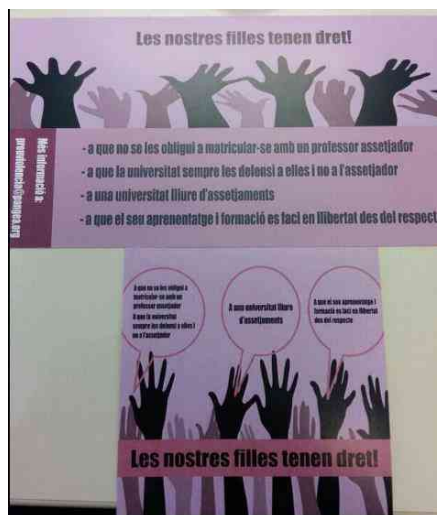
Note 10



Note 11



Note 12



Note 13



Note 14



Note 15



Note 16



Note 17





Note 18

Violencia de Género en las Universidades Españolas existe!

Has recibido o conoces alguien que haya recibido insinuaciones no deseadas por parte de algún miembro de la universidad? Has pensado que tu evaluación se puede ver afectada por ello?

Has sentido incomodidad o miedo, o conoces a alguien que se haya sentido así por comentarios, correos electrónicos, llamadas telefónicas, o porque alguien te haya perseguido o vigilado?

ACTUA!

Un 62% de estudiantes han sufrido o conocen a alguien que ha sufrido violencia de género en el contexto universitario.

Solo un 13% reconoce que ha sufrido o conoce alguien que ha sufrido violencia de género!

Valls, R. (2005-2006). *Violencia de Género en las Universidades Españolas*. Plan I+D Ministerio de Trabajo y Asuntos Sociales.

A QUIEN PUEDES ACUDIR?

Comisiones de Igualdad

Las Universidades Españolas por ley deben tener una Unidad de Igualdad y Comisión de Igualdad que tiene deber de establecer un protocolo para prevenir y resolver el acoso sexual. Puedes acudir a la comisión de igualdad de tu universidad. Pero la investigación internacional sobre este tema muestra que las medidas institucionales por sí solas no consiguen prevenir el acoso y, por tanto, se necesita **también** crear otras vías. Una de ellas la constituyen las redes de apoyo entre iguales, por eso hemos creado y puedes acudir también a la

Red Solidaria de víctimas de violencia de género en las universidades

Formada por víctimas directas de violencia de género en las universidades, con la colaboración de víctimas de segundo orden y de personas que se solidarizan con nosotras, nos ofrecemos a escuchar y acompañar a cualquier persona que haya sufrido acoso y necesite apoyo, incluyendo **también** a las víctimas de segundo orden.

Facebook: Red solidaria de víctimas de violencia de género en las universidades
 Twitter: @RedSolidariaVGU
 Email: solidaridad.vgu@gmail.com

STOP violència de gènere a les universitats

Avui, dia internacional contra la violència de gènere reivindicuem una vegada més que la violència de gènere és un problema estructural de les nostres universitats, entre elles la Universitat de Barcelona. Davant els casos d'assetjament sexual produïts per part de membres de la comunitat acadèmica, exigim:

Un posicionament públic per part de la Universitat de Barcelona que:

- Acabi amb la impunitat que tenen aquells que assetgen mostrant tolerància zero cap a qualsevol tipus de violència de gènere.
- Demostri el seu recolzament i suport a les víctimes directes i víctimes de segon ordre (aquelles persones que són atacades i/o reben represàlies per donar suport a les víctimes directes).
- Assumeixi la problemàtica existent a la Universitat.
- Es comprometi a prendre mesures efectives de prevenció i actuació que acabin amb el problema de l'assetjament de forma inequívoca: Fent més visible els mecanismes formals i informals d'atenció i de denúncia i creant la consciència que la resolució d'aquesta problemàtica és responsabilitat de tots els i les membres de la comunitat universitària.

Les Universitats no són institucions alienes a les relacions de poder i a la violència i, per tant, només la implicació, la voluntat política i col·lectiva de totes i tots els membres de la comunitat universitària pot acabar amb el règim d'impunitat i silenci actualment existent.

Amb aquest manifest, també volem mostrar la nostra solidaritat amb les víctimes i contribuir a que menys persones pateixin situacions d'assetjament sexual dins la Universitat de Barcelona i puguin gaudir d'una formació lliure de violència.

L'assetjament sexual pot ser verbal, no verbal i físic

IDENTIFICA'L!

Segons la recerca pionera sobre la violència de gènere les següents conductes es consideren assetjament sexual:

- Fer insinuacions sexuals o comentaris denigrants o obscens de caràcter sexista o per raó d'orientació sexual.
- Fer pressió per concretar cites compromeses o trobades sexuals en l'entorn universitari o fora d'aquest.
- Escriure cartes, notes, missatges electrònics o qualsevol tipus de missatge de text de contingut sexual o de caràcter ofensiu.
- Arraconar, buscar deliberadament quedar-se a soles amb algú de forma innecessària creant un entorn intimidant o molest.
- Demanar favors sexuals.
- Establir contacte físic deliberat i no sol·licitat (pessigar, tocar, fer petons, massatges no desitjats).
- Tocar intencionadament les parts sexuals del cos.
- Forçar relacions sexuals sota pressió o coacció.



.... TOT ALLO QUE ET FACI SENTIR INCOMODE PER RAONS DE SEXE, ES ASSETJAMENT SEXUAL

EXISTE

VIOLENCIA DE GÉNERO EN LAS UNIVERSIDADES ESPAÑOLAS

EXISTE

¿Has recibido o conoces alguien que haya recibido insinuaciones no deseadas por parte de algún miembro de la universidad?

¿Tienes conocimiento que este miembro sea un profesor?

¿Has pensado que la evaluación se puede ver afectada por ello?

¿Has sentido incomodidad o miedo, o conoces a alguien que se haya sentido así, por comentarios, correos electrónicos, llamadas telefónicas, mensajes, o proposiciones sexuales insistentes no deseadas?

Comisiones de Igualdad

Las Universidades Españolas, por Ley, desde 2008, deben tener una Unidad de Igualdad y Comisión de Igualdad, cuyo deber es establecer un protocolo para prevenir y resolver el acoso sexual. Puedes acudir a la Comisión de igualdad de tu Universidad.

SI HAS CONTESTADO 'SI' A ALGUNAS DE ESTAS PREGUNTAS, ESTÁS LEYENDO EL PAPEL CORRECTO

¿DÓNDE PUEDES IR? ¿QUÉ PUEDES HACER?

Red solidaria de víctimas de violencia de género en las universidades

Formada por víctimas directas de violencia de género en las universidades, con la colaboración de víctimas de segundo orden y de personas que se solidarizan con nosotras. Nos ofrecemos a apoyar, escuchar y acompañar cualquier persona que haya sufrido acoso en la universidad y necesite ayuda, incluyendo las víctimas de segundo orden.

¡ACTUA!


ROMPEMOS EL SILENCIO. APOYAMOS Y ACTUAMOS CONTRA EL ACOSO

Facebook: Red solidaria de víctimas de violencia de género en las universidades

Twitter: @RedSolidariaVGU

Email: solidaridad.vgu@gmail.com

Note 19

 **CUARTO.-** Centrándonos ya en los aspectos jurídico-penales y fijados cronológicamente los hechos denunciados entre febrero y septiembre de 2.008, el primer análisis que corresponde efectuar es el de la posible prescripción de sanciona la conducta de acoso sexual con prevalimiento de situación docente con penas de prisión de cinco a siete meses y multa de diez a catorce meses y, con penas de prisión de cinco a siete meses y multa de diez a catorce meses y, si bien el actual art. 131.1 C.P. conforme a la redacción dada por la L.O. 5/2.010, de 22 de junio, establece un plazo de prescripción de cinco años, no es menos cierto que la regulación de la prescripción vigente en el momento de cometerse los hechos preveía un plazo menor, concretamente tres años, por lo que siendo mas beneficiosa la norma anterior a ella habrá que estar a la hora del cómputo de dicho plazo con la inevitable consecuencia de entender extinguida la responsabilidad criminal del denunciado por estos hechos.

Note 20

COMUNICAT CONTRA LES AGRESSIONS MASCULISTES A LA UNIVERSITAT DE BARCELONA

Tenint en compte que la violència de gènere és un problema estructural de la nostra societat, les universitats no en queden impunes. Arran de diversos casos d'assetjament a les nostres universitats i el silenci per part de la institució, com a estudiants ens hem organitzat per iniciar aquesta campanya. Per una banda per donar suport a les víctimes, i per altra banda per resoldre els casos i per exigir a les universitats que desenvolupin els mecanismes necessaris de prevenció, per evitar que torni a passar qualsevol cas d'assetjament sexual a la universitat.

Des de fa anys s'està intentant portar a terme una lluita per trencar el silenci, però hem arribat a un punt d'inflexió en el qual les estudiants ja no podem disposar de continuar cedint. La Universitat de Barcelona ha permès la reincorporació a la docència del Catedràtic de Sociologia (JRM) acusat d'assetjament per part de nombroses estudiants (la fiscalia va donar la raó a les estudiants, però el delictu havia prescrit). Som conscients que aquest no és un cas aïllat, per això des de fa anys estem denunciant la impunitat per part de la universitat davant l'assetjament sexual i respecte aquest cas concret. És per això que davant d'aquesta notícia decidim organitzar-nos de nou, exigint:

1. El cessament definitiu i immediat de la tasca acadèmica, especialment la docència, del catedràtic en qüestió (JRM).
2. Un posicionament públic per part de la Universitat de Barcelona que:
 - Demostri el seu recolzament i suport a les víctimes.
 - Assumeixi la problemàtica existent a la Universitat.
 - Es comprometi a prendre mesures efectives de prevenció i actuació que tallin amb el problema de l'assetjament de forma inequívoca.

Ens posem en contacte amb vosaltres per fer-vos partícips d'aquesta campanya engegada contra l'assetjament sexual i els abusos de poder a la Universitat. Aquesta, si bé s'ha portat endavant per part d'un sector de l'alumnat, vol encabar tots els sectors universitaris: professorat, assemblees d'estudiants, sindicats, grups d'investigació, treballadors... No obstant, atès que la universitat és una institució pública entenem que el seu bon funcionament és responsabilitat de tota la societat, i per això emplacem a donar suport a aquest manifest a tots i totes les organitzacions, assemblees, col·lectius... i persones a títol individual. L'objectiu inicial és recórrer el rebuig conjunt de tota la comunitat vers la violència mitjançant la recollida de signatures.

PROU VIOLÈNCIES DE GÈNERE A LA UNIVERSITAT. PROU ABUSOS DE PODER. PROU ASSETJAMENTS.

LA TEVA INDIFERÈNCIA ES COMPLICITA.

Per tots aquests col·lectius, assemblees... que es vulguin sumar a aquest manifest, envieu-nos el vostre logo o nom a stopassetjaments@gmail.com

Totes aquelles persones a títol individual que vulguin signar la petició, poden fer-ho a través del link:

<https://www.change.org/p/parar-les-violències-de-gènere-a-la-universitat>

JUNTES SÓM MÉS FORTES!

LA TEVA INDIFERÈNCIA ES COMPLICITA.

STOP SEXUAL ABUSE

Note 21

change.org

[Inicia una petición](#) [Más peticiones](#) [Buscar](#)

Dirigida a Universidad de Barcelona

No permitamos el acoso sexual en la universidad

Assemblea Socioeconòmiques UB



Comparte esta petición

958 firmantes

Aún faltan 42 firmas para alcanzar las 1000

Compartir en Facebook

Añade un mensaje personal (opcional)

LA TEVA INDIFERÈNCIA, ES COMPLICITAT. Universidad de Barcelona: No permitamos el acoso sexual en la...

Publicar en Facebook



Assemblea Socioeconòmiques UB



Notes chapter 7

Note 1

VIOLENCE AGAINST WOMEN

Home OnlineFirst All Issues Subscribe RSS Email Alerts

Impact Factor: 1.191 | Ranking: Women's Studies 8 out of 41

Breaking the Silence at Spanish Universities

Findings From the First Study of Violence Against Women on Campuses in Spain

Rosa Valls¹
Lidia Puigvert¹
Patricia Melgar²
Carme García-Yeste³

¹University of Barcelona, Spain
²University of Girona, Spain
³University Rovira i Virgili, Tarragona, Spain

Rosa Valls, University of Barcelona, Passeig de la Vall d'Hebron, 171, 08035

Impact Factor: 1.191 | Ranking: Women's Studies 8 out of 41

Most-Read Articles during April 2016 -- updated monthly

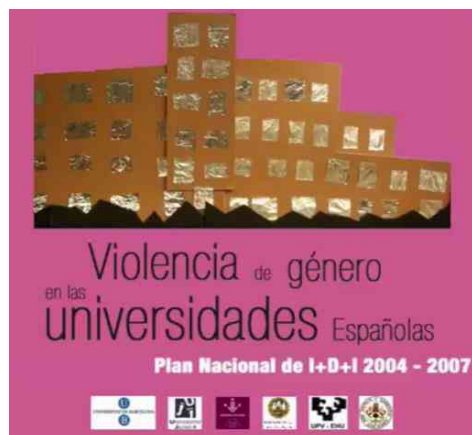
Most-read rankings are recalculated at the beginning of the month and are based on full-text and pdf views.

- Article:**
Rosa Valls, Lidia Puigvert, Patricia Melgar, and Carme García-Yeste
Breaking the Silence at Spanish Universities: Findings From the First Study of Violence Against Women on Campuses in Spain
Violence Against Women 1077801215627511, first published on January 29, 2016 doi:10.1177/1077801215627511
» [Abstract](#) » [Free Full Text](#) » [Free Full \(PDF\)](#)
Immediate free access via SAGE Choice
- Articles:**
Natalie J. Sokoloff and Ida Dupont
Domestic Violence at the Intersections of Race, Class, and Gender: Challenges and Contributions to Understanding Violence Against Marginalized Women in Diverse Communities
Violence Against Women January 2005 11: 38-64, doi:10.1177/1077801204271476
» [Abstract](#) » [Full Text \(PDF\)](#) » [References](#)
- Articles:**
Gwen Hunicutt
Varieties of Patriarchy and Violence Against Women: Resurrecting "Patriarchy" as a Theoretical Tool
Violence Against Women May 2009 15: 553-573, first published on January 30, 2009 doi:10.1177/1077801208331246


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» [Abstract](#) » [Full Text](#) » [Full Text \(PDF\)](#)
Immediate free access via SAGE Choice
- Articles:**
Natalie J. Sokoloff and Ida Dupont
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Violence Against Women January 2005 11: 38-64, doi:10.1177/1077801204271476
» [Abstract](#) » [Full Text \(PDF\)](#) » [References](#)
- Articles:**
Ann L. Coker, Patricia G. Cook-Craig, Corinne M. Williams.



Note 4



Spanish Government. (2007). La Ley Orgánica 3/2007, de 22 de marzo, para la Igualdad Efectiva de Mujeres y Hombres [Law for the Effective Equality between Women and Men]. Madrid: Boletín Oficial del Estado.

Disposición adicional duodécima. Unidades de igualdad.


Las universidades contarán entre sus estructuras de organización con unidades de igualdad para el desarrollo de las funciones relacionadas con el principio de igualdad entre mujeres y hombres.

Jefatura del Estado
«BOE» núm. 71, de 23 de marzo de 2007
Referencia: BOE-A-2007-6115

Note 5

We would do it again.
We have broken the
silence against gender
violence in spite of the
constant attacks and
defamations that we
receive. [Video](#)

Note 6

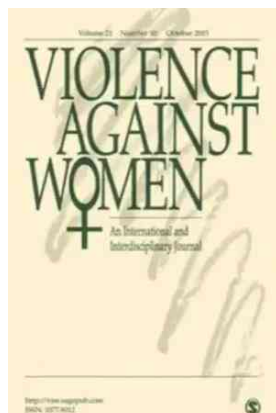


LEGISLACIÓN CONSOLIDADA

Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres.

Jefatura del Estado
«BOE» núm. 71, de 23 de marzo de 2007
Referencia: BOE-A-2007-6115

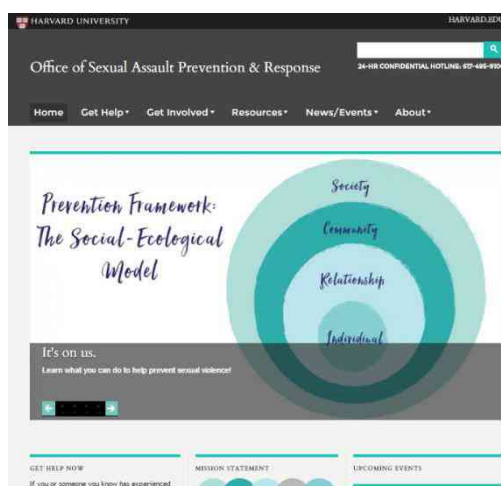
Note 7



Note 8

El responsable de Universidades también se ha referido al caso de presunto acoso sexual en la Universidad protagonizado por el catedrático, tachándolo de "hecho lamentable que marcará un precedente". "Y también es lamentable que haya gente que diga ahora que ya sabía que el hecho duraba desde hacía años y no lo denunciara. Y no lo digo por las víctimas, sino por los responsables de la universidad. ¿Si lo sabía, por qué no actuaban?", se ha preguntado El secretario se refería a la declaración que hizo la decana de la facultad de Economía, ante los Mossos, en la que reconocía que en el año 1987, cuando ella era estudiante, ya se rumoreaba por la facultad la existencia de acoso.

