

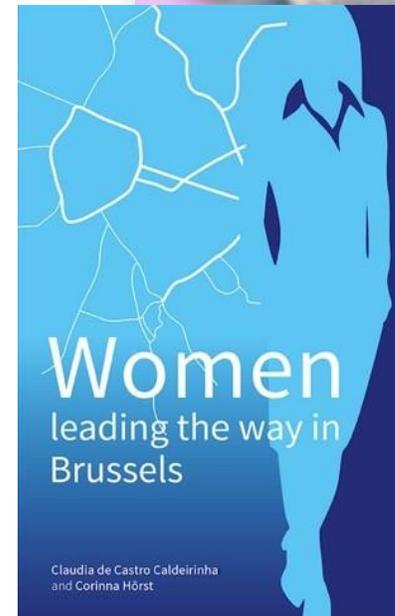


REDScope
CONSULTING

Preventing Harassment and Sexual Misconduct in University context

Leadership Professor

- 20 years of global experience
- Expertise in Leadership Development, Gender Equality, Diversity & Inclusion
- Author, Speaker, Executive Trainer & Coach
- CEO of REDSCOPE Consulting

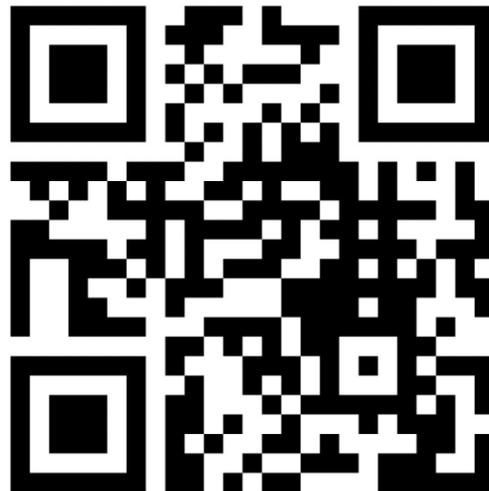


Welcome to this safe space!

Discussing **sexual harassment** and **sexual misconducts** is hard.

This is a space for respect, tolerance, freedom of expression, peaceful discussion of ideas and opinions.

What does sexual misconduct mean to me?



SEXUAL VIOLENCE

... any sexual act or attempt to obtain a sexual act by violence or coercion, act to traffic a person, or act directed against a person's sexuality, regardless of the relationship to the victim - a **human rights violation**.

SEXUAL HARASSMENT

...unwelcome and inappropriate sexual remarks or physical advances - prohibited by law in Belgium.

SEXUAL MISCONDUCT

Any sexual act or behaviour that a person does not consent.

SEXUAL ASSAULT

It is **always a crime** (it can refer to rape, but also unwanted touching, such as groping).



VICTIM/SURVIVOR

Someone who has gone through this violent experience. This term acknowledges the strength and resilience shown by people who have experienced violence or are currently living with violence. Individuals may use other terms to identify themselves.



83 to **102** MILLION (45%-55% of women) in the EU have **experienced sexual harassment** since the age of 15

32% Indicated someone **in an employment context** as the perpetrator(s).

25% **Female students** declared to be victims of **gender-based violence** (higher education sector)

NB: Most cases are never reported – these figures are the tip of the iceberg



Where do we draw the line?

The first step to **preventing harassment** and **sexual misconducts** is to **understand** and be **prepared**.



<https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander>



1. **Whistling, touching,** or other **repeated** unwanted flirtation.
2. **Displaying** body parts or graphic pictures that create an **offensive** environment.
3. **Use of offensive language** or discussions of a sexual nature.
4. **Unwelcome attention of a sexual nature** (touching, kissing, hugging, etc, without consent).
5. Repeated, **unwanted attempts to change a professional relationship** to a personal relationship.
6. A **supervisor or professor promising** a raise, a better grade or another **benefit in exchange for sexual contact.**
7. Repeated **joking** or teasing about **sexual orientation or/and people's bodies.**
8. Criminal acts such as **assault or rape.**
9. ...



What do I think about this issue?

How do I feel (predominant emotions & feelings)?

Do I think everybody feels safe?



What can be done to improve the situation?

What is my role?

Am I leading by example?





IMAGINE THE FOLLOWING...

A group of friends have been spending time together at Sarah's house having snacks, playing games and drinking.

At around 1ish Sarah says she is going to bed as she needs to get some sleep because she's got a busy day tomorrow. The rest of the group keep having fun.

At around 4 AM, Clare, Tom and Mike are meant to be getting a taxi home to theirs together, but Tom says he is going to share Sarah's bed.

Divide yourselves in groups of 5 people:
3 will be the "players" Clare, Tom & Mike and 2 observers.

Time: 5m discussion + 7m role play.

Group debrief + take-aways.



What do we actually mean by “bystander”?

A **BYSTANDER** is a witness, someone who is in a position to know what is happening and to take action.

We use "bystander" in a neutral way. However, a bystander can remain passive or become active.

ACTIVE BYSTANDER

Being an active bystander means **being aware of when someone's behaviour is inappropriate or threatening - and choosing to challenge it.**

If you do not feel comfortable doing this directly, then get someone to help you such as a friend or someone in authority.

