Preventing Sexual Harassment in your Academic Department

Berkeley PATH to Care Center

care.berkeley.edu / (510) 642-1988
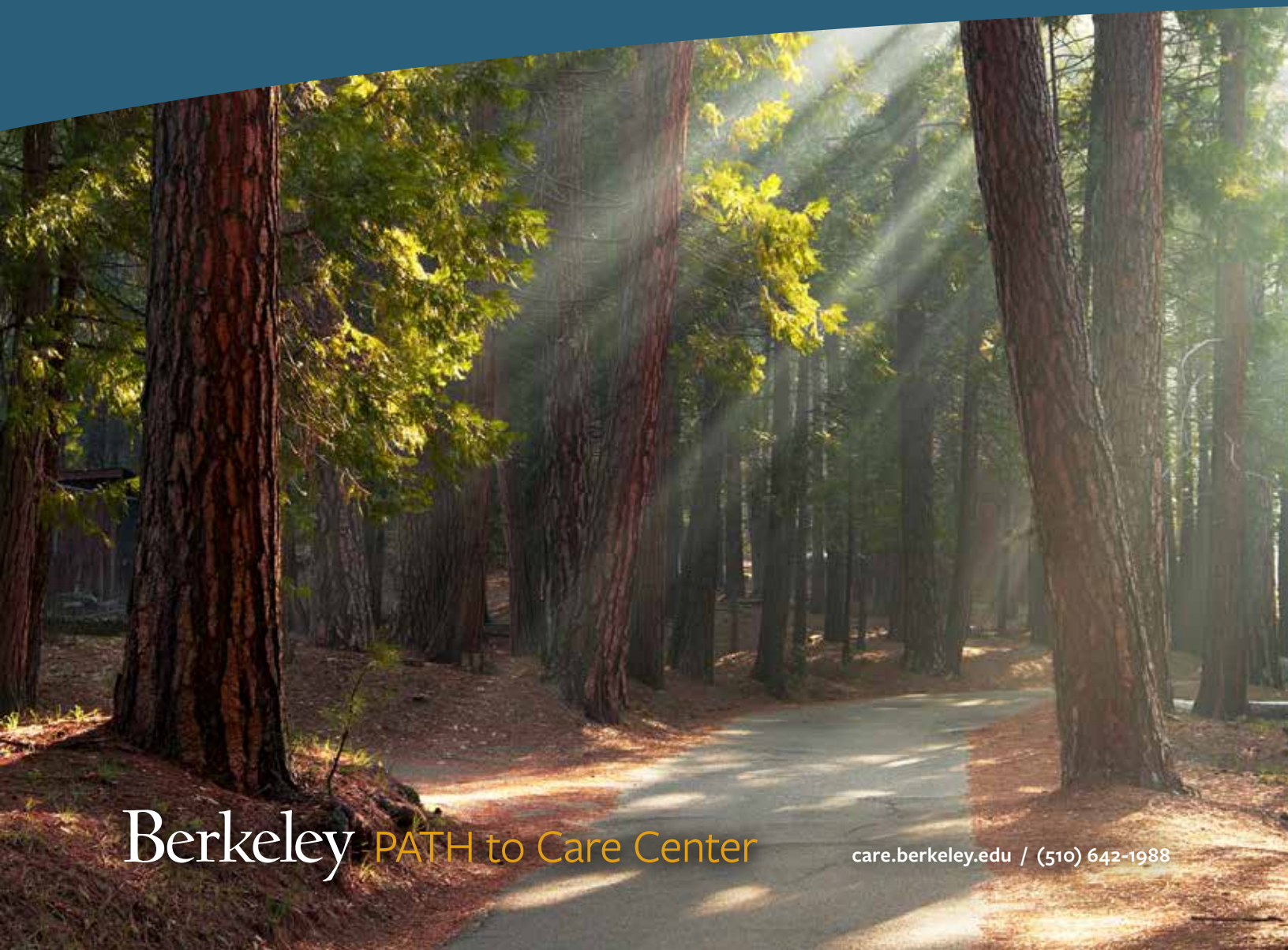
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Introduction

This toolkit is designed to help decision-makers in academic departments create and implement a plan to prevent sexual harassment within their academic community (faculty, staff, students, postdoctoral scholars, researchers, vendors, and visitors). All too often after sexual harassment has been made public, people will say that they wish they had done more to prevent it, but that they weren't sure what to do. There are actually many things you can do, individually and collectively, to prevent harassment from happening. This toolkit is here to help.

Who We Are

This toolkit is brought to you by the prevention experts at the PATH to Care Center. PATH to Care is the confidential center on campus that serves people impacted by sexual violence and harassment (including relationship violence, stalking, and sexual assault) and leads the campus in preventing these types of harms from happening in the first place.

Our Philosophy

We strive to realize our values in everything we do, including this toolkit. We hope you will notice as you go through it that:

- We believe prevention comes first. We know that with time and concerted efforts violence is 100% preventable, and we believe that we have a moral imperative to make progress to prevent violence and suffering.

- We center survivors. Survivors began and are imperative to the movement to end sexual violence across the country; their experiences and perspectives are critical to healing and transforming our culture in genuine and meaningful ways.

- We are grounded in social justice. We understand that violence is rooted in oppression and that oppression is intersectional, so our approach must also be intersectional. We commit ourselves to expanding access, practicing inclusion, and undoing oppression wherever and whenever possible.

- We believe safety is a right. Every human in our community should receive respect for their bodily and emotional integrity and autonomy -- always, in every situation.

- We practice self-care and kindness. Work grounded in these practices is more sustainable, effective, and transformative.

- We seek and value the wisdom of our community. We take a communal approach to our work, knowing that we are all learning from each other.

- We are optimistic and hopeful. We know that, as a community, we can eliminate violence and create the campus community we want.

Our approach is ecological – that is, it goes beyond the education of individuals to look at how relationships, community norms and standards, institutional policies, and broader societal values intersect with the problem of sexual harassment, and it encourages departments to think and plan accordingly.

This image, called the Social Ecological model, visualizes this.[1]
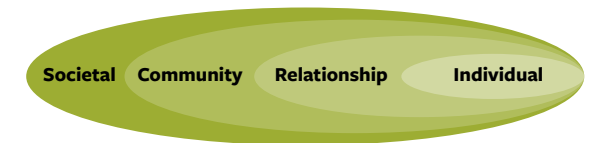
Taking a socioecological approach means that this Toolkit is really a culture change project. Changing the culture of a department, College, or School is challenging; but the rewards are even greater.

Understanding the Context

Sexual harassment is against the law, and against UC policy. But what is it, exactly? The Equal Opportunity Employment Commission (EEOC) defines harassment broadly as, "unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information." Workplace harassment violates the Civil Rights Act of 1964, the Employment Act of 1967 (ADEA), and the Americans with Disabilities Act of 1990 (ADA)[2]. Sexual harassment is defined in the UC Policy on SVSH as unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal, nonverbal or physical conduct of a sexual nature where there is also an expectation of quid pro quo, and/or the creation of a hostile environment. This policy prohibits sexual harassment, as well as retaliation against anyone for reporting, or participating in an investigation.

Research indicates that sexual harassment is more likely to occur in professional settings where:

- There are weak laws and policies about sexual violence

- The environment is dominated by men

- There is a lack of diversity

- There are isolating environments

- There are hierarchical, dependent relationships between faculty and trainees

- There are social norms supportive of sexual violence and men's entitlement

- There is belief in rape myths (incorrect, sexist beliefs about sexual assault)

- There is inequality between genders.[3]

[1] Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention

[2] National Sexual Violence Resource Center. (2017). Key findings of the select task force on the study of harassment in the workplace. https://www.nsvrc.org/sites/default/files/publications_nsvrc_research-translation_key-findings-select-task-force-study-harassment-in-the-workplace.pdf

[3] See Basile, DeGue, et al 2016; Bergman et al 2002; Casey, Lindhorst 2009; Edwards et al 2011; Feldblum and Lipnik 2016; National Academy of Sciences 2018; NSVRC 2017; Townsend 2017-B.

Given that many academic institutions are dominated by men, lack diversity, and have strong hierarchical structures, it is not perhaps surprising sexual harassment is prevalent. Indeed, some research has found that academia has the second-highest rate of sexual harassment after the military.[4]

Sexual harassment in the workplace has significant negative implications for individuals, as well as the larger organization, department, or institution. It has been shown to contribute to both physical and psychological health issues, and can lead to lower job satisfaction and work productivity.[5] It can also lead to decreased productivity, increased absences, retention risk, and loss of trust in leadership.

Workplace sexual harassment is an ongoing issue at UC Berkeley.

In 2017-18, sexual harassment comprised the largest number of allegations received by the Office for the Prevention of Harassment and Discrimination (OPHD).[6] Two recent studies also shed light on this: A small qualitative study conducted by UC Berkeley's Interdisciplinary Center for Healthy Workplaces examining instances of sexual harassment witnessed/experienced by Berkeley staff, faculty, and students,[7] and UC Berkeley's first campus-wide SVSH survey (MyVoice), conducted in 2018. The survey received over 15,000 responses from UCB undergraduates, graduates, faculty and staff. Together, these provide a clearer picture of the problem. As you move ahead, it's important to know that:

- A common situation involves a faculty member harassing a graduate student, with the faculty member being well-known, successful, and described as "adding high value to the university" (Winslow et al 2019). However, peer to peer harassment (that is, staff to staff, or undergraduate to undergraduate) is also common. Note that even if the harasser is a "peer" in this sense, the situation often involves someone with greater power or status harassing someone with less (for example, a staff member with longer tenure harassing a newer staff member).

- On-campus sexual harassment frequently occurs in private offices or other private meeting spaces.