Note 9



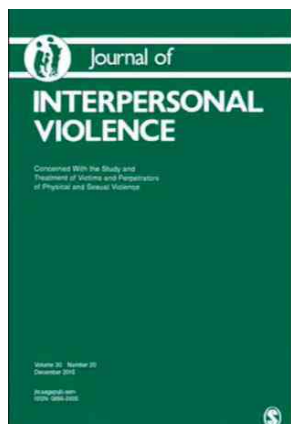
Note 10



Note 11



Note 12



Note 13

IN SOLIDARITY WITH MEMBERS OF CREA IN FRONT OF AN ANONYMOUS CAMPAIGN OF DEFAMATIONS IN INTERNET

Declaration text (*published in the CREA's website*)

In 2004, an anonymous campaign with defamations about members of CREA was launched in different websites. Anonymity allows for disseminating calumnies about the professional dedication and private life of these people without any contrastable proof presented by the denigrators and without any responsibility from their part. Without a minimum ethical standard about its use, anonymity on the Internet offers the possibility to invent and disseminate anything about any person all around the world. In this case, the worst offences are based on an anachronistic machismo that recalls the “machista” language of the Franco era, a language that had been already eradicated by the feminist movement.

University professors and other professionals signing this declaration stand in solidarity with the victims of this campaign. We commit to never endorse, disseminate or give credibility to any of these anonymous attacks against the professional and private life of any person. We have a great respect for the University of Barcelona and its research center CREA, but this commitment is not related to our agreement or disagreement with CREA's work. We consider that even the worst rivalries call for an ethical limit and the use anonymous defamations on the Internet, as a means to destruct groups or persons, is intolerable.

If anyone wants to express support please email to: crea@ub.edu with the subject: SOLIDARITY

If you sent us an email and in a couple of days you do not see your name in the list, please, let us know.

Note 14

Professionals at North-American Universities

CANADA	
Henry A. Giroux	Global Television Network Chair in Communications at McMaster University (Canada)
EEUU	
Chungmei Lee	Researcher. The Civil Rights Project at Harvard University
Donaldo Macedo	Distinguished Professor of Liberal Arts and Education at the University of Massachusetts . Boston
Gordon Wells	Professor in Education in University of California . Santa Cruz and Professor Emeritus OISE University of Toronto
Henry Levin	William Heard Kilpatrick Professor of Economics of Education. Teachers College. Columbia University
Professor Joe Kincheloe	City University of New York Graduate Center
Lilia I. Bartolome.	Associate professor. Department of Applied Linguistics. University of Massachusetts. Boston.
Loida Feliz	Harvard University
Nelly P. Stromquist	Professor of International development education in the School of Education. University of Southern California . Expert in gender issues
Professor Panayota Gounari	University of Massachusetts Boston
Phyllis Cunningham	Presidential Teaching Professor at Northern Illinois University . Phyllis M. Cunningham Annual Award for Research for Social Justice -established in the Adult Education Research Conference (1996)
Ruben Gaztanabide-Fernández	Harvard Graduate School of Education
Shirley R. Stenberg	Associate Professor Program Head. Graduate Literacy Brooklyn College . City University of New York .

Professionals at Latin American Universities

Ana Maria Araújo Freire	Profesora. Universidad Pontificia Católica de Sao Paulo
Elias Nazareno	Profesor del Instituto de Relaciones Internacionales (IREL) de la Universidad de Brasilia (UnB) – Brasil. Estuvo en CREA durante los años 1998 - 2003
João Kulsar	Profesor na Universidade Senac, Brasil
Roseli de Mello	Profesora Adjunta. Departamento Metodologia de Ensino. Universidad Federal de São Carlos/SP – Brasil. Estuvo en CREA los años 2001 y 2002

>>> [go back](#)

Professionals at European Universities

Agustín Requejo	Profesor Titular. Departamento de Teoría e Historia de la Educación. Universidad de Santiago
Alejandro Cebollero Ribas	Abogado-Director de Recursos Humanos. Profesor asociado del Dept. Economía y Dirección de Empresas. de la Escuela de Estudios Empresariales de Zaragoza. Universidad de Zaragoza.
Alfredo Alfageme	Profesor de Sociología Universitat Jaume I de Castelló
Almudena Gobiela Urutkoetxea	Profesora Titular. Departamento de Didáctica y Organización Escolar. Euskal Herriko Unibertsitatea
Amador Guarro Pallas	Catedrático de Didáctica. Universidad de La Laguna y Decano de la Facultad de Educación
Ana Giménez Adelantado	Profesora Titular del Departamento de Filosofía, Sociología, Comunicación Audiovisual y Publicidad de la Universitat Jaume I. Coordinadora del equipo de investigación del proyecto europeo Opre Roma. Universitat Jaume I y miembro del Patronato Fundació Puigob.
Ana Hernández Iñigo	Investigadora del Departamento de Sociología 2. Euskal Herriko Unibertsitatea
Ana Maria Pla	Profesora Asociada Área de Dret Constitucional Department de Dret Públic Facultat de Dret Universitat de Girona
Andrés Ángel Sáenz del Castillo	Profesor Titular. Facultad de Educación. Universidad de Extremadura
Andrés Davila Legeren	Profesor Asociado. Facultad de Ciencias Sociales y de la Comunicación. Euskal Herriko Unibertsitatea
Antonio Bolívar	Catedrático de Didáctica y Organización Escolar y miembro del proyecto Atisunda. Facultad de Educación. Universidad de Granada
Antonio Borja	Profesor. Euskal Herriko Unibertsitatea
Barbara Merrill	University co-ordinator for the Community Enterprise and Development Foundation Degree. University of Warwick, UK
Begoña Arregi Gorospe	Profesora Titular. Departamento de Sociología 2. Euskal Herriko Unibertsitatea
Catarina Paz Canabalo	Becaria predoctoral. Departamento de Sociología 1. Euskal Herriko Unibertsitatea
Consol Aguilar Rodenas	Catedrática d'EU de Didáctica de la Lengua i la Literatura del Departament d'Educació de la Universitat Jaume I
Daniela Padua	Profesora Titular. Departamento de Didáctica y Organización Escolar. Universidad de Almería
Eduardo José Alonso Olea	Profesor Titular. Departamento de Historia Contemporánea. Euskal Herriko Unibertsitatea
Eduardo S. Vila Maena	Profesor Asociado Doctor. Departamento de Teoría e Historia de la Educación. Universidad de Málaga

Maria José Alonso	Profesora Titular. Departamento de Didáctica y Organización Escolar. Euskal Herriko Unibertsitatea
Mario Alduin Guerra	Profesor de Sociología de la Universidad de Las Palmas de Gran Canaria.
Marta Capllonch	Profesora Titular. Departament de Didàctica de l'Expressió Musical i Corporal. Universitat de Barcelona
Mikel Arruga	Profesor Titular. Facultad de Ciencias Sociales y de la Comunicación. Euskal Herriko Unibertsitatea
Miranda Christou	Academic Staff. Department of Education. University of Cyprus and member of <i>IMOS Mediterranean Institute of Gender Studies</i> . Cyprus.
Nick Walters	Senior Staff Tutor in Political, International and Policy Studies. School of Arts . University of Surrey . UK
Paula Guimarães	Researcher. Unit for Adult Education of the University of Minho (Portugal)
Pedro Fraile	Catedrático de Geografía Humana. Universitat de Lleida
Peter Jarvis	Professor of Continuing Education at the University of Surrey . Chair of the Centre for Research into Lifelong Learning . UK
Pere Soler Gallart	Professor Associat Dept. Resistència de Materials i Estructures a la Enginyeria Superior. Escola Politècnica Superior d'Enginyeria a Vilanova i la Geltrú - UPC.
Pilar Arranz	Profesora Titular EU. Facultad de Ciencias Humanas y de la Educación. Universidad de Zaragoza
Raúl de Prado Núñez	Profesor titular de EU. Departamento de Didáctica y Organización Escolar. Universidad de Valladolid
Dr. Rennie Johnston	Associate Research Fellow. Universities of Warwick, Sussex and Southampton Consultant - Lifelong Learning and Community Research
Sergi Martínez Ortiz	Professor Associat de la Universitat Autònoma de Barcelona
Sonia García Segura	Investigadora del Laboratorio de Estudios Interculturales de la Universidad de Granada
Dr. Suzanne Gott PhD	Lecturer in Primary Science and Environmental Education. Faculty of Education. University of Malta
Xavier Torrens	Profesor Titular (EU) de Ciència Política. Universitat de Barcelona

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Professionals at Other Universities

KOREA	
Kyung Hi Kim	Kyung Hi Kim. Associate Professor. Department of Education. Kyungnam University . Masan city. South Korea
TURKEY	
Nilay Cabuk	Assistant Professor. University of Ankara. Faculty of Letters. Department of Sociology.

Participants in Women Organisations

Adoracion Garcia Vecino	Presidenta. Associació de dones del barri de La Mina - Zona Franca
Alexa Panayiotou	Lecturer, University of Cyprus and Board Member, Mediterranean Institute of Gender Studies
Alicia Gil Gómez	Coordinadora General y Gerente. Fundación Isonomia. Universitat Jaume I
Ana Lebrón	Presidenta de l'Associació de dones HEURA
Emilia Claveria	Presidenta de l'Associació Gènara de Dones Drom Kotar Mestpen
Maria Bermudez i Enquerria	Vocalia de Dones de l'Associació de Veïns de Rocafonda de Mataró
Myria Vassiliadou	Director, Mediterranean Institute of Gender Studies
Maria Pilar Saso Aisa	Presidenta de la Asociación de Amas de Casa de la Hoya-Somontano (Huesca)
Miranda Christou	Academic Staff, Department of Education, University of Cyprus and member of <i>ADGS Mediterranean Institute of Gender Studies</i> , Cyprus.
Mireia Espert Anso	Vocalia de la Dona de Sagrada Família i secretària de la Plataforma Unitaria Contra les violències de Gènere
Montserrat Vilà Planas	Coordinadora de la Plataforma Unitaria contra les violències de gènere
Pilar Domínguez	Grup Dones Lliures de Barcelona

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Organizations, Schools, Institutes

Name	Organizations, Schools, Institutes
Adriana Marcelo Bogado	Profesora de las Escuelas de Educación General Básica nº 18 y nº 19, Buenos Aires, Argentina. Estuvo en CREA el año 2002
Alberto Ameijide	Attac Catalunya
Amaya Puertas Váñez	Miembro del Equipo de Intervención Socioeducativa SEMBLA, Madrid
Ana Farjas	Doctora en educació i mestre de l'Institut Bosc de la Coma d'Olot (Girona)
Ana Mª García-Diego Lazo	Jefa de Estudios de la C. de Aprendizaje Ruperto Medina de Portugalte
Anton González Madaraga	Profesor de secundaria, IES Mungia, Bizkaia
Araceli Salas	Psicomotricista i Presidenta de Dufum -Asociación Dilexia i Familia
Arrate Egoña Gomeaz	ISEI Irakas-Sistema Eholatut eta Ikertzaileko Erakundeak - IVEI, Instituto Vasco de Evaluación e Investigación Educativa
Begoña Delgado Martínez	Directora de la C. de Aprendizaje Ruperto Medina de Portugalte
Begoña Lasa	Miembro de ADARRA, País Vasco
Carmen Espinar	Socióloga y miembro del proyecto Atlántida
Carmen Eugenio Baute	Profesora de Enseñanza Primaria (Tenerife)
Carmen Andrés Fernández	Profesora del CEIP Bernat de Boil, Barcelona
Carmen Alvarez Les	Directora del CAEP Bernat de Boil, Barcelona
Cristina Elorza	Miembro del nup. Adarra, País Vasco
FACEPA	Federació d'associacions culturals i educatives de persones adultes
Florencio Luengo	Coordinador General Proyecto Atlántida
Isabelle Torallas	Alternativa Solidaria (ONGD), Barcelona
Javier Pérez	Fundación EDE, Secretaría Técnica del Consejo para la promoción integral y participación social del Pueblo Gitano en el País Vasco
Jaume Joan Aymà i Aubeyzon	Economista i auditor. Professional dedicat a l'assessorament empresarial.
Joan Balañach Lloret	Vocal FAVE, President Comite d'Empreses Fundacio Claror
Joan Carreras Garcia	President de la FUNDACIO ORIOL CARRERAS i CABEZAS (ACPC)
Josep Gasso Espuna	President de la Fundacio Catalana de l'Euphu
Jose Mª Lopez Lopez	Secretario de la C. de Aprendizaje Ruperto Medina de Portugalte
Juan Jose Lozano Pérez	Director Area de Intervención Socio-educativa de la Asociación Kale dor Kayiko
Juan Manuel Moreno Olmedilla	Especialista Principal de Educación Banco Mundial Washington DC, Estados Unidos
Juliana Perez Perez	Orientadora IEPPS Nicolás Larburu y miembro del Colectivo Pedagógico ADARRA
Karmele Totorikagena Barandika	Eusko Jaurlaritzako Hezkuntza Saileko teknikaria
Loren Aretxaga	Orientadora de secundaria del IES Mungia, Bizkaia
Lourdes Flecha Garcia	Profesora de Secundaria, IEPPS ELORRIETA-ERREKA MARI, Bilbao, País Vasco.
Luisa Maria Puerta	Aniztasuna Biziakideta Programa Arduraduna. Responsable de Diversidad y Convivencia, Vizcaya, Departamento de Educación, Gobierno Vasco
Manuel Vizarraga Motos	Presidente de la Asociación Kale dor Kayiko
Marcel·li Ferrer i Paterna	GPS Global S.L.
Mar López	Pedagoga del departamento de formación de la Cruz Roja, Salamanca. Estuvo en CREA los años 1993 y 1994
Margarita Periz Peralta	Asesora del Departamento de Educación del Gobierno de Aragón
Maria Costa Pau	Regidora de Convivència i Seguretat de l'Ajuntament d'Olot
Mª Carmen Vega	Profesora del CEP San Antonio de Enxeburu (Bizkaia)
Mª Isabel Llull Olofsson	Administrativa de la Escuela Superior de Turismo de Baleares
Maria Pilar Elboj Saso	Profesora de Primaria, Colegio Santa Ana, Sabadiego (Huesca)
Miguel Loza Aguirre	Berritzegune de Vitoria-Gasteiz, País Basco
Miren Billelabetxa Bengoa	IES Mungia BHI
Montserrat Vilà Planas	Coordinadora de la Plataforma Unitaria contra les violències de gènere
Nieves Salobral Martín	Cooperativa de Iniciativa Social Sembla
Oscar Vizarraga Muñoz	Vicepresidente de la Asociación Kale dor Kayiko
Quim Cornelles	Director de la Fundació Pere Ardania
Rodrigo Juan García Gómez	Doctor en Pedagogía, Asesor del Gabinete técnico del defensor del menor de la Comunidad de Madrid
Rosa García Fernández	Asesora de Educación Infantil del Centro de Apoyo al Profesorado (CAP) de Colada, Madrid
Rosa Mª Luque Molina	Sembla Intervencions Socioeducatives
Rosa Lloret Juncadella	Pallegja Solidari
Roselane Aquino	Miembro de MOVIA-R3, Movimento de Alfabetização de Jovens e Adultos, Porto Alegre (Brasil). Colabora con CREA desde el año 2002 hasta la actualidad.
Ramon Vilchez	Responsable del Programa d'Atenció a la Comunitat Gitana, Generalitat de Catalunya.
Santos Chiches Rojo	Profesor de Enseñanza Secundaria en Castilla y León, ex-miembro de la asociación de estudiantes universitarios Alternativa Universitaria y miembro del Consejo Político Regional de IU-Castilla y León
Sira Ayarza Elorriaga	Directora del IES Mungia BHI (Mungia - Euzkadi)
Teresa Escobal Fite	Mestra CAEP, Bernat de Boil, Barcelona
Trinidad Rubio	Secretaria del Colectivo Pedagógico ADARRA, Euzkadi
Victor Manuel González Requena	Licenciado en Ciencias Políticas y Sociología, Diplomado en Trabajo Social (Universidad de Granada), estudiante del postgrado Experto Universitario en Proyectos de Participación en Educación Social y Animación Sociocultural (Universidad de Sevilla).
Xavier Casademont	Tècnic del Pla d'immigració de la Garrotxa.

