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Sexual Harassment Foundation Presentation and Discussion Questions

Leadership Forum
June 2019



Association of
American Medical Colleges

Purpose and Use

Terms, findings, recommendations, and general information contained in this presentation come from *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*, unless otherwise noted. The AAMC has permission from the National Academies of Sciences, Engineering, and Medicine to reproduce this information. Many other sources of research and information on harassment exist.

This presentation serves as a **foundational primer** to help institutions and leaders initiate conversations on their campuses regarding sexual harassment. This presentation should not be viewed as exhaustive but as a starting place for institutions to explore concepts and solutions related to sexual harassment. Institutions should leverage local experts and facilitators to run these conversations.

This presentation does not provide legal advice nor does it satisfy any mandatory sexual harassment training requirements.

For questions, please contact Diana Lautenberger, dlautenberger@aamc.org.

Creating a Safe Environment

Hosting conversations regarding harassment, at any level of detail, can be an emotional and potentially triggering experience. Institutional leaders should take care to create a safe and welcoming environment when exploring harassment. Institutions may consider the following steps to create a safe environment:

- Engage individuals from your Diversity and Inclusion and Human Resources offices to facilitate.
- Open the presentation with a statement about upholding safety and a trigger warning.
- Establish guidelines regarding what will be shared and what kind of discussion/participation there will be ahead of time (e.g., consider if a different setting or environment would be appropriate for sharing of individual experiences).
- Provide advance notice to institutional partner offices (legal, human resources, diversity, faculty affairs, etc.) that you will be hosting an informational session so they are prepared to handle any new questions or reports.
- Have an institutional counselor or ombudsman on-site or have their contact information ready.
- Decide if and when the time is right to use these, or any other, slides for discussion.

Terminology

SEXUAL COERCION

promising professional rewards in return for sexual favors

threatening professional consequences unless sexual demands are met

UNWANTED SEXUAL ATTENTION

rape

sexual assault

unwanted groping or stroking

PUBLIC CONSCIOUSNESS

GENDER HARASSMENT

relentless pressure for sex

unwanted sexual discussions

nude images posted at work

relentless pressure for dates

sexually humiliating acts

offensive sexual teasing

sexual insults
e.g. "for a good time call...",
calling someone a whore

sexist insults
e.g. women don't belong
in science

offensive remarks about bodies

obscene gestures

sabotage of women's equipment

vulgar name calling
e.g. "slut," "bitch," "c**t"

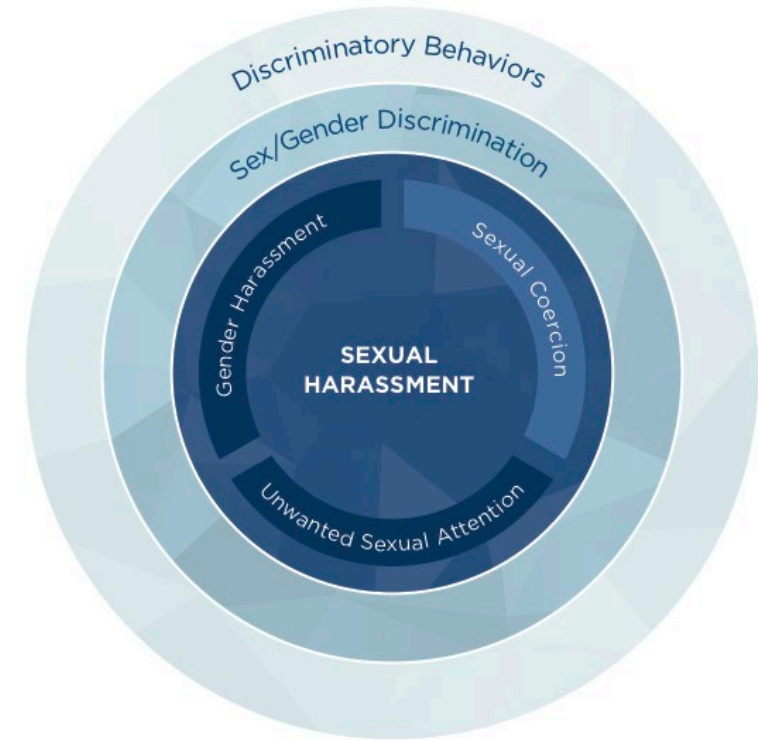
gender slurs
e.g. "pu**y"

insults to working mothers
e.g. "you can't do this job with
small kids at home"

