



Sharing knowledge and formulating
solutions to address power-based
faculty and staff sexual misconduct

30 June – 2 July 2019
Madison, WI

facultysexualmisconduct.com



Faculty and Staff Sexual Misconduct Conference

30 June – 2 July 2019

Madison, WI

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Schedule

Time	Sunday 30 June	Location
8:00 – 9:30am	Coffee/check-in	Conference registration
9:15 - 9:30am	Break (15 minutes)	
9:30 - 10:30am	Introductions and overview of the conference	Great Hall (4 th floor)
10:30 – 11:15am	Affinity groups meet	Great Hall (4 th floor)
11:15 – 11:30am	Break (15 minutes)	
11:30 – 1:00pm	Conference Keynote: Associate Professor Kate Clancy, University of Illinois	Great Hall (4 th floor)
1:00 – 2:15pm	Lunch	Class of 1924 Reception Room (4 th floor)
2:15 – 2:30pm	Break	
2:30 – 4:00pm	Parallel Breakout Sessions A	
	A1. Global Comparisons of Policy: Co-Creating a Best Practice	Beefeaters (3 rd Floor)
	A2. Incorporating Intersectionality into Work on Sexual Misconduct	Council Room (4 th Floor)
	A3. Institutional Change: Mobilizing Collaboration, Navigating Conflict	Inn Wisconsin (2 nd Floor)
	A4. Critical Faultlines: The Case of Wits University, South Africa	State Room (4 th Floor)
	A5. Open/emergent session	Old Madison (3 rd Floor)
4:00 – 4:30pm	Break (30 minutes)	
4:30 – 6:00pm	Parallel Breakout Sessions B	
	B1. Trans (In)Justice: Centering Transgender Experiences	Beefeaters (3 rd Floor)
	B2. The Role of Professional Societies in Addressing Misconduct	Council Room (4 th Floor)
	B3. How Can We Hold Institutions Accountable?	Inn Wisconsin (2 nd Floor)
	B4. What Institutions Owe Survivors	State Room (4 th Floor)
	B5. Open/emergent session	Old Madison (3 rd Floor)
6:00 - 6:30pm	Break (30 minutes)	
6:30 – 8:00pm	Informal conference dinner (optional)	Class of 1924 Reception Room (4 th floor)

Time	Monday 1 July	Location
7:30 – 8:30am	Coffee/check-in	Conference registration
8:30 – 9:00am	Summary of day one, introduction to day two	Great Hall (4 th Floor)
9:00 – 10:30am	Parallel Breakout Sessions C	
	C1. Epistemic Dumping: Performing Emotional Labor as a Survivor	Beefeaters (3 rd Floor)
	C2. #METOO, #MOIAUSSI in Education beyond the UK and US	State Room (4 th Floor)
	C3. Assessing Faculty and Staff Experiences and Perceptions of Sexual Misconduct	Inn Wisconsin (2 nd Floor)
	C4. Investigations and Disciplinary Processes	Old Madison East (3 rd Floor)
	C5. Open/emergent session	Old Madison West (3 rd Floor)
10:30 – 11:00am	Break (30 minutes)	

Faculty and Staff Sexual Misconduct Conference Program



Time	Monday 1 July (continued)	Location
11:00 – 12:30pm	Conference Keynote: Dr Purna Sen, Executive Coordinator & Spokesperson on Addressing Sexual Harassment & Other Forms of Discrimination, UN Women	Great Hall (4 th Floor)
12:30 – 12:45pm	Break (15 minutes)	
12:45 – 1:45pm	Lunch	Class of 1924 Reception Room (4 th floor)
2:00 – 3:00pm	Parallel Breakout Sessions D	
	D1. Title IX Developments and Faculty Sexual Misconduct	Old Madison East (3 rd Floor)
	D2. Creating and Sharing Effective Policy Responses	Beefeaters (3 rd Floor)
	D3. Reporting Mechanisms, Institutional Violence and Accountability	Inn Wisconsin (2 nd Floor)
	D4. Think Ethical, Act Local: #ScienceToo Advocacy in the Age of Bigotry	State Room (4 th Floor)
	D5. Open/emergent session	Old Madison West (3 rd Floor)
3:30 – 4:00pm	Break (30 minutes)	
4:00 – 6:00pm	Poster and sharing session: Come share your research, advocacy, ideas, projects, groups, and organizations!	Great Hall (4 th floor)
6:00 – 6:30pm	Break (30 minutes)	
6:30 – 8:00pm	Informal conference dinner (optional)	Class of 1924 Reception Room (4 th floor)