Mario Alduina Guerra	Professor de Sociologia de la Universitat de Las Palmas de Gran Canaria
Marta Capllonch	Professora Titular, Departament de Didàctica de l'Expressió Musical i Corporal, Universitat de Barcelona
Mikel Arraiza	Professor Titular, Facultat de Ciències Socials i de la Comunicació, Euzkadi Herriko Unibertsitatea
Miranda Christou	Academic Staff, Department of Education, University of Cyprus and member of <i>JIGOS Mediterranean Institute of Gender Studies</i> , Cyprus.
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Sonia García Segura	Investigadora del Laboratorio de Estudios Interdisciplinarios de la Universidad de Granada
Dr. Suzanne Gatt PhD	Lecturer in Primary Science and Environmental Education, Faculty of Education, University of Malta
Xavier Torrens	Professor Titular (EU) de Ciència Política, Universitat de Barcelona

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Professionals at Other Universities

COREA	
Kyung Hi Kim	Kyung Hi Kim, Associate Professor, Department of Education, Kyungnam University, Masan city, South Korea
TURKEY	
Nilay Cabuk	Assistant Professor, University of Ankara, Faculty of Letters, Department of Sociology

Other people

Adrián Domínguez Alcantud	
Agnès Padros Cuxart	
Ana Zafón Pérez	Pedagoga
Alicia Moratalla Yubero	
Begoña Juarero Rodrigo	Logopeda
Belen Rodrigo Frade	Trabajo en el Banco Sabadell, Oviedo
Carlos Gelpi Akmirall	Arquitecte
Carmen Salas Vallespir	
Carmen Yeste Lozano	
Céu Azevedo	
Christian Garcia Espinel	
Cristina Marqués Sumarro	Palma de Mallorca
Daniel Guirao Nieto	
Denise Tebbut	Palma de Mallorca
Enric Duran	Membre de l'Infoespa
Esther Collada Herrero	Participant en el Moviment d'Educació de persones adultes des de l'any 1983
Esther Díez Rica	Educadora Social
Eulalia Cuxart Zurita	
Eva Pérez Souto	Esteticista
Fernando Ancoiso Canajas	Ingeniero industrial
Fernando LLuch	Psicòleg Ajutament de Cuillera
Fina Fuster i Pascual	Treballadora Social i Orientadora laboral
Francina Guzmán Rosell	
Francisco Domínguez	
Francisco Javier Juarero Salado	Trabajo en la Consejería de Educación y Deportes, Principado de Asturias
Frederic Samarra Sancho	Historiador, de Reus.
Gemma Bonisomi Jofre	
Joaquín Hernanz García	
Ignasi López Hernández	Educador Social
Ira Mendizabal	
Jaume Juan Sula	
Jesús Gutiérrez Santiago	
Joan Cabré	Enginyer Electrònic
Joan Cerdà i Rapoll	Arquitecte
Jordi Cervero	
Joan Serradell Tressents	
Jordi Sorde i Martí	
Josefina Puyó Monserrat	
Jose Maria Castellano	Va estar a CREA els anys 2001 i 2002
Josep Lluís Garcia Lucena	Agent Comercial Col·legiat tant nacional com internacional. Nº de Col·legiat 39038 del Col·legi d'Agents Comercials de Barcelona.
Juan Matas Garcia Mezas	
Lidia Pascual Lorente	Antiga alumna de l'escola d'adults de Sant Martí de Provençals
Lina Seguró i Mendilevitz	Païssagista
Magda Aguilera Peligros	Estudiante de Ciencia y Tecnología de los Alimentos, Universidad de Granada
Marc Flores Penalta	
Marcel González de la Fuente	Delincente
Marcos García	
MP Carmen Cruz Puizamo	
MP Dolores Pulido Sánchez	
Maria José Santa Cruz	Abogada en ejercicio, Valencia
Marta Catalán	Educadora social
Marta Chinié	Estudiant i treballadora, participant en el col·lectiu de solidaritat amb la rebel·lió zapatista de BCN. Vaig participar en CREA l'any 1999 en comunitats d'aprenentatge.
Marta Elboj Saso	Enfermera

Other Universities Students & Alumni

Only those who are not currently students of any CREA professor.

Africa Marquéz Molla	Estudiant
Alberto Sánchez Sanz	Diplomado en Gestión y Administración Pública en la Universitat Pompeu Fabra
Ana Palomera	Antiga alumna d'Educació Social a la Universitat de Barcelona
Àngel Melgar Alcantud	Estudiant del doctorat de Comunicació Social. Universitat Pompeu Fabra
Ariadna Munté Pascual	Alumna del Doctorat de Sociologia de la UAB
Benjamín Amorín García	Estudiant de Periodisme de la UAB
Carsten Rengel	Universitat de Barcelona
Cristina Oliveros Masakoy	Universitat de Barcelona
Éder Gokoetxea	Graduado superior en Salud Ambiental y Química Ambiental actualmente estudiante de Análisis y Control.
Ethier García	Estudiant
Francisco Vargas	Estudiante de 3º del trabajo de la Universidad de Almería
Greta García	Universitat de Barcelona
Ignacio Feliz de Vargas Pereda	Licenciado en Filología Hispánica, miembro de Alternativa Universitaria, Valladolid
Juan Luis Sánchez Navarro	Licenciado en Pedagogía por la Universidad de Barcelona y ex-alumno de Ramón Flecha.
Juan Pablo Zebadua Carbonell	Estudiante de doctorado Departamento de Antropología Universidad de Granada
Judit Giménez Vega	Estudiant de la UB
Luis Orta Cid	Estudiant de la UB Informació i Documentació
Lidia Hernández Soler	Licenciada en pedagogía por UB y ex-alumna
Mª Dolores Pérez Martín	Universitat de Barcelona
Marta Moreno Cayero	Estudiant de 4art de pedagogia de la Universitat Autònoma de Barcelona
Pablo Montequí Merchán	Estudiante de la Universidad de Valladolid
Pere Torra Vilambias	Enginyeria Informàtica (UPC)
Raquel Jiménez Crespo	Licenciada en Pedagogía por la Universidad de Barcelona. Ex-alumna.
Sandra Oliver	Ex-alumna de la Universitat de Barcelona.
Snyapa Martinez Scott	Soy estudiante de Magisterio de la Universidad de Valladolid, en el campus de Segovia y admiro el trabajo que CREA realiza.
Susana Gálceran Ortúño	Licenciada en Psicología a la Universitat de Barcelona.
Vànessa Amúñat Puyo	Estudiant

Marta Pumareda Castello	
Merce Prat Perpinya	Membre d'Infoespai
Mireia Puigvert	
Montserrat Farràs Bella	
Montserrat Mallart Cama	
Natalia Fernández Alcalá	Educadora Social
Núria Valli Carol	
Papa Ibouou Ndiaye	Doctor en Biología por la Universidad de Barcelona
Plácida Aroca García	
Ramón Salla i Ardevol	
Raquel Sancho	enfermera en Barcelona
Raúl García Espinel	Licenciado en Investigación y Técnicas de Mercados. Familiar colaboradora CREA
Roberto E. Luuac Fragozo	
Roger Torrell Domènech	Enginyer tècnic en informàtica
Rosina Martí Nolla	Auxiliar administrativa
Rosina Sordé i Martí	
Rosa Padrós Cuxart	
Ruben Garcia Cáceres	Tècnic Informàtica i Desenvolupador de Software
Salvador Pola	Professor de Matemàtiques IES
Sergio López Guitán	
Teresa Llompart	Educadora Social, Palma de Mallorca
Tete Crespi	
Tomàs Quesada Corcoll	Dissenyador gràfic i treballa a Barcelona
Tomàs Ramis Salas	
Tom Anthony	
Victor Bermúdez Gonzalo	de Badalona
Xavier Puigvert Mallart	

Note 15

The screenshot shows a Facebook page for a group named "Eventos sociológicos". The page has a blue header with the group name and a search bar. Below the header, there's a banner image showing several people. The main content area features a post by Tere Domínguez Sánchez, who is a member of the group. The post is in Spanish and discusses gender violence, mentioning a tweet by @EqualCriteria. The post has several likes and comments. To the right of the post, there's a sidebar with suggested groups, including "El treball fema - I'll get you", "Brega treball infernal", "Universitat de Barcelona", "LA NAVE (MAGABRÀ)", and "Atampada Barcelona". At the bottom of the page, there's a list of friends and a search bar.

Eventos sociológicos

Tere Domínguez Sánchez
<https://twitter.com/teridomingsuez/status/432700745775200400/photo/1...>
 Ahora, el tal **Decret** **PC&C**.
 See translation

El meu cas....tb es va investigar al seu moment....jo vaig declarar....i no va servir x res 14.63

Han parlat amb mi vicerectors....la responsable de genere UB.... 14.49

I res han fet.... 14.49

Twitter / peridutpeldesert: @EqualCriteria conversa d'ara...
 twitter.com
 Instantly connect to what's most important to you. Follow your friends, experts, favorite celebrities, and breaking news.

Like · Share · February 9 at 11:11am
 Seen by 17

Raül Velasco
<http://www.fundacionarcs.es/fundacionarcs/portal.do?IDH=200894=1>
Fundación Ramón Areces. Becas
 Fundación Ramón Areces ofrece Becas de ampliación de estudios en el extranjero (Economía y Comercio de la Unión Europea y de Centros de la Redemarcas)

Like · Share · January 30 at 10:55am

Suggested Groups See 48

- El treball fema - I'll get you**
 Ana, Francesc Bosch and 2 other friends joined
 11 Jan Group
- Brega treball infernal**
 Dolores de Cárcer joined
 1 Jan Group
- Universitat de Barcelona**
 Maria Serra and 48 others joined
 11 Jan Group
- LA NAVE (MAGABRÀ)**
 2,800 members
 11 Jan Group
- Atampada Barcelona**
 Gregor Giles and 5 other friends joined
 11 Jan Group

Sponsored: 91 Create Ad

Consegueix la entrada doble...
 Afortunada es
 L'opinió te envia a l'última Reflexió de la nostra paraules.
 Consegueix la entrada...

Rampes can tu una yó
 Cella tua yó en cada y
 noy sal con lentillas.
 Consegueix la primera par...

Friends See 100

Search

ANNEX 1

ANNEX 2

ANNEX 3

ANNEX 4

ANNEX 5

ANNEX 6

ANNEX 7

ANNEX 8

Assumpte: escrit

De:

Data: 23/11/2009 7:27

A:

Hola

El dimecres 25, dia internacional de la violència contra les dones, entregaré per registre d'entrada aquest escrit (dirigit de moment només a la Degana). Si vols que canviï algun aspecte abans d'entregar-lo oficialment, et prego que m'ho diguis avui o demà dimarts escrivint aquí o trucant-me al

M'agradaria que poguéssim arreglar tot a través del diàleg, seria millor per a totes i tots i, especialment, per les persones que estant patint assetjaments (sexuals i/o laborals i/o acadèmics) i per les quals cada dia que passa sense solució és un patiment i una injustícia més.

Ben cordialment,

Benvolguda Degana,

Com vostè sap, en totes les universitats de qualitat del món, les tesis són dirigides per un professor o professora que el o la estudiant ha escollit o acceptat i que és especialista en l'àmbit temàtic de la tesi; tot i així, encara el o la estudiant tenen l'oportunitat de canviar de directora o director. Tot i que això dona una gran capacitat de resistir-se a qualsevol tipus d'assetjament, hi ha també mecanismes clars per tal d'examinar a petició del o de l'estudiant, si hi ha hagut algun sexisme en el procés de valoració del seu treball. La Directora de l'Oficina contra l'assetjament sexual de Harvard ja va deixar clar que un problema greu era quan el o la estudiant volia canviar de director o directora i no n'hi havia una altra que fos tant especialista en el seu tema com el que havia rebutjat.

El nostre doctorat de sociologia és totalment diferent. Dos catedràtics es distribueixen alternativament les diferents promocions. Els i les estudiants, desde que comencen el màster fins a que presenten la tesi, depenen totalment d'un catedràtic que no han escollit, que no és especialista en el seu tema i que imposa el seu criteri en contra del director o directora que sí és una persona escollida per la doctoranda o doctorand i sí és especialista en el seu tema. El mateix catedràtic porta el seminari de recerca del màster i intervé en el procés de definició de l'estudi, freqüentment contra la voluntat del o l'estudiant, contra l'orientació del seu director o directora i contra els compromisos laborals que tots dos han adquirit en la proposta de recerca amb la que s'ha obtingut una beca o contracte. El mateix catedràtic reapareix en totes les comissions avaluadores que donen la nota final del màster, i després en el seminari de doctorat.

Encara després, torna a reaparèixer en la comissió de doctorat de la facultat que a vegades suspèn una tesi que ha estat unànimament aprovada per la comissió de doctorat del seu departament i que ha seguit les orientacions del seu director o directora i també les de la universitat de primer nivell mundial a on ha fet l'estada predoctoral. A vegades aquest procés es legitima amb un informe "ceg" fet per una persona que al·lega com a raons per suspendre la tesi just el que s'ha aconsellat al doctorand o doctoranda en la seva estada en la millor universitat del món sobre la matèria. En aquestes condicions no es pot evitar que qualsevol assetjament tingui per a les víctimes greus conseqüències acadèmiques i, freqüentment, personals, i l'agressor pot demostrar que no ha comés cap error de forma.

No hi ha cap universitat de qualitat del món amb un procés com aquest o similar. Per trobar alguna similitud, hem de retrocedir a les universitats

espanyoles de fa dècades a on la paraula qualitat s'identificava amb el criteri del catedràtic o de qui manava en aquell moment. Per això resulta més sorprenent que aquesta estructura es justifiqui amb la necessitat d'arribar als criteris de qualitat internacionals. Aquest sistema va molt bé per a que els que manen treguin endavant les seves tesis i per atacar a l'alumnat dels seus enemics, però es impresentable en la comunitat científica internacional tant per raons ètiques com científiques. Es diu que aquests catedràtics són la garantia de qualitat i el control que exerceixin és necessari per evitar els esbiaixos dels seus directors de tesi. No importa que alguns d'aquests directors i directores siguin doctors o doctores per les universitats millors del món o que hagin estat membres de tribunals de doctorats a Harvard mentre que qui els o les desqualifiquen mai no hagin aconseguit passar d'una universitat de tercera categoria als USA. Estant en tots els tribunals dels treballs del màster i exercint de "defensors" de la qualitat fan molt freqüentment el ridícul en públic al "sentar càtedra" sobre temes que desconeixen completament i en els que els directors o directores i els i les propis estudiants són especialistes.

No estic dient que aquests dos catedràtics facin assetjaments acadèmics, laborals o sexuals. El que estic dient i escrivint, basant-me en les recerques internacionalment més rellevants sobre el tema, és que aquesta estructura i funcionament els dona tot el poder de fer-ho amb impunitat i amb l'aval acadèmic de la Facultat. Aquesta estructura afavoreix tres tipus de pressions. La primera és la sexual; no respondre a qualsevol insinuació o no acceptar anar a fer tutories als llocs fora de la UB a on digui el catedràtic pot tenir greus conseqüències per la seva qualificació, encara que sense cap dubte després el director justificarà aquesta puntuació per criteris acadèmics i obtindrà l'aval de la Facultat. La segona pressió és la laboral; amb freqüència el projecte de tesi ha rebut una avaluació que ha portat a un contracte predoctoral lligat a un projecte del programa marc; la imposició del canvi del seu projecte per aquest catedràtic suposa haver d'escollir entre suspendre la tesis o bé que tan el o la doctoranda, com el director o directora, incompleixin els seus deures contractuals. La tercera pressió és acadèmica; en qualsevol moment del seu procés doctoral, el doctorand o doctoranda es veu obligat a canviar el treball que ha seguit totes les orientacions que des de la UB se li han donat fins a aquell moment.

Aquesta estructura i funcionament van ser creats fa anys i per tant vostè no té cap responsabilitat en la seva creació i consolidació, però sí té ara l'oportunitat de decidir el seu canvi. La molt bona tasca que està fent el seu equip deganal, la bona representació que en ell té la sociologia i els canvis molt positius que està introduint al conjunt de la Facultat no han arribat a aquest doctorat a on contradictòriament s'han mantingut les anteriors estructures i persones. I això es dona en un context en el qual ja no només les recerques internacionals, sinó també un informe de la fiscalia del que s'ha fet ressò a la premsa ha posat de relleu que en els casos d'assetjament hi ha importants complicitats actives o passives de les estructures de la Universitat.