PASSIVE BYSTANDER

Passive bystanders are **people who choose, for whatever reason, to ignore the situation, or to do nothing about it.**





<https://www.youtube.com/watch?v=ojEVjbRSrOk&t=1s>

What did you observe?

The ABC approach

Assess for safety: If you see someone in trouble, ask yourself if you can help safely in any way.

Be in a group: It's safer to call out behaviour or intervene in a group.
If this is not an option, report it to others who can act.

Care for the victim. Talk to the person who you think may need help.
Ask them if they are OK.



DIRECT

If it is safe to, challenge the behaviour / language:

“Can we talk this through calmly?”

“The language you are using is making me uncomfortable.”

Seek clarification: “Could you repeat what you said, I am not sure I understood.”

Offer your support to the receiver: “Are you ok? “

DISTRACT

Interrupt or distract both parties to derail and de-escalate the situation.

Example: “ I really need to speak to...”

Changing the focus of the conversation can be a signal to the person that you do not support or agree with their statement.

DELEGATE

Seek help if there are other bystanders.

Example:” This not right, we need to say something.”

Tell someone what you witnessed.

Example: “I’m not sure what was going on, but I witnessed this, and it made me feel uncomfortable.”

DELAY

We often freeze, but it is **never too late to act.**

Approach either or both parties later, replay what you observed and why you felt uncomfortable.

Advise the receiver **there are people they can talk to.**

Remember we can often change the behaviour of others by role modelling good behaviour ourselves.



“I” statements

State your feelings, name the behavior and state how you want the person to respond

Silent Stare

Remember, you don't have to speak to communicate. Sometimes a disapproving look can be far more powerful than words.

Humor

Reduces the tension of an intervention and makes it easier for the person to hear you. Funny doesn't mean unimportant.

Group Intervention

There is safety and power in numbers. Best used with someone who has a clear pattern of inappropriate behavior where many examples can be presented as evidence of his problem.

Bring it Home

Prevents someone from distancing himself from the impact of his actions. Example: “I hope no one ever talks about you/your sister/etc like that.”

We're friends, right....?

Reframes the intervention as caring and non-critical. Example: “Hey Paul... as your friend I've gotta tell you that getting a girl drunk to have sex with her isn't a good idea, and could get you in a lot of trouble. Don't do it!”

Distraction

Allows a potential target to move away and/or to have other friends intervene.

Example: Spill your drink on the person or interrupt and start a conversation with the person.



Notice the Event

Interpret It as a Problem

Assume Personal Responsibility

Know How to Help

Implement the Help – Act!

5 STEPS

1. Notice the Event: People are busy, distracted, on their phones, talking, texting, not aware of their surroundings – some don't want to notice. Pay attention to what is going on around you.

2. Interpret It as a Problem: Sometimes it is hard to tell if someone is in need of help. Error on the side of caution and investigate. Don't be sidetracked by ambiguity, conformity or peer pressure. Ask the person if they need help.

3. Assume Personal Responsibility: Do not assume someone else will do something. Have the courage and confidence to BE THE FIRST!

4. Know How to Help: NEVER put yourself in harm's way but DO SOMETHING! Help can be direct or indirect. Tell another person, if needed.

5. Implement the Help - Act! – V & NV
If not you, then who?



- What did you learn so far?
- How will you change your (probable) actions/reactions in the future?
- What might hold you back?
- What do you need to be an active bystander?
- How can you act/lead by example?

To all of YOU:

Do not worry, you don't need to have everything figured out.

This is a LEARNING JOURNEY and we have only just started!



There is hope in creating long-lasting change.

By continuing to learn, by leading by example, by speaking up, by believing each other, by being the bystander who intervenes, by asking authorities to act.

This is how we gain a collective voice - by using our power to say:

Time's up, and sexual misconduct stops here!



Marianne Cooper, Standfor University, TEDx "The Power of us", 2018





Why do people engage in behaviour that harms others?

What can be done to prevent that, at individual, collective and institutional levels?

What are the consequences of being a passive bystander?

What are the consequences of being an active bystander?

As a Bystanders, why do you sometimes do not act?

What is needed to create a culture of real inclusion?

Remember... **THE ARE NO WRONG ANSWERS**



Top leading universities such as Oxford, Harvard & Cambridge have...

- Holistic 360 **policies**
- Awareness and Communications **campaigns**
- Implementing building **safety measures**
- Development of **complaints procedures**
- **Anonymous reporting** (online forms or anonymous calls)
- Continuous research & **monitoring**
- **24/7** hotlines or other means
- Courses and **training on gender equality, consent, active bystander, self-defense**
- Implementing a **code of conduct & clear sanctions**
- **Accountable leadership – leading by example**



POLICIES & PROCESSES

- Develop a strong anti-sexual harassment policy and code of conduct.
- Education programmes based on prevention, awareness-raising campaigns, self-defense programs.
- Regular training and resources, for students and all staff.
- Develop a complaints mechanism that ensures confidentiality and safety when reporting an incident.
- Appoint at least one counsellor (or team, if possible).
- Remediation schemes: involves defining consequences and measures tailored to the case.
- Research & Monitoring systems.
- Develop a collective strong culture of inclusion & respect.

