



# **Building a Better Fieldwork Future:**

## **Preventing & Managing Sexual Harassment and Assault in the Field**

University of California, Santa Cruz  
CAMINO: Center to Advance Inquiry-Based Opportunities in  
Ecology

# Why go into the field?



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Photos: Erika Zavaleta, Melissa Cronin

# Sexual harassment in the field

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- 64% of field participants reported experiencing sexual harassment while in field<sup>1</sup>
- 22% reported physical harassment or assault<sup>1</sup>
- Women, racially marginalized groups, LGBTQIA+ people more likely to experience harassment and assault in the field<sup>1</sup>
- Consequences and responses look different in the field than in the office

1. Clancy et al 2014. *PLoS ONE*

# The field: unique challenges, opportunities

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



# Why prevention?

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***“Organizational climate is the single most important factor in determining whether sexual harassment is likely to happen in a work setting.”***

—National Academies of Sciences, Engineering, and Medicine

- Early training for prevention with field teams and courses sets **positive organizational climate**

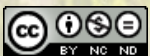




# Outline



1. What are harassment and assault?
2. Preparing and preventing
3. Intervening
4. Responding



## Terms for today

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

## Breakout Scenario #1

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You are an instructor on a field team in the Arctic, where everyone must sleep in tight quarters in the same tent. You notice from your sleeping bag that a student nearby has a habit of putting an arm around one of the other students at night, saying that they are cold. You have heard the second student ask them not to, but it continues to happen.







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- Do you think the first student's behavior constitutes harassment? Assault?
- What are responses or courses of action you could take after this has occurred?
- What could you have done before the trip to avert this or clarify how to handle it?



# What are harassment and assault?

# What is sexual harassment according to the EEOC (U.S. Equal Employment Opportunity Commission)?

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



# What constitutes sexual assault?

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



# University of California has additional provisions regarding sexual harassment and assault

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



# Consensual relationships

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## Faculty-student, TA-student: prohibited

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

## Student-student: need to respect others

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

## Breakout scenario #2



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

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



# Preparing for safe and inclusive field settings

## Prepare for inclusive field settings

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

# Field Operations Safety Manuals



**Field Safety Tool**

<https://ehs.ucsc.edu/programs/research-safety/field-research/>



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## Prepare:



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





## Prepare: Preventive Logistics

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

# Prepare: Build a community agreement

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



# Intervening for safe and inclusive field settings

## 5 D's of Bystander Intervention

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

<https://www.ihollaback.org/resources/bystander-resources/>



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## Breakout Scenario #3



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







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



# What to do in the case of violence

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



# Establishing Inclusive Norms

# Establishing inclusive norms

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



# Inclusive settings do NOT involve these behavioral warning signs:

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

## Breakout Scenario #4



You are an instructor on a field course across a mountain range in the Himalayas. You notice that one of your teaching assistants particularly likes to hang around with one of the undergraduate students. This teaching assistant (TA) has a habit of commenting on the student's appearance, and keeps inviting the student to sleep in the staff cabin. The student doesn't seem to engage with the TA's advances, but hasn't complained. The TA's behavior makes you uncomfortable, and you've noticed it makes other students uncomfortable too.





## Breakout Scenario #4

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- How would you engage with the teaching assistant? With the student?
- What are things you might include in your community agreements to try to avoid this situation?

# Reporting at your institution

# Reporting is always an option

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





# Reporting at your institution

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- At universities, the **Title IX Office** allows students, staff and faculty to anonymously report harassment and assault
- **Title IX Hotline:** 1-888-TITLE-06 (1-888-848-5306)
- **National Sexual Assault Hotline [RAINN]:** Call 1-800-656-4673
- National Center for Victims of Crime: (202) 467-8700
- Resource for men who experience harassment or assault: <https://1in6.org/>
- Immunity from minor offenses is often offered for students, faculty and staff who report (eg., for incidents involving alcohol)



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# Confidential support options

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- UC CARE offices -  
<https://sexualviolence.universityofcalifornia.edu/faq/care-advocates.html>
- Contact info for each UC campus office:  
<https://sexualviolence.universityofcalifornia.edu/get-help/>