Canviar aquestes estructures és fonamental per a que sigui possible evitar aquests casos. Jo no vull deixar de complir el meu deure de comunicar-li aquesta situació a vostè, com a màxima responsable de la Facultat. Com ja va dir la directora de l'Oficina de Harvard, la responsabilitat dels casos d'assetjament que es donen la tenen en primer lloc els assetjadors, però la responsabilitat institucional la tenen els i les que mantenen estructures que promouen aquests comportaments i els asseguren la impunitat sota la disfressa de criteris objectius.



Si vol tenir dades, li serà molt fàcil recollir-les. El departament de sociologia que habitualment queda el primer del rànquing als USA és Wisconsin. La comparació amb l'estructura i funcionament del seu doctorat i el nostre és molt clarificadora. La directora del meu centre de recerca és la única persona

de l'estat espanyol que ha pronunciat una conferència honorífica en aquest departament i veu contínuament com el tipus de treballs que allà obtenen les millors qualificacions són els que aquí obtenen les pitjors i viceversa. En general, les i els doctorands del centre de recerca d'on surten els post doctors i post doctores amb més productivitat científica segons tots els barems internacionals són també els més castigats i castigades en les avaluacions del nostre doctorat. Aquest centre de recerca és precisament el que ha trencat el silenci sobre la violència de gènere a les nostres universitats i ha fet les primeres recerques sobre el tema.

És imprescindible un canvi de persones i d'estructures. En qualsevol universitat de qualitat, una situació molt menys greu que aquesta seria ràpidament motiu d'una transformació profunda de l'estructura i funcionament del doctorat. Espero que la nostra facultat també ho faci el més ràpidament possible.

Professora del Departament de Teoria Sociològica, Filosofia del Dret i metodologia de les CC.SS.
Assessora de EPACVAW -European Policy Action Centre on Violence Against Women del European Women's Lobby

This mail sent through IMP: <http://horde.org/imp/>

 UNIVERSITAT DE BARCELONA 	Facultat d'Economia i Empresa	Deganat
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ACTA DE LA REUNIÓ DE LA COMISSIÓ DE DOCTORAT

Dia: dijous 29 d'octubre de 2009

Hora: d'11 a 12.15 h

Lloc: sala 317 de l'ERE (Espai de Recerca en Economia)

Assistents





Excusen la seva absència:



Ordre del dia

1. Aprovació, si escau, de l'acta de la sessió anterior.
2. Informe del president.
3. Admissió a tràmit de tesis doctorals i nomenament de tribunal.
4. Proposta de normativa interna de valoració de tesis doctorals.
5. Proposta de normativa interna de format de tesis doctorals.
6. Assumptes de tràmit.
7. Torn obert de paraules.

 UNIVERSITAT DE BARCELONA 	Facultat d'Economia i Empresa	Deganat
---	-------------------------------	---------

Desenvolupament de la sessió

1. Aprovació, si escau, de l'acta de la sessió anterior

S'aprova l'acta de la sessió anterior sense cap esmena.

2. Informe del president

El president informa que ha arribat la convocatòria per sol·licitar l'ajut de mobilitat per a programes de doctorat amb Menció de Qualitat, i que hi ha un apartat per a les subvencions dels tribunals de tesi que sol·licitin la Menció de Doctorat Europeu.

El president va assistir a una reunió convocada des de Gestió Acadèmica per tractar el tema de la publicació de les tesis doctorals en format TDX. La Universitat de Barcelona recomana als seus doctors fer aquesta publicació. Des de l'Oficina de Màsters i Doctorat se'n fa difusió en el moment de la lectura de tesi.

3. Admissió a tràmit de tesis doctorals i nomenament de tribunal

S'admet a tràmit i s'aprova el tribunal presentat pel Departament de Teoria Econòmica.

President:

Secretari:

Vocal:



Pompeu Fabra.

Suplents:

No s'admet a tràmit i la Comissió resol que l'autor retiri la tesi.

4. Proposta de normativa interna de valoració de tesis doctorals

La Comissió proposa establir un sistema avaluador que eviti l'evidència de la intervenció en la valoració d'un membre de la Comissió. Un criteri avaluador seria l'existència de publicacions derivades en publicacions de prestigi. En aquest punt s'obre un debat per definir quines són les revistes indexades que serviren de referència. S'esmenta ISI, CARHUS i els diferents nivells A, B o C. Es podria utilitzar la llista del CIDER, que és la que fa servir l'ANECA.

 UNIVERSITAT DE BARCELONA 	Facultat d'Economia i Empresa	Deganat
---	-------------------------------	---------

Pel que fa a aquest tema el Dr. comenta que hi ha disciplines, com per exemple la comptabilitat, que tenen poc recorregut acadèmic i que estan mal o poc representades a les revistes ISI. De manera que caldria tractar el tema amb deteniment abans d'aprovar qualsevol mesura.

S'acorda que el Dr. prepari una proposta que reculli les presentades a la sessió d'avui.

5. Proposta de normativa interna de format de tesis doctorals

S'acorda ajornar el tractament d'aquest apartat per a una altra ocasió.

6. Assumptes de tràmit

S'aproven els assumptes de tràmit que s'adjunten en els annexos núm. 1 i 2.

7. Torn obert de paraules

No hi ha cap intervenció.

El president aixeca la sessió, de la qual, com a secretària, estenc aquesta acta.

La secretària

Vist i plau
El president



ACTA DE LA REUNIÓ DE LA COMISSIÓ DE DOCTORAT DE LA FACULTAT D'ECONOMIA I EMPRESA

Dia: 21 de desembre de 2009
Hora: 12 h
Lloc: sala de Junes, edifici 690

Assistents

--

Han excusat la seva absència:

--

Ordre del dia

1. Aprovació, si escau, de l'acta de la sessió anterior.
2. Admissió a tràmit i nomenament de tribunal de tesis doctoral
3. Proposta i aprovació de normativa interna de valoració de tesis doctorals
4. Assumptes de tràmit
5. Torn obert de paraules

Desenvolupament de la sessió

1. Aprovació, si escau, de l'acta de la sessió anterior

S'aprova l'acta de la sessió anterior. El Dr. demana introduir un petit canvi a l'ordre del membres del tribunal aprovat per jutjar la tesi doctoral del



Sr. [redacted]. La [redacted] queda com a segon membre suplent sent el primer el Dr. [redacted].

El president informa que està pendent d'aprovació el nou decret que regularà els estudis de doctorat.

A la CDCG del 15 de desembre es va tractar un cas molt semblant a la situació que pateix la Dra. [redacted]. Després de vàries converses amb la Vicerectora Dra. [redacted] no s'ha arribat a cap conclusió. Des d'aquesta Comissió es proposa que per donar una sortida immediata i no perjudicar-la més es podria fer una mena de certificat per part de la Universitat de Barcelona que reconegui la participació de la doctoranda en aquest programa conjunt.

La Comissió de doctorat de Consell de Govern ha fet una consulta als Serveis Jurídics de la UB per aclarir si els criteris que es van aprovar per CDCG en data 20 de desembre de 2007 com a "Criteris per definir el doctorat adaptat a l'espai europeu d'educació superior" són d'aplicació a membres procedents d'universitat estrangeres. Des dels Serveis Jurídics responen que en aquest casos amb el curriculum vitae és suficient per demostrar la idoneïtat dels membres proposats. No queda clar si aquesta mesura és aplicable als professionals del sector.

Es va acordar enviar als directors i secretaris de departament còpia del paràgraf de l'acta en la qual es aprova la data límit d'inscripció de tesi doctoral pels doctorands que han cursat els estudis de doctorat sota el RD 778/98.

2. Admissió a tràmit i nomenament

Nº 182 [redacted].

El Dr. [redacted] llegeix el document que ha elaborat la Dra. [redacted] adreçat a la Degana de la Facultat.

S'admet a tràmit i s'aprova el tribunal presentat pel Departament de Teoria Sociològica, Filosofia del Dret i Metodologia de les CC SS.

President:

Dra. [redacted] Dept. Teoria Sociològica, Filosofia del Dret i Metodologia de les Ciències Socials. UB.

Secretari:

Dra. [redacted] Dept. Teoria Sociològica, Filosofia del Dret i Metodologia de les Ciències Socials. UB.

Vocal:

Dra. [redacted] Dept. Sociologia. Univ. Autònoma de Barcelona.

Suplents:

Dra. [redacted] Dept. Pedagogia. Univ. de Girona.



Dra. [] Dept. Psicologia y Sociologia. Univ.de Zaragoza.

Dra. [] Dept. Pedagogia. Univ.de Girona.

Nº 186 []

S'admet a tràmit i s'aprova la proposta de tribunal presentada pel Departament d'Economia i Organització d'Empreses.

President:

Dr. [] ..Dept. Economia i Empresa. Univ. Rovira i Virgili.

Secretari:

Dr. [] ..Dept. Direcció i Economia de la Empresa. Univ.de León.

Vocal:

Dr. [] ..Matemàtiques per l'Economia i l'Empresa. Univ. de Valencia

Suplents:

Dr. [] ..Dept. Economia i Empresa. Univ. Rovira i Virgili.

Dr. [] ..Dept. Economia i Organització d'Empreses. Univ.de Barcelona.

Dr. [] ..Dept. Economia i Organització d'Empreses. Univ.de Barcelona.

Nº 187 []

S'admet a tràmit i s'aprova la proposta de tribunal presentat pel Departament de Teoria Sociològica Filosofia del Dret i Metodologia de les CC SS.

President:

Dr. [] ..American University of Paris.

Secretari:

Dr. [] ..Dept. Ciencia Politica. Univ. Pompeu Fabra.

Vocal:

Dr. [] ..Wissenschaftszentrum Berlin für Sozialforschung. WZB.



Suplents:

Dr. [redacted] Dept. Sociología. Univ.de A Coruña.

Dr. [redacted] Dept. Teoria Sociològica, Filosofia del Dret i Metodologia de les Ciències Socials. UB.

Dr. [redacted] Dept. Sociologia i Anàlisi de les Organitzacions. UB.

3. Proposta i aprovació de normativa interna de valoració de tesis doctorals

El Dr. [redacted] presenta un document que recull els criteris de valoració el qual és sotmès a debat .S'annexa document.

S'acorda redactar novament el document i que aquest reculli només les tesis elaborades sota el RD 778/98.

A la comissió anterior el programa de sociologia no havia indicat quin podria ser el barem per avaluar la qualitat de les tesis doctorals presentades pels doctorands en sociologia. La Dra. [redacted] en relació a aquest punt proposa una publicació ISI més CARSUS A,B,C

4. Assumptes de tràmit

No hi cap assumpte

5. Torn obert de paraules

No hi ha cap intervenció.

El president aixeca la sessió, de la qual, com a secretària, estenc aquesta acta.

La secretària

Vist i plau
El president

Número Anotació	Data Registre	Data Presentació	Classificació	Assumpte	Destinació	Procedència
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56001-2-2012-0006079-1 P 15/05/2012 17:27:08 15/05/2012 17:21 AC100

notificació pertanyent
jurídics de la decana de la
Fac. Econòmica i Empresa
a la Dra.

Z0022500 UB. Serveis
Jurídics

653100 - Secretaria
d'Estudiants i Docència de la
Facultat d'Economia i
Empresa

Dra.
Departament de Teoria Sociològica, Filosofia del Dret
i Metodologia de les Ciències Socials
Facultat d'Economia i Empresa
Avda. Diagonal, 690, Torre 2, planta 4a
08034 Barcelona

Sra.

Els Serveis Jurídics de la Universitat de Barcelona han enviat al deganat la carta que vostè els hi va adreçar el passat 4 de maig. En relació al contingut de la mateixa l'informem del següent:

- El recent nomenament per part del deganat dels nous coordinadors del màster i el doctorat de sociologia s'ha fet atenent a criteris estrictament acadèmics. A més, s'han evacuat consultes amb els departaments que participen en la docència del màster i en les activitats del doctorat.
- La Junta de Facultat d'Economia i Empresa va aprovar el *Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual*, el 4 de novembre de 2011. Segons aquest protocol, les queixes o possibles denúncies en relació a un cas d'assetjament s'han d'adreçar a la Comissió d'Igualtat de la Facultat. Li recomanem que si té una queixa concreta sobre un/a professor/a, alumne o membre del personal la faci arribar a la comissió esmentada.
- Si en endavant, reitera les insinuacions o acusacions velades de complicitat d'aquest equip deganal amb comportaments punibles, ens reservem el dret d'emprendre les accions legals que creguem oportunes per preservar el nostre dret a l'honor.


UNIVERSITAT DE BARCELONA


Degana

Facultat d'Econ
Deganat

Vicedegà de recerca i doctorat

S'envia còpia d'aquest escrit als serveis jurídics de la UB.

Assumpte: RE: documentació rellevant

De: Serveis Jurídics <serveisjuridics@ub.edu>

Data: 08/05/2012 18:15

A:

CC:

Bona tarda, ,

A la vista del vostre correu electrònic i donat que el document que m'adjunteu es va adreçar, l'any 2009, a la degana de la Facultat d'Economia i Empresa, us comunico:

- 1 - Que l'esmentat document el trameto a la degana de la Facultat, Dra. , als efectes oportuns.
- 2 - Igualment, li comunico que, demà per correu intern, trametrem a l'esmentada degana, els originals que vosté va registrar el dia 7/5/12 i que han arribat a aquesta unitat del registre general d'aquesta universitat aquest matí. S'adjunta còpia.

Per últim, amb la finalitat d'agilitzar la tramitació dels procediments administratius, manifestar-li que per a aquests tipus de qüestions, s'ha de dirigir a l'òrgan competent, sense perjudici que aquest, sol·liciti informe, si s'escau, als Serveis Jurídics.

Ben cordialment,

Directora

Serveis Jurídics
de la UB i del Grup UB
Balmes 21, 1-2
08007 Barcelona
Tel. +34 93 403 49 92
Fax +34 93 403 49 93
asunsanz@ub.edu

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Este correo electrónico y sus anexos pueden contener información confidencial o legalmente protegida y está exclusivamente dirigido a la persona o entidad destinataria. Si usted no es el destinatario final o la persona encargada de recibirlo, no está autorizado a leerlo, retenerlo, modificarlo, distribuirlo, copiarlo ni a revelar su contenido. Si ha recibido este mensaje electrónico por error, le rogamos que informe al remitente y elimine del sistema el mensaje y el material anexo que pueda contener. Gracias por su colaboración.

This email message and any documents attached to it may contain confidential or legally protected material and are intended solely for the use of the

documentació rellevant

individual or organization to whom they are addressed. We remind you that if you are not the intended recipient of this email message or the person responsible for processing it, then you are not authorized to read, save, modify, send, copy or disclose any of its contents. If you have received this email message by mistake, we kindly ask you to inform the sender of this and to eliminate both the message and any attachments it carries from your account. Thank you for your collaboration.

-----Mensaje original-----

De:

Enviado el: viernes, 04 de mayo de 2012 19:13

Para: serveisjuridics@ub.edu

Asunto: documentació rellevant

Benvolgut, Benvolguda

El proper dilluns, dia 7 de maig, entregaré per registre d'entrada la documentació que adjunto en aquest mail.

Atentament,

Professora del Departament de Teoria Sociològica

—img002(2).jpg—

4 de maig de 2012

Att. Serveis Jurídics –UB.

**Documentació rellevant de cara a la persona o persones responsables d'analitzar les
queixes a situacions irregulars en l'activitat d'un dels Catedràtics de Sociologia de la UB.**

Com poden llegir en el document adjunt, amb data 25 de novembre de 2009, vaig presentar a la degana de la Facultat de Ciències Econòmiques, amb registre d'entrada, un escrit sobre el funcionament assetjador del Màster i Doctorat de Sociologia. Malauradament, no només no se'm va contestar, sinó que els canvis que s'han fet des d'aleshores en l'estructura del Màster i Doctorat han reforçat el seu funcionament potenciador dels assetjaments sexuals, laborals i intel·lectuals. Per exemple, no s'han tingut en compte, en el recent nomenament del Màster, els criteris científics que ja explicava a la carta que adjunto sinó que s'ha prioritzat el criteri de mantenir l'actual funcionament.

Les oficines contra l'assetjament sexual d'Universitats com Harvard, Wisconsin i d'altres estan escandalitzades del funcionament assetjador del nostre Màster i Doctorat, però encara estan més escandalitzades de la complicitat activa dels responsables institucionals amb aquest funcionament.