Vocabulary

Sexual harassment (a form of discrimination) is composed of three categories of behavior:

1. Gender harassment (verbal and nonverbal behaviors that convey hostility, objectification, exclusion, or second-class status about members of one gender).
2. Unwanted sexual attention (verbal or physical unwelcome sexual advances, which can include assault).
3. Sexual coercion (when favorable professional or educational treatment is conditioned on sexual activity).



Legal Classifications:

- Quid pro quo sexual harassment
- Hostile environment harassment

Sexually harassing behavior is considered illegal when it creates a hostile environment or when it is quid pro quo sexual harassment.

Definitions Expanded

Sexual coercion entails sexual advances, and makes the conditions of employment (or education, for students) contingent upon sexual cooperation.

Unwanted sexual attention also entails sexual advances, but it does not add professional rewards or threats to force compliance. Included in this category are expressions of romantic or sexual interest that are unwelcome, unreciprocated, and offensive to the target; examples include unwanted touching, hugging, stroking, and persistent requests for dates or sexual behavior despite discouragement, and can include assault.¹

Gender harassment is by far the most common type of sexual harassment. It refers to “a broad range of verbal and nonverbal behaviors not aimed at sexual cooperation but that convey insulting, hostile, and degrading attitudes about” members of one gender.² Gender harassment is further defined as two types: **sexist hostility** and **crude harassment**. Examples of the sexist hostility form of gender harassment for women include demeaning jokes or comments about women, comments that women do not belong in leadership positions or are not smart enough to succeed in a scientific career, and sabotaging women. The crude harassment form of gender harassment is defined as the use of sexually crude terms that denigrate people based on their gender (e.g., using insults such as “slut” to refer to a female coworker or “pussy” to refer to a male coworker).³

1. Cortina, Koss, and Cook 2018; Fitzgerald, Gelfand, and Drasgow 1995; Fitzgerald, Swan, and Magley 1997 2. Fitzgerald, Gelfand, and Drasgow 1995, 430 3. Fitzgerald, Gelfand, and Drasgow 1995

Related Terms

Ambient harassment: General level of sexual harassment in a particular setting as defined by the frequency of harassing behaviors of all types and levels of severity. In this type of harassment, the people negatively affected are not directly targeted. Examples include bystanders who witness other students or coworkers repeatedly targeted by unwanted sexual attention.

Hostile environment harassment: A legal term referring to sexual harassment that is “severe or pervasive” enough to alter the conditions of employment, interfere with one’s work performance, or impede one’s ability to get an education. Both gender harassment and unwanted sexual attention can contribute to a hostile environment.

Quid pro quo sexual harassment: A legal term that parallels sexual coercion. It is a type of sexual harassment in which favorable professional or educational treatment is conditioned on sexual activity (such as through the use of bribes or threats). Examples include promises of a better grade or a letter of reference in exchange for sexual favors.

Incivility: Rude and insensitive behavior that shows a lack of regard for others (not necessarily related to sex or gender).

Sexual and gender minorities: People whose sexual identity, orientation, or practices differ from the majority of the surrounding society. Primarily used to refer to LGB individuals, it can also refer to transgender, genderqueer, or intersex individuals.

Intersectionality: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or oppression.

Optional: Pause for Discussion

- Do any of the actions/behaviors just presented not seem like harassing behavior to you? Why?
- What are some possible generational differences that might lead to differing expectations about behavior and the workplace?
- What do you think are some differences and similarities between unprofessionalism and harassment?

What Does Sexual Harassment Look Like?

