BUILDING HEALTHY WORKPLACES
Community Strategies & Individual Skills to Prevent Sexual Harassment

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Use this time to prepare to use Poll Everywhere
LOGIN USING YOUR PHONE OR LAPTOP
USERNAME: safecampus

USE THE APP
Username: safecampus

Or

TEXT SAFECAMPUS TO 22333

https://pollev.com/safecampus
AGENDA

1. WHAT IS SEXUAL HARASSMENT
2. PREVENTION STRATEGIES
3. BYSTANDER INTERVENTION
4. RESOURCES
5. RECEIVING A DISCLOSURE
24/7 HELP

Enter the SafeCampus number in your phone so you have it when you need it!

206-685-7233

safecampus@uw.edu
Land Acknowledgment

We acknowledge the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

We acknowledge the people – past, present, and future – of the Dkhw’Duw’Absh, the Duwamish Tribe, the Muckleshoot Tribe, and other tribes on whose traditional lands we study, work and live.
Self & Group Care

- Share the space
- Participate as you feel able
- This could be a challenging conversation
- Engage in a brave way
Our prevention and response strategies need to be relevant to the specific UW academic contexts that we find ourselves in.
Describe the type of workplace culture you want to be a part of?
WHAT IS SEXUAL HARASSMENT
POWER & IDENTITY

Violence affects and is perpetrated by people of all genders, sexual orientations, races, socioeconomic statuses, abilities, religions, ages, citizen statuses, and other identities.

**Disproportionality** exists in effect rates.
SEXUAL HARASSMENT

SEXUAL COERCION
• Sexual advances used as bribes or threats for favorable educational and/or professional treatment

UNWANTED SEXUAL ATTENTION
• Unwelcome sexual advances
• Demanding or pressuring for an intimate relationship
• Repeatedly asking someone out

GENDER HARASSMENT
• Actions (verbal or non-verbal) that convey hostility, exclusion, or second-class status about members of a certain gender

Reminder: Victims and harassers can be any gender.
### UNWANTED SEXUAL ATTENTION
- Rape
- Sexual Assault
- Groping or Stroking

### SEXUAL COERCION
- Promising professional rewards in return for sexual favors
- Threatening professional consequences unless sexual demands are met

### PUBLIC CONSCIOUSNESS
- Relentless Pressure for sex/dates
- Unwanted Sexual Discussions

### GENDER HARASSMENT
- Vulgar name calling (e.g. "slut" or "bitch")
- Insults to working parents
- Nude images posted at work
- Sexual Teasing
- Sabotage of women's equipment
- Sexual Insults (e.g. "for a good time call...")

Adapted from: NASEM 2018
EXAMPLES

During department Zoom meetings, women’s agenda items are often cut short.

During a meeting, a male staff member is chided by a senior staff member for taking paternity leave to care for his newborn.

A grad student remarks that women international students have an advantage in STEM because they’re given more opportunities.

At a conference, a female faculty member is introduced by her first name whereas all her male colleagues are introduced as Dr.
What unique factors in your work and academia create risk for harassment to occur?
DYNAMICS THAT CAN CREATE RISK FOR HARASSMENT

HIERARCHY & POWER DYNAMICS

REPRESENTATION

STRUCTURE OF MENTOR & MENTEE RELATIONSHIPS

LACK OF COMMUNITY STANDARDS FOR ONLINE INTERACTIONS

STRATEGIC RELATIONSHIPS WITH OUTSIDE PARTNERS

ISOLATION, WORKSPACES & HOURS
SEXUAL HARASSMENT & POWER
SEXUAL HARASSMENT & POWER

How are sexual harassment & power interrelated?

How do you know when you are in a situation where you do or do not have power?

Identify how an individual might feel, see, & hear markers of power?
What are indicators of power in the academy? What might you notice or feel?
PREVENTING HARM BY IMPACTING ACADEMIC CULTURE
Preventing Violence Happens at Three Levels
Our goal is to stop violence before it occurs.

**PRIMARY**
Stopping Violence Before It Occurs
Strategies like healthy relationships & environments reduce risks & increase buffers.

**SECONDARY**
Immediate Responses to Violence
Services like emergency and medical care address short-term consequences.

**TERTIARY**
Long-Term Responses to Violence
Approaches in aftermath address trauma & rehabilitate perpetrators.

Center for Disease Control: Continuing the Dialogue
• Integrate Values into the System
  ◦ Diversity, Inclusion & Respect
  ◦ Interrupt and intervene in situations
• Change the Power Dynamics
  ◦ Diffuse advisor-trainee relationships
• Support Targets of Harassment
  ◦ Alternative support services
• Improve Transparency and Accountability
  • Awareness of consequences and accountability actions
PREVENTATIVE NORM SETTING
NEGOTIATING POWER RELATIONSHIPS

What does a healthy academic professional relationship look like?

What does an unhealthy academic professional relationship look like?

WHILE WORKING REMOTELY?

How do you establish healthy academic professional relationships from the outset?
MICROAGGRESSIONS

**Microaggression:** Brief and commonplace comments and actions that communicate, whether intentionally or not, that a person is not welcome or normal because of their identity.

- You’re not like other _____ people.
- Maybe you’re just not built for enduring the rigorous nature of the field of engineering.
- You speak English so well.
- You are just playing the women of color card again.
- This field is being taken over by women with their own agendas.
- Where are you from? Where are you really from? No, where are you really really from?
- What do your people think about that?
- As a new parent there is no way you will be able to get your research done?
- You don’t look trans.
**MICRO-AFFIRMATIONS**

**Micro-Affirmations**: Small or subtle actions we can take to make people feel that they are welcome in a space and that their contributions are valued.

