A Guide to Preventing Sexual Violence and Harassment in Field Placements:

For graduate students, graduate programs, and all who want to prevent violence



This guide offers guidance for all research and professional activities conducted outside the UC Berkeley campus, including, but not limited to field courses and placements, clinical settings, and internships. This field guide is intended to expand illness and injury prevention in field-placements to include prevention of sexual harassment and violence, stalking, relationship violence, and retaliation protection against retaliation for reporting.

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PART 1:

Introduction to field research and sexual harassment prevention

This guide is useful for graduate and professional students, postdoctoral scholars, staff supporting student placements, faculty members and researchers leading research teams, faculty equity advisors, and all involved in creating safe, welcoming environments for scholarly activities that take place "in the field with". Although the focus of this guide is graduate and professional students, many of the strategies discussed can be applied to undergraduate placements as well. The guide also has information for anyone who has been impacted by sexual violence, stalking, dating/domestic violence and/or sexual harassment during a field placement.

The "field" may consist of off-campus work, internships, educational trips, professional conferences, data collection, expeditions, living at sea, visiting a local farm or garden, urban or rural environments, hospitals, corporate settings, as well as domestic and international travel. Placements can vary in duration from minutes to years. Field work offers high-impact research and professional opportunities, and can also offer unique challenges to preventing and addressing sexual violence and sexual harassment. While behaviors such as sexual harassment are pervasive¹, it is important to be attentive to other harmful behaviors such as sexual assault, stalking, and relationship violence.

In remote settings, graduate and professional students rely heavily on team members, principal investigators and supervisors for resources such as communication devices, transportation, food, and potentially emergency support. Participants may have limited access to personal, close support systems outside of their colleagues. Because of this dependence, if one of those team members is bullying, harassing, or perpetrating violence, the targeted individuals have fewer avenues for safety and support.



Survivors, as well as individuals supporting survivors, can connect with the PATH to Care Center or the other confidential resources listed on the Where to Get Support Quick Guides for students and employees. Confidential support from the PATH to Care Center can be accessed during remote field placements and learning, by calling our 24/7 Care Line at (510) 643-2005 or contacting our office via email (pathtocare@berkeley.edu).

Ensuring the safety and belonging of every team member is crucial to sexual harassment prevention, and a necessary part of a successful field experience.

¹ Flaherty, C. (2014, August 13). Researchers react to study about sexual harassment of scientists in the field. Retrieved November 05, 2020, from https://www.insidehighered.com/news/2014/08/13/researchers-react-study-about-sexual-harassment-scientists-field

PART 2:

Structuring field placements for safer and respectful experiences

This section offers strategies for departments and programs to consider before students go into the field. Research shows increased risks of harm when there are vague or nonexistent rules governing appropriate workplace and campus behavior. While the following information primarily addresses field sites, this can be adapted for a variety of internships and offcampus work arrangements.



Incorporate existing policies, codes of conduct, and requirements related to sexual harassment, violence, and discrimination into the field safety plan. **Including:**

- Your department's field safety plan and codes of conduct
- Professional organization and field safety standards, as well as required prevention and intervention messaging and training
- Stay updated with what policies are required by the University
- Student Code of Conduct
- UC SVSH Policy
- UC Berkeley's Nondiscrimination Policy
- Students Rights Under Title IX and University of California Policy

Request the field site's policies and procedures for sexual harassment, violence, discrimination, and diversity. Consider how well the field site or company's policies align with those of UC Berkeley, UC systemwide and/or local, state and federal law.

Add addendums to Memorandum of Understandings (MOU) with organizations, companies, and field work sites to align with prohibited behaviors in the <u>UC SVSH</u> Policy, as well as the equity, inclusion, and prevention strategies developed by and for your department or program. The addendum ensures that both students and the internship sites are aware of the commitment being made to address sexual violence. Please contact the PATH to Care Center for a sample MOU template.





Determine eligibility to become a placement site by using this checklist of requirements that emphasize sexual harassment prevention:

- Organization requires placement supervisors and all employees to undergo sexual harassment prevention training, and has mechanisms to ensure compliance of this requirement.
- Organization has a policy prohibiting sexual harassment, including a protection against retaliation for reporting.
- Organization has a mechanism for addressing harm without adverse consequences to the graduate or professional student's educational opportunities.

Develop a departmental exit or re-location strategy, for situations where a student is unsafe at a site/placement, that does not impact the student's educational opportunity, course credit, or funding.

Implement a practice of regularly checking in with students and their field supervisors during the placement; discuss the organizational climate and safety with each of them during these check-in meetings.

² Basow, Susan A. 2011. "Evaluation of Female Leaders: Stereotypes, Prejudice, and Discrimination in the Workplace." In Women as Transformational Leaders: From Grassroots to Global Interests: Cultural and Organizational Stereotypes, Prejudice, and Discrimination, edited by Michele A. Paludi and Breena E. Coates, 51-67. Santa Barbara, CA: Praeger.