- Off-campus sexual harassment frequently occurs at conferences (during coffee breaks, in private conference hotel rooms, or at a cocktail hour). Additionally, department-sponsored social events are a frequent site of off-campus harassment.

- More than half of incidents addressed in the ICHW study involved bystanders, yet bystanders rarely took action to stop the harassment or assist the person being harassed.

- In a number of instances studied by ICHW, the person causing harm was intoxicated. This was especially true if the event took place at a conference or off-campus social event.

- In the MyVoice survey, 30% of undergraduates reported having experienced behaviors classified as sexual harassment within the last five years (or since coming to UC Berkeley).

[4] Ilies, R., Hauserman, N., Schwochau, S., & Stibal, J. (2003). Reported incidence rates of work-related sexual harassment in the United States: using meta-analysis to explain reported rate disparities. Personnel Psychology , 56(3), 607-631.

[5] Chan, D. K., Chow, S. Y., Lam, C. B., & Cheung, S. F. (2008). Examining the job-related, psychological, and physical outcomes of workplace sexual harassment: A meta-analytic review. Psychology of Women Quarterly, 32 (4), 362-376.

[6] UC Berkeley 2018 Annual Report on Sexual Violence/Sexual Harassment: Prevention, Incidence, and Response.

7 Winslow, C., Thibau, I., Banks, C. (2019). Factors associated with sexual harassment in academic institutions of higher education: A technical report to inform prevention efforts. Interdisciplinary Center for Health Workplaces. Berkeley, CA.

- MyVoice also underscored what other research has demonstrated; namely, that people with marginalized identities experienced sexual harassment or violence at higher rates than the general population. For example, 40% of respondents who identified both as underrepresented racial minorities and as gender non-binary reported experiencing sexual violence or harassment, compared with 12% of respondents overall.

Sexual harassment is often a branch from a larger tree; namely, a departmental climate of disrespect for people from traditionally marginalized identity groups such as people of color, women, trans/gender non-conforming people, people with disabilities, and others. While this toolkit focuses on sexual harassment prevention, we will encourage you throughout to look more broadly at the climate in your department, and to make use of your colleagues in the Division of Equity and Inclusion to help you do so.

What You Will Find Here

This toolkit will take you through a semester-long journey of creating a plan for sexual harassment prevention in your department. The next section, "How to use this toolkit", will explain the mechanics, but briefly: Parts 1 and 2 are intended to help you organize your core planning team and get grounded in the data you already have, as well as think about what other information you may want to collect. Parts 3 through 11 move you through thinking about all aspects of departmental culture, organization, and practices to identify areas for improvement that are low-hanging fruit, as well as more aspirational. Finally, the appendix provides sample policies, language, and other resources to help you along the way.

This toolkit is about preventing harassment; it is not a resource for responding to incidents or reporting them. There are several great resources already available for you in that regard; see the appendix for details.

Beginning to look comprehensively at sexual harassment prevention may feel overwhelming. It's important to remember to take care of yourself during this planning process, as this topic can be stressful and challenging to discuss. You are always welcome to speak with a confidential advocate at PATH to Care Center to discuss how this project is impacting you, and receive support. To make an appointment, call 510-642-1988.

A-Z

Terminology

Some of the terms you will see mentioned in this Toolkit.

Bystander: a term used to refer to someone who observes or hears about harm happening but is neither the target of the harm nor the perpetrator. Most interpersonal violence happens in the presence of others, and so the field of violence prevention has focused on the role of bystanders as potential agents of change.

[8] Basile, K.C., DeGue, S., Jones, K., Freire, K., Dills, J., Smith, S.G., Raiford, J.L. (2016). STOP SV: A Technical Package to Prevent Sexual Violence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

A-Z **Microaggressions:** subtle or slight comments or actions about a person's membership in an oppressed group that are hurtful, and contribute to a climate of unwelcomeness (for example: commenting on how well an Asian-American student speaks English, even though the student grew up in Los Angeles).

OPHD: Office for the Prevention of Harassment and Discrimination. See below: Title IX Officer.

Prevention: to stop harm from occurring (primary prevention), stop it from getting worse (secondary prevention), or stop it from happening again (tertiary prevention). The focus of this toolkit is primary prevention.

Risk and protective factors: these terms, taken from public health, refer to qualities that make an individual or group more or less likely to experience a negative health consequence (in this case, sexual harassment). Risk factors increase the likelihood of either perpetrating or being a target of harassment; protective factors decrease that likelihood.

Social norms: unwritten beliefs about common behavior in your community. For example, believing that most members of your community would take action to interrupt harassment if they saw it happening. These beliefs inform your own choices to act. Uplifting pro-social norms (such as intervening to stop harassment) has been shown to positively impact such measures as intent to intervene and confidence in intervening.[9]

SVSH: Sexual Violence and Sexual Harassment; the umbrella term used at the University of California to refer to sexual assault, relationship violence, stalking, and sexual harassment. The UC Policy on Sexual Violence and Sexual Harassment defines prohibited SVSH behaviors, outlines employee responsibilities to report it, and describes ways in which it can be addressed.

SVSH Advisor: The position of Special Faculty Advisor to the Chancellor on Sexual Violence/Sexual Harassment was created in 2017 on the recommendation of the Chancellor's Senate/Administration Committee on Sexual Violence and Sexual Harassment. The faculty member who holds this position serves as the campus lead for the University's efforts in providing a safe working, learning, and living environment for students, faculty, and staff that is free from gender-based discrimination. For more information, please see: https://svshadvisor.berkeley.edu/

Title IX Officer: a required position at all educational institutions. At UC, Title IX Officers oversee and document all institutional efforts stop, prevent and remedy discrimination and harassment on the basis of sex, gender, gender identity and pregnancy, as stipulated in Title IX. Campus Title IX Officers implement the UC SVSH Policy and other systemwide nondiscrimination policies at their location, and oversee compliance with Title IX and related state and federal laws and administrative policies in a wide range of areas such as policy and practice, mandated education programs, and gender equity compliance in athletics; as well as coordinate the campus response to investigations and audits from federal and state enforcement agencies. At UC Berkeley, the Title IX officer is the Director of the Office for the Prevention of Harassment and Discrimination (OPHD). For more information, see https://ophd.berkeley.edu/

[9] Ibid.

How to Use This Toolkit

The Toolkit planning process is a one-semester effort that will result in concrete, actionable next steps for a variety of your stakeholders. We recommend you go about it as follows:

1. Schedule a phone or in-person meeting with PATH to Care Center to discuss how to implement this in your particular department, and get advice (pathtocare@berkeley.edu).

2. Get a formal commitment of support and engagement from leadership in your department (Chair or Dean, or other relevant leader).

3. Form a one-semester working group with representation from staff, faculty, students, and postdocs as well as a diversity of backgrounds/identities (key for bringing a wealth of information to the table, as well as recognizing that sexual harassment disproportionately impacts people from marginalized identities).[10] An ideal size is somewhere between 4-8 people. See Part 1 for more information.

4. Identify co-chairs for the working group. These should be people who can move the agenda forward, keep meetings on task, send reminders, and schedule meetings.

5. For all members: make sure you are not nominating people who have caused harm in the department to a leadership role. Consult with the PATH to Care Center about how best to avoid this.

6. Set a 60 minute working meeting every 2 weeks for the course of the semester for the entire group. We have found that this process requires a minimum of 8 meetings. You may not use them all, but schedule them anyway. We recommend beginning this process at the start of a semester rather than halfway through. Also, ensure that you select a meeting space all your group can physically access.

7. Create a shared drive to hold your working group documents. Templates are available to download for meeting agendas, as well as examples from other departments, in the appendix.

8. Set agenda topics for all the meetings of the semester. These should mirror sections of the Toolkit. For example: Meeting 1 should focus on identifying champions and allies. All meetings should be working meetings: ask people to bring laptops and be prepared to jump right in. A suggested format is also available in the appendix.

9. Early on, identify people with whom you'd like to consult as part of this process. Maybe it's the events planner or a junior faculty member who has recent experience of faculty mentoring. Once you identify them, invite them to join particular meetings to share their experiences. This also creates greater buy-in from the department community.

10. Before each meeting, ask the group to review the relevant section of the Toolkit and jot down ideas. The Toolkit is formatted to allow for note-taking by hand.

11. For each meeting, set a goal to identify both "low-hanging fruit" as well as aspirational, longer-term actions. Focus on making them as specific, actionable, and meaningful as possible. See the appendix for examples from other departments.

[10] Aspray et al (2016); Basile, DeGue, et al (2016); UC Berkeley (2018b)

12. Keep a "parking lot" document (either in a shared drive or on flip chart paper) to write down concerns or questions that are outside the scope of the current discussion. This will help keep the group focused on creating recommendations. Be sure to return to it before the end of the semester.

13. Draft a set of specific, actionable recommendations for your Chair or other leadership. Present them and seek commitment. Revise as necessary.

14. Next steps: work with leadership to identify resources and steps for implementation, including the people to take them forward as part of this process. The PATH to Care Center can continue to provide you support with implementation.

15. Evaluate. Use the data you collect to help you measure whether your efforts have been successful. The PATH to Care Center can advise you on this.

PART 1:

Identifying your Champions and Allies

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Identifying your Champions and Allies

Preventing sexual harassment takes time and commitment. Success requires identifying the people who will carry the work after the initial momentum has passed and providing them the needed support and resources. These people may become members of your working group, people with whom your group consults, or people tasked with taking on or supporting some of your recommendations.

These people include:

- **People whose role obligates them to do pieces of this work**, such as Diversity and Inclusion committees, Faculty Equity Advisors, people managing risk or safety, people responsible for the health/welfare of a particular community, communications managers, etc. Depending on the department, these are people who can take on some of the bigger responsibilities.