Atentament,

Professora Agregada del Departament de Teoria Sociològica



UNIVERSITAT DE BARCELONA



Departament de Teoria Sociològica, Filosofia del Dret i
Metodologia de les Ciències Socials
Facultat d'Economia i Empresa
Edifici Principal, Torre 2 - 4a planta
Tinent Coronel Valenzuela, 1-11
08034 Barcelona

REGISTRE GENERAL	
Facultat d'Economia i Empresa	
Data:	25-11-09 Hora: 10:23
Entrada:	35914
Plantada:	

25 de novembre de 2009

Benvolguda Degana,

Com vostè sap, en totes les universitats de qualitat del món, les tesis són dirigides per un professor o professora que el o l'estudiant ha escollit o acceptat i que és especialista en l'àmbit temàtic de la tesi; tot i així, encara el o l'estudiant tenen l'oportunitat de canviar de directora o director. Tot i que això dóna una gran capacitat de resistir-se a qualsevol tipus d'assetjament, hi ha també mecanismes clars per tal d'examinar a petició del o de l'estudiant, si hi ha hagut algun sexisme en el procés de valoració del seu treball. La Directora de l'Oficina contra l'assetjament sexual de Harvard ja va deixar clar que un problema greu era quan el o l'estudiant volia canviar de director o directora i no n'hi havia una altra que fos tan especialista en el seu tema com el que havia rebutjat.

El nostre doctorat de sociologia és totalment diferent. Dos catedràtics es distribueixen alternativament les diferents promocions. Els i les estudiants, des que comencen el màster fins a que presenten la tesi, depenen totalment d'un catedràtic que no han escollit, que no és especialista en el seu tema i que imposa el seu criteri en contra del director o directora que sí és una persona escollida per la doctoranda o doctorand i si és especialista en el seu tema. El mateix catedràtic porta el seminari de recerca del màster i intervé en el procés de definició de l'estudi, freqüentment contra la voluntat del o l'estudiant, contra l'orientació del seu director o directora i contra els compromisos laborals que tots dos han adquirit en la proposta de recerca amb la que s'ha obtingut una beca o contracte. El mateix catedràtic reapareix en totes les comissions avaluadores que donen la nota final del màster, i després en el seminari de doctorat.

Encara després, torna a reaparèixer en la comissió de doctorat de la facultat que a vegades suspèn una tesi que ha estat unànimement aprovada per la comissió de doctorat del seu departament i que ha seguit les orientacions del seu director o directora i també les de la universitat de primer nivell mundial a on ha fet l'estada predoctoral. A vegades aquest procés es legitima amb un informe "ceg" fet per una persona que al·lega com a raons per suspendre la tesi just el que s'ha aconsellat al doctorand o doctoranda en la seva estada en la millor universitat del món sobre la matèria. En aquestes condicions no es pot evitar que qualsevol assetjament tingui per a les víctimes greus conseqüències acadèmiques i, freqüentment, personals, i l'agressor pot demostrar que no ha comès cap error de forma.

No hi ha cap universitat de qualitat del món amb un procés com aquest o similar. Per trobar alguna similitud, hem de retrocedir a les universitats espanyoles de fa dècades a on la paraula qualitat s'identificava amb el criteri del catedràtic o de qui manava en aquell moment. Per això resulta més sorprenent que aquesta estructura es justifiqui amb la necessitat d'arribar als criteris de qualitat internacionals. Aquest sistema va molt bé per a que els que manen treguin endavant les seves tesis i per atacar a l'alumnat dels seus enemics, però es impresentable en la comunitat científica internacional tant per raons ètiques com científiques. Es diu que aquests catedràtics són la garantia de qualitat i el control que exerceixen és necessari per evitar els esbiaixos dels seus directors o directores de tesi. No importa que alguns d'aquests directors i directores siguin doctors o doctores per les universitats millors del món o que hagin estat membres de tribunals de doctorats a Harvard mentre que qui els o les desqualifiquen mai no hagin aconseguit passar d'una universitat de tercera categoria als USA. Estant en tots els tribunals dels treballs del màster i exercint de "defensors" de la qualitat fan molt freqüentment el ridícul en públic al "sentar càtedra" sobre temes que desconeixen completament i en els que els directors o directores i els i les pròpies estudiants són especialistes.

No estic dient que aquests dos catedràtics facin assetjaments acadèmics, laborals o sexuals. El que estic dient i escrivint, basant-me en les recerques internacionalment més rellevants sobre el tema, és que aquesta estructura i funcionament els dóna tot el poder de fer-ho amb impunitat i amb l'aval acadèmic de la Facultat. Aquesta estructura afavoreix tres tipus de pressions. La primera és la sexual; no respondre a qualsevol insinuació o no acceptar anar a fer tutories als llocs fora de la UB a on digui el catedràtic pot tenir greus conseqüències per la seva qualificació, encara que sense cap dubte després el director justificarà aquesta puntuació per criteris acadèmics i obtindrà l'aval de la Facultat. La segona pressió és la laboral; amb freqüència el projecte de tesi ha rebut una avaluació que ha portat a un contracte predoctoral lligat a un projecte del programa marc; la imposició del canvi del seu projecte per aquest catedràtic suposa haver d'escollir entre suspendre la tesi o bé que tant el o la doctoranda, com el director o directora, incompleixin els seus deures contractuals. La tercera pressió és acadèmica; en qualsevol moment del seu procés doctoral, el doctorand o doctoranda es veu obligat a canviar el treball que ha seguit totes les orientacions que des de la UB se li han donat fins a aquell moment.

Aquesta estructura i funcionament van ser creats fa anys i per tant vostè no té cap responsabilitat en la seva creació i consolidació, però sí té ara l'oportunitat de decidir el seu canvi. La molt bona tasca que està fent el seu equip deganal, la bona representació que en ell té la sociologia i els canvis molt positius que està introduint al conjunt de la Facultat no han arribat a aquest doctorat a on contradictòriament s'han mantingut les anteriors estructures i persones. I això es dóna en un context en el qual ja no només les recerques internacionals, sinó també un informe de la fiscalia del que s'ha fet ressò a la premsa ha posat de relleu que en els casos d'assetjament hi ha importants complicitats actives o passives de les estructures de la Universitat.

Canviar aquestes estructures és fonamental per a que sigui possible evitar aquests casos. Jo no vull deixar de complir el meu deure de comunicar-li aquesta situació a vostè, com a màxima responsable de la Facultat. Com ja va dir la directora de l'Oficina de Harvard, la responsabilitat dels casos d'assetjament que es donen la tenen en primer lloc els assetjadors, però la responsabilitat institucional la tenen els i les que mantenen estructures que promouen aquests comportaments i els asseguren la impunitat sota la disfressa de criteris objectius.

Si vol tenir dades, li serà molt fàcil recollir-les. El departament de sociologia que habitualment queda el primer del rànquing als USA és Wisconsin. La comparació amb l'estructura i funcionament del seu doctorat i el nostre és molt clarificadora. La directora del meu centre de recerca és l'única persona de l'estat espanyol que ha pronunciat una conferència honorífica en aquest departament i veu contínuament com el tipus de treballs que allà obtenen les millors qualificacions són els que aquí obtenen les pitjors i viceversa. En general, les i els doctorands del centre de recerca d'on surten els post doctors i post doctores amb més productivitat científica segons tots els barems internacionals són també els més castigats i castigades en les avaluacions del nostre doctorat. Aquest centre de recerca és precisament el que ha trencat el silenci sobre la violència de gènere a les nostres universitats i ha fet les primeres recerques sobre el tema.

És imprescindible un canvi de persones i d'estructures. En qualsevol universitat de qualitat, una situació molt menys greu que aquesta seria ràpidament motiu d'una transformació profunda de l'estructura i funcionament del doctorat. Espero que la nostra facultat també ho faci el més ràpidament possible.

Professora del Departament de Teoria Sociològica, Filosofia del Dret i metodologia de les CC.SS.
Assessora de EPACVAW -European Policy Action Centre on Violence Against Women del
European Women's Lobby



UNIVERSITAT DE BARCELONA

Facultat d'Economia i Empresa

Deganat



Av. Diagonal 690,
08034 Barcelona
Tel.: 93 402 43 11
Fax: 93 402 43 12
deganat.fee@ub.edu

Dra.
Presidenta de la Comissió d'Igualtat
Facultat d'Economia i Empresa

REGISTRE GENERAL	
Facultat d'Economia i Empresa	
Data: 18-10-11	Hora: 9:16
Entrada:	
Servidor:	17-917

Benvolguda,

Us trameto adjunt queixa que ha arribat a aquest deganat perquè iniciu el
procés corresponent.

Ben cordialment,

Degana

Barcelona, 13 d'octubre de 2011



REGISTRE GENERAL
Facultat d'Economia i Empresa
Data: 26/9/2011
Entrada: 22973
Sortida:

Benvolguda Degana,

Li envio còpia d'un mail que un professor d'aquesta Facultat ha enviat a una alumna meua i també ara professora associada substituïda. Encara que m'han assessorat jurídicament per a que esborri els noms, la receptora del mail està d'acord en que li envii, també en parlar amb vostè i amb qui sigui per contribuir a solucionar una situació que perdura des de fa molts anys i afecta a molts i moltes alumnes.

En la mesura que l'esmentat professor també afegeix a la seva firma la marca de la primera Universitat del món, em sento amb la obligació professional i ètica de comunicar la situació també a aquesta universitat i, en concret, la seva "Office of Sexual Assault Prevention and Response". Ja sé que aquella universitat no té cap professor així i que té mecanismes de prevenció que impedeixen els comportaments que es donen aquí. Precisament, per això tenen dret a saber com aquest professor està utilitzant el seu nom a la UB.

En el període que vostè porta en el càrrec, ja ha rebut nombrosos avisos dirigits a solucionar aquesta situació, entre d'altres, cartes amb registre d'entrada, ja fa dos anys, de professores de gran reconeixement internacional en aquests temes. Ja se li ha dit i escrit que l'estructura i dinàmica del màster i doctorat de sociologia va ser creada ja fa més de deu anys amb un funcionament que afavoreix i fomenta assetjaments laborals i sexuals. Ja se li han proporcionat solucions internacionalment contrastades. No obstant, fins ara, la seva actuació no ha impedit aquests comportaments d'aquest tipus de professors i sí ha perjudicat a professores que han recolzat les víctimes i han trencat el silenci sobre aquest tema.

Aquest mail es només la punta d'un lamentable iceberg que la Facultat, si volgués la seva Degana, podria fàcilment aclarir i solucionar. Només caldria l'abundant informació oral i escrita de varies alumnes disposades i disposats a aportar-la i procedir en conseqüència. Entre aquesta informació, estaria la que aquesta mateixa receptora del mail podria aportar sobre com ho va passar quan feia primer de la llicenciatura. Aquesta tasca es molt més fàcil fer-la ara que abans degut a l'existència d'una Comissió d'Igualtat a la Facultat que fins ara ha demostrat orientar-se cap als criteris internacionalment avalats en aquest camp.

Resto a la seva disposició per qualsevol aclariment addicional que em vulgui sol·licitar.

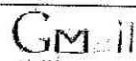
Ben cordialment,

Catedràtic de Sociologia de la UB



UNIVERSITAT DE BARCELONA

Facultat d'Economia i Empresa
Secretaria d'Estudants i Docència



(sin asunto)

recibido

[Redacted]

12 de septiembre de 2011 11:17

Querida [Redacted]

Espero que todavía te acuerdes de mí. Me encantaría en animarte de
carrera. Guarda buena cuenta de la fecha siguiente.

Hoy hemos tenido la Comisión de Máster, para revisar las solicitudes de
admisión. Ya te escribiremos oficialmente pero es muy positiva.

Me encantaría algún día de estos, ir juntos a Barcelona, tomar un café
juntos. ¿Vale?

Abrazos,

[Redacted]

[Redacted]

Universitat de Barcelona
Avda. Diagonal 690
08034 Barcelona, España

Màster d'Economia i
Empresa
C/ de la Muntanya, 100
Tel: 93 555 11 00

Tel: 93 555 11 00

Tel: 93 555 11 00

Tel: 93 555 11 00

Tel: 93 555 11 00

Tel: 93 555 11 00



UNIVERSITAT DE BARCELONA



Comissió d'Igualtat de la Facultat d'Economia i Empresa

Diagonal, 690-696
08034 Barcelona

Barcelona, 22 de novembre de 2011

A l'atenció de la Sra. Degana de la Facultat d'Economia i Empresa.

A la reunió del dilluns dia 21 de novembre de 2011 de la Comissió d'Igualtat de la Facultat d'Economia i Empresa es va analitzar la queixa presentada pel professor Ramón Flecha, Catedràtic del Departament de Teoria Sociològica, Filosofia del Dret i Metodologia de les Ciències Socials, relacionada amb un cas de presumpte assetjament d'un altre professor de la facultat envers una estudiant de màster, i acompanyada d'altres testimonis sobre situacions anàlogues. La comissió va considerar que la informació presentada pel professor Flecha és suficient per a constituir la Comissió per a la Prevenció i Actuació davant la Violència de Gènere (COPAVG).

Tal com s'especifica en el *Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual*, una de les tres persones que constituïran aquesta Comissió és nomenada per la degana de la Facultat.

Per aquest motiu, us sol·licito que procediu al seu nomenament amb la màxima urgència.

Salutacions cordials

Presidenta de la Comissió d'Igualtat de la Facultat d'Economia i Empresa



UNIVERSITAT DE BARCELONA



Facultat d'Economia i Empresa

Degana



Av. Diagonal 690,
08034 Barcelona
Tel.: 93 402 43 11
Fax: 93 402 43 12
degana.fee@ub.edu

En aplicació del Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual, aprovat per la Junta de Facultat el proppassat 4 de novembre,

NOMENO

Membre de la Comissió per a la Prevenció i Actuació davant la Violència de Gènere (COPAVG) a la Dra _____, catedràtica de Dret Penal de la Universitat de Barcelona



UNIVERSITAT DE BARCELONA



Facultat d'Economia i Empresa
Degana

Degana
Facultat d'Economia i Empresa

Barcelona, 23 de novembre de 2011

Excel·lentíssim i Magnífic Rector,

Us trameto l'informe confidencial que he rebut amb data 25 de gener de 2012 de la Comissió per a la Prevenció i Actuació davant la Violència de Gènere, en relació a unes queixes rebudes respecte al comportament del catedràtic d'universitat Dr.

La Junta de la Facultat d'Economia i Empresa va aprovar el propassat 4 de novembre de 2011 el Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual (s'adjunta una còpia del mateix).

Aquest protocol preveu la creació d'una Comissió per a la Prevenció i Actuació davant la Violència de Gènere (COPAVG) en cas de que arribi una queixa a la Comissió d'Igualtat de la Facultat.

Aquesta comissió ha estat formada per la Presidenta de la Comissió d'Igualtat de la Facultat, la Dra. _____, la Dra _____, catedràtica de Dret Penal de la Universitat de Barcelona, a proposta de la degana; i la _____, persona externa a la Universitat de Barcelona, experta en temes d'assetjament sexual, a proposta de la Comissió d'Igualtat.

En aplicació del protocol, la comissió constituïda a l'efecte ha fet una investigació dels fets denunciats, els ha analitzat i fa unes recomanacions. Algunes mesures recomanades són de l'àmbit competencial de la facultat, altres corresponen al rectorat. Us elevo doncs l'informe perquè analitzeu els fets i prengueu les decisions pertinents.

Ben cordialment,

Degana
Facultat d'Economia i Empresa

Barcelona, 26 de gener de 2012.



B Universitat de Barcelona

U

B

REGISTRE GENERAL	
Facultat d'Economia i Empresa	
Data:	19-VII-12 Hora: 13:51
Entrada:	17854
Sortida:	

MRS

Màster de Recerca en Sociologia
Master in Sociology (Research)

Benvolguda Degana,

D'acord amb la vostra petició us faig arribar la documentació sol·licitada al Departament de Sociologia i Anàlisi de les Organitzacions demanant un informe explicatiu del procediment seguit per l'esmentat departament per avaluar el treball de la Sra. (s'adjunta carta. Doc. 1) alhora que s'explica tot el procés del cas.

1-. La Sra. , amb data de 13 de març, eleva una reclamació al Departament de Sociologia i Anàlisi de les Organitzacions sol·licitant que es revisin les qualificacions dels treballs lliurats a l'assignatura "Organitzacions i Xarxes" que imparteix el Dr. (s'adjunta petició. Doc 2)

2-. La reclamació no es va tramitar de conformitat al que estableix l'article 25.II.a de les "normes reguladores de l'avaluació i de la qualificació dels aprenentatges" de la Universitat de Barcelona 06-07-2006. El Departament de Sociologia i Anàlisi de les Organitzacions procedeix pel principi d'economia processal i d'informalitat de les formes per l'administrat i nomena un tribunal constituït per tres membres: Dr. , ; Dr. i Dr. .

3-. A requeriment del President del Tribunal, el dia 19 de març es va demanar un informe escrit al professor responsable de l'assignatura, Dr. , que fou lliurat el dia 19 de març (s'adjunta documentació. Doc 3); dins del termini màxim de tres dies establert en l'article 25.II.b (s'adjunta documentació. Doc 4).

