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CENTER TO ADVANCE MENTORED, INQUIRY-BASED OPPORTUNITIES IN ECOLOGY & CONSERVATION



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Building a Better Fieldwork Future: Preventing & Managing Sexual Harassment and Assault in the Field

University of California, Santa Cruz

CAMINO: Center to Advance Inquiry-Based Opportunities in Ecology



Preventing & Managing Sexual
Harassment & Assault in Field Settings
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- Slides are downloadable on <https://training.ucr.edu/fieldwork>
- Pre-survey link is in the chat - please take it!
 - LINK: https://www.surveymonkey.com/r/pre_SHA



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Creating a culture shift in fieldwork

A workshop designed by a professor and Ph.D. student aims to help scientists prevent and deal with sexual assault and harassment in field settings, where researchers often work in harsh conditions and close quarters miles from help

October 19, 2018

By [Peggy Townsend](#)

Promoting Safe and Inclusive Fieldwork



Sexual harassment in the field

- 64% of field participants reported experiencing sexual harassment while in field¹
- 22% reported physical harassment or assault²
- Consequences and responses look different in the field than in the office

The field: unique challenges, opportunities

- Limited outside communication, ways to leave
- Long hours, close quarters, blurry boundaries
- Power asymmetry, dependence on leaders
- Interactions with non-group members

Outline

1. What are harassment and assault?
2. Preparing
3. Intervening
4. Responding and reporting
5. Review

What are harassment and assault?

Terms for today

- “Survivor/victim” = person who personally experiences harassment or assault
- “Perpetrator” = person who carries out harassment or assault
- “Witness” = person who observes harassment or assault
- “Bystander” = person who may be **empowered** to intervene
- “Reporting” = to authorities by staff with reporting responsibility

What is sexual harassment?

*“It is unlawful to harass a person (an applicant or employee) **because of that person’s sex...Harassment does not have to be of a sexual nature**, however....Although the law doesn’t prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, **harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment.***

-U.S. Equal Employment Opportunity Commission

University of California has additional provisions regarding sexual harassment and assault

- UC prohibits:
 - sexual violence and sexual harassment
 - Relationship/dating violence
 - Stalking
- UC additionally includes in the definition of sexual harassment:
 - Invasions of sexual privacy
 - retaliation
 - Quid pro quo, hostile work environment



What constitutes harassment?

- Unwelcome advances, requests for sexual favors
- verbal or physical harassment, of a sexual nature *or not*
- **Frequent/severe degrading jokes, off-color comments**
- hostile work environment
- making others feel unsafe or uncomfortable based on identity

What constitutes sexual assault?

- **Sexual assault covers any kind of unwanted sexual activity, including contact**
- Any sexual activity without **consent**
- Causing and/or taking advantage of another person's incapacitation by drugs or alcohol; sexual contact with a person who is sleeping or unconscious — in other words, **people who can't consent**

Consensual relationships

Faculty-student, TA-student: prohibited

UC APM-015: “Whenever a faculty member [or TA] is **responsible for academic supervision of a student**, a personal relationship between them of a romantic or sexual nature, even if consensual, is inappropriate.”

Student-student: need to respect others

“Consensual relationships while not prohibited...**may create a hostile environment**....for individuals not in the relationship and ...for the parties themselves should the consensual relationship end. ”



Prevention

Prepare for inclusive field settings

- Create and disseminate **Field Safety Plan**
 - Communications plan, password sharing
 - Copies of keys, map to hospital, phones/instructions always accessible
- Create **medical and emergency protocols** before leaving
 - Emergency and evacuation plans
 - Sexual assault incidents should follow these emergency plans



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Field Operations Safety Manual



Provided by:
University of California, Office of the President
Risk Services



[https://ehs.ucsc.edu/programs/
research-safety/field-research/](https://ehs.ucsc.edu/programs/research-safety/field-research/)

Prepare:

- Designate 2 staff/faculty members to **receive reports**/know who they are.
 - **Identify responsible employees/mandated reporters** (most teaching staff are by law)
 - Establish confidential reporting protocols if possible
- Establish clear **alcohol, drug protocols**
- **Know emergency, medical protocols**, where to find **field safety plan**

Prepare: Preventive Logistics

- Discuss boundaries and expectations with **non-participants/outside**s
- Discuss **privacy, hygiene, bathroom, sleeping** protocols
- Request mechanisms for **switching sleeping quarters, work partners**
- Establish high communication standard; **daily group check-ins**

Prepare: Build a community agreement

- Actively involve all participants
- Include health, safety, boundaries, respect, etc.
- Give examples: e.g. agree to disagree, share camp chores equitably, group check in every day, no public nudity,....