- **People with a passion for prevention.** Every department has committed, caring people who take on extra work to help make the community better. Harnessing their enthusiasm and preventing burnout is critical.

- **People who hold power.** Often people in formal leadership roles, who can help get things done.

- **People who are influencers.** There are people in your department who wield significant influence over their peers--such as senior faculty, who often hold the most influence. Identify these people early on, consult with them about how to most effectively reach the community in order to create buy-in, and leverage their influence to support your project.[11]

- **Key stakeholders.** It is important to understand how all the members of your community view the problem of sexual harassment. Reaching out early and often to a diverse range of undergraduates, graduate/professional students, staff, academic appointees, and faculty will allow you to create the best plan possible, and facilitate participation and buy-in.

- **People who are skilled with change management in your setting.** Change requires adaptation, and creates stress. Every department has members who are skilled at leading others through changes. Bring those people into your work.

When creating your working group, consider identifying an existing committee that should hold the charge for this, as well as creating one from a cross-section of interest groups (prioritizing diversity of both role and identity). If creating a new group, don't forget colleagues who work in more isolated or non-traditional settings (for example, teaching online or working at an offsite lab).

Make sure that people get credit for the work they do; this can include things like service credit, offering coffee or snacks for meetings, stipends, and/or acknowledging their work publicly and in performance reviews. Make sure there is room in their workload and that they have the ear of decision-makers.

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[11] Nation, M., Crusto, C.; Wandersman, A.; Kumpfer, K.; Seybolt, D.; Morrisssey-Kane, E., Davino, K. (2003). What Works in Prevention: Principles of Effective Prevention Programs. American Psychologist, 58 (6-7), 449-456.

Of course, the most important way to acknowledge their work is to make sure it is implemented correctly and has longevity in the department.

Your Short List (fill in)

People with responsibility: _____

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People with a passion for prevention:_____

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People with power: _____

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People who are influencers: _____

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Key stakeholders: _____

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Change managers: _____

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After you collect your short list, identify who is best able to approach each person, and begin to contact them.

PART 2:

Looking at Data

Looking at Data

Data can help you identify already-existing protective factors in your community, as well as areas of concern. Getting to grips with data involves understanding what data you already have about community beliefs, norms, and practices, and potentially collecting more.

123 First, identify what data your department is already collecting. Has the issue of sexual harassment come up there? What other data points could give you some indication of where they may be strengths or problems in your community? Capitalizing on existing data is an important way to combat survey fatigue, and make sure that your community's already-expressed views are heard and utilized.

Identifying What You Already Know

Your department is likely holding data in various places that might be useful for you. Here are some starting points.

Interviews: What is your department's history with the topic of sexual harassment? What might people be carrying in terms of institutional memory, and how will that impact the likelihood of your success? Gathering informal feedback from long-time department members can be helpful for this.

In addition to speaking with people in your department, your Dean or Chair may wish to consult with OPHD to get a clearer picture of your department's history of reported harassment. Similarly, it will be useful to consult with the PATH to Care Center to learn about prior prevention efforts and response measures.

People to interview: _____

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Climate survey: Likely your department has conducted a climate survey; ideally on a regular basis, of your entire community. Looking at this with an eye to microaggressions, sense of safety, experiences of marginalization or oppression, and impressions of general civility can be a good starting point.

Existing climate data (location, contact person, year conducted): _____

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MyVoice: As mentioned in the introduction, in 2018 UC Berkeley conducted a campus-wide survey about SVSH. You can see the final campus report here: https://myvoice.berkeley.edu/results.shtml

Campus SVSH Advisor Annual Report: this report: https://svsh.berkeley.edu/sites/default/files/general/2017-18_ucb_svshannualreport_0.pdf, produced annually by the Special Faculty Advisor to the Chancellor on SVSH, gives a broad overview of the prevalence of SVSH incidents on campus as well as reporting and service utilization rates, and resources.

Compliance rates: you may be able to request a report on faculty and staff compliance with annual SVSH online training through the Special Faculty Advisor to the Chancellor on SVSH, or through OPHD. You could compare this to the campus-wide rate, also available through the Advisor.

OPHD: Consider contacting the Office for the Prevention of Harassment and Discrimination to see if there is any available data on prior harassment and discrimination complaints. While that data is not broadly available and will only speak to that which has been brought forward (as opposed to everything that may have occurred), it is nevertheless a useful piece of baseline information.

Equity and Inclusion Strategic Plan: as part of the Academic Program Review process, each department is required to create a strategic plan for progressing equity and inclusion in the department. Both this plan and the report from the Program Review may contain useful information about what ideas have already been tried, or gaps identified.

E&I Strategic Plan (location, contact person, year conducted): _____
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More general data about sexual harassment in academia and the workplace that may be helpful is included in the appendix.

🔍 Identifying What Data You Need

Once you've identified what you already have, identify what further data you need to collect. What questions do you need answered? These can be things like, "what level of confidence do community members have that departmental leadership will take action to address issues of sexual harassment?" "Do people think we have a culture of respect for each others' boundaries?" or, "How many people in our department know that the PATH to Care Center exists?"

Questions to answer:
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Once you know your questions, identify opportunities to ask them. Some examples are below.

- **Surveys:** seek opportunities to include questions about sexual harassment in existing surveys or data collection, to maximize efficiency and increase the likelihood of participation. You can also create a climate survey if one does not already exist (in consultation with the Division of Equity and Inclusion).
  - If you are unsure whether it's a good idea to ask a particular question, you can always consult with the PATH to Care Center (in relation to trauma-informed best practices), or OPHD (as relates to any aspect of policy, including Responsible Employee questions).

Surveys are not the only form of data collection. Some other options include:

- **Qualitative interviews:** sometimes called key informant interviews, this is an opportunity to listen and learn from individual members of your community, as mentioned above. Focus on trusted community members who represent multiple populations, and be cognizant of power dynamics that may create discomfort, or make an honest conversation difficult.
- **Hot spot mapping:** This is a chance to gather environmental data in a more visual format. It involves providing a blank "map" of key spaces in your department, and asking participants to label areas (with stickers or writing) as problematic or positive. A student lounge may be the site of bullying, for example. You can overlay this data with other data on SVSH complaint trends provided by OPHD or UCPD, as appropriate. See further information about this method in the appendix.
- **Outside observation:** You may find the perspective of someone outside your department useful. Asking a colleague who has a similar role in another department or one of your colleagues in PATH to Care to attend and observe dynamics at a meeting or event may give you a fresh perspective and good observational data.

When collecting any data, it's important to:

- Ensure your questions are relevant and trauma-informed, and that you actually need the information you are requesting. Sample survey questions, and some data collection best practices, are included in the appendix.
- Ask questions about culture, rather than particular incidents. For example, the values individuals hold, and the values they believe the department holds. See the appendix for suggested questions.

- Only ask questions you absolutely know you need to ask; and have a plan for how you will store the data and address any urgent issues that arise. Make sure to share this plan with participants. Sexual harassment is a difficult topic for many people to address, and sensitivity is key.

- Consult with OPHD to ensure survey questions do not put participants at risk of making unintended SVSH disclosures, nor put their anonymity or privacy at risk.

- Do not promise confidentiality that you cannot provide. The UC Policy on Sexual Violence and Sexual Harassment contains requirements for "Responsible Employees," meaning that if information about an incident of sexual violence or harassment is shared with an employee, they may be required to share what they know with the campus Title IX Officer in OPHD. An incident without identifying data is unlikely to be able to be fully investigated, but you are still required to notify OPHD. This is one good reason to focus survey questions on attitudes, beliefs, and bystander behaviors rather than individual experiences of harassment.

- Remind survey-takers that they may stop taking the survey at any time if they are uncomfortable, and encourage them to call the PATH to Care Center's confidential Care Line for support.

Once you've collected your data, what does it tell you about how to focus your efforts?

Pay special attention to any positive data or protective factors that you want to highlight in your community. Also, plan how you will use this data to measure the success of your project over time.

A note for working groups: it may take you several weeks to collect all your data. Do not let this hold you up from moving through the process. You can return to new information as it comes up; and you can also make a recommendation that the department collect more data.

PART 3:

Individual Knowledge, Skills, and Understanding

Individual Knowledge, Skills, and Understanding

For everyone in your community to take part in preventing harassment, each person needs to understand the negative impact of sexual harassment in the workplace and how attitudes supporting men's entitlement contribute to greater likelihood of harm. Individuals must also know their options for support, feel confident in their skills to prevent and interrupt harmful behaviors, and deepen their own practice of engaging with colleagues in a respectful and collegial manner. Luckily, there are many campus resources to help you with this.

Consider:

- Looking at your faculty and staff completion rates for mandatory SVSH trainings (this is available by request through the office of the Special Faculty Advisor or OPHD). Although these are only a baseline, they can be a helpful starting place for understanding what people should know. They can help you answer the questions: Are people aware of the resources available to them? Do they understand what behaviors are prohibited under UC SVSH Policy? Do they feel confident intervening in situations of potential harassment? If your completion rate is lower than the average, or if there are individuals who repeatedly are out of compliance, why is that? (Note: information about individual compliance is only available to supervisors; your Chair or Dean may be able to give an overview of what they believe to be the issues).

- Taking advantage of opportunities to further educate your community. The following campus offices offer workshops:

  - PATH to Care Center (SVSH prevention, response, survivor support for staff, students, faculty, and other academic appointees)

  - Staff Ombuds Office (workplace civility, bias, and conflict resolution for staff)

  - Bears That Care (bystander intervention for undergraduates and for staff)

  - Division of Equity and Inclusion (including Gender Equity Resource Center) (diversity and inclusion issues, including bias/microaggressions based on gender identity and sexual orientation, for staff, faculty, and students)

  - Special Faculty Advisor to the Chancellor on SVSH (SVSH prevention, response, and survivor support primarily for academic departments and faculty)

  - Office for the Prevention of Harassment and Discrimination (OPHD) (SVSH response and investigation for all communities).