- Unsolicited sexual touching by someone in a supervisory role (Pryor, LaVite, and Stoller 1993).
- Unsolicited touching from peers (Pryor 1987).
- Nonverbal dominance behaviors (Murphy, Driscoll, and Kelly 1999).
- Sending unsolicited pornographic materials electronically (Dall'Ara and Maass 1999; Maass et al. 2003).
- Sending sexist jokes electronically (Galdi, Maass, and Cadinu 2014).
- Sending sexual come-ons electronically (Diehl, Rees, and Bohner 2012).
- Asking sexist questions in an interview (Hitlan et al. 2009).
- Sexualized behavior, such as staring at a woman's body, during an interview (Rudman and Borgida 1995).

Institutional Barriers That Exacerbate the Problem

- Insufficient attention to this topic among institutional leaders — including presidents, provosts, deans, and department chairs.
- Lack of clear policies and procedures on campus, and within departments, that make clear that all forms of sexual harassment, including gender harassment, will not be tolerated; that investigations will be taken seriously; and that there are meaningful punishments for violating the policies.
- Minimal or merely symbolic compliance with the law without regard to whether policies actually prevent harassment and retaliation.
- Insufficient protection for targets of sexual harassment, who often suffer undue consequences when they report sexually harassing behavior.
- Lack of effective training on sexual harassment. While nearly all institutions offer some form of “sexual harassment training,” and often require all students, faculty, and staff to take the training, rarely is the training evaluated and revised to ensure that it has the desired effect of reducing or preventing harassment.
- Measuring the problem of sexual harassment based on how many cases are formally reported to the institution, rather than through regular climate surveys.
- Insufficient attention to a climate that tolerates the gender harassment form of sexual harassment, which increases the chance that other forms of sexual harassment will occur.

Optional: Pause for Discussion

- What systems, structures, or policies exist at our institution that might be allowing harassment to occur?
- What elements of our institution's organizational culture might make harassment more likely to occur?

National Academies Report Findings

Organizational Findings

- Sexual harassment remains a persistent problem in the workplace at large. Across workplaces, five common characteristics emerge:
 1. Women experience sexual harassment more often than men do.
 2. Gender harassment (e.g., behaviors that communicate that women do not belong or do not merit respect) is by far the most common type of sexual harassment. When an environment is pervaded by gender harassment, unwanted sexual attention and sexual coercion become more likely to occur — in part because unwanted sexual attention and sexual coercion are almost never experienced by women without simultaneously experiencing gender harassment.
 3. Men are more likely than women to commit sexual harassment.
 4. Coworkers and peers more often commit sexual harassment than do superiors.
 5. Sexually harassing behaviors are not typically isolated incidents; rather, they are a series or pattern of sometimes escalating incidents and behaviors.

Organizational Findings

The two characteristics most associated with higher rates of sexual harassment are:

1. Male-dominated gender ratios and leadership.
2. An organizational climate that communicates tolerance of sexual harassment.

Organizational climate is, by far, the greatest predictor of the occurrence of sexual harassment, and ameliorating it can prevent people from sexually harassing others.

Organizational Findings

The characteristics of organizations with climates that are permissive of sexual harassment include the following:

- Perceived risk to victims for reporting harassment.
- Lack of sanctions against offenders.
- The perception that one's complaints will not be taken seriously.

Environment Findings

- Sexually harassing behavior can be either **direct** (targeted at an individual) or **ambient** (a general level of sexual harassment in an environment) and is harmful in both cases.
- Gender harassment that is severe or occurs frequently over a period of time can result in the same level of negative professional and psychological outcomes as isolated instances of sexual coercion.

Legal Findings

- The legal system alone is not an adequate mechanism for reducing or preventing sexual harassment.
- Judicial interpretation of Title IX and Title VII has incited organizations to create policies, procedures, and training on sexual harassment that focus on symbolic compliance with current law and avoiding liability, and not on preventing sexual harassment.

Prevalence Findings

Sexual harassment is common in academic science, engineering, and medicine.

- Best available analysis to date shows that 50% of women faculty and staff in academia experience sexual harassment.
- Student surveys at a few universities shows that 20-50% of students in science, engineering, and medicine experience sexual harassment from faculty or staff.