- Before we move on, is there anyone who hasn’t had a chance to weigh in?
- I noticed ____ didn’t use your correct pronouns. Would you like me to bring that up with them?
- What do you think about that?
- To echo the point that ____ made...
- I think ____ made that point earlier.
- How can I support you if that situation comes up again?
- I’m sorry you’re going through that. How can I help?
CALLING IN (DELAY)

CALLING OUT (DIRECT)

CALLING IN

- Address someone's problematic behavior privately and/or personally
- Help the person grow through explanation, discussion
- Focus on ongoing relationship

CALLING OUT

- Bring attention to someone's problematic behavior
- Send a public message that the behavior is intolerable, unacceptable, etc.
HOW TO CALL IN

• Decide how & where you want to have the conversation
• Share what you're hoping to get out of the conversation
• Describe specific action & why it was hurtful or offensive
  ◦ Impact vs Intent

• Offer space for questions, active listening, & support
• Offer to give them time & space to think through the conversation
Selena, Brandon, and Tran are in a dept meeting on Zoom. Selena brings up an idea that gets lost in the conversation. Brandon brings up the same idea a few minutes later and Frank, the faculty member running the meeting, sounds impressed and gives Brandon a lot of praise.

What are some strategies anyone in this situation could use, either now or later?
1. What is your response strategy?
What is your biggest challenge in receiving and responding to feedback?

What are some strategies you can try to overcome that?
INTERRUPTING HARASSMENT & BYSTANDER INTERVENTION
You are walking down the hallway and see John, a faculty member, put their arm around Mari. Mari is a new staff member and looks uncomfortable.

**DIRECT**
"HEY! WHY DON'T YOU PUT YOUR ARM DOWN."
or
"MARI, YOU OKAY"

**DELEGATE**
"ERIN, CAN YOU CHECK IN WITH MARI?"

**DISTRACT**
"MARI/JOHN, CAN YOU REVIEW THIS DOCUMENT?"

**DELAY**
CHECK IN WITH MARI LATER.

**DOCUMENT**
WRITE DOWN WHAT YOU SAW AND OFFER IT TO MARI.
Sam, comes into a shared work space to talk to Chris, about a mistake they made.

The conversation builds and Sam raises their voice and starts making personal derogatory comments toward Chris.

What is your bystander intervention?
2. What is your intervention strategy?
Alyx discloses to you that Philip makes them uncomfortable by continually making remarks about their body and clothes.

A few days later during the start of a team meeting on Zoom you hear Philip say “Oh hey Alyx, I don’t mind getting up early for a team meeting if I get to start the day looking at you.”

What is your bystander intervention?
3. What is your intervention strategy?
As you are walking through a lab you notice Loa, a 1st year graduate student, and Clark standing alone.

Clark places their hand on Loa’s lower back. Loa tenses.

What is your bystander intervention?
4. What is your intervention strategy?
Why might individuals not disclose or report experiences of harassment?
UW RESOURCES

**STUDENTS**
- Counseling Centers
- Student Conduct & Community Standards

**UWT:** Office of Student Advocacy & Support

**UWB:** Health & Wellness Resource Center

**UWS:** LiveWell
- Title IX Investigators

**EMPLOYEES**
- Faculty, Staff, & Student Employees
- Confidential Advocates
- Safecampus
- UWPD & Campus Security
- Title IX Coordinators
- Ombud
- Union
- Carelink
- Human Resources
- UCIRO
- 24/7 helpline: 206-685-7233
UW TITLE IX RESPONSE & SUPPORT PROTOCOL

When you learn of:

- Relationship Violence
- Sexual Assault
- Sexual Harassment
- Stalking
- Sexual Exploitation
- Retaliation for reporting

- 2020 Title IX Regulations Update: Title IX Officials Required to Report now exist at UW
- Child Abuse and Neglect reporting for individuals under 18 years additionally applies
DISCLOSURE OF SEXUAL HARASSMENT
If you someone shared with you that they experienced sexual harassment, what messages would you want to share with them?
DISCLOSURE RESPONSE STRATEGIES

VALIDATE
"That must have been difficult. I'm sorry that happened."

LISTEN
"What I am hearing is..." or "What do you need right now?"

CONNECT
"Can I share this information with someone who can help?"

CONSULT
Call SAFECAMPUS
IF YOU HAVE EXPERIENCED SEXUAL HARASSMENT:

• Trust your feelings.
• Document what's happening
• Get support -- don't go through it alone.

24/7 helpline: 206-685-7233
IDENTIFYING ACTION STEPS
ACTION STEPS YOU CAN TAKE:

PERSONALLY

WORKPLACE COMMUNITY

UW COMMUNITY
PERSONALLY
WHAT DOES A HEALTHY PROFESSIONAL RELATIONSHIP LOOK LIKE?

WORKPLACE COMMUNITY
HOW CAN I SUPPORT MY TEAM TO HAVE HEALTHY PROFESSIONAL RELATIONSHIPS?

UW COMMUNITY
WHAT ARE THE POLICIES AND PROTOCOLS THAT REINFORCE AND SUPPORT HEALTHY PROFESSIONAL RELATIONSHIPS?
What is your action step after this training?
LEARNING OUTCOME EVALUATION
Before this training, my ability to identify harassment was:
After this training, my ability to identify harassment is?
Before this training how likely were you to intervene when you witnessed an action that could have been harassment?
After this training how likely are you to intervene when you witness an action that could be harassment?
Before this training how aware were you of UW resources pertinent to harassment?
After this training how aware are you of UW resources pertinent to harassment?
After this training, do you feel that you have a role to play in creating a healthier UW culture for everyone?