For more information about these opportunities, see Part 10, "On-Campus Opportunities to Do More."

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PART 4:

Interpersonal Relationships

Interpersonal Relationships

Standards for professional relationships in the university setting have evolved over time. Making sure that everyone in your department is on the same page regarding healthy, appropriate professional boundaries is important.

Get Everyone on the Same Page

First, make sure everyone in your community understands the existing policies that govern their behavior. Some policies to familiarize yourself with are:

- UC SVSH Policy: https://policy.ucop.edu/doc/4000385/SVSH

- Faculty: https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-015-and-016-issuance1/apm-015-7-1-17.pdf and **Student Codes of Conduct:** http://sa.berkeley.edu/sites/default/files/Code%20of%20Conduct_January%202016.pdf

- The UC Policy on Conflicts of Interest Arising from Consensual Relationships: https://regents.universityofcalifornia.edu/regmeet/mar04/504attach.pdf

- UC Statement of Ethical Values and Standards of Ethical Conduct: https://regents.universityofcalifornia.edu/governance/policies/1111.html

- Mentoring policies in your department, if any (UC Berkeley provides a list of best practices for the mentoring of junior faculty here: https://vpf.berkeley.edu/mentoring/principles-and-best-practices%C2%B9; the Graduate Council has best practices for faculty mentoring of graduate students: https://academic-senate.berkeley.edu/sites/default/files/gc_mentoring_guidelines-final.pdf; and the Graduate Council published a policy on appointing and mentoring GSIs: https://academic-senate.berkeley.edu/sites/default/files/gc_policy_on_appt_and_mentoring_gsis.pdf)

- UC Nondiscrimination Statement: https://www.ucop.edu/operating-budget/fees-and-enrollments/policies-and-resources/nondiscrimination-statement.html

- Other policies that may exist in your department relating to relationships.

Policy is only the starting point, but the reminder of the institution's expectations is necessary. Posting or sharing these in multiple locations on a regular basis with the relevant audiences is the best way to make sure people are at least aware of their existence. Additionally, making sure they are incorporated into community expectations for new employees and students is key. Part 6 of this Toolkit will delve into how to create policy where one is needed.

Notes:

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Identify the Problem Areas

Second, identify the types of relationships where harm occurs more often (or could), in order to focus violence prevention efforts appropriately. This is where your data can help. As mentioned in the introduction, research indicates that harm is more likely to occur where, among other things:

- There are isolating environments
- There are hierarchical, dependent relationships between faculty and trainees (junior faculty, postdoctoral scholars, or students)
- There are social norms supportive of sexual violence and men's entitlement
- There is inequality between genders
- The environment is dominated by men and hyper-masculine norms, and lacking diversity.[12]

You should also consider focusing on relationships where there is some ambiguity about roles (for example, informal mentoring, or remote location field supervision) that should be clarified.

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Create Opportunities for Peer Support

Third, create or support existing opportunities for peer support for people in particular types of roles, such as:

- Faculty
- Staff
- Mentors/mentees
- Supervisors/supervisees
- Graduate students
- Undergraduate students
- Postdoctoral scholars
- GSRs/GSIs

This is particularly important for people in roles that have less social power or status in a department, such as staff, undergraduate interns, or junior faculty. Peer support can look like a monthly brown bag lunch, a standing affinity group (such as a staff council), or a more social event. This allows for group support, and creates and fosters positive group norms and standards for inherently hierarchical relationships.

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Take Proactive Steps

Fourth: be proactive in fostering the kind of respectful, collegial relationships we all want and deserve. Consider initiating the following:

- A department statement of respect and collegiality that includes an anti-violence component (see appendix for sample)
- Professional expectations statement for events (see appendix for sample)
- Guidelines for 1:1 meetings such as:
  - Not holding 1:1s at bars, private homes, or other off-campus or unprofessional locations
  - Not holding 1:1s after 6pm
- Being explicit about your department's expectations regarding personal relationships (such as, adhering to UC standards about faculty/student relationships, or other conflicts of interest)
- Looking at how common spaces are used, such as lounges. Many departments have spaces that are used by students, staff, and/or faculty to work and socialize. These offer an on-campus alternative to studying in the library, and are important for fostering a sense of community. In order to ensure that they remain positive, productive and accessible:
  - Create and share a set of common space guidelines. Post them in the space, and make them accessible online (see appendix for sample)
  - Verbally introduce these guidelines to each community member as they are introduced to the space or given key card access, to reinforce the message
  - Have a point person for receiving concerns about behavior in the space, so people know where to go.

[12] See Basile, DeGue, et al 2016; Bergman et al 2002; Casey, Lindhorst 2009; Feldblum and Lipnik 2016; National Academy of Sciences 2018; NSVRC 2017.

- An analysis of current social media practices in your department:

  - Ask: what types of social media use exist in your department? Do you have groups on social media that are organized by employees (such as a "Math Majors" Facebook group or a group chat for staff in the Dean's office)? How do faculty in your department use bCourses – do they have open chat, and is it facilitated? What is the expectation for employees in terms of social media presence, and how is that communicated?

  - Consider having some suggested guidelines for:

    - public social media profiles of staff and faculty

    - accepting/soliciting friend requests from students/mentees.

  - The goal here is not to police individuals' social media use, but to identify and address bullying, disrespectful, or uncomfortably personal behavior happening in a department-sponsored or -associated context, and create community standards for department-affiliated social media.

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PART 5:

Community Events

Community Events

Most departments sponsor, support, or send delegates to a variety of professional and social events throughout the year. These events are great for building professional relationships, and can also be the site of sexual harassment or other types of harm.

? In which of the following does your department participate?

☐ Department-hosted/University-sponsored events: _____

    ☐ Organized socializing (happy hour, brown bag lunches, etc) _____

    ☐ Professional events and activities (networking, lectures, forums, colloquia, training/development, field placements and trips) _____

    ☐ Retreats _____

    ☐ Orientation/welcome events/visit days _____

    ☐ Recruitment events _____

    ☐ Conferences _____

☐ Outside events _____

    ☐ Conferences _____

    ☐ Other professional events _____
(networking, lectures, forums, colloquia, studying abroad)

    ☐ Privately organized socializing _____
(ex. a professor taking their GSIs to an end of semester dinner)

Of the events listed above, which have had issues related to harassment (can be unsubstantiated) or do you see as having greater potential for harm to happen?

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Next to the event, jot down risk factors – the things that make this event in particular more vulnerable to being a site of harassment.

This list is a good starting point for taking preventative action. You've identified both the event and the risk factors – now start addressing them.

Some common risk factors are:

- Unclear expectations about the "type" of event this is
- Presence of alcohol (offers perpetrators a weapon to increase vulnerability)
- Sleeping circumstances for overnight stays that feel uncomfortable or unsafe
- Events in poorly lit spaces where it is difficult to move around
- Pre-existing reputation of an event ("that retreat is notorious!")
- Events where entitlement goes unchecked (e.g. a colloquium where men are allowed to dominate the conversation and minimize the contributions of other genders).

As mentioned earlier, none of these risk factors "make" someone commit sexual harassment. The blame for harassment falls on the harasser. However, environmental cues matter, and, collectively, can signal to a harasser that they have a "social license to operate." Minimizing these cues will enhance positive social norms, bystander intervention, and inclusion, and create a better event for everyone.

Here are some suggestions for addressing the risk factors above:

- **Unclear expectations**
  - Create and disseminate professional expectations statement, in advance of events, in consultation with HR and OPHD (see appendix for an example). Distribute to vendors as well as guests.
  - State explicitly that you want your event to be inclusive and welcoming of everyone, and back that up by making it accessible for people with disabilities, identifying gender-neutral bathrooms, and making it friendly to people who do not consume alcohol.
  - If you need staff or others to stay until the end of the event to help clean up, ask in advance for their help, and be thoughtful about who you ask to help to minimize bias and maximize safety.
- **Presence of alcohol**
  - Send an inclusive, professional message by having a variety of beverages available, rather than primarily alcohol, and tell people about this in messaging about the event.
  - Call it a "social hour" rather than a "happy hour" -- socializing is the goal, after all.
  - Make the "point" of the event something other than being drunk.
  - If serving alcohol, serve wine and beer rather than liquor, and limit the amount you provide.

- **Sleeping circumstances for overnight stays**
  - Communicate expectations about professional behavior.
  - Think about how sleeping accommodations might impact comfort and safety for participants. If it is possible (financially or logistically) for attendees to have their own rooms, that is the best option. If not, make sure that attendees have choices regarding room sharing. For example, ask everyone to fill out a form in advance stating their needs and preferences, and be sure to honor them.
  - Have an exit strategy in case someone becomes uncomfortable. For example, have a contact person and plan to reserve an extra room, if needed.
- **Noisy/poorly lit**
  - Select a well-lit, accessible location with moderate or low noise.
  - If this isn't available, see what you can do to temporarily improve the space by adding light, or asking someone to turn down the volume of the music.
- **Pre-existing reputation**
  - Explicitly reorganize with feedback from the community about how to make it better. Communicate transparently about why you are doing this.
  - Structure socializing to foster community and encourage professional behavior. Create a purpose for a gathering and communicate that clearly (for example: "learning about each other's current research," or "meeting each other's families").
  - Host in a different space that feels more professional, or less territorial.
  - Ask respected community members to attend and "role model" appropriate behavior for others.
  - Share expectations with outside vendors (e.g. bar staff, caterers) and, afterwards, ask about their experience and what they observed. Remember that vendors, just like department members, can both harm and be harmed.
  - Ask people behaving inappropriately to leave (treating the space disrespectfully; yelling; being visibly drunk; making others uncomfortable). Remember that behavior doesn't have to be harassment to be inappropriate for a work and educational setting.
- **Entitlement**
  - For colloquia/Q&A sessions or other group discussions: Institute guidelines/rules for participating such that you do not reproduce hierarchical power dynamics (for example, taking names to comment and not allowing interruptions; rotating facilitators).