Intersectionality Findings

- Women of color experience more harassment (sexual, racial/ethnic, or a combination of the two) than white women, white men, and men of color do. Women of color often experience sexual harassment that includes racial harassment.
- Sexual- and gender-minority people experience more sexual harassment than heterosexual women do.

Career Impact Findings

- Sexual harassment undermines women's professional and educational attainment and mental and physical health.
- Sexual harassment has adverse effects that affect not only the targets of harassment but also bystanders, co-workers, workgroups, and entire organizations.
- The cumulative effect of sexual harassment is significant damage to research integrity and a costly loss of talent in academic sciences, engineering, and medicine.

Optional: Pause for Discussion

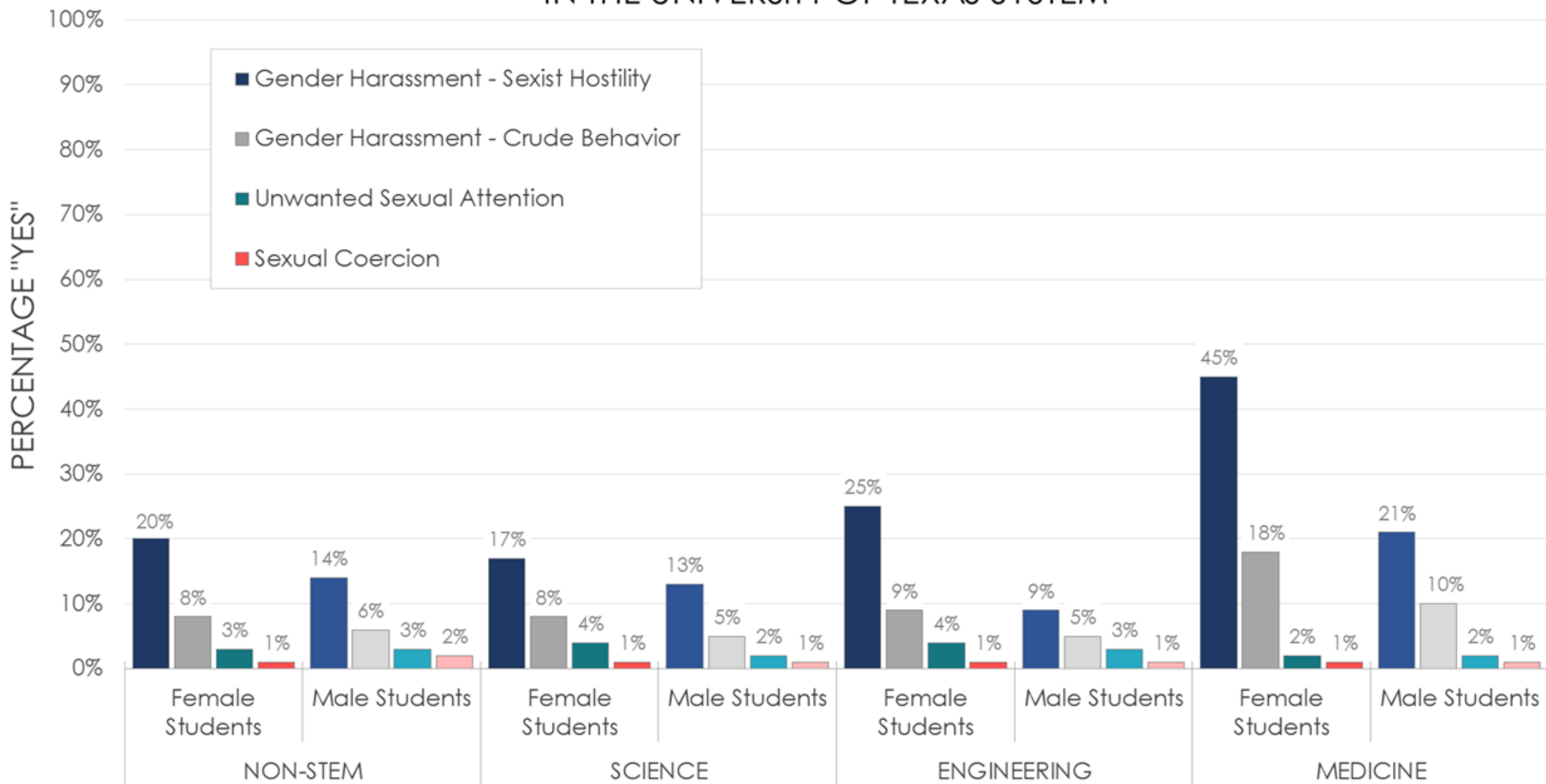
- Are these findings surprising? Why or why not?
- Do these findings resonate with you and your experience at this institution?