COMMS & LEADERSHIP

- Ensure Leadership and all staff consistently communicate and enforce a zero-tolerance policy regarding sexual misconduct.
- Promote gender equality and inclusion in all forms of communication - Challenge stereotypes in both internal and external comm.
- Develop social marketing campaigns & educational resources that promote positive social norms and inclusive attitude changes.
- Ensure students have the opportunity to co-design policies, procedures, communication strategies and violence-prevention campaigns.
- Train and Involve a broad range of staff in leading change, at all levels.
- Talk about it openly.



1. Global issue **affecting millions of women.**
2. There are **no “quick fixes”** for sexual harassment.
3. Higher education can & must **lead and inspire change.** There are multiple **good practices in world’s leading universities** to inspire you and your **university.**
4. Don’t be a passive bystander: **Be aware & act!**
5. The most effective **solutions to sexual harassment** lie not in individual victims reporting or wrongdoers retraining – but in a collective culture of inclusion.



- **Breaking the silence, video - University of Cambridge:** <https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander>
- **A Behavior Intervention to Reduce Sexism in College Men:** <https://link.springer.com/article/10.1007/s12147-014-9130-1>
- **Active Bystander - Bristol University:** <https://www.youtube.com/watch?v=ojEVjbRSrOk>
- **All In to Stop Sexual Violence - Tulane University:** <https://www.youtube.com/watch?v=-X7vPBHHhRU>
- **Be an active bystander: ABC approach and the 4D's:** <https://bit.ly/3LgKcUQ>
- **Breaking the Silence campaign - University of Cambridge:** <https://www.breakingthesilence.cam.ac.uk/>
- **Cultural Change Campaign - University of Manchester:** <https://www.youtube.com/watch?v=1PQ9onJB5pE>
- **Don't Stand - Keele Univ:** https://www.youtube.com/watch?v=AF_dbBouUS4
- **Educating for Equality – Australian case studies:** <https://media-cdn.ourwatch.org.au/wp-content/uploads/sites/2/2021/03/03162916/1.1-Educating-for-Equality.pdf>
- **Ending Violence Against Women - UN video:** https://www.youtube.com/watch?v=W_ZPHPutN-c
- **Guidance Note for Preventing, Reporting and Responding to Sexual Assault in Tertiary Education Institutions - World Bank:** <https://pubdocs.worldbank.org/en/397161582585064307/guidancenote-final.pdf>
- **Harassment Procedure flowchart for Students – Oxford University:** <https://edu.admin.ox.ac.uk/files/harrassmentflowchartstudents>
- **Hey man, that's not funny: Adolescent boys on sexual harassment -** <https://linaabirafeh.medium.com/hey-man-thats-not-funny-adolescent-boys-on-sexual-harassment-4966b5632c14>
- **How to be a responsible bystander – Oxford University:** <https://edu.admin.ox.ac.uk/bystander#collapse1654561>
- **More bystander scenarios:** <https://nomore.org/learn/bystander-scenarios/>
- **Oxford Against Sexual Violence – Oxford University campaign:** <https://www.ox.ac.uk/againstsexualviolence>



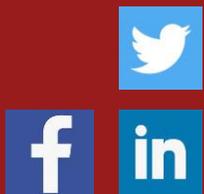
- **Report on Sexual Harassment in the research sector:**
https://www.uc3m.es/igualdad/media/igualdad/doc/archivo/doc--report-sexual-he/report_sexual-harassment-in-the-researchhe-sector.pdf
- **Resources on bystander intervention:**
http://stepupprogram.org/docs/worksheets/STEPUP_Worksheet_Scenario.pdf
- **Resources on bystander intervention:** <https://studentaffairs.lehigh.edu/content/what-bystander-intervention>
- **Resources on bystander intervention:** <https://studentaffairs.lehigh.edu/node/2935>
- **Sexual and Gender-Based Harassment Policy- Harvard University:** <https://www.hupd.harvard.edu/sexual-and-gender-based-harassment-policy>
- **Supporting a Friend Who's Caused Harm – Stanford University:** <https://sara.stanford.edu/help-others/supporting-friend-whos-caused-harm>
- **The power of us: how we stop sexual harassment - Marianne Cooper - TEDxUniversityofNevada:**
https://www.ted.com/talks/marianne_cooper_the_power_of_us_how_we_stop_sexual_harassment/transcript?language=en
- **Training active bystanders:** http://people.umass.edu/estaub/TAB_curriculum.pdf
- **Use science to stop sexual harassment in higher education:** <https://www.pnas.org/doi/10.1073/pnas.2016164117>
- **Violence against Women in the EU - EU Fundamental Rights Agency Report:**
https://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-at-a-glance-oct14_en.pdf
- **You should hold your friends accountable for sexual misconduct -** <https://hellogiggles.com/love-sex/friends/holding-friends-accountable-sexual-misconduct>





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Thank you!



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Get in touch!