Regardless of risk factor:

- Consult your community members and the PATH to Care Center on what would work best to eliminate the problem. You may also wish to pull in colleagues from HR, OPHD, Legal Affairs, and others to consult on best practices and advise on risk/liability.

- Then, ask for feedback from your community after you have made changes. Make it clear that you want to improve the event, and genuinely want people's help in doing so.

A note about outside conferences and conventions:

Events that are not sponsored by UC Berkeley are more challenging to address, because you have less immediate control over the event, and perhaps it is not obvious how to provide feedback. Here are some ideas for addressing conferences or conventions with a reputation for harassment/harm:

- Encourage faculty to join planning committees for problematic conferences or conventions (with the goal of improving them), volunteer as a board member, or advocate for change through their professional organization by penning a letter in protest.

- If these measures fail, consider not attending. Be sure to email organizers to tell them why your department will not attend and let your community know. Encourage colleagues at other universities to follow suit. Use the leverage you possess coming from UC Berkeley to help foster change.

Finally, consider taking the opportunity to make a positive statement by proactively sponsoring an event that addresses an aspect of SVSH within your discipline: for example, a panel discussion on the anti-violence movement within your field.

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PART 6:

Policies, Feedback, and Accountability

Policies, Feedback, and Accountability

Policy is a key opportunity to set expectations and communicate standards. It is also an opportunity to be clear about what happens when people violate expectations.

Consider having specific departmental statements or guidelines for:

- Conduct (in addition to existing University policies)
- Hosting social events
- Usage of common space
- Raising and addressing microaggressions (more subtle or indirect forms of discrimination, such as comments on appearance)
- Appropriate and respectful supervision (locations, topics of discussion)
- Raising and addressing SVSH concerns (including the expectation of Responsible Employees to notify OPHD, and calling a confidential advocate from PATH to Care Center)
- SVSH prevention training
- Standard working hours (to minimize evening/weekend work, which tends to be more isolated)
- Mentoring
- Use of/interaction with departmental social media accounts.

Some examples of strong guidelines/policies on these topics are in the appendix.

Opportunities for feedback and accountability

It is critical that all members of your community have regular opportunities to provide confidential or anonymous feedback about departmental climate and other concerns to department leadership, and that leadership is then held accountable to explore concerns as fully as possible, respond, and make necessary changes.

Consider:

- Conducting an annual climate survey (as mentioned above).
- Ensuring results of such surveys, and next steps, are communicated clearly, and that action steps are followed through. Actions steps should be clear and measurable.
- For leadership, creating a standard accountability plan that you use to communicate back to your department about actions you have taken. For example, a commitment to follow up suggestions made at public meetings with an email reply, within 7 days of the original meeting.

Remember: this is about improving the overall climate, not about possible UC SVSH Policy violations. Responsible Employees must always inform the University through OPHD of possible policy violations; these cannot be held in confidence.

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PART 7:

Media and Communications

Media/Communications

Frequently we hear community members complain that their leadership is silent on the issue of violence and harassment or that all conversations are driven by risk management, rather than proactive change. Often, this is because departmental leaders are unclear what to say or assume that saying something once is sufficient. It's a good idea to inventory the tools already at your disposal and then identify multiple ways to communicate your department's values clearly and frequently.

Formal communication

This includes things like:

- ☐ Emails from the Dean/Chair or other leadership
- ☐ Newsletters
- ☐ Handbooks
- ☐ Annual report
- ☐ Invitations to events
- ☐ BCourses websites
- ☐ Departmental social media accounts (Twitter, Facebook, Instagram, etc.)
- ☐ Department website
- ☐ Materials given to prospective and newly enrolled students at recruitment or orientation
- ☐ Materials given to new employees
- ☐ Posters/flyers/pamphlets produced by the department
- ☐ Syllabi
- ☐ Signs posted in common areas (kitchens, etc.) by a representative of the department
- ☐ Other: _____

Informal communication

Informal communication includes things like:

- ☐ Announcements at standing group meetings (like a faculty meeting or committee meeting)
- ☐ Discussions on listservs
- ☐ Groups on social media (ex. Facebook groups)
- ☐ Individual social media accounts of people in your department (Twitter, Facebook, Instagram, etc.)
- ☐ Informal invitations to parties within specific communities in your department (for example, a happy hour for one laboratory).
- ☐ Other: _____

Use the above to communicate:

1. Your department/your support for survivors, and for prevention strategies, during Domestic Violence Awareness Month (October), Stalking Awareness Month (January), and Sexual Assault Awareness Month (April)

2. A reminder of confidential resources available to your department

3. The importance of participating in a climate survey

4. Opportunities to get involved in improving the climate

5. Ways to give feedback

6. Expectations for behavior at upcoming events

7. Community norms and values ("Our department values respect and civility at all times; there is no place for sexual harassment here," for example).

> While individual social media accounts are the responsibility of the owner, you can broadly ask members of your community who feel comfortable doing so to help spread the word through their social media, and make it easy for them to do so (create a Facebook post they can share easily, or a Tweet they can re-Tweet).

If you are looking for images or information to share about SVSH prevention, you can follow the PATH to Care Center Facebook page at facebook.com/PATHtoCare and on Instagram @PATHtoCareUCB.

Remember: in order to reach most people in your department, you will need to communicate the same information multiple times, in multiple ways.

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PART 8:
Field Placements

Field Placements

Field sites offers unique research and educational experiences, and particular challenges for preventing sexual harassment. For example, in remote settings students are heavily reliant on leaders for resources such as transportation, food, and medical resources. Participants often have limited access to personal, close support systems outside of their colleagues. Additionally, when people behave differently than they would at their home institution, it can exacerbate a culture of bullying and hazing, discrimination, blurred boundaries, silence and obliviousness - all of which contribute to sexual harassment.

> **Note:** while the information below primarily addresses field sites, this can be adapted for a variety of internships and off-campus work arrangements.

Setting up field placements

Before people go into the field:

- Read your department's Field Safety plan and codes of conduct. Stay updated with what's required by UC, field safety standards, policies relevant to sexual harassment (see the appendix) as well as required and ongoing prevention and intervention trainings. These policies help establish clear rules of engagement and ensure ethical and professional behavior of all field site members

- Inquire about a company or agency's inclusion, diversity, and sexual harassment policy. How does a site or company's policy align with UC Berkeley policy, and/or state and federal laws?

- Develop an exit or re-location strategy, if a student is unsafe at a site/placement

- Develop a procedure for students to leave a site without losing course credit

- Add addendums to MOUs with organizations, companies, and sites regarding the UC SVSH Policy, as well as the equity, inclusion, and prevention strategies developed within your department or program

- In the case of sites run by third parties, a checklist of eligibility requirements for organizations or companies to become a placement site such as:

  - Organization requires placement supervisors and all employees to undergo SVSH prevention training

  - Organization has an anti-harassment policy, including an anti-retaliation clause

  - Organization has a mechanism for addressing harm without it costing students.

- Communicate with students and staff before and during their time in the field to remind them that campus resources such as the PATH to Care Center and OPHD are still available to them, regardless of location.

Preparing team members for field placement

To get everyone ready, consider:

- Comprehensive education for all. Each member of the research team (including students on internship or externships) should receive prevention and response education (see part 10, "On-Campus Opportunities to Do More").

- Access to communication. All field members should access reliable means of communication, such as a satellite phone(s), with on-campus contacts programmed into the device (or clearly displayed) such as the PATH to Care Center's 24/7 Care Line, field placement coordinators, and the Office for the Prevention of Harassment and Discrimination(OPHD)

- Responsible employee obligations. Ensure that all employees are aware of their role as responsible employees and limits to confidentiality. If you are unsure how to do this, contact OPHD for assistance.

- Updating policies and procedures. If working with a team, collaborate to create and/or revise the field placement code of conduct and ensure that all new team members are aware of the expectations before they start. Helpful campus resources in this process include your department Equity Advisor, the Division of Equity and Inclusion, and the PATH to Care Center.

Creating and Maintaining a Culture of Respect

The best way to truly prevent violence is to model positive behaviors for those around us. Below are some things everyone, regardless of position, can do in the field.

- Practice affirmative consent. We should apply affirmative consent to ensure all of our interactions, both personal and professional, are respectful, healthy, and legal. Modeling asking for consent in all situations promotes a culture where it is normalized.

- Promote inclusivity, equity, and empowerment. Create and maintain opportunities for women and people of color in the field. This includes equitable divisions of labor and providing equal access to leadership and professional opportunities.

- Ensure collective team responsibility. Create opportunities to build collaborative and trusting relationships before the team arrives and while on site (e.g., team building activities that are not evaluated). These opportunities should encourage open, respectful dialogue that promotes inclusion and belonging among team members.

- Use affirming language. Role model using respectful and inclusive language for all team members and local community members.

- Consider elements of the environment and physical space. In high traffic areas, post flyers with community-specific prevention and social norms messages, and provide handouts on being an active bystander. In the physical space, as best you can, ensure that there is proper lighting, and tidy workspaces where people can move about freely, for example.

- Be an active bystander. Team members are encouraged to support people who are being targeted by harm and harassment, and intervene, when it is safe.