4-. El dia 20 de març la direcció del Departament de Sociologia i Anàlisi de les Organitzacions comunica als membres del Tribunal i a la Sra. el dia i hora de la reunió del Tribunal (s'adjunta documentació. Doc 5)

5-. El Tribunal es reuneix el dia 22 de març a les 12.45 (dins el termini de 12 dies hàbils des de la recepció de la reclamació). Un cop revisades les evidències de l'estudiant i l'informe escrit del professor, el tribunal va resoldre (dins el termini màxim de 6 dies hàbils) que el treball tenia una puntuació de 7 (s'adjunta documentació. Doc 6).

6-. El mateix dia 22 de març el president del Tribunal notifica la resolució de la reclamació a la Direcció del Departament. A partir de la mateixa data i dins del termini de tres dies hàbils la direcció del departament notifica per escrit la resolució del tribunal a l'estudiant i tramet una còpia al cap d'estudis i al professorat responsable de l'assignatura (s'adjunta documentació. Doc 7)

7-. El dia 2 de maig de 2012 la Comissió del Màster de Recerca en Sociologia rep una sol·licitud de la Sra. manifestant el seu desacord amb la qualificació obtinguda de les evidències de l'assignatura "Organitzacions i Xarxes" argumentant l'incompliment de dos aspectes de l'articulat de les "normes reguladores de l'avaluació i de la qualificació dels aprenentatges" de la Universitat de Barcelona 06-07-2006.

Art 21. "La revisió s'ha d'efectuar el dia i l'hora indicats pel professor o la professora responsable de l'assignatura en fer públiques les qualificacions"; manifesta que el professor no ha posat dia i hora de revisió.

Art. 25. "El tribunal ha de revisar les evidències de l'avaluació de l'estudiant i ha de demanar un informe escrit al professor o la professora responsable de l'assignatura, que l'ha de lliurar en un termini de tres dies". L'estudiant manifesta que el tribunal no ha demanat un informe escrit al professor de l'assignatura.

D'altra banda l'estudiant demana que, segons preveu l'article 26 de l'esmentada normativa, la comissió del Màster sol·liciti al professor o "al departament la informació per fer les indicacions necessàries per resoldre la queixa" i que alhora que "la coordinadora del màster ha d'eleva un informe amb aquestes indicacions a la comissió acadèmica del centre que trametrà una proposta de resolució a la comissió acadèmica del Consell de Govern". **(S'adjunta queixa estudiant. Doc 8)**

8-. En els paràgrafs inicials d'aquesta sol·licitud l'estudiant explica haver donat testimoni a la Comissió d'Igualtat de la Facultat en la denúncia d'un membre del PDI de la facultat i manifesta la por ser perjudicada per aquesta circumstància.

9-. Paral·lelament a aquesta sol·licitud, la Comissió de Màster va rebre una carta, (amb data del dia 25 d'abril de la Comissió d'Igualtat, amb còpia a la Directora del Departament de Sociologia i Anàlisi de les Organitzacions en la qual adverteix que l'alumna ha de rebre protecció **(S'adjunta la carta Comissió Igualtat. Doc 9)**

10-. És per ambdós motius que la coordinadora del Màster no ha passat la carta de l'estudiant a la Direcció del Departament de Sociologia i Anàlisi de les Organitzacions.

11-. En la reunió de la Comissió de Màster del dia 9 de maig la presidenta de la Comissió dóna lectura a la sol·licitud de l'estudiant Anna Vidu del dia 2 de maig i a la carta de la Comissió d'Igualtat del dia 25 d'abril i es debat intensament sobre com donar curs i resoldre el cas (la presidenta de la comissió fa una primera consulta a Serveis Jurídics de la Universitat de Barcelona); finalment, en una segona reunió celebrada el dia 31 de maig, s'acorda fer una consulta a Serveis Jurídics sobre com informar a la Direcció del Departament de Sociologia i Anàlisi de les Organitzacions (s'adjunta petició. Doc 10)

12-. Serveis Jurídics respon a través d'un mail amb còpia a la Degana traspassant el cas a la Direcció del Centre.(s'adjunta la informació. Doc 11)

13-. La Degana de la Facultat d'Economia i Empresa sol·licita a la Coordinadora del Màster de Recerca en Sociologia que demani un informe a la Directora del Departament

de Sociologia i Anàlisi de les Organitzacions sobre com s'ha tramitat la petició de revisió de nota de la Sra. (Doc 12)

14-. **Adjunto l'informe de la Dra.** , directora del Departament de Sociologia i Anàlisi de les Organitzacions en el qual explica com es va dur a terme el procés de revisió de nota de l'estudiant . aportant les proves que demostren que s'ha donat compliment a la normativa.(Doc 13)

Atentament,

Coordinadora del Màster de Recerca en Sociologia

Barcelona, 19 de juliol de 2012



Universitat de Barcelona



REGISTRE GENERAL	
Facultat d'Economia i Empresa	
Data:	22/6/2012
Entrada:	16/28
Sortida:	

Dra.

Directora del Departament de Sociologia i Anàlisi de les Organitzacions

Facultat d'Economia i Empresa

Universitat de Barcelona

Atenent la sol·licitud (Reg. n°11841 02/05/2012) que la Sra. -estudiant del Màster de Recerca en Sociologia- dirigeix a la Comissió de Màster on exposa que s'ha incomplert la Normativa Reguladora de l'Avaluació i Qualificació d'Aprenentatges de la Universitat de Barcelona aprovada pel Consell de Govern (06/07/2006), pel que fa a la qualificació d'un treball de l'assignatura Organitzacions i Xarxes de l'esmentat màster, en els Arts. 21 i 25b que preveu la normativa anteriorment citada.

La Comissió de Màster dona curs a aquesta sol·licitud aplicant l'article 26 de l'esmentada normativa i sol·licita al Departament de Sociologia i Anàlisi de les Organitzacions, un informe on s'expliqui el procediment que es va seguir per avaluar el treball de la sol·licitant en un termini de 15 dies hàbils que serà tramès a la direcció del centre.

Atentament,

Comissió de Màster de Recerca en Sociologia

Barcelona, 22 de juny de 2012



REGISTRE GENERAL	
Facultat d'Economia i Empresa	
Data:	13/3/2012
Entrada:	7918
Sortida:	

Cognoms _____ nom _____
 DNI _____ adreça _____
 Població _____ CP _____ tel.: _____
 Adreça electrònica _____

ENSENYAMENT Master de Recerca en Sociologia

EXPOS:

Que Al curs de Sociologia he tingut la millor nota de la promoció i he obtingut el premi extraordinari. També en tota la resta d'assignatures del master tinc excel.lent. Al setembre vaig presentar una guisa del Catedràtic Jesús de Miguel a la Comissió d'Igualtat Ètica en desacord amb la nota de la part d'organitzacions de l'assignatura Organitzacions i Xarxes del Master, de la qual és professor. Diego Torrente no entenc què feia el Catedràtic de Miguel al despatx del Diego Torrente en el moment de la revisió i a la nota que havia acordat amb el professor Torrente en fer-la. No compareixo els arguments del professor pels quals la nota del treball és un 5. També em resulta curiosa aquesta nota quan la resta al despatx del grup són del 8 cap a dalt.

SOL·LICITO:

Que es revisi el treball i la resta de coses entregades d'aquesta part de l'assignatura, com la recerca i presentació del treball d'una lectura i l'assistència i participació a classe

Barcelona, 13 de març de 2012.

(signatura)

(Directori del Dept de Sociologia i Anàlisi de les Organitzacions)
 (indicar el càrrec de la persona a qui s'adreça) amb còpia a:
 (Director del Dept de Teoria Sociològica i Filosofia del Dret)
 (part de les coses)

De: "Dep. Sociologia" <dep-sociologiaiao@ub.edu>
 Para: <
 Enviado: lunes, 19 de marzo de 2012 14:14
 Asunto: Petición documentación y criterios evaluación
 Buenos días

Desde la Dirección del Departamento, me comunican que se ha recibido con fecha 13 de marzo una petición de revisión de examen de la asignatura "Organitzacions i Xarxes" del máster de Recerca en Sociologia, por parte de la Sra. / Debido a los plazos tan ajustados que marca la normativa, mañana por la mañana deberías dejar en el buzón de la Directora del Departamento, la documentación correspondiente a la evaluación, así como los criterios que has utilizado para la corrección y también las calificaciones obtenidas por esta señora en el resto de asignaturas del máster.

Muchas gracias.

I
 Dept. Sociologia i AO
 F. Economia i Empresa
 Avda. Diagonal, 690
 08034-Barcelona
 Telf.: 934021801
 e-mail: dep-sociologiaiao@ub.edu

Comentarios a la evaluación de

El objetivo del proyecto de investigación es evaluar la capacidad de los estudiantes de diseñar un proyecto de investigación sobre un aspecto concreto de una organización real. Lo que se valora es la calidad del proyecto. Es decir, la capacidad de formular objetivos e hipótesis concretas, vincularlas a una discusión teórica, plantear una metodología coherente con ellas, bien justificada, y con un sistema de indicadores y variables explícito y bien argumentado.

presenta un texto que es un informe de investigación y no un proyecto que es lo que se pidió para este curso. El diseño metodológico que se plasma en el informe da un salto desde el discurso teórico general a ciertos aspectos concretos de la realidad de la escuela de adultos. No está detallado el sistema de indicadores y variables que se utilizan. Tampoco está bien justificado el sistema recogida de datos.

Todo esto se le explicó a la estudiante en la revisión. A pesar de estas limitaciones, se revisó al alza la nota atendiendo al esfuerzo realizado en los aspectos teóricos y de acercamiento a la realidad de una organización.

DOC 5

Data: Tue, 20 Mar 2012 11:45:02 +0100 [dt, 20 mar 2012 11:45:02 CEST]

De:

Per a:

c/o:

Tema: Revisió Examen "Organitzacions i Xarxes"

Bon dia!

Per indicació de la Directora del Departament, Dra. _____, et comunico que el proper dijous 22 de març d'enguany es procedirà a la revisió del examen de l'assignatura "Organitzacions i Xarxes" tal com vas demanar. La revisió es durà a terme de 12'45h. a 14'00h. franja horària en la qual has d'estar localitzable per si el tribunal considera que és necessari fer-te alguna pregunta.

Gràcies.

Secretaria

Departament de Sociologia i AO

F. Economia i Empresa

Avda. Diagonal, 690

08034-Barcelona

Telf.: 934021801

De: "Dep. Sociologia i Anàlisi de les Organitzacions" <dep-sociologiaiao@ub.edu>
Per a:
Enviat: dijous, 22 / març / 2012 17:05
Tema: RV: Revisió exàmen
Imprimir i posar a l'expedient corresponent.
Merci, elisabet

De:
Enviado el: jueves, 22 de marzo de 2012 0:09
Para: 'Dep. Sociologia'
Asunto: RV: Revisió exàmen Sra.

De:
Enviado el: martes, 20 de marzo de 2012 13:37
Para:
Asunto: Fw: Revisió exàmen

----- Original Message -----

From: !
To:
Sent: Tuesday, March 20, 2012 12:47 PM
Subject: Revisió exàmen Sra.

Bon dia!

Per indicació de la Directora del Departament, us comunico que la revisió d'exàmen de l'assignatura "Organitzacions i Xarxes" del Màster de Recerca en Sociologia de la Sra. , es farà el dia 22 de març de 12'45h. a 14'00h. a l'aula 105 (passadís de fotocòpies) de la Facultat d'Economia i Empresa. Us he deixat còpia de tota la documentació a la bústia.

Gràcies.

Dept. Sociologia i AO
F. Economia i Empresa
Avda. Diagonal, 690
08034-Barcelona
Telf.: 934021801
e-mail: dep-sociologiaiao@ub.edu



UNIVERSITAT DE BARCELONA



Departament de Sociologia i
Anàlisi de les Organitzacions
Avda. Diagonal, 690
08034 Barcelona
Tel. (93) 402 18 01
Fax. (93) 402 18 01
<http://www.ub.es/sociol/sociolog.htm>

Barcelona, 22 de marzo de 2012,

Reunidos a las 12:45 en el aula 105 de la Facultad de Economía y Empresa de la Universidad de Barcelona, los profesores del Departamento de Sociología y Análisis de las Organizaciones Dr. [redacted], Dr. [redacted], Dr. [redacted] se **constituyen en tribunal** para evaluar el recurso de la Sra. [redacted] (DNI: [redacted]).

Analizadas las evidencias se considera la calificación de 7 puntos, impuesta en segunda instancia por el profesor [redacted] se adecúa a la calidad y a los requisitos planteados en la asignatura "Organización y Redes".

Las evidencias revisadas han sido: "Organización voluntaria. La escuela de adultos de la Verneda" y "Recensión: Modelos de gestión de la empresa multinacional"

Presidente [redacted]

Secretario [redacted]

Vocal [redacted]

Doc 7



Facultat d'Economia i Empresa	
Departament de Sociologia i Anàlisi de les Organitzacions	
Data:	23 MARÇ 2012
Entrada:	
Sortida:	3781

Barcelona 22 de març 2012

Reunit el tribunal de revisió de les qualificacions de la Sra. [redacted], en relació a l'assignatura "Organitzacions i Xarxes", i fruit de la reclamació que va fer aquesta estudiant del Màster de Recerca en Sociologia de la Universitat de Barcelona, notifico com a Directora del Departament de Sociologia i Anàlisi de les Organitzacions que la resolució de l'esmentat tribunal, ha estat la de considerar la qualificació de 7 punts, imposada en segona instància pel professor de l'assignatura, el Dr. [redacted]. S'adjunta la resolució del Tribunal.



Directora
Departament de Sociologia i Anàlisi de les Organitzacions


Facultat d'Economia i Empresa
Departament de Sociologia i Anàlisi de les Organitzacions
Elisabet Almeda Samaranch
Directora

Copia a l'estudiant [redacted], al professor Dr. [redacted] i a la Cap d'Estudis de Sociologia,
Dra. [redacted].

Nº REGISTRE [redacted]

Nº REGISTRE [redacted]

REGISTRE GENERAL	
Facultat d'Economia i Empresa	
Data: 2/5/2012	Hora: 16:43:56
Entrada: 11841	
Sortida:	

A l'atenció de la Comissió d'Estudis del Màster de Recerca en Sociologia,

Vaig acabar la llicenciatura de sociologia amb la millor mitja de la promoció i he obtingut el premi extraordinari. Al setembre, vaig donar el meu testimoni a la Comissió d'Igualtat de la Facultat d'Economia i Empresa, sobre una denúncia al Catedràtic

. Aquesta data coincideix amb l'inici del Màster de Recerca en Sociologia. Quan la comissió ad-hoc del cas em va entrevistar em va preguntar si algun professor dels que tenia, em podia perjudicar la nota per haver fet aquest testimoni. Vaig respondre que el professor . El que havia previst va passar, i després de demanar comissió de revisió, no s'ha pogut resoldre i s'ha incomplert la normativa. A continuació relato els fets tal com s'han donat i indico l'incompliment de la normativa d'avaluació per tal que la comissió del màster pugui resoldre la meua queixa.

El professor em posar un 5 en la seva part de l'assignatura argumentant que no havia fet un bon treball. Em va sorprendre ja que totes la resta de notes de la classe superen el 8 i hi ha molts 9 i 10, lo que determina que tot l'alumnat, excepte jo, han fet un bon treball. A l'assignatura Sociologia de les Organitzacions de la llicenciatura vaig obtenir Matrícula d'Honor i també vaig dedicar molt d'esforç en fer aquest treball del Màster, tot i que el professor no va deixar clar els criteris per elaborar aquest treball. Per això estic en desacord amb la nota del màster, i vaig demanar comissió de revisió de la nota al departament. Després d'anomenar-se la comissió, el professor em puja la nota al 7, i la comissió li va donar la raó desprestigiant el meu treball (7 continua sent la nota més baixa de la classe).

A part del meu desacord, amb tot el procés, s'ha incomplert la normativa establerta. Més concretament, l'Art. 21 i l'Art. 25, de la normativa "normes reguladores de l'avaluació i de la qualificació dels aprenentatges" de la Universitat de Barcelona. Per això presento aquesta queixa d'acord amb l'Art. 26 de la mateixa normativa.

Més concretament, es tracta de dos incompliments:

1) El primer consta del incompliment de l'Art. 21 "La revisió s'ha d'efectuar el dia i l'hora indicats pel professor o la professora responsable de l'assignatura en fer públiques les qualificacions". El professor no ha posat dia i hora de revisió.

2) El segon consta del incompliment del que es mostra a l'apartat b de l'Art. 25. "El tribunal ha de revisar les evidències d'avaluació de l'estudiant i ha de demanar un informe escrit al professor o la professora responsable de l'assignatura, que l'ha de lliurar en un termini de tres dies". El tribunal no ha demanat un informe escrit al professor de l'assignatura.