National Academies Report Findings: Student Experiences

Women Student Experiences

- Women students in academic medicine experience more frequent gender harassment perpetrated by faculty/staff than women students in science and engineering.
- Women students/trainees encounter or experience sexual harassment perpetrated by faculty/staff and also other students/trainees.
- Women faculty encounter or experience sexual harassment perpetrated by faculty/staff and also by students/trainees.
- Women students, trainees, and faculty in academic medical centers experience sexual harassment by patients and patients' families in addition to the harassment they experience from colleagues and those in leadership positions.

SEXUAL HARASSMENT OF STUDENTS BY FACULTY AND STAFF IN THE UNIVERSITY OF TEXAS SYSTEM



Optional: Pause for Discussion

- What are some unique factors affecting harassment among faculty and staff versus students?
- Are there special considerations that institutions should take when addressing harassment with students? If so, what kinds?

Recommendations From National Academies Report

Actions Institutions Are Taking

- Modifying hiring, promotion, and admission processes to value and support diversity, inclusion, and respectful behavior.
- Strengthening and evaluating sexual harassment trainings and adding bystander intervention training.
- Changing funding and mentoring structures for trainees and faculty to reduce the power imbalance between them.
- Developing policies and procedures that give targets of harassment options to speak with nonmandatory reporters and greater control over how and when they proceed with their harassment case.
- Providing leadership development focused on arming campus administrators with tools to combat and handle sexual harassment.
- Publicizing anti-harassment policies and demonstrating that people are being held accountable when they are found to have violated the policies, thereby sending clear signals that sexual harassment is not tolerated.

Recommendations for Institutions

- Create diverse, inclusive, and respectful environments.
- Diffuse the hierarchical and dependent relationship between trainees and faculty.
- Provide support for targets.
- Improve transparency and accountability.
- Strive for strong and diverse leadership.
- Make the entire academic community responsible for reducing and preventing sexual harassment.

*The National Academies report also includes recommendations for policymakers and federal agencies, which are outside the scope of this resource.

Optional: Pause for Discussion

- What is our institution doing well to address harassment?
- How can we improve?
- What are the potential barriers to pursuing these opportunities?
- What will success look like if we are appropriately and adequately addressing harassment at our institution?

Prevention Through Allyship and Bystander Intervention

What Is an Ally?

“Allies are people who recognize the unearned privilege they receive from society’s patterns of injustice and **take responsibility** for changing these patterns.”

Anne Bishop; www.becominganally.ca

“Member of dominant group who **takes a stand** against injustices of non-dominant or targeted group”

www.umkc.edu/lgbt/docs/becoming-an-ally.pdf

Allyship Is a Process

Consider using Keith Edwards' *Allies for Social Justice* model to explore the phases an ally will go through on their development journey from initial self-interest to eventual social justice. As an ally, you should:

- Focus on progress, not perfection.
- Feel uncomfortable.
- Be willing to confront your own privilege.
- Recognize you will make mistakes.
- Acknowledge you cannot change others but you can empower and support marginalized groups by interrupting behavior.
- Strive to move along the allyship development arc from self-interest to social justice, recognizing long periods of time occur between these stages.