³ Cassell, Macgorine A. 2011. "Bullying in Academe: Prevalent, Significant, and Incessant." Contemporary Issues in Education Research 4 (5): 33–44.

⁴ Meyers, Maureen, Tony Boudreax, Stephen Carmody, Victoria Dekle, Elizabeth Horton, and Alice Wright. 2015. "Preliminary Results of the SEAC Sexual Harassment Survey." Horizon and Tradition: The Newsletter of the Southeastern Archaeological Conference 57 (1): 19–35.

⁵ Mitchell, Natasha A., and Jaronda J. Miller. 2011. "The Unwritten Rules of the Academy: A Balancing Act for Women of Color." In Women of Color in Higher Education: Changing Directions and New Perspectives, edited by Gaetane Jean-Marie and Brenda Lloyd-Jones, "193–218. Bingley, UK: Emerald Group Publishing Limited.

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University of California also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

PART 3:

Preparing research team members for field placement

This section provides specific strategies to prepare all team members, from students to lead researchers, with the tools and knowledge to engage in field work healthily, safely, and respectfully.



Comprehensive education for all. Provide each team member going out into the field with prevention and response education that addresses the following topics: the impact of sexual harassment and violence, definitions of sexual harassment and violence (SVSH), resources for support healthy relationships and communication, power and privilege, the use of alcohol and drugs in perpetrating sexual violence, and strategies for being an active bystander and fostering a respectful community while in the field. These educational opportunities are most effective when led by trusted peers; however, it is important to consult experts in the development of the content. Please contact the PATH to Care Center to schedule a consultation.



Access to communication. Ensure that all team members have access to reliable means of communication, such as Wi-Fi and/or satellite phone(s) with on-campus contacts programmed into the device. These on-campus contacts should include the PATH to Care Center's 24/7 CARE Line, Faculty Equity Advisor and Grad Students Advisors (GSAOs) and/or the person(s) responsible for coordinating site placements, and the Office for the Prevention of Harassment and Discrimination (OPHD). These resources should be displayed prominently, every team member should have access to at least one communication device and resource list, and no one team member should be in sole possession of communication devices or resource lists. And where possible, consider the support of the Human Resources department to file grievances or receive employee assistance.



Responsible employee obligations. Ensure that all employees are aware of their role as <u>responsible employees</u> and limits to confidentiality. If you are unsure, contact the Office for the <u>Prevention of Harassment and Discrimination (OPHD)</u>. Remember, if responsible employees receive information related to a violation of the UC SVSH Policy, they must notify OPHD and offer resources to the impacted person. They do NOT need to decide whether something actually occurred and they should NOT investigate the incident.





Update policies and procedures on a regular basis. In addition to reviewing existing policies, collaboratively create or revise a field placement code of conduct and ensure that all new team members are aware of the expectations before the start of the placement. Research team members can acknowledge their understanding by signing a contract. It is important to distinguish the field safety code of conduct from the UC Berkeley student code of conduct. Specifically, the field safety code of conduct outlines rules for respectful and collegial engagement. To create buy-in, involve students in the creation and revision process. Consult with campus resources include the department Faculty Equity Advisor, the Division of Equity and Inclusion, Center for Student Conduct, and the PATH to Care Center.

PART 4:

Prevention is possible: creating and maintaining a culture of respect

The best way to prevent violence is to model positive, respectful behavior for those around us. Here are things everyone, regardless of position, can do in the field.



Affirmative consent. Practice affirmative consent to ensure all interactions, both personal and professional, are respectful and healthy. Everyone engages in consent in everyday interactions. For example, agreeing to collaborate on a conference proposal or to hug someone. By regularly practicing affirmative consent, it becomes easier to apply in all relationships and interactions.

Under the UC SVSH Policy, consent is affirmative, voluntary, revocable, and a conscious decision by each participant to engage in mutually agreed-upon sexual activity.

Non-coercion and respectful alcohol use. It is never okay to use alcohol to lower someone's inhibitions or initiate sex with someone who is incapacitated, and being intoxicated is never an excuse for committing violence.



Inclusivity, equity, and empowerment. Create and maintain opportunities in the field for women and people of color, as well as other minoritized groups. This includes ensuring equitable divisions of labor and providing equitable access to leadership and professional opportunities.

• Accessibility. In the physical environment, ensure that there is proper lighting, tidy workspaces where people of all abilities can move freely, and reduce the distance individuals may need to travel between classes, field work sites and buildings and housing.





Develop group cohesion. Create opportunities to build collaborative and trusting relationships before team members arrive 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. Ensure all field team members have clear channels of communication and support, and are aware of local and national resources by publishing this information in the department newsletter, for instance.



Use affirming language and practice compassionate communication. Role model respectful and inclusive language for other team members and local community members. The following are examples of how team members can signal respect for others and create space to voice concerns.

- Encourage a practice where each team member shares their gender pronouns to avoid making assumptions about people's identities.
- Make sure everyone knows the correct pronunciation of team member's names.
- All team members have the right to communicate clearly, openly and with kindness.
- Affirm dissenting perspectives and appreciate feedback that is direct and courageous.
- Implement a regular practice of acknowledging valuable contributions of all team members, including appreciating people who were active bystanders.