Time	Tuesday 2 July	Location
7:30 – 8:30am	Coffee/check-in	Conference registration
8:30 – 9:00am	Summary of day two introduction to day three	Great Hall (4 th Floor)
9:00 – 10:30am	Parallel Breakout Sessions E	
	E1. Safe Away From Home: Fieldwork and Conferences	Old Madison East (3 rd Floor)
	E2. To Make (In)Visible: Individual Responses to Organisational Failures	Inn Wisconsin (2 nd Floor)
	E3. Prevention and Training Practices Around Faculty/Staff Sexual Misconduct	Beefeaters (3 rd Floor)
	E4. Non-Faculty Harassment	State Room (4 th floor)
	E5. Open/emergent session	Old Madison West (3 rd Floor)
10:30 – 10:45am	Break (15 minutes)	
10:45 – 12:00pm	Closing Plenary	Great Hall (4 th Floor)
12:00 – 1:15pm	Lunch	Class of 1924 Reception Room (4 th floor)
1:15 – 2:00pm	Closing remarks and evaluation	Great Hall (4 th Floor)
2:00pm	Conference ends	

Alternative spaces

- A Quiet Room is available throughout the conference in the Capitol View room (4th floor). Please feel free to use this space if you need to take some time out, and respect this as a quiet space.
- A Counseling Room is available throughout the conference in the Langdon Room (4th floor).
- Art tables are located in the Great Hall



Breakout Session Abstracts

Sunday Parallel Breakout Sessions A: 2:30 – 4:00pm	Location
A1. Global Comparisons of Policy: Co-Creating a Best Practice	Beefeaters (3 rd Floor)
A2. Incorporating intersectionality into work on sexual misconduct	Council Room (4 th Floor)
A3. Institutional Change: Mobilizing Collaboration, Navigating Conflict	Inn Wisconsin (2 nd Floor)
A4. Critical Faultlines: The Case of Wits University, South Africa	State Room (4 th Floor)
A5. Open/emergent session	Old Madison (3 rd Floor)

A1. Global Comparisons of Policy: Co-Creating a Best Practice Guide (Beefeaters, 3rd Floor)

Session format: Discussion/workshop

Facilitators: (1) *Pallavi Guha*, Ph.D., Assistant Professor (Journalism & New Media), Mass Communication, Towson University; (2) *Matt Ricke*, M.S., Assistant Director/Title IX Coordinator, Office of Institutional Equity, University of Central Florida; Doctoral Candidate, University of Northern Colorado

Abstract: This break-out session will be a knowledge sharing workshop, creating a best practices guide with the participants. The facilitators and the participants will analyze sexual harassment policies from academic institutions of the global south and the global north. The facilitators plan to include one country from Asia, Africa, Europe, Middle East, South American, and two from North America to emphasize on the global perspective and embrace the international viewpoints of our participants on the effectiveness of the policies. The participants will then work in small groups to discuss the analysis and create a best practices guide on sexual harassment policies in academic institutions. This workshop will support the participants in identifying the existing issues in the policies and create a comprehensive guide.

A2. Incorporating Intersectionality into Work on Sexual Misconduct (Council Room, 4th Floor)

Session Format: Workshop

Facilitators: (1) *Ava Kanyeredzi*, Lecturer, Forensic, Clinical and Community Psychology, University of East London; (2) *Tisha Bohr*, Postdoctoral Researcher, Stem Cell and Regeneration Biology, Cornell University; (3) *Fernanda López Aguilar*, President and Co-Founder of ALMA (Ayuda para la Llegada del Migrante y su Asilo); (4) *Heather Metcalf*, Chief Research Officer, AWIS (Association for Women in Science)

Abstract: The current culture surrounding sexual misconduct normalizes and minimizes harmful behaviors and isolates and blames targets, who then think they are the only one to whom this is happening or fear being disbelieved or retaliated against. For targets with multiple marginalized identities (e.g. women and LGBTQ+ people of color, with disabilities, and/or who are immigrants, etc), this presents further obstacles to challenging the status quo and seeking support. Using case studies, this workshop will begin with an introduction to intersectionality as a framework for understanding how complex systems of power and oppression come together to shape experiences with and responses to faculty and staff misconduct. Attendees will gain tools and strategies to support, advocate, act in solidarity, and build alliances with multiply marginalized targets of sexual misconduct.