Contra aquests incompliments demano l'aplicació del que preveu l'Art. 26, de la esmentada normativa:

a) La comissió d'estudis del màster ha de sol·licitar al professor o al departament la informació i fer les indicacions necessàries per resoldre la meua queixa.

b) La coordinadora del màster ha d'eleva un informe amb aquestes indicacions a la comissió acadèmica del centre que trametrà una proposta de resolució a la comissió acadèmica del consell de govern.

Barcelona, 2 de maig 2012



UNIVERSITAT DE BARCELONA



REGISTRE GENERAL	
Facultat d'Economia i Empresa	
Data:	2/5/2012
Entrada:	11806
Sortida:	

Comissió d'Igualtat de la Facultat d'Economia i Empresa
Diagonal, 690-696
08034 Barcelona

Doc 9

Benvolguts professors i professores de la Comissió del Màster,

La Comissió d'Igualtat de la Facultat d'Economia i Empresa ha rebut dos escrits d'.

, alumna del màster de Recerca en Sociologia d'aquesta facultat. Després de llegir-los, i atesa la gravetat del cas, la Comissió d'Igualtat ha decidit per unanimitat enviar una carta a la Comissió del Màster de Recerca en Sociologia perquè prengui les mesures pertinents. En el primer escrit l'alumna relata els problemes que ha tingut amb la nota de part de l'assignatura Organitzacions i Xarxes, impartida pel professor

, i la petició que ha fet d'una comissió de revisió del seu treball, a més de la situació incòmoda que està vivint a causa de la situació que s'ha produït. En el segon escrit, relata una situació una mica estranya i sorprenent respecte al que ha passat amb la seva nota, ja que la qualificació de 5, que li havia atorgat originalment el professor —i que es va mantenir durant la revisió posterior—, es va transformar en un 7 en arribar a la comissió de revisió nomenada per la directora del Departament.

Aquesta comissió va resoldre mantenir la nota de 7, sense que en l'informe de resolució es justifiquin els motius o arguments de la ratificació. continua en desacord amb aquesta nota. En relació amb la qualificació en qüestió, hi ha alguns fets una mica contradictoris: la nota d'aquesta alumna és la més baixa de la classe, cosa que resulta poc coherent amb la seva trajectòria acadèmica, ja que recentment ha estat Premi extraordinari de llicenciatura.

D'altra banda, la Comissió d'Igualtat vol fer constar que és una testimoni important en una denúncia davant d'un membre del PDI d'aquesta facultat, procés que encara no està tancat; i també que, durant el seu testimoni i en resposta a les preguntes de la comissió que tractava el cas sobre possibles represàlies en el seu historial acadèmic, va expressar concretament que podria tenir problemes amb el professor, atès que aquest tenia una estreta relació amb la persona denunciada.

En la mesura que les conductes denunciades entren dins de l'àmbit d'aplicació del *Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual* de la Facultat d'Economia i Empresa, durant el seu testimoni, va rebre les garanties de protecció que estableix aquest protocol. Concretament, en el tercer punt, sobre

tramitació inicial de les queixes, s'hi diu textualment: «Durant tot el procés la persona presumptament assetjada ha de rebre protecció, suport i assessorament continu».

És per això que la Comissió d'Igualtat sol·licita a la Comissió del Màster que, quan analitzi la petició d' , tingui en compte els antecedents assenyalats per si hi pot haver algun indici de represàlia en contra seva pel fet d'haver declarat en el cas d'assetjament esmentat anteriorment.

Molt cordialment,

La Comissió d'Igualtat de la Facultat d'Economia i Empresa

Presidenta /

Barcelona, 25 de abril de 2012

Amb còpia a , directora del Departament de Sociologia i Anàlisi de les Organitzacions.

Doc. 10

De:
Para: <serveisjuridics@ub.edu>
Enviado: miércoles, 30 de mayo de 2012 14:43
Asunto: CONSULTA QUEIXA QUALIFICACIÓ ASSIGNATURA MÀSTER RECERCA SOCIOLOGIA
 Benvolguts,

M'adreço a vostès per consultar una qüestió respecte a un tema de normativa acadèmica. El meu nom és [redacted] i sóc la Coordinadora del Màster Oficial de Recerca en Sociologia que es fa en el marc de la Facultat d'Economia i Empresa.

Tenim una carta adreçada a la Comissió de Màster per part d'una estudiant que no està d'acord amb una qualificació d'una assignatura i argumenta que s'ha incomplert la normativa Reguladora de l'Avaluació i de la Qualificació, en els articles 21 i 25. (La carta es va presentar quan era vigent la normativa anterior i no l'aprova al maig)

21. "L'avaluació s'ha d'efectuar el dia i l'hora indicats pel professor responsable en fer públiques les qualificacions". Argumenta que el professor no ha posat dia i hora de revisió.

22. "El tribunal ha de revisar les evidències d'avaluació de l'estudiant i ha de demanar informe escrit al professor o professora de l'assignatura que l'ha de lliurar en un termini de tres dies". Argumenta que no ha demanat un informe escrit al professor de l'assignatura.

Per això demana que s'apliqui l'article 26

a) La comissió d'estudis del màster ha de sol·licitar al professor i al departament la informació i fer les indicacions necessàries per a resoldre la queixa.

b) El cap d'estudis ha d'eleva un informe a la comissió acadèmica del centre que ha de trametre una proposta der resolució a la Comissió Acadèmica del Consell de govern....

La meva consulta és que entenc que com a Comissió de Màster el que hem de fer és sol·licitar la informació al professor i al departament. I quan arribi la informació fer un informe com a presidenta de la comissió i trametre-la a la comissió acadèmica del centre, no?

Entenc que "les indicacions necessàries" és únicament demanar un informe al professor i al Departament.

Dep. Teoria Sociològica, Filosofia del Dret i Metodologia de les CCSS
 Universitat de Barcelona
 Diagonal, 690
 08034 Barcelona

DOC 17

De:
Para:
CC:
Enviado: miércoles, 13 de junio de 2012 15:15
Adjuntar: master.pdf; master1.pdf; master2.pdf
Asunto: master recerca sociologica
Benvolguda degana,

D'acord amb la conversa mantinguda, us adjunto la documentació (consulta i informe) que fa referència a la "consulta queixa qualificació assignatura màster recerca sociologia" del vostre centre, formulada per la Dra. López el 30/5/12 .

Ben cordialment,

Directora

Serveis Jurídics
de la UB i del Grup UB
Balmes 21, 1-2
08007 Barcelona
Tel. +34 93 403 49 92
Fax +34 93 403 49 93



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Dra.
Coordinadora
Màster de recerca en sociologia

En relació a la queixa presentada per l'estudiant, respecte a la qualificació de l'assignatura
"Organitzacions i Xarxes" del màster de recerca en sociologia, us sol·licito que demaneu un informe a la
directora del Departament de Sociologia i Anàlisi de les Organitzacions, que expliqui el procés seguit en
la revisió d'aquesta qualificació.

Ben cordialment,

Degana

Barcelona, 15 de juny de 2012

Barcelona, 5 de juliol de 2012

A: _____, Comissió de Màster de Recerca en Sociologia

DE: _____, Directora de Departament de Sociologia i Anàlisi de les Organitzacions

ASSUMPTE: SOLICITUD d'Informe de Procediment d'Avaluació dels Treballs de la Sra. _____, alumne Màster de Recerca en Sociologia, per part de la Comissió de Màster de Recerca en Sociologia

Antecedents

En data 13 de març de 2012, la direcció del Departament de Sociologia i Anàlisi de les Organitzacions rep un reclamació de la Sra. _____, alumne del Màster de Recerca en Sociologia, sol·licitant que es revisi les qualificacions del seu treball i la resta de coses entregades a la part de l'assignatura "Organitzacions i Xarxes" que imparteix el professor _____, docent de l'esmentat Màster (s'adjunta carta, doc1).

La normativa d'aplicació són les "normes reguladores de l'avaluació i de la qualificació dels aprenentatges" de la Universitat de Barcelona, de 06-07-2006.

Conforme la normativa, la reclamació no es va tramitar de conformitat al que estableix l'article 25.II, que requereix la seva incoació davant el Consell d'Estudis, i no davant d'aquesta Direcció. Però tot i així, aquesta Direcció va procedir pel principi d'economia processal i d'informalitat de les formes per l'administrat, i seguint l'article 25.II.a, va nomenar un tribunal constituït per tres membres, escollits entre el personal acadèmic permanent del departament i que en cap dels casos van participar en la primera avaluació de la Sra. Vidu. Aquest professorat seleccionat fou el Dr. _____, el Dr. _____ i el Dr. _____.

A requeriment del President del Tribunal, el dia 19 de març es va demanar un informe escrit al professor responsable de l'assignatura, Dr. _____ (vegeu doc2), que fou lliurat el dia 21 de març al Tribunal, es a dir, dins del termini màxim de tres dies establert en l'article 25.II.b (vegeu doc3, informe del Dr. _____, entregat a aquesta direcció pel secretari del Tribunal).

El dia 20 de març, la direcció comunica en dos emails diferents, primer als membres del tribunal i després a la Sra. _____, que el tribunal es reuniria el dia 22 de març de 12.45 a 14.00 hores a l'aula 105 de la Facultat d'Economia i Empresa (s'adjunten els dos emails, doc4 i doc5). En la comunicació dirigida a _____ s'informa que durant aquesta franja horària ha d'estar localitzable per si el tribunal considera que és necessari fer-li alguna pregunta.

El Tribunal, es va constituir, tal com estava previst, en el dia i hora indicada, dins del termini legal de 12 dies hàbils de la recepció de la reclamació, establert per l'article 25.II.a. Igualment, el mateix dia el tribunal va revisar les evidències d'avaluació de l'estudiant i l'informe escrit del professor responsable de l'assignatura, i va resoldre conseqüentment, i de

conformitat a l'article 25.II.b i c, dins del termini màxim de 6 dies hàbils des de la seva constitució (vegeu doc6).

El mateix dia 22 de març, el president del Tribunal va notificar la resolució de la reclamació a aquesta direcció de departament. A partir de la mateixa data i dins del termini de tres dies hàbils establert per l'article 25.II.d, la direcció del departament va notificar per escrit la resolució d'aquest tribunal a l'estudiant i va trametre una còpia al/ a la cap d'estudis i al professorat responsable de l'assignatura, adjuntant la resolució de dit Tribunal (s'adjunta la notificació, doc7).

D'aquesta manera, aquesta Direcció ha donat compliment en temps i forma a la reclamació presentada el 13 de març de 2012 per l'estudiant _____, de conformitat a l'establert en l'article 25.II. de la normativa aplicable.

Qüestions plantejades

Es va rebre una petició -notificada en data 22 de juny de 2012- a aquesta direcció del Departament per part de la Comissió del Màster de Recerca en Sociologia sol·licitant un informe que expliqui el procediment que es va seguir per avaluar el treball de la Sra. _____, alumne del Màster de Recerca en Sociologia (s'adjunta notificació, doc8).

En aquesta sol·licitud, es menciona que es fa atenent a una reclamació de la Sra. _____ del 2 de maig de 2012 i enregistrada amb nº 11841 dirigida a la Comissió de Màster, per suposat incompliment de la normativa reguladora de 06/07/2006 ja citada, en els articles 21 i 25b. Així mateix, la comissió diu que "dona curs a aquesta sol·licitud aplicant l'article 26 de l'esmentada normativa...", i sol·licita a aquest departament un informe on s'expliqui el procediment que es va seguir per avaluar el treball de la sol·licitant en un termini de 15 dies hàbils que serà tramès a la direcció de centre.

L'article 26 esmentat estableix, entre altres aspectes, que "...contra l' incompliment reiterat del que es preveu en aquesta normativa, l'estudiant pot presentar una queixa raonada davant del consell d'estudis de l'ensenyament corresponent. Davant d'aquesta queixa s'ha de procedir de la manera següent:.....a) El consell d'estudis sol·licita al [...] departament la informació necessària i, si escau, li adverteix de l'incompliment i li fa les indicacions necessàries per tal de resoldre la queixa..."

Pel que fa a les qüestions anteriors, cal dir:

- Que no consta en aquesta direcció cap reclamació ni queixa raonada feta per la Sra. _____ amb data 2 de maig de 2012 ni cap altre que no sigui la informada anteriorment – de data 13 de març de 2012-, la qual ha estat resposta d'acord a la normativa vigent i no hi ha constància alguna en aquest departament pel que fa a altres reclamacions per possibles incompliments. En el seu cas, i en funció de l'establert per l'article 25.II primer paràgraf, la Comissió de màster hauria de traslladar immediatament a la direcció del departament qualsevol reclamació vinculada a possibles incompliments d'aquesta normativa.

- Que, subsidiàriament, i sobre l'única reclamació coneguda de la Sra. _____ amb data 13 de març de 2012, el Prof. _____ en el seu informe escrit afirma haver fet la revisió que indica l'article 21, sense que consti cap reclamació per la seva omisió en aquest departament. Així mateix, no existeix cap article 25.b. Complementàriament, i
- si es tractés de l'article 25.II.b de les mencionades normes, cal reiterar de conformitat als antecedents esmentats, que aquesta direcció va donar compliment a tota la normativa procedimental que es troba establerta. Particularment, el tribunal va informar en la seva resolució que va revisar les evidències d'avaluació de l'estudiant i va demanar l'informe escrit al professor responsable de l'assignatura –com requereix l'article 25.II.b.-, el qual el va lliurar dins del termini màxim de tres dies, tal com s'estableix.
- Que la resolució del tribunal, ha estat notificada en temps i forma, i no hi ha hagut notificació a aquest departament de cap impugnació administrativa o contenciosa administrativa en el seu contingut o forma davant de cap de les instàncies previstes en la legislació vigent.
- Que consegüentment, no s'ha incomplert cap normativa, i menys encara de manera reiterada; cal insistir que en a aquest departament, la Comissió de Màster només ha fet arribar una única reclamació de la Sra. _____, i que aquesta ha estat resposta i notificada en temps i forma per la seva direcció.
- Que aleshores, la sol·licitud de la comissió del màster no es fonamenta sinó de manera improcedent i arbitrària, ja que l'article 26 preveu que tal sol·licitud correspon “...contra l'incompliment reiterat del que es preveu en aquesta normativa...”, no trobant-se aquest cas en aquesta situació.
- Que, subsidiàriament, i respecte al que estableix l'article 26 sobre que “...a) El consell d'estudis sol·licita al [...] departament la informació necessària i, si escau, l'adverteix de l'incompliment i li fa les indicacions necessàries per tal de resoldre la queixa...”; en canvi la comissió no informa, ni fonamenta ni adverteix de cap incompliment concret ni fa cap indicació de cap tipus, tampoc menciona les mesures pertinents per restablir el dret pretesament lesionat, ni qual seria aquest dret lesionat, per la qual cosa torna abstracta i arbitrària la sol·licitud.

Per tot això, es requereix a la Comissió del Màster que fonamenti la seva sol·licitud de l'Informe de Procediment de l'Avaluació dels Treballs de la Sra. _____, en el marc de la legislació aplicable, d'acord a elements de judici que permetin la seva adequada i pertinent resposta, degut a la inaplicabilitat del citat article 26 del cas en qüestió, i també d'acord a la resta de normativa vigent. I tot, conforme els antecedents i el arguments de drets esmentats en la present carta. Subsidiàriament, i en cas d'existir qualsevol reclamació per incompliment de la normativa vigent per part d'aquest Departament, que no sigui informada oportunament per la vostra unitat administrativa, es demana que es procedeixi a la seva immediata notificació per tal de procedir a la seva tramitació i resposta.

Atentament,

Assumpte: RE: Use of Harvard Affiliation

De: [REDACTED]

Data: 19/10/2011 20:36

A: [REDACTED]

Thank you for your prompt response. I hope things are going well for you all at UB.
Best,
[REDACTED]

[REDACTED]
Director, Office for Sexual Assault Prevention and Response
Harvard University
731 Holyoke Center
1350 Massachusetts Avenue
Cambridge, MA 02138
(617) 384-9081
www.fas.harvard.edu/~osapr

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From: [REDACTED]

Sent: Wednesday, October 19, 2011 2:36 PM

To: [REDACTED]

Subject: Re: Use of Harvard Affiliation

Dear [REDACTED],

Thanks for informing me.
I will address this situation.

Regards,
[REDACTED]

Al 19/10/2011 20:32, En/na l [REDACTED] ha escrit:

Dear Dean [REDACTED],

We recently received a complaint from a member of your community concerning Professor [REDACTED] suggestion in a communication with a former student that Professor [REDACTED] is currently affiliated with Harvard University. Harvard's records indicate that Professor [REDACTED] was a visiting scholar from 2004-05 and does not have a current appointment. Professor [REDACTED] is, of course, free to represent honestly that he was a visiting scholar in 2004-05, but he should not identify himself in a way that suggests a current affiliation.