After the field placement has ended

Lead researchers and program coordinators should debrief with the research team or individuals about their experiences in the field through satisfaction surveys, focus groups, written accounts or other data collection methods. Consult current and former team members and colleagues about strategies for ensuring inclusion and equity, preventing harm and violence, and to share how conditions and experiences can be improved in the future.

Additionally, consider having a procedure in place for removal of a site from your list of future research or placement opportunities, if there are incidents of sexual violence or harassment, or other forms of harmful or discriminatory behavior. This should include explicit communication with the site about how to make it safer.

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PART 9:
Laboratories and Classrooms

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Laboratories

A unique challenge to preventing sexual harassment in laboratories is that each has its own culture, and can be quite isolated from the wider department with which it is affiliated (if any). For people working in a laboratory, their colleagues will strongly influence their entire UC Berkeley experience due to the long hours spent together, and sometimes isolating nature of the work.

That said, best practices for prevention in the laboratory setting are not any different than those recommended elsewhere in this Toolkit. What is important is specificity: making prevention efforts relevant to your particular laboratory. Do not assume that, for example, the department chair's email reminder to fill out the climate survey is all your group needs in order to achieve good participation rates. Laboratory leadership should also send an email, or mention it at a meeting, or both. Leadership needs to actively promote harassment prevention and a culture of respect and consent as a laboratory-specific value in order for it to matter to everyone.

Most of the practices mentioned earlier for departments can be adapted easily for laboratories – for example, those related to social events hosting or creating mentorship best practices. Ask for feedback, and demonstrate with your actions that you care about making your laboratory's culture the best it can be.

Classrooms

The classroom setting is inherently hierarchical; someone is being graded and someone is determining that grade. Doing what you can as an instructor to mitigate the negative impacts of this power imbalance is critical to creating a climate of respect and inclusion that will best promote learning.

Here are some ideas for building prevention best practices into your classroom:

1. Creating a classroom agreement about behavioral expectations (see appendix for example).

2. Including a syllabus statement about sexual harassment (see appendix for example). You can always post it on bCourses, too.

3. Using your influence as an instructor to model the respectful interactions you wish to see by not interrupting, not belittling, and not making comments about students' or GSI's appearances.

4. Ensuring that any group chat on your bCourses is moderated by a GSI or other member of instructional team and that harmful statements are addressed.

5. Ensuring that your GSIs have completed their mandatory GSI training, which includes SVSH prevention.

6. Being explicit about your professional expectations with your GSIs/GSRs, and holding yourself to the same standards.

7. Posting a link to confidential resources for people impacted by SVSH on bCourses.

8. Being respectful and accommodating when a student asks for accommodations in relation to an incident of SVSH.

There are also great resources on our campus for improving teaching practice in relation to inclusion. Please check out:

GSI Teaching and Resource Center: https://gsi.berkeley.edu/

Center for Teaching and Learning: https://teaching.berkeley.edu/

PART 10:

On-Campus Opportunities to Do More

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On-Campus Opportunities to Do More

There are a number of existing prevention opportunities on campus that may be a good fit for your department. Consider the following:

Apply for a Social Norms Seed Grant

This mini-grant project through the PATH to Care Center provides intact communities with seed funding to create a program to lift up positive social norms about SVSH within the community. Any intact community can apply. Examples include: diversity committees; student groups; academic departments; administrative offices; and athletic teams, to name a few. Applications are released in August for the upcoming academic year.

To learn more, visit: care.berkeley.edu. or email pathtocare@berkeley.edu.

Become Care Certified

This 5-hour training through the PATH to Care Center is designed for people wanting to gain strategic knowledge and skills to contribute to an inclusive and violence-free campus culture, as well as those wanting to serve as allies for the PATH to Care Center and ambassadors for their respective communities. To learn more, visit: care.berkeley.edu. or email pathtocare@berkeley.edu.

Send Graduate Students to the Graduate Train the Trainer Program

This program trains graduate students to deliver incoming student SVSH education to the new members of their own community. Participants come away having learned skills and showcased the importance of prevention and supporting survivors to their peers. To learn more about this program, visit care.berkeley.edu or contact the PATH to Care Center's Prevention Manager for Graduate Programs at pathtocare@berkeley.edu.

Call the PATH to Care Center for a Prevention Consultation

You can meet with a Prevention Manager from the PATH to Care Center to discuss your department's particular needs, and create a customized prevention plan, by visiting care.berkeley.edu or emailing pathtocare@berkeley.edu.

Division of Equity and Inclusion Consultations and Toolkit

You can make an appointment for a diversity consultation or get assistance completing the Equity and Inclusion toolkit. Visit diversity.berkeley.edu.

Healthy Department Certification

If you want to ensure that your department is a healthy place to work in all regards, you can apply for the Healthy Department Certificate through Be Well At Work.

uhs.berkeley.edu/hdc

Apply for a GROW Grant

GRaduates Optimizing Wellness (GROW) Grants is a program through the Graduate Division designed to help graduate student communities access existing wellness resources on campus. Graduate student groups and departments may apply for funds to host wellness-focused workshops for their students at no cost.

grad.berkeley.edu/students/grow-grants/

Request In-Person Education/Workshops

You can host a workshop on a variety of topics related to SVSH and customized to your community. This can be a great way to start a community dialogue. Here are some campus offices that provide this support:

- PATH to Care Center (SVSH prevention, response, survivor support for all communities)
- Staff Ombuds Office (workplace civility, bias, and conflict resolution)
- Bears That Care (bystander intervention for undergraduates and for staff)
- Division of Equity and Inclusion (including Gender Equity Resource Center) (diversity and inclusion issues, including bias/microaggressions based on gender identity and sexual orientation, for staff, faculty, and students)
- Special Faculty Advisor to the Chancellor on SVSH (SVSH prevention, response, and survivor support primarily for academic departments and faculty)
- Office for the Prevention of Harassment and Discrimination (OPHD) (SVSH response and investigation for all communities).

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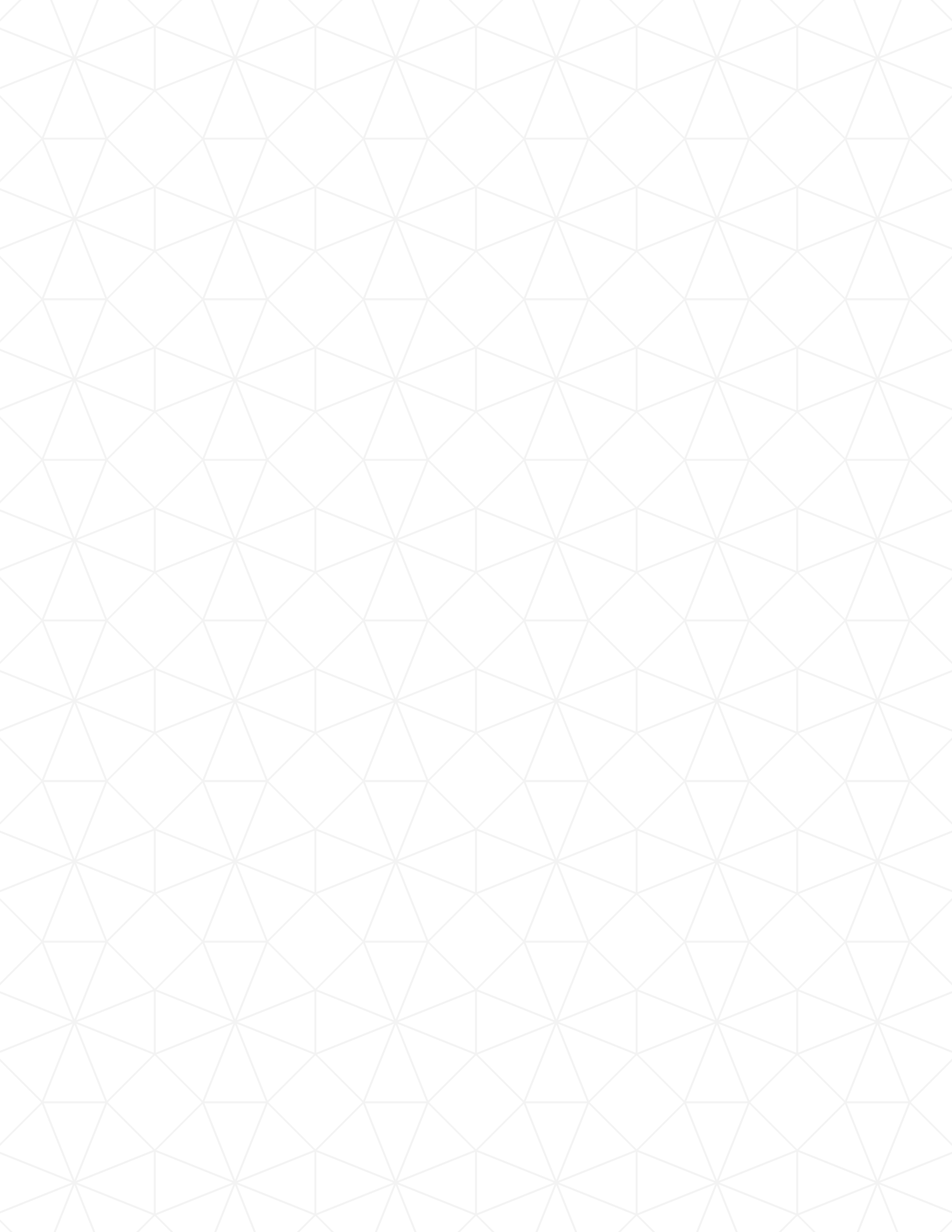
PART 11:

Recruitment, Hiring, Retention, and Promotion

Recruitment, Hiring, Retention, and Promotion

Because harassment is more likely to occur in workplaces with gender inequality and a lack of diversity, addressing hiring, retention, and promotion is a vital part of sexual harassment prevention.