A3. Institutional Change: Mobilizing Collaboration, Navigating Conflict (Inn Wisconsin, 2nd Floor)

Session format: Panel discussion

Facilitators: (1) *Monica J. Casper*, Professor and Associate Dean, College of Social and Behavioral Sciences; Co-Founder, Consortium on Gender-Based Violence, University of Arizona; (2) *Nona Maria Gronert*, PhD Candidate in Sociology, UW Madison; (3) *Erin Hurt*, Assistant Chair and Associate Professor



of English, West Chester University of Pennsylvania; (4) *Janet D. Stemwedel*, Professor and Chair, Department of Philosophy, San José State University; (5) *Rachel Vogler*, Founder of Houselights—Shining a Light on Industry Sexual Harassment, Young Persons Education Coordinator, Jewish Women’s Aid; (6) *Jennifer R. Wies*, Professor and Chair, Anthropology, Ball State University

Abstract: This session shares several examples of ways that people are making institutional change in organizations, specifically in higher education. At the institutional level, power operates uniquely and is exceptionally important for provoking change, prompting us to consider both collective and individual responsibilities. We will address the following areas:

1. How do we make change and “do activism” within our own institutions? Case studies will address mechanisms for taking stock of our own and others’ identity; evaluating and expanding institutional capacity; the role of graduate student activism and cross-sectional coalitions; and actions undertaken by professional organizations. Facilitators: Gronert and Stemwedel
2. What strategies are successful in reaching out to various constituents across an institution? Case studies will examine the roles of leaders within an institution, and how structures can be usefully realigned and transformed. Facilitators: Hurt and Vogler.
3. When we are confronted with challenging or uncooperative people / structures, how can we advance our work? Case studies will focus on emotional leadership; tactics for breaking down goals into multiple pieces for progressive successes; and how identity positionalities play a role in solution-seeking. Facilitators: Casper and Wies

Session facilitators will share case studies of successes and challenges, followed by discussion among participants and audience.

A4. Critical Faultlines: The Case of Wits University, South Africa (State Room, 4th Floor)

Session format: Participatory activity

Facilitator: *Crystal Dicks* is the former Director of the Wits Gender Equity Office. She is currently a writing fellow at Wits for a Mellon Foundation Research Project, *Governing Intimacies: Sexualities, Gender, and the State in the Postcolonial World*.

Abstract: With South African statistics on gender based violence being globally known and infamously startling; this session will look into how the interrelated hierarchies of power, dominance, and exclusion sees male privilege manifest in incredibly gendered violent ways on one South African University campus. Since 2014, the University of the Witwatersrand (Wits) has undertaken ground breaking work in profiling and tackling gender and sexual misconduct on campus, through the establishment of its Gender Equity Office (GEO). With over 600 incidents being dealt with from 2004 – April 2019, the challenge of turning around institutionalised and normalised faculty cultures has been huge. While the Wits GEOs achievements have been lauded and appreciated, it has also been fiercely resisted and openly attacked, particularly among staff/faculty accused of or protecting those accused of gender and sexual misconduct. For this session we identify six of the critical unresolved challenges and faultlines we have encountered at Wits in tackling gender and sexual misconduct among staff/faculty on our campus. By identifying the challenge/faultline most akin to your own experience, we will facilitate the sharing of our experiences; drawing out congruence and contextually specific issues - towards developing an emergent best practice.

A5. Open/emergent session (Old Madison, 3rd Floor)

Faculty and Staff Sexual Misconduct Conference Program



Sunday Parallel Breakout Sessions B: 4:30 – 6:00pm	Location
B1. Trans (In)Justice: Centering Transgender Experiences	Beefeaters (3 rd Floor)
B2. The Role of Professional Societies in Addressing Misconduct	Council Room (4 th Floor)
B3. How Can We Hold Institutions Accountable?	Inn Wisconsin (2 nd Floor)
B4. What Institutions Owe Survivors	State Room (4 th Floor)
B5. Open/emergent session	Old Madison (3 rd Floor)

B1. Trans (In)Justice: Centering Transgender Experiences (Beefeaters, 3rd Floor)

Session format: Workshop/discussion

Facilitators: (1) *Susan Marine*, Associate Professor of Higher Education, Merrimack College; (2) *Rachel Levitt*, Assistant Professor, Gender, Women, And Sexuality Studies, Kansas State University

Abstract: While rates of sexual violence are staggeringly high among cisgender girls/women (25-33%) and cisgender men/boys (18-25%), it is well documented that transgender folks have the highest prevalence rate at 50-66 percent. This means that well over half of all transgender people have been sexually assaulted in their lifetime, 35 percent of whom report being assaulted five times or more. In this session, we will explore the social and political context undergirding these statistics. We will discuss the impact of intersecting forces like race, gender, settler colonialism, and nationalism on trans experiences with sexual violence; the barriers commonly experienced by trans faculty, staff, and students (related to experiencing, responding to, and seeking accountability for sexual violence); and propose some possible solutions to this violence. Using evidence-based research and best practices, we will offer a variety of data, conceptual frameworks, and advocacy models aimed at arming attendees with some of the materials they need to make policy changes at their institutions. This will be a discussion-based session geared toward providing information, answering questions, and fostering a community of trans advocates.

B2. The Role of Professional Societies in Addressing Misconduct (Council Room, 4th Floor)

Session format: Panel with discussion

Facilitators: (1) *Rebecca Gill*, Ph.D., Director, Women's Research Institute of Nevada, Associate Professor of Political Science, University of Nevada, Las Vegas; (2) *Amy Kullas*, Ph.D., Ethics Manager for the American Society for Microbiology; (3) *Erika Marin-Spiotta*, Ph.D Associate Professor in the Department of Geography University of Wisconsin-Madison, Lead PI of ADVANCEGeo; (4) *Sarah Shectman*, Ph.D., Editor and Co-founder of SBAllies

Abstract: Last year, the National Academies of Sciences, Engineering, and Medicine published a report noting that “professional societies should accelerate their efforts to be viewed as organizations that are helping to create culture changes that reduce or prevent the occurrence of sexual harassment.” Societies play an important role in bestowing professional recognition and can send a strong message to the community on what behavior is not acceptable. And though professional societies are generally not Title IX institutions and may engage in behavior designed to protect the organization rather than its members, societies also have the ability to behave more democratically than academic institutions through regular and frequent elections of leadership, providing the opportunity for members to influence society policies. In this session, we discuss recent steps professional societies across disciplines have taken to address sexual harassment, bullying, and discrimination, including changes to codes of conduct. Many professional societies are also making an effort to train organization staff and membership to better identify and respond to instances of misconduct, with the goal of providing safer venues for more diverse participation. In addition, members of some professional societies have started their own grassroots movements intended to encourage change both in the organization and in the discipline more broadly.



B3. How Can We Hold Institutions Accountable? (Inn Wisconsin, 2nd Floor)

Session format: Workshop

Facilitators: (1) *Celeste Kidd*, Assistant Professor of Psychology, University of California Berkeley; (2) *Helen Mott*, independent women's rights and sexual violence consultant, Bristol, UK

Abstract: In this workshop we invite all participants to share their insights and experiences concerning institutional (lack of) accountability. What are our stories and what would have helped? Some ideas and questions to be discussed and developed together include: mapping conflicts of interests in institutions (interpersonal, financial, reputational); how do we create or promote accountability mechanisms that address these conflicts of interest - what is the role of third parties and external actors, from equality bodies to the media? What are any international similarities and differences and what can we learn from each other? Being together supportively during this workshop is in itself part of our plan of action and the other part will be to produce a publicly available guide that will help others to increase the accountability of institutions towards those who have experienced staff sexual misconduct.

B4. What Institutions Owe Survivors (State Room, 4th Floor)

Session format: Discussion

Facilitators: (1) *Sasha C. Brietzke*, Dartmouth College; *Vassiki Chauhan*, Dartmouth College; *Marissa Evans*, Stanford University; *Kristina Rapuano*, Yale University

Abstract: Academic institutions have an obligation to keep their students safe on campus. Yet, despite claims that change is forthcoming, gender-based violence persists across campuses. Universities have massive incentives to keep an eye to the optimistic future, with much less readiness to scrutinize the past. Therefore, the burden of labor revolving around whistleblowing on a broken system and holding a university accountable falls on the victims who suffered at its hands. Due to the traumatic nature of sexual assault, many who deserve justice may not come forward. In academic cultures, the most vulnerable constituents are either pigeonholed throughout their career for speaking truth to power, or advised to keep their heads down in pursuit of their careers, thereby suppressing narratives about their lived experience. We aim to moderate an enlightening conversation about a pathway for institutions to work with survivors who may (or may not) be in a position to hold them accountable: how can universities best implement truth and reconciliation, offer reparations, and deliver restorative justice to all students who experienced trauma and discrimination on their campuses?

B5. Open/emergent session (Old Madison, 3rd Floor)

Sunday 4:30-6:00 pm

Faculty and Staff Sexual Misconduct Conference Program



Monday Parallel Breakout Sessions C: 9:00 – 10:30am	Location
C1. Epistemic dumping: Performing emotional labor as a survivor	Beefeaters (3 rd Floor)
C2. #METOO, #MOIAUSSI in Education beyond the UK and US	State Room (4 th Floor)
C3. Assessing Faculty and Staff Experiences and Perceptions of Sexual Misconduct	Inn Wisconsin (2 nd Floor)
C4. Investigations and disciplinary processes	Old Madison East (3 rd Floor)
C5. Open/emergent session	Old Madison West (3 rd Floor)

C1. Epistemic Dumping: Performing Emotional Labor as a Survivor (Beefeaters, 3rd Floor)

Session format: Workshop/discussion

Facilitators: (1) *Cassie Herbert*, Assistant Professor of Philosophy, Illinois State University; (2) *Sally J. Kenney*, Newcomb College Endowed Chair, Professor of Political Science, Tulane University

Abstract: Survivors perform a vast assortment of labor on university campuses. This session focuses on the specifically epistemic, or knowledge-based, labor survivors are called on to perform. This ranges from being the ones to teach about gender-based violence, mentoring students who confide about incidences of sexual assault, serving on university committees designing sexual violence prevention policies, to cleaning up confusions and misunderstandings from toxic speakers or careless colleagues. All of these are forms of epistemic labor. More specifically, they are instances of epistemic hygiene; knowledge-based labor that is required to clean up the messes so that members can function within a community. Survivors are not only disproportionately called on to do this work, but university systems rely on survivors to do it. This is a form of what Frost-Arnold terms epistemic dumping, where one group's epistemic labor is exploited for the benefit of others. This work is time consuming, difficult, and emotionally draining. In this 1 ½ hour workshop, we will begin by introducing the concepts of epistemic hygiene and epistemic dumping. We will discuss examples of how this kind of labor is elicited from survivors within a campus setting. Our goal here is to enable participants to identify when their own labor is being exploited in this way. The second section of the workshop will be devoted to collaborating with participants to develop specific productive interventions on this pattern of exploitation, redistributing the burden more justly, and enabling self-care while we perform this labor.

C2. #METOO, #MOIAUSSI in Education Beyond the UK and US (State Room, 4th Floor)

Session format: Panel discussion

Facilitator names and affiliations: (1) *Sandra Teresa Hyde*, McGill University; (2) *Steph Dyhrberg*

Abstract: As businesses and cultural industries across the globe address the entrenchment of sexual harassment/sexual violence, academia has been quieter than most. Although concrete cases have come to light, they are isolated exceptions. Nicolas Dirks, an anthropologist, resigned as Chancellor of UC Berkeley partly due to his mishandling of high profile sexual harassment cases. Jorge Dominguez, a political scientist at Harvard, was forced to resign after 19 women accused him of sexual harassment spanning more than three decades. In Québec, the provincial government has demanded that sexual harassment/violence procedures and prevention programs be in place by January 1, 2020, or universities will lose provincial funding. To paraphrase Catherine McKinnon, if companies - read universities - said "the buck stops here, we're here to work, and if I hear you're harassing your colleagues, you're out," things might change. The problem is many human resources departments merely add sexual harassment/violence trainings to the mix and they become the butt of jokes, nudge-nudge, wink-wink and harassment continues. Many have pointed out it is not enough to have a policy — it has to be good, effective policy. One of the most public Canadian sexual harassment/violence cases involved the music promoter, Gian Ghomeshi. With his acquittal feminist litigators labeled his trial a

Monday 9:00-10:30 am



major setback for criminal sexual abuse prosecutions in Canada. As activists, what work do we have to do to keep #MeToo moving forward rather than stagnating or receding? There have already been discussions around Professor Laura Kipnis' comments on a backlash and the idea that in some cases activists have gone too far. This panel aims to explore these issues with our colleagues across the globe in a conversation that will hopefully span generations, waves in feminism, LGBTQ and women of colour. As we know, sexism, racism and homophobia go hand in fist.

C3. Assessing Faculty and Staff Experiences and Perceptions of Sexual Misconduct (Inn Wisconsin, 2nd Floor)

Session format: Workshop

Facilitator: (1) *William Flack*, Bucknell University

Abstract: Campus-climate assessment has been a vital component of measures to address sexual misconduct among students. To this point, however, there are few options to assess campus climate among faculty and staff. To meet this need, the Administrator Researcher Campus Climate Collaborative (ARC3)—a group of college administrators and researchers with expertise in sexual misconduct reduction and U.S. Title VII and Title IX statutes—has compiled an evidence-based, no-cost climate survey focused on faculty and staff sexual misconduct experiences and climate. The ARC3 Faculty and Staff Climate Survey contains 14 modules that assess a range of sexual misconduct experiences, including sexual harassment, stalking, intimate partner violence, and sexual violence. Modules also assess reporting experiences, perceptions of campus climate, response, and safety, and key health, employment, and economic outcomes of sexual misconduct. This discussion session will include an overview of the ARC3 group and process, information on how the faculty and staff survey was developed and tested, and a general discussion about assessing faculty and staff experiences and climate related to sexual misconduct. We expect this session to be highly interactive, with facilitators and participants discussing the benefits of climate assessment and options for surveying faculty and staff.

C4. Investigations and Disciplinary Processes (Old Madison East, 3rd Floor)

Session format: Workshop

Facilitators: (1) *Clarissa Humphreys*, Sexual Misconduct Prevention and Response Manager, Durham University; (2) *Morgan Gagnon*, Graduate Student and Internal Affairs Coordinator of the Graduate Philosophy Students' Association (GPSA), Concordia University; (3) *Yuma Suzuki*, PhD Student, University of Tokyo; (4) *Meredith Smith*, Assistant Provost for Title IX and Clery Compliance/Title IX Coordinator, Tulane University

Abstract: This workshop will begin with a discussion where facilitators will highlight common issues in investigations and disciplinary processes found in higher education across four countries. Specific concerns such as lack of trauma-informed investigations, failure to establish and follow proper investigation procedures, and confidentiality used as a tool to conceal or protect staff will be discussed along with other common issues. Participants will learn about institutional barriers and areas of good practice known to address these barriers. Participants will be encouraged to engage throughout the workshop which will include a knowledge sharing session where individual experiences and expertise will be collated. The workshop will end with ideas of how to continue to share good practice in this specific area internationally.

C5. Open/emergent session (Old Madison West, 3rd Floor)

Monday 2:00-3:30 pm

Faculty and Staff Sexual Misconduct Conference Program



Monday Parallel Breakout Sessions D: 2:00-3:30pm	Location
D1. Title IX Developments and Faculty Sexual Misconduct	Old Madison East (3 rd Floor)
D2. Creating and sharing effective policy responses	Beefeaters (3 rd Floor)
D3. Reporting mechanisms, institutional violence and accountability	Inn Wisconsin (2 nd Floor)
D4. Think Ethical, Act Local: #ScienceToo Advocacy in the Age of Bigotry	State Room (4 th Floor)
D5. Open/emergent session	Old Madison West (3 rd Floor)

D1. Title IX Developments and Faculty Sexual Misconduct (Old Madison East, 3rd Floor)

Session format: Workshop

Facilitators: (1) *Elizabeth A. Armstrong*, Professor of Sociology, Organizational Studies, and Women's Studies, University of Michigan; (2) *Emily J. Martin*, Vice President for Education & Workplace Justice, National Women's Law Center

Abstract: Title IX, as enforced by private lawsuits and by the Department of Education's Office for Civil Rights, has been an important spur to leading educational institutions to take sexual misconduct more seriously and to institute policies and procedures to attempt to prevent and address sexual misconduct, including by faculty and staff. However, regulatory initiatives by the Trump Administration and legal challenges brought by respondents in sexual misconduct proceedings threaten to sharply restrict educational institutions' ability to undertake these efforts. In this workshop, we will provide a refresher/overview of the legal landscape and current threats to Title IX, and will then enter a collaborative discussion about the implications of these legal developments for addressing faculty and staff sexual misconduct and workshop strategies for effective responses to faculty and staff sexual misconduct in the face of these developments.

D2. Creating and Sharing Effective Policy Responses (Beefeaters, 3rd Floor)

Session Format: Workshop

Facilitators: (1) Sabah Boufkhed, Alliance of Women in Academia (AWA), Centre for Implementation Science at King's College London; (2) Louisa Acciari, Alliance of Women in Academia (AWA), Federal University of Rio de Janeiro

Abstract: The Alliance of Women in Academia (AWA) aims at gathering experts, practitioners, and activists from any country or discipline interested in sharing their experience and building effective measures of prevention and policy response at their institution. We propose to run an interactive workshop to 1) share existing policies and best practices across institutions and countries, starting from – but not limited to – AWA's proposed framework of evaluation; and 2) design together effective prevention measures and policy responses to be implemented at local levels. Participants are invited to bring examples of campaigns, policies, or any creative suggestion to share with the group. The workshop will also be informed by the results from AWA's first review of existing policies in UK universities, which demonstrated their ineffectiveness in addressing these pressing issues; and the results of an exploratory survey aiming at collecting women's opinions on how sexual harassment and misconduct is or should be addressed in universities. By the end of the session, participants should have a toolkit and concrete steps to be taken forward. We will especially discuss types of policy and how to make them effective, for instance, by ensuring reporting mechanisms that do not threaten the victim.

Monday 2:00-3:30 pm



D3. Reporting Mechanisms, Institutional Violence and Accountability (Inn Wisconsin, 2nd Floor)

Session format: Discussion

Facilitators: (1) *Jacqui Kilby*; (2) *Lillian Erdahl*; (3) *Chandni Chawla*; (4) *Adrija Dey*

Abstract: The following session will be a facilitated discussion revolving around reporting mechanisms, institutional violence and accountability. The session will be divided into three main sections:

1. Sharing experiences around existing reporting mechanisms in respective organisations - good practice and critiques
2. Facilitated discussion on key issues such as - importance of first point of contact, anonymous reporting, bystander interventions and institutional accountability
3. Summing up - thinking about questions to challenge/rethink existing policies and practices in our institutions

The aim of this session will be to exchange key knowledge and practices around reporting systems and starting to collectively think about reinventing what inclusive and intersectional reporting and policy structures can look like.

D4. Think Ethical, Act Local: #ScienceToo Advocacy in the Age of Bigotry (State Room, 4th Floor)

Session format: Workshop

Facilitators: (1) *Alberto Roca*, PhD, Executive Director, *DiverseScholar*; (2) *Janet Stemwedel*, PhD, Professor of Philosophy, San Jose State University

Abstract: What response is warranted given the rise of bigotry in national governments and public discourse? We propose that local stakeholders must uphold social justice ethics especially in regard to preventing sexual harassment and gender discrimination. This presentation will review our non-profit's initial activities toward this goal in the United States to catalyze a general discussion. *DiverseScholar's* mission is to diversify academia by supporting the career success of the readership of our MinorityPostdoc.org website and email list of 1,000+ postdocs many of whom are women of color. However, the campuses where our PhD graduate students and postdocs are hired must uphold a respectful and inclusive environment otherwise junior PhDs leave academia. We will review our recent attempts to bring the #ScienceToo discussion about the National Academies sexual harassment report to "local" stakeholder communities such as the annual conferences of the American Association of Hispanics in Higher Education (AAHHE); the American Association for Access, Equity, & Diversity (AAAED [Title IX and EEO administrators]); and the National Association of Diversity Officers in Higher Education (NADOHE [Chief Diversity Officers]). We welcome feedback and partnerships about this particular advocacy project from FSSM conference attendees.

D5. Open/emergent session (Old Madison West, 3rd Floor)

Monday 2:00-3:30 pm

Faculty and Staff Sexual Misconduct Conference Program



Tuesday Parallel Breakout Sessions E: 9:00 – 10:30am	Location
E1. Safe Away From Home: Fieldwork and Conferences	Old Madison East (3 rd Floor)
E2. To Make (In)Visible: Individual Responses to Organisational Failures	Inn Wisconsin (2 nd Floor)
E3. Prevention and training practices around faculty/staff sexual misconduct	Beefeaters (3 rd Floor)
E4. Non-Faculty Harassment	State Room (4 th floor)
E5. Open/emergent session	Old Madison West (3 rd Floor)

E1. Safe Away From Home: Fieldwork and Conferences (Old Madison East, 3rd Floor)

Session format: Discussion

Facilitators: (1) *Danielle Bradford*, University of Cambridge; (2) *Holly Walters*, Wellesley College

Abstract: Fieldwork and conferences are both environments that are intended to facilitate intellectual growth, collaboration, and knowledge production. In practice however, they are often poorly regulated and can be rife with various forms of misconduct. This discussion group brings together scholars and activists to address the following questions:

1. How can we create effective codes of conduct and culture change in environments that are often perceived as outside institutional control, or as 'grey areas' between the professional and unprofessional?
2. What are the responsibilities of institutions to their members in these environments? How do we make these responsibilities clear and transparent?
3. Drafting codes of conduct and sexual harassment policies is important, but how do we ensure that they are victim-focused, effective, and enforceable?
4. What should an institution's response look like in the moment, particularly when an incident is occurring or immediately after?
5. How do we keep open lines of communication going between institutions and members/faculty while also protecting privacy?

E2. To Make (In)Visible: Individual Responses to Organisational Failures (Inn Wisconsin, 2nd Floor)

Session format: Workshop

Facilitators: (1) *Karryna Madison*, Monash University

Abstract:

In light of the consistent failure of universities to provide support for victim/survivors experiencing sexual misconduct and efforts to make their voices invisible, many are turning to alternate systems to make their experiences visible. The purpose of this workshop is to understand how and why individuals are turning to these alternate systems to make their experiences visible, both within higher education and beyond, whilst providing an opportunity for participants to make their experience visible. This workshop consists of three parts. Firstly, an exploration of how those around the world have made their experiences of sexual misconduct visible. Secondly, providing a space for individuals to reflect on and share how they navigate invisibility and visibility of sexual misconduct within higher education. Lastly, this workshop invites participants to make their own experiences visible through a choice of different interactive activities.



E3. Prevention and training practices around faculty/staff sexual misconduct (Beefeaters, 3rd Floor)

Session Format: Workshop

Facilitators: (1) *Suzanne Egan*, Rape and Domestic Violence Services Australia; (2) *Helen Mott*, independent women's rights and sexual violence consultant, Bristol, UK; (3) *Nicol Hammond*

Abstract: This workshop will begin with a brief overview of the development of a feminist based violence prevention programme for PhD supervisors, currently being piloted in an Australian university. We plan to use this example as a springboard from which to open out the discussion to consider similarities/differences in different countries and contexts as well as wider issues around training including nature of the supervisory relationship in general as well as specifically in universities and internationally/cross-culturally; common forms of resistance to training messages and how to overcome them; what mechanisms could be engaged to ensure that universities implement prevention training. We encourage participants to share their insights, knowledge and reflections throughout and see our input as facilitators primarily as a means to generate dialogue and discussion. We will conclude the workshop with a discussion on how to continue to