Allies for Social Justice

	Self Interest	Altruism	Social Justice
Motivations	Protect	Guilt/shame	Freedom for self and others from oppression
Behavior	Address direct harm	Separate self from dominate group	Recognize losses for all groups
	Separate from marginalized group	Exception to the norm	Hold self accountable for education and change
Outlook	The world is fair	Systems, not individuals	See intersections of systems and people and aspire to change both
	Acts, not systems	“Other” is victim of oppression	Constantly revisiting privilege
	Hero/rescuer	Work to empower group with self at center	“How have I played a role in the acceptance and perpetuation of harassment in my environment?
	Color-celebrate	“I can’t believe some men do this to people, I need to stop this.”	How has the violation of others impacted me?”
	“I have daughters so I care about sexual harassment”		

Allies for Social Justice

	Self Interest	Altruism	Social Justice
Motivation	“I want to help”	“How can I help you”	“In the end, I’m helping myself”
View	“You poor people” Outrage	“I should help” Guilt	“We’re all in this together” Collective consciousness
Action	Rescue	Orchestrate a fix	Consistently work in partnership
Action	“I have no idea”	“I have the answer”	“I’m listening”
Action	“I speak up when it is obvious or convenient”	“I speak up because I don’t want people to think I’m a bigot”	“I speak up because any form of oppression hurts me”

Optional: Pause for Discussion

- What are some examples of allyship at our institution?
- How do you know there are allies at our institution and that allyship is supported?
- What is one way you can take action to be an ally in the next month?
- What questions do you still have about allyship and how you can be an active ally?

Bystander Intervention

Bystander intervention is when someone recognizes a potentially harmful situation and chooses to respond in a way that could positively influence the outcome.

By responding in this way, a bystander becomes an “upstander” or ally.

Bystander Intervention

- Is about the target, not you.
- Is about de-escalation and anti-violence.
- Challenges norms of behavior.
- Recognizes harassment is the expression of the interlocking and overlapping oppressions we face in the public space and online.

The Three D's of Bystander Intervention

Direct

Do something yourself.

Delegate

Ask someone else to help.

Distract

Create a distraction that will defuse the situation or calm things down in the moment.

Optional: Pause for Discussion

- What makes it hard to intervene? What do you think you can do to overcome your barriers to start intervening in situations?
- How can the institution be supportive of positive intervention in harassing situations?

Recent Federal Agency Developments

- May 31, 2019: The U.S. National Academy of Sciences in Washington, D.C., voted to allow expulsion of members for breaches of its code of conduct, including sexual harassment. Until now, election to the 156-year-old academy, a pinnacle of scientific achievement, has been a lifetime honor.
- Sept. 21, 2018: The National Science Foundation (NSF) published a term and condition that requires awardee organizations to notify the agency of:
 - Any findings or determinations that an NSF-funded principal investigator or co-principal investigator committed harassment, including sexual harassment or sexual assault.
 - The placement of the principal investigator or co-principal investigator on administrative leave, or of the imposition of any administrative action relating to a harassment or sexual assault finding or investigation.

AAMC Tools and Resources

AAMC Initiatives to Address the Learning and Workplace Environment

- Culture/climate assessment and national research
 - Foundational Principles of Inclusion Excellence Toolkit (AAMC)
 - StandPoint Faculty and Staff Survey for Health Professions (AAMC)
 - National Sample Survey of Physicians (AAMC)
 - Diversity Engagement Survey (UMass)
- Prevention strategies
 - *Bystander Prevention Program (Prevention Innovation Research Ctr)**
 - *Advocates and Allies for Gender Equity Program (OSU)**
 - Allyship Training (AAMC)
- Addressing mistreatment/harassment
 - Unconscious Bias/Microaggression Training (AAMC)
 - Restorative Justice for Academic Medicine (RJ Institute, NY)
 - *Bystander Intervention Training**

**Exploring potential opportunities for collaboration/partnership*

AAMC Initiatives to Address the Learning and Workplace Environment

- Toolkits and Online Resources
 - GWIMS Toolkit Series
 - Faculty Salary Equity Publication and Online Toolkit
- Collaborative Working Groups
 - Societies Consortium on Sexual Harassment in STEMM
 - *National Academies Action Collaborative**
- AAMC Training and Leadership Development
 - Early and Mid-Career Women Faculty Leadership Development Seminar
 - Minority Faculty and Mid-Career Minority Faculty Leadership Development Seminar
 - Healthcare Executive Diversity and Inclusion Certificate Program
 - Leadership Development Seminar suite

**Exploring as potential opportunities for collaboration/partnership*