Establishing inclusive norms in your field setting



Establishing inclusive norms

- Repeatedly and regularly discuss community agreements, particularly those regarding harassment and assault
- Treat others with respect, including using preferred gender pronouns
- Assert boundaries and insist they be respected
- Avoid isolation with someone you don't feel comfortable with

Inclusive settings do NOT involve these behavioral warning signs:

- **Inappropriate jokes** or comments, particularly in power relationships
- Controlling behavior or **imposed isolation** on one person by another
- **Verbal abuse**, cruel or derogatory remarks
- **Blame-shifting** for feelings and problems
- **Making threats**, even in jest

Respond to violations, emergency situations

5 D's of Bystander Intervention

1. **Direct** – say/ do something to engage involved party
2. **Distract** – say/ do something to interrupt (“spill the sauce”)
3. **Delegate** — ask for help of people better able to intervene
4. **Document** — if safe, document interaction
5. **Delay** — say or do something after the difficult moment has passed

What to do in the case of violence

- It is a survivor's choice to seek support, make a report, or seek medical attention
- **If survivor consents**, take safe, immediate action without “investigation”
- Treat possible assault like medical emergency – ALERT (other) STAFF
- Seek medical attention for victim immediately
- Preserve evidence if possible
- Seek counselling and victim advocacy services (campus or other)

Reporting at your institution

Reporting is always an option

- **How do your participants report in the field?**
- Identify mandated reporters, reporting systems EARLY
- Identify who receives reports back home at your institution

Confidential support options

- UC CARE offices -
<https://sexualviolence.universityofcalifornia.edu/faq/care-advocates.html>
- Contact info for each UC campus office:
<https://sexualviolence.universityofcalifornia.edu/get-help/>
- [Confidential CARE Advocate Link](#)
 - (530) 752-3299

Reporting at UC

- Title IX resources for UC campuses <https://www.ucop.edu/title-ix/resources/campus-resources/index.html>
- Immunity from minor offenses for reporters (e.g., for incidents involving alcohol).

Breakout scenarios – 10 minutes

- 2 scenarios total, scenarios are in the chat
- You will receive a 5-minute warning
- Discuss the scenarios and think together about how to respond—**there are no “right” answers**
- Please respond respectfully — “thinking out loud” is ok!
- Also available here:
<https://docs.google.com/document/d/1IzoL5jNC8IkyuQVj89rrS35Dm1KFMSraQlvHhi8uo6U/edit?usp=sharing>

Breakout scenario #1

You are a participant on a research team on a large ship collecting oceanographic data in the Indian Ocean. You and the rest of the participants celebrate the crossing of the equator by throwing a big party on the ship's bridge. During the party, one of your group members drinks too much and is stumbling around the room, eventually becoming sick. An unfamiliar ship crew member offers to take the participant back to the cabins, and the pair exit the bridge together.

1. Should you or another bystander take action in this scenario? Why or why not?
2. If yes, what type of action would you take in this situation?
3. What could your group have set up prior to the incident to avoid it?

Breakout Scenario #2

You are a participant on a field course camping in a remote site in the Sierras for six weeks. Halfway through the program, a student wakes you up in the middle of the night crying. The student tells you that they have been sexually assaulted by the staff logistics coordinator. The student is hysterical and doesn't know what to do. The staff logistics member has the car keys, map, and satellite phone, and there's no cell service. You're not scheduled to leave this site and relocate to another site for five more days.

- What do you do in this situation as a bystander?
- What protocols could you add to your own medical emergency plan to cover incidents like this?
- What measures could have prevented this situation?

Regroup

- What came up during your breakout session?
- What was difficult about responding to these scenarios?
- What could you have done to prevent this from happening?
What could another member of your team have done?

Review: Preventing Sexual Harassment & Assault in Field Settings

- Organizational climate = best predictor of risk of sexual harassment and assault in STEM
- Changing the cultural norms, accepted behaviors is most likely way to prevent harassment and assault
- **Preparation through:**
 - Clear expectations + protocols for field safety, alcohol, etc.
 - community agreement building
 - preventative logistics, report-receivers
 - Bystander intervention training and modelling
- Access to confidential resources and reporting channels



Getting involved with 'Preventing'

- Please complete the post-workshop survey:
https://www.surveymonkey.com/r/post_SHA
 - Link also in chat!
- Apply to become a certified trainer – contact mecronin@ucsc.edu if interested

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Building a better field work future Thank you!



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2. Berdahl, J. L., & Moore, C. (2006). Workplace harassment: Double jeopardy for minority women. *Journal of applied psychology*, 91, 426-436.
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