# Reporting at UC Santa Cruz

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- At UCSC, students, staff and faculty can anonymously report harassment and assault to the Title IX Office ([831-459-2462](tel:831-459-2462))
- Reports go through: [https://ucsc-gme-advocate.symplicity.com/public\\_report/index.php/pid452535?](https://ucsc-gme-advocate.symplicity.com/public_report/index.php/pid452535?)
- Sexual Violence Prevention Educator ([831-459-2721](tel:831-459-2721)),
- UC Santa Cruz Women's Center Director ([831-459-2169](tel:831-459-2169))



# Review: Building a Better Fieldwork Future

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





# Thank you!



## Contact Us



Email: [fieldworkfuture@ucsc.edu](mailto:fieldworkfuture@ucsc.edu)  
[www.camino.ucsc.edu](http://www.camino.ucsc.edu)

**Please complete post—workshop survey!**

Slides are downloadable at:  
<https://training.ucr.edu/fieldwork>

# CAMINO

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



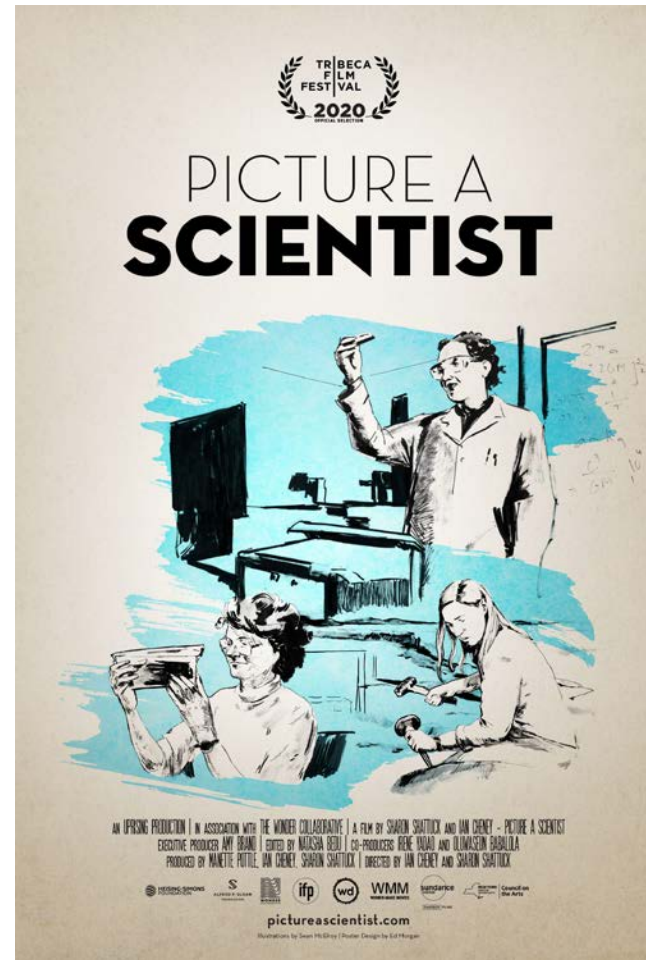
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**SANTA CRUZ**