As part of their Academic Program Review, all UC Berkeley departments are responsible for creating a strategic plan for equity, inclusion, and diversity that utilizes recruitment, hiring, retention, and promotion best practices. The Division of Equity and Inclusion has created a toolkit to guide departments through this process. This is an excellent way to ensure that your recruitment, hiring, retention, and promotion processes for faculty, staff, and students are fair and equitable, and free of sexual harassment.

Your department may have already begun a strategic plan, or completed one, or gotten stuck at a particular part. Learning more about the status of this process and how you can help move it to the next phase is important. For that, you can consult with your Faculty Equity Advisor, and/or the Director of Faculty and Departmental Diversity Initiatives at Division of Equity and Inclusion.

Additionally, consider:

- Adding an anti-harassment commitment into departmental diversity statements, in consultation with campus experts to ensure alignment with current policy language
- Improving recruitment or orientation events (see Part 5)
- Requiring candidates to provide a statement related to violence and harassment prevention in application materials (similar to diversity statements)
- Including contributions to a harassment/violence-free environment in merit and review processes
- Consulting with your colleagues in the Division of Equity and Inclusion on issues particular to your department.

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Appendix

Appendix A -- Resources for Responding to Incidents

For affirming, confidential support for those directly and indirectly impacted by sexual harassment, sexual violence, intimate partner violence, dating, or stalking, contact the PATH to Care Center. For urgent support, call the 24/7 Care Line at 510-643-2000; for non-urgent support, make an appointment by calling the office at 510-642-1988.

To file a report of discrimination and harassment on the basis of categories including race, color, national origin, gender, age, sexual orientation/identity, including sexual harassment and sexual violence, contact OPHD at ask_ophd@berkeley.edu or (510) 643-7985.

Department chairs or deans looking for assistance with situation management can contact OPHD, and also the Special Faculty Advisor to the Chancellor on SVSH at svshadvisor@berkeley.edu. The Special Faculty Advisor has a situation management guide that can be shared.

Appendix B -- Resources for Working Group Meetings

Here: https://drive.google.com/open?id=1b3mecKcc8h6Vu3YLp82mC2c-TaGZBfYJ you can find a Google Drive folder with helpful agendas and templates for working group meetings, as well as examples of recommendations produced by other departments.

Appendix C -- Data

Using survey questions

Many surveys about SVSH use questions from the Rutgers University #iSPEAK survey, the Administrator Research Campus Climate Collaborative (ARC3) survey, and the University of Chicago Climate Survey. You should also consider using questions from UC Berkeley's MyVoice survey, so you can compare your own data to campus.

UC Berkeley's MyVoice survey

MyVoice was a campus-wide survey about SVSH conducted in 2018. To read about lessons learned from it, click here: https://myvoice.berkeley.edu/lib/img/pdf/Survey%20Implementation%20and%20Lessons%20Learned.pdf.

One way to assess people's perceptions of their community is to learn what they think is a commonly held belief or practice, and ask them to compare it to their own belief or practice. MyVoice framed this question this way:

- Please indicate how likely you are to: (ratings: extremely likely, likely, neutral, unlikely, extremely unlikely)
  - Challenge a colleague who makes a sexist joke
  - Check in with a student who they felt had been the target of inappropriate comments by a colleague.
  - Believe a friend/colleague who said they were the victim of unwanted advances by another friend/colleague.
  - Redirect a conversation when a friend is condescending to others because of their sex/gender.
- AND: Please indicate how likely you think other [students/faculty/co-workers] are to:
  - Challenge a colleague who makes a sexist joke
  - Check in with a student who they felt had been the target of inappropriate comments by a colleague.

- Believe a friend/colleague who said they were the victim of unwanted advances by another friend/colleague.
  - Redirect a conversation when a friend is condescending to others because of their sex/gender.
- This allows you to compare people's reported beliefs and behaviors with their perceptions of the department as a whole, and highlight any disjunctions (such as, "Most of us challenge someone making a sexist joke, but we think others in the department are less likely to do the same.") This can be a productive conversation about real vs. perceived social norms, which is one technique validated by research for improving climate and intent to intervene in problematic behaviors.[13]

Here is a sample question about attitudes and beliefs from MyVoice:
- Please indicate how much you agree with each of the following: (ratings: strongly disagree, disagree, neutral, agree, strongly agree)
  - If a person was just making a joke, it can't be harassment
  - It's OK to keep asking a friend/colleague out on dates, even if they've said no
  - Sometimes when a person gives another person a compliment in the workplace, it is misinterpreted as sexual harassment
  - Supervisors should be able to hug or touch their employees, if they don't mean it romantically
  - I can personally influence the people around me to be respectful and kind to others
  - If a person hears someone else make a sexist comment, they should do something about it, such as confronting the person if it's safe to do, or doing something to help the victim.

We recommend adding a comparison set of questions about perception of peers' attitudes, as follows: "Please indicate how much you think your fellow student/faculty/staff would agree with each of the following".

Hot spot mapping

Here is an overview of the general principles of hot spot mapping: http://ifsc.tamu.edu/News/September-2016/Identifying-Your-Community-s-Vulnerability-Hotspot. You can use this technique to gather data about your community without conducting a traditional survey. This works well for understanding physical/geographic features that contribute to increased risk of harassment (for example, low lighting). It is also a good tool to use for community members with more limited English proficiency. Provide a blank map of a community space, or a blank piece of paper, and red and green stickers or markers. Ask community members to "map" the space (for example, a building in which most community members interact, or a common area lounge), using red symbols for places they have felt uncomfortable or unsafe, and green for places they feel respected, valued, and comfortable.

Here are some examples of hot spot mapping being used for violence prevention:

From the Colorado Department of Public Health and Environment: https://www.colorado.gov/pacific/cdphe/news/hot-spot-mapping and http://www.preventconnect.org/wp-content/uploads/2018/07/PreventConnect-Guest-Profile-Hotspot-Mapping.pdf

From Wayne State University: http://www.creducation.net/resources/cmher_vol_3_3_warters.pdf

Appendix D -- Messaging

Climate survey messaging example

The below is an example of a message departmental leadership could send out to announce a climate survey that includes questions about sexual harassment.

Dear X community,

You will notice that in this year's departmental climate survey there are new questions relating to sexual harassment. We have added these questions to the survey to help us understand positive and negative community norms, and identify areas of strength and areas for growth. Answering any question on the climate survey is optional; however, we appreciate you sharing your thoughts on where we are as a department, and what we can do better. It is vital to us that every member of our community feel safe, respected, and valued.

Once we receive the survey, we will [insert plan for analyzing and disseminating data, and next steps, here].

Answering questions about violence and harm can bring feelings to the surface. If this is the case for you, please reach out to the campus PATH To Care Center at 510-642-1988 to make an appointment to speak with a confidential advocate and receive support.

Appendix E - Important Policies

UC SVSH policy: https://policy.ucop.edu/doc/4000385/SVSH

Faculty and Student Codes of Conduct: https://www.ucop.edu/academic-personnel-programs/_files/apm-015.pdf and https://sa.berkeley.edu/code-of-conduct

UC Statement of Ethical Values and Standards of Ethical Conduct: https://www.ucop.edu/ethics-compliance-audit-services/_files/stmt-stds-ethics.pdf

UC Policy on Conflicts of Interest Created by Consensual Relationships: https://regents.universityofcalifornia.edu/regmeet/mar04/504attach.pdf

UC Nondiscrimination Statement: https://www.ucop.edu/operating-budget/fees-and-enrollments/policies-and-resources/nondiscrimination-statement.html

Appendix F -- Sample Policies

Below are some sample policies you are welcome to adapt for your own use. An easy place to start including these is in onboarding for new employees (including student employees), as well as on bCourses sites.

Sample Code of Conduct

We are expected to adhere to the UC SVSH Policy, the Student Code of Conduct, and the Faculty Code of Conduct, among others. You may wish to create an additional Code of Conduct that is specific to your department or to particular populations in your department, such as:

There is no place for sexual harassment, or other such forms of harm, in X Department. Such behavior is against UC policy, and an affront to the dignity of all members of our community. We call on each person in our department to work together to prevent sexual harassment, and we expect and demand the highest level of professional behavior from all students, staff, faculty, postdoctoral scholars, and others.

One example of a department-specific statement can be found on the Physics Department website: https://physics.berkeley.edu/about-us/equity-inclusion. Consult with HR and OPHD to make sure your Code of Conduct is not in conflict with existing policy.

Sample statement of values

Many departments on our campus have created a statement outlining their values of community -- these address harassment in a broader sense, as a violation of shared values. Connecting these to an already-existing mission, vision, or values statement will increase applicability.

An example:

A foundational value of the practice of X discipline is the freedom to conduct research in uncharted waters in order to expand the frontiers of consciousness. The ability to do so is made possible by the support and respect of our entire community. Harm, harassment, and fear, abhorrent in themselves, also stifle learning and growth and as such are an affront to our shared values and mission, as articulated in our departmental mission statement (include link).

Here are some examples:

UC Berkeley Philosophy Department General Principles of Equity and Inclusion: https://philosophy.berkeley.edu/equity

UC Berkeley Department of Mathematics Statement of Collegiality, Respect, and Sensitivity: https://math.berkeley.edu/about

You can also create a statement indicating that your department supports existing codes of conduct and will work to uphold them. For example:

We expect all members of our community to uphold the values promoted by our Student Code of Conduct, Faculty Code of Conduct, and UC Statement of Ethical Values and Standards for Ethical Conduct, among others. As members of our discipline, we expect and demand the highest level of integrity in all aspects of community life, from research and teaching practices to collegiality, respect, and inclusivity.