Cues in the environment. In high traffic areas, post flyers with community-specific prevention and social norms messages, and provide handouts on being an active bystander. For example, posting flyers or sharing messaging that "92% of MCB grad students would intervene if they saw someone engaging in harmful behavior" helps promote a positive social norm for team members. This is a powerful prevention message. Social norms data can be collected through department climate surveys, MyVoice data reports, and social norms campaigns.





Healthy boundaries. Boundaries exist in many forms: physically, emotionally, intellectually, sexually, as well as with time and technology. Define and maintain your healthy personal boundaries. Learn to respect others' boundaries and recognize subtle ways in which someone might indicate their limits. For example, consider the impact of power dynamics before sending a friend request to someone you supervise. This signals to the person you have respect for their personal boundaries with technology, for instance. Remember that caring and open communication is necessary to ensure each person is respecting other's boundaries and decisions.



Bystander intervention. Create a culture where team members support people who are being targeted by harm and harassment, and choose safe intervention options. Examples of active bystander behavior include: directly addressing the problem behavior, bringing the matter to someone in a position of authority, redirecting the attention of the person causing harm, and supporting the targeted person afterward.

PART 5:

Supporting a team member impacted by sexual harassment in the field

Challenges particular to field work include unclear, new, or non-existent practices for respectful engagement. This can make it difficult to identify harmful behavior, seek support or notify authorities (e.g. supervisor, Human Resources, law enforcement, etc.) if harm happens for both those directly and indirectly impacted by the harm. This section provides tips for responding with care and concern to individuals who share that they have been impacted by harm or violence in the field.

- Most importantly, listen to and believe them. Do not interrogate or make any assumptions.
- Reassure the individual who is disclosing that what happened to them was not their fault.
- Affirm that the decision to cooperate with law enforcement and/or OPHD, tell others, get counseling, etc. is the individual's choice.
- Do not pressure or force them to take any action—even if you think it's the right thing.
- Validate and affirm their choices.
- Provide information and resources, especially about where they can find confidential support. Refer to the Where to Get Support handout for more information.
- Simply ask the person what they need.

Below is sample language you might use when responding to a disclosure. However, responding in your own words rather than using a script helps build trust and genuinely demonstrates care and concern.

1. **Create a safe environment.** Disclosing can be a vulnerable and scary process. Ensuring the survivor feels emotionally and physically safe in a space helps establish trust. Do this by verbally checking in and offering to move to a location of the survivor's choice. Avoid public areas where the conversation may be overheard. Say: "Is this a comfortable and private location to talk?"



2. Acknowledge them for approaching you with this matter. This helps communicate that you value their courage.

Say: "I know it can be very difficult to share these circumstances; thank you for trusting me."

3. Clarify your Responsible Employee obligations, if applicable, and limits of confidentiality. Being transparent about your obligations assists in building trust and empowering the survivor to make an informed choice. Try to inform the survivor of your obligations before the disclosure occurs, when someone first approaches you with a serious matter. If this is not possible inform them of your obligations afterwards, and let them know the next steps in the process.

Say: "I have a responsibility to notify our campus Title IX office when I learn about an incident like this; I'm letting you know so that you can choose what else you share and what happens next."

4. Connect them to confidential resources. Regardless of the amount of detail shared, connecting them to confidential resources gives them access to continuing support. You can offer to call together or provide the information to the survivor so they can call on their own.

Say: "I'd like to make sure you have all the information and support you need. Would you like to call the PATH to Care Center together so you can learn about your options? Here is the satellite phone to call UC Berkeley's 24/7 CARE Line - the number is 1-510-643-2005, if you would like to call on your own."

5. Close and reaffirm your support:

Say: "I'm so glad that you're seeking resources. You deserve support,"

Disclosures can be challenging to receive and navigate. Remember that the PATH to Care Center also helps people who are supporting survivors, like field placement team members.

Any University employee (Excluding designated Confidential Resources) and who receives, in the course of employment, information that a student has suffered behavior prohibited under the UC Policy on SVSH. This includes GSIs, and other student employees, Post Docs, and Lead Researchers. Faculty and other supervisors who learn of Prohibited Conduct from any person affiliated with the University, regardless of who is affected (student, staff, or faculty

After the field placement has ended

Field placements serve to inspire students and provide experience to become future researchers and practitioners. Ensuring the belonging and safety of every team member is a critical part of planning and implementing a successful field experience. Lead staff, such as Principal Investigators and field placement coordinators, should debrief with research team members 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 suggestions for ensuring inclusion and equity, preventing harm and violence, and to share how conditions and experiences can be improved in the future. Whenever possible, create anonymous feedback opportunities.

Remove a site from future placement options if there are incidents of sexual violence or harassment. Communicate the concern and decision explicitly to the site and any other stakeholders. This would include consulting with campus partners like the PATH to Care Center and OPHD. Departments can create a list of former sites and notes on why they are no longer an option.

Berkeley PATH to Care Center