Many thanks in advance for your help addressing this situation.
Sincerely,
[REDACTED]

[REDACTED]
Director, Office for Sexual Assault Prevention and Response

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731 Holyoke Center
1350 Massachusetts Avenue
Cambridge, MA 02138
(617) 384-9081
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Excel·lentíssim i Magnífic Rector,

Us trameto l'informe confidencial que he rebut amb data 7 de novembre de 2013 de la Comissió per a la Prevenció i Actuació davant la Violència de Gènere, en relació a unes queixes rebudes respecte al comportament de l'estudiant del màster de Sociologia,

La Junta de la Facultat d'Economia i Empresa va aprovar el propassat 4 de novembre de 2011 el Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual.

Aquest protocol preveu la creació d'una Comissió per a la Prevenció i Actuació davant la Violència de Gènere (COPAVG) en cas de que arribi una queixa a la Comissió d'Igualtat de la Facultat.

En aplicació del protocol, la comissió constituïda a l'efecte ha fet una investigació dels fets denunciats, els ha analitzat i fa unes recomanacions. Us elevo doncs l'informe perquè analitzeu els fets i prengueu les decisions pertinents.

Ben cordialment,

Degana
Facultat d'Economia i Empresa

Barcelona, 8 de novembre de 2013.



UNIVERSITAT DE BARCELONA



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Deganat

B:KC Barcelona
Knowledge
Campus
Campus d'Excel·lència Internacional

ACTA DE REUNIÓ DE LA JUNTA DE FACULTAT

Dia: 14 de juliol de 2011

Hora: de 12 a 13.50 h

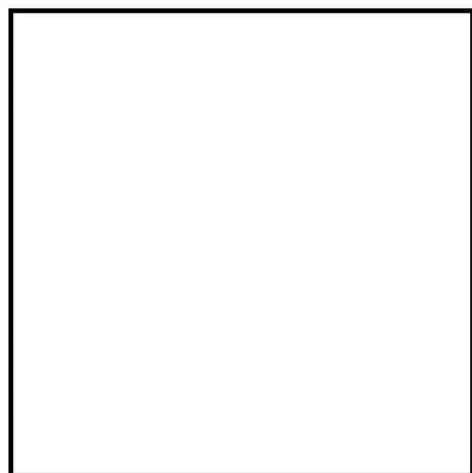
Lloc: sala de juntes de l'edifici 690

Assistents

--



Excusen la seva absència:



Ordre del dia

1. Aprovació, si escau, de l'acta de la sessió anterior.
2. Informe de la degana.
3. Aprovació, si escau, de la programació de màsters universitaris per al curs 2012-13.
4. Aprovació, si escau, de la Comissió Promotora del Màster de Recerca en Empresa.
5. Aprovació, si escau, de la modificació del calendari d'extinció de les assignatures de la diplomatura de Ciències Empresarials.
6. Aprovació, si escau, del *Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual*.
7. Torn obert de paraules.

Desenvolupament de la sessió

1. Lectura i aprovació, si escau, de l'acta de la sessió anterior

S'aprova per assentiment.

2. Informe de la degana

A. Informació institucional UB

La degana informa sobre la darrera reunió del Consell de Govern, en què s'ha explicat la retallada pressupostària, que a la UB afecta 71M €, 43,2M de funcionament i 27,6M d'inversions. I es concreta de la manera següent:

- Personal PAS: els contractes de reforç que vencien el 30 de juny no s'han renovat. I en el recent concurs de trasllat, les places vacants no es cobriran; la voluntat és cobrir-les a partir de la tardor.
- Personal PDI: ajustament de les hores del professorat associat, fins i tot creant categories noves per ajustar-se a la realitat (per exemple, associats 2+2 o 1+1). Les convocatòries de professorat lector, agregats i titulars d'universitat (TU) que han sortit han estat només les d'estabilització de contractes de darrer any. No hi haurà convocatòries de promoció de titulars d'universitat a catedràtics d'universitat. Al setembre es valorarà si hi pot haver beques predoctorals i postdoctorals.

B. Obres i infraestructures

La Facultat va estalviar dels recursos propis, que ha destinat a la climatització de l'edifici 696, per import de 400.000 €. Dilluns s'obren les pliques del concurs i es preveu que les obres comencin a la tardor.

Pel que fa a l'ampliació de l'ERE, les obres, que han costat 100.000 €, ja han finalitzat. S'assignaran els espais amb la llista d'espera de la darrera convocatòria.

En relació amb la unificació de departaments, no s'ha pogut complir amb el calendari previst i, tot i que hi ha una primera proposta, queda pendent treballar amb altres alternatives. A final de juliol es preveu d'acabar-les i, per tant, les reunions es faran amb els departaments al setembre per poder fer el trasllat per Nadal.

El CRAI, que és l'únic servei que encara no està unificat, va fer un informe sobre la solució òptima per a la Facultat, i va concloure que l'ideal és un únic espai. Mentre això no sigui possible, la millor solució és quedar-se en dos espais, i això comporta eliminar l'antiga biblioteca d'empresarials. El model escollit és que la biblioteca de campus diagonal sigui la biblioteca de grau i la biblioteca interior contingui les revistes especialitzades i les monografies.

Amb els espais alliberats pel CRAI es preveu cobrir necessitats que han sorgit en diferents àmbits: sales d'estudis, aules d'informàtica, arxius administratius de la Universitat de Barcelona, que finalment es faran per facultats. Quan estigui definit el projecte ja es presentarà a la Junta.

C. Rànquings

S'ha fet públic el QS rànquing, per àrees, i en economia i econometria, estadística i investigació operativa, i sociologia, la Facultat hi apareix força ben posicionada.

En el rànquing de Tilburg, apareixem com la quarta universitat de l'Estat en economia.

D. Professorat

La nova política de professorat que planteja la Generalitat de Catalunya preveu:

- 1.700 jubilacions en els propers deu anys en el sistema universitari català. Dels recursos alliberats:
- 850 places es destinaran a becaris i assistents a docència i recerca.
- 425 places haurien d'anar al nou programa Serra Hunter, que vol captar professorat d'excel·lència, amb criteris establerts per la Generalitat.
- 425 places per renovar contractes permanents, política d'estabilització i política universitària autònoma.

E. Docència

Les comissions promotores aprovades en anteriors reunions de Junta per proposar nous títols, segueixen treballant i s'espera que a la tardor es tinguin totes les memòries per presentar-les a la Junta.

La setmana vinent se sabran les notes de tall. Caldrà veure quin impacte hi tindrà la disminució de 150 places; ja que ara se n'ofereixen 1.000 d'ADE, 70 d'ADE-Dret i 20 d'ADE-Matemàtiques. S'espera que això es concreti en la millora de la nota de tall.

S'agraeix la feina de planificació acadèmica feta pel vicedegà, les caps d'estudis i els departaments, davant la incertesa que hi ha hagut per fer aquesta planificació.

F. Estudiants

Es destaca la iniciativa d'emprenedoria "Tots som Pep", que ha sortit als mitjans de comunicació (a la contra de *La Vanguardia* i a programes de ràdio i televisió). S'agraeix a la Dra. el suport que ha donat a aquest grup.

G. Altres

El 20 de juliol hi haurà la presentació del llibre del professor [] pintor del retrat del Dr. [] relatiu al desenvolupament de l'obra. A continuació hi haurà el sopar de fi de curs, en què es farà un petit homenatge al PAS i PDI que es jubilen.

Intervencions respecte a l'informe

[] pregunta si el calendari de jubilacions de la nostra facultat comparativament amb el de la UB és millor o pitjor, i si ens despolem.

[] a la Comissió de Professorat es va dir que se n'ha de fer un estudi i veure com es concreta la proposta de la Generalitat a la Facultat.

[] pregunta si es pensa fer alguna cosa amb les concessions, amb els canvis que estem tenint a la Facultat, tot i que no depengui de nosaltres.

[] el tema de les concessions és un problema delicat, ja que la Facultat està sent exclosa de les decisions respecte de les concessions. Dilluns hi ha una reunió amb el vicerector per parlar-ne. I en una reunió que es farà amb el rector també s'abordarà el tema.

Respecte a les cafeteries, les dues concessions són per quatre anys i van amb lots. Quan es va fer el concurs, la Facultat no hi era present; se'ns va excloure del concurs.

Respecte a les copisteries van sortir dues concessions, una de papereria i copisteria i una de copisteria. Per temes econòmics hi va haver una inversió de concessionaris. Com que la de l'edifici 696 no ha pogut assolir la rendibilitat esperada, ha renunciat a la concessió.

Un problema addicional és que fa molts mesos que s'està demanant un nou espai per al Banc de Santander. La Facultat ha proposat l'espai del costat del bar de l'edifici 690, però han dit que no. La Facultat considera que ara no és el moment adequat, malgrat que el Banc dóna molts diners a la UB. La Facultat ha plantejat que, com que el negoci de fotocòpies no és prou rendible per a dos concessionaris, es pot habilitar un espai petit per a fotocòpies a l'edifici 696 i donar l'antic espai del concessionari al Banc de Santander. Per això s'ha demanat que no surti cap concurs a l'edifici 696, però se n'ha de parlar amb el vicerector d'Economia.

[] manifesta la seva queixa respecte al petit espai de restauració, tenint en compte la dimensió que té la Facultat. Demana si es pot ampliar.

[] la Facultat ja ho va plantejar i s'havia treballat amb Obres un projecte d'ampliació, però el vicerector d'Economia no va voler incloure les obres en la concessió, perquè que aleshores havia d'abaixar el cànon i aquest no era el seu objectiu, ja que la UB necessitava diners. I ara, amb la concessió ja donada, és molt més complex tirar endavant l'ampliació.

[] demana que la Junta aprovi una resolució perquè aquest espai es destini a ampliar el bar.

[] agafa el compromís per a la propera sessió de la Junta.

[] comenta que seria desitjable que si el concessionari funciona, hi hagués algun criteri que permetés mantenir la concessió, i no depenguéss només de criteris econòmics.

[] comenta el greuge que hi ha entre la Cooperativa i el concessionari Rey Center.

[] informa que s'ha reunit amb la Cooperativa, la qual li ha manifestat la queixa en relació amb la competència que li fa Rey Center. S'ha traslladat al vicerector, que és qui va gestionar les concessions. Tot i que en el plec posava que no es podien vendre llibres, Rey Center ho està fent.

[] pregunta si el fuster també surt a concessió, ja que pel que ha sentit sembla que així serà. Demana si es pot evitar.

[] sí, ha de sortir a concessió. Aquest any s'ha pogut buscar una forma alternativa per mantenir-lo, però serà difícil poder utilitzar aquesta modalitat una altra vegada i, per tant, el resultat és incert.

3. Aprovació, si escau, de la programació de màsters universitaris per al curs 2012-13

La degana dona la paraula al vicedegà de Recerca. Es reparteix la documentació inclosa en l'annex 1 i el vicedegà explica la documentació.

Comenta que s'ha de fer pública l'oferta de màsters de la Facultat: nom, crèdits, places, departaments, etc. En concret, l'oferta són els màsters que ja tenim en funcionament amb alguna petita modificació: el màster d'Economia, el màster de Recerca en Sociologia, el màster de Direcció d'Empreses de l'Esport, el màster d'Internacionalització, el màster de Gestió Cultural, el màster de Creació i Gestió d'Empreses Innovadores i de Base Tecnològica. S'està treballant en dues comissions promotores per a dos màsters nous: el màster de Ciències Actuarials i Financeres i el màster de Màrqueting i Investigació de Mercats, que substituirien els segons cicles actuals; i també el màster de Recerca en Empresa, que modificaria l'actual màster de Recerca en Empresa, Finances i Assegurances.

També s'oferirà el màster d'Història Econòmica, conjuntament amb altres universitats però coordinat per la UB, i altres màsters conjunts no coordinats per la UB, com ara el màster de Gestió Pública i el màster d'Estadística i Operativa.

Intervencions respecte a aquest punt:

[] pregunta si per reduir el nombre de màsters, un dels criteris és el nombre d'alumnes. A la documentació hi consta el nombre d'alumnes de nou accés, però a vegades no s'omplen.

[] hi ha un nombre mínim per mantenir-los, que era de 10 en màsters de recerca i 15 en els professionalitzadors, però que ara puja a un mínim de 20.

[] s'ha suprimit el màster de Gestió Pesquera; d'altra banda, com que assignaven a la Facultat els de l'IBEI, també s'han tret. Per tant, la Facultat ja ha reduït l'oferta de màsters. Actualment en tenim dotze, incloent-hi els dos nous. No estem, per tant, sobredimensionats. El que s'hauria d'intentar aconseguir és incrementar el nombre d'estudiants.

[] comenta que el problema del reduït nombre d'estudiants potser ve provocat per l'estructura del grau, que és de quatre anys.

[] cada país ha fet el que li ha semblat. En altres països és obligatori fer el màster per poder exercir. Aquí el grau ja habilita.

[]: pregunta si se'n poden modificar i ampliar els plans d'estudis.

[] sí, es pot fer. Possiblement al llarg del curs vinent s'hauran d'actualitzar els màsters. Ens han recomanat que es tornin a verificar.

[] pregunta si la mobilitat que demanem pot fer més atractius els màsters; és a dir, si tenim la política que la gent ha d'anar a l'estranger, als estrangers els interessa venir aquí?

[] per als màsters de recerca potser sí, però és un nombre molt reduït.

[]: hi ha un tema sense resoldre que és que hi ha una minoria que comença un màster professionalitzador i vol passar a un doctorat. Comenta que caldrà plantejar aquest tema.

[] la normativa ha canviat i la distinció entre màster de recerca i màster professionalitzador desapareix. Això vol dir que es pot fer el màster que es vulgui i després optar al doctorat. Una altra cosa és el que decideixi cada comissió respecte a l'accés.

[] comenta que en la documentació no hi ha tots els departaments que imparteixen docència.

[] respon que s'hi han posat els departaments que actualment imparteixen docència, però en cap cas això condiona.

[] comenta que si hi ha un error i no apareix algun departament, s'afegirà.

[]: comenta que falten departaments que no són de la Facultat.

Es recull la correcció i s'incorpora.

[] afegeix que demanaven que només es posés els departaments de la Facultat, però no hi ha cap problema a incorporar-los. Agraïx la correcció.

S'aprova per assentiment.

4. Aprovació, si escau, de la Comissió Promotora del Màster de Recerca en Empresa

La degana cedeix la paraula al vicedegà de Recerca, que explica la composició de la Comissió.

S'aprova per assentiment.

5. Aprovació, si escau, de la modificació del calendari d'extinció de les assignatures de la diplomatura de Ciències Empresarials

La degana cedeix la paraula al vicedegà Acadèmic, que explica la documentació repartida com a annex 2.

S'aprova per assentiment.

6. Aprovació, si escau, del Protocol per a la prevenció, detecció i actuació en contra de l'assetjament sexual

La degana explica la documentació repartida com a annex 3. Creu que és convenient donar més temps per esmenar-lo i proposa d'aprovar-lo a la propera sessió de la Junta. Les esmenes rebudes es plantejarien a la Comissió d'Igualtat, que seria qui les treballaria.

Intervencions respecte a aquest punt:

[] atès que sense protocol la Comissió no té eines per funcionar, comenta que caldria no endarrerir-se.

[]: comenta que està molt ben fet i vol agrair la feina feta als autors.

[] comenta que tot i que és molt necessari el protocol, cal anar amb compte com es defineixen determinades coses.

[] com a membre de la Comissió comenta que el punt de partida ha estat el protocol de la Facultat de Dret, que està més avançada que nosaltres, i s'ha treballat a la Comissió fent-hi canvis i esmenes.

S'acorda postposar el procés per a la propera reunió de la Junta.

7. Torn obert de paraules

[] demana si es pot tenir un informe de quins han estat els resultats acadèmics de l'alumnat i si es poden discutir els resultats, per analitzar i buscar solucions si és necessari.

[] comenta que això es fa cada any a la Comissió Acadèmica de la Facultat i que s'acostuma a elaborar l'informe al voltant de setembre-octubre. Es passarà l'informe a la Junta.

[] pregunta si algú fa cap informe sobre la inserció laboral i el tipus de feina.

[] aquest informe el fa l'AQU i és disponible en el seu web. Es podrien incorporar les dades a la memòria de la Facultat.

La degana aixeca la sessió, de la qual, com a secretari, estenc aquesta acta.

El secretari

Vist i plau
La degana

Annexos:

1. Programació de màsters universitaris pel curs 2012-13
2. Modificació del calendari d'extinció de les assignatures de la Diplomatura en Ciències Empresarials
3. Protocol per a la prevenció, Detecció i Actuació en contra de l'Assetjament Sexual de la Facultat d'Economia i Empresa