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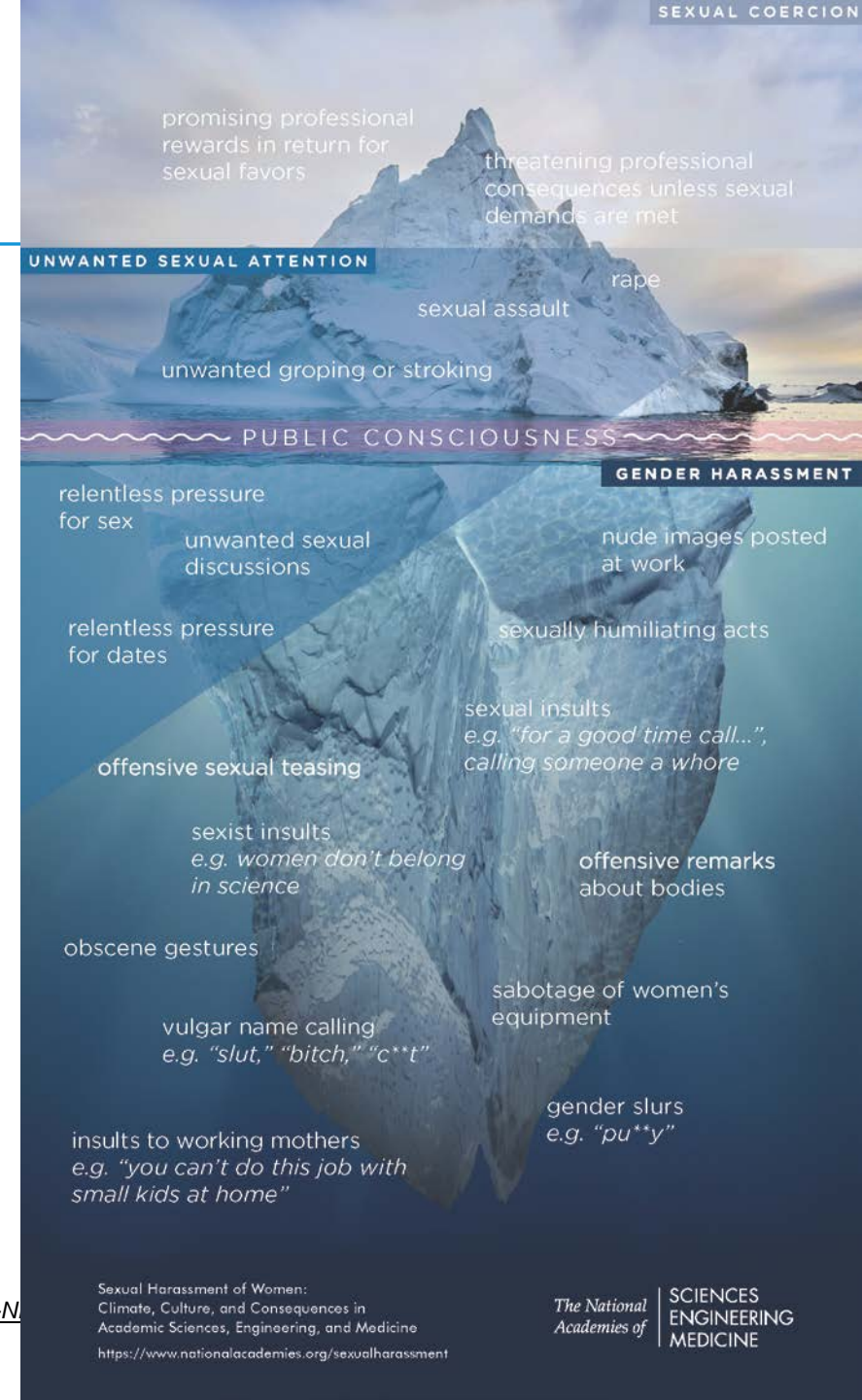


# Picture a Scientist Film Discussion



# Picture a Scientist Film Discussion

- Given what you saw in the film, what ideas do you have about ways to make science more equitable and safer?
- Contribute your solutions in the chat, and they will be compiled into one large Google doc resource



# References

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- 1. Report: Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine. National Academies of Science, Engineering and Medicine harassment in science women. (2018)
- 2. Berdahl, J. L., & Moore, C. (2006). Workplace harassment: Double jeopardy for minority women. *Journal of applied psychology*, 91, 426-436.
- 3. Clancy, Kathryn B.H., Robin Nelson, Julianne N Rutherford, and Katie Hinde. 2014. "Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault." *PLOS ONE* 9 (7):e102172

# What is consent?

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- **Consent is:**

- voluntary
- sober
- enthusiastic
- informed
- revocable
- ongoing
- mutual
- honest
- verbal** agreement

## **Consent is NOT:**

- a lack of a verbal “no”
- a lack of physical or verbal resistance
- silent
- given by minors
- given by someone who is not conscious or is in and out of consciousness
- given by someone who is incapacitated due to drugs or alcohol
- coerced or given under pressure
- indefinite

# Harassment and assault are common

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- > ½ of people working in academic settings report experiencing harassment or assault<sup>1</sup>
- Women of color and LGBTQ people are more likely to be harassed<sup>2</sup>
- In the sciences, 33% of undergraduates and 43% of graduate students reported experiencing sexual harassment by faculty and staff<sup>3</sup>
- Degrading jokes, exclusive comments most common forms of harassment in sciences<sup>1</sup>

1. National Academies of Science, Engineering and Medicine

2. Berdahl & Moore, 2006

3. Clancy et al 2014. *PLoS ONE*





# A COLD CASE

Years ago, two women allege, their team leader sexually harassed them in Antarctica. Now they are taking action

Disturbing allegations of sexual harassment in Antarctica leveled at noted scientist

By [Meredith Wadman](#) | Oct. 6, 2017, 12:45 PM