Guidelines for Behavior at Events

Sample Guidelines

The X department expects the highest standard of collegiality and professional respect from all members at community events. This includes, but is not limited to:

- Consuming alcohol moderately (if at all)
- Reaching out to new people to include them in conversations
- Avoiding intrusive personal questions ("are you married?" or "how old are you?")
- Not commenting on the appearance of others
- Promoting ideas, not insults ("what's the evidence behind that?" rather than "that's stupid")
- Not exhibiting aggressive behavior
- Not touching other people without their consent
- Demonstrating collegiality by not interrupting or talking over others
- Leading by example with kindness and respect, to create the kind of community we all want and deserve.

Mentorship

Below you will find both a sample policy, sample mentorship agreement, and additional resources about mentoring. Additionally, keep in mind that a good practice to have a mentor who is different from someone's Principal Investigator or supervisor.

Sample Policy

The X department greatly values the formal and informal mentoring relationships that develop between students, staff, and faculty. These relationships have the potential to be greatly beneficial to both mentors and mentees. In order to ensure that mentoring opportunities remain as positive and productive as possible, the department recommends that mentors/mentees adhere to the following best practices:

- Meetings should take place on campus
- Meetings should take place between the hours of 9am-5pm
- If meetings are held in private offices, the door should remain open or ajar
- At the start of the mentorship, both parties should discuss roles and expectations, and make a plan to have a mid-year check to ensure the goals are being met
- Mentors should make themselves reasonably accessible to mentees by responding to emails within no more than one week
- Mentors of junior faculty should set expectations in regards to teaching and teaching equity
- Mentors of junior faculty should provide support and guidance for setting up time for research agenda
- Our department has a go-to person that responds to concerns either party may have about the relationship, including lack of communication or boundary setting issues: this is our chair, Professor X. Anyone with concerns about professional boundaries in a mentoring relationship should feel free to set a private meeting with Professor X.

Sample Agreement

If helpful, the following worksheet can be used to create a mentorship agreement for the year.

Mentorship Agreement

This agreement outlines expectations of how the mentoring relationship will proceed:

1. How often will we meet?
   - ☐ Once a week
   - ☐ Once every two weeks
   - ☐ Once a month
   - ☐ Other: _____
2. Where will these meetings be held?
   - ☐ Mentor's office
   - ☐ Other on-campus location (state where): _____
   - ☐ Off-campus (state location and reason): _____
3. What time of day will these meetings usually be held?
   - ☐ Morning (9-12)
   - ☐ Afternoon (12-5)
   - ☐ Other: (please state reason) _____

4. Who will schedule these meetings?
   - ☐ Mentee
   - ☐ Mentor
5. How often should the mentor/mentee expect to communicate outside of meetings?
   - ☐ Once a week
   - ☐ Once every two weeks
   - ☐ Once a month
   - ☐ Other: _____
6. Goals for the mentoring relationship:

Mentee
   1. _____
   2. _____
   3. _____

Mentor
   1. _____
   2. _____
   3. _____
   4. _____

Personal integrity agreement:

I agree to maintain and respect my mentor/mentee's privacy and integrity.

However, I am aware that if my mentor/mentee is an employee of the university, they are a designated responsible employee, and have responsibilities to notify the university when an incident of SVSH is disclosed to them.

_____ _____ _____
Signature   Signature   Date

_____ _____ _____
Mentor   Mentee   Date

Existing Mentoring Resources

These include:
- Mentoring policies in your department, if any
- UC Berkeley provides a list of best practices for the mentoring of junior faculty here: https://vpf.berkeley.edu/mentoring/principles-and-best-practices%C2%B9
- The Graduate Council has best practices for faculty mentoring of graduate students here: https://academic-senate.berkeley.edu/sites/default/files/gc_mentoring_guidelines-final.pdf
- The Graduate Council published a policy on appointing and mentoring GSIs here: https://academic-senate.berkeley.edu/sites/default/files/gc_policy_on_appt_and_mentoring_gsis.pdf.

Common Space Guidelines

Sample Guidelines

This lounge is available for everyone in the X department to enjoy M-F between the hours of 9-5. Please adhere to the following guidelines to ensure that the lounge remains a comfortable, inclusive, and welcoming space for all:

- Volume: Be mindful of your speaking volume, particularly if others around you are working. If you need to have a loud conversation, step outside.
- Cleanliness: Please do your best to keep this space clean. Take any trash, food, or personal items with you. Books or other items left here will be removed.
- Cell phone usage: Refrain from making phone calls while in this space.
- Alcohol usage: Consuming alcohol in the common space is not permitted, except in cases where it is provided during a department-sponsored event.
- Be considerate: While the lounge is intended in part to be a social area, it is also intended to be a professional and collegial space. Please be aware of others around you and make sure your conversations remain respectful to those who may be sharing the room.

Anyone found in violation of these guidelines will have their access to the space removed. For questions or concerns about behavior in this lounge, please contact X.

Social Media Guidelines

Sample Guidelines

The internet, and social media in particular, is rife with opportunities for ill-advised commentary that can be offensive, misunderstood, or taken out of context. For this reason, and to minimize conflicts of interest and potential for abuse, X department strongly recommends that staff and faculty not become "friends" with or "follow" students or people they supervise on social media.

Preventing Microaggressions

Microaggressions are subtle or slight comments or actions about a person's membership in an oppressed group that are hurtful, and contribute to a climate of unwelcomeness (for example: commenting on how well an Asian-American student speaks English, even though the student grew up in Los Angeles).

Sample Statement:

We value the diverse identities of our students, staff, and faculty. To create a climate of respect and inclusion, we ask the members of our community to:

- Avoid commenting on someone's appearance, particularly their skin, hair, body type, or style of dress
- When challenging an assertion, challenge the statement rather than questioning the intention, intelligence, or character of the person who made it.

Sample Internship/Placement Statement

Classroom Agreement

Sample Agreement

In this classroom we agree to:

- Challenge the statement, not the person, using "I" rather than "you" statements ("I disagree," rather than "You are wrong")
- Respect each other's space (no unwanted hugs or other touching)
- Be honest when you don't know something
- Minimize use of technology, so as to foster discussion
- Respect each other's time by arriving and ending on time
- Be transparent about grading
- Challenge ourselves to speak more if we are quiet, or support others if we normally talk a lot
- Assume positive intent (assume that others are not trying to hurt you)
- Be open to critical feedback.

Syllabus Statement

A More Personal Syllabus Statement

Our Policy on Sexual Violence and Harassment

Our goal is that this classroom is a participatory community where everyone can fulfill their potential for learning; there is no place for sexual harassment or violence. If your behavior harms another person in this class, you may be removed from the class temporarily or permanently, or from the University. If you or someone you know experiences sexual violence or harassment, there are options, rights, and resources, including assistance with academics, reporting, and medical care. Visit care.berkeley.edu or call the 24/7 Care Line at 510-643-2005.

A More Formal Syllabus Statement

Our Policy on Sexual Violence and Harassment

Sexual violence and sexual harassment have no place in a learning environment. Therefore, in alignment with Title IX of the Education Amendments of 1972, it is the policy of the University of California (Sexual Harassment and Sexual Violence Policy) to prohibit sexual harassment, sexual assault, domestic/dating violence, and stalking. The UC Sexual Violence and Sexual Harassment Policy requires that the University immediately implement interim remedies and permanent support measures, when necessary, for victims/survivors. If you or someone you know experiences sexual violence or harassment, there are options, rights, and resources, including assistance with academics, reporting, and medical care. Visit care.berkeley.edu or call the 24/7 Care Line at 510-643-2005.

Appendix G: Guidelines for Holding Town Hall Meetings

Many departments, particularly in the wake of an incident of sexual violence or harassment that has become public, wish to hold a forum for discussion, or "town hall" style conversation. While these meetings can be productive, they are also rife with opportunities to further harm survivors of violence, and should be undertaken carefully. To learn more about how to hold a trauma-informed town hall, please read our Guidelines for holding an open forum/town hall: https://docs.google.com/document/d/1PKVFtyVvvXK54EZ6otM02OHNEwzjv4Az48yw4NogqtI/edit?usp=sharing.

Appendix H: Further Reading on Sexual Harassment in Academia

More general information about sexual harassment in academia can be found below.

- National Academies of Sciences, Engineering, and Medicine. 2018. Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press. https://doi.org/10.17226/24994.
- Kelskey, Karen. Sexual Harassment in the Academy: A Crowdsourced Survey. 2017. https://docs.google.com/spreadsheets/d/1S9KShDLvU7C-KkgEevYTHXr3F6InTenrBsS9yk-8C5M/edit#gid=1530077352.
- The National Sexual Violence Resource Center. 2017. Key Findings of the Select Task Force on the Study of Sexual Harassment in the Workplace. https://www.nsvrc.org/sites/default/files/publications_nsvrc_research-translation_key-findings-select-task-force-study-harassment-in-the-workplace.pdf.

Though not specific to academia, the Workplaces Respond National Resource Center from Futures Without Violence: https://www.workplacesrespond.org/ is an excellent resource for sample policies, resources for supervisors, information for unions, statistics, and more.

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Miller, E.; Tancredi, D.; McCauley, H.; Decker, M.; Virata, H.; Anderson, H.l O'Connor, B.; Silverman, J. One-Year Follow-Up of a Coach-Delivered Dating Violence Prevention Program: A Cluster Randomized Controlled Trial, In American Journal of Preventive Medicine, Volume 45, Issue 1, 2013, Pages 108-112, ISSN 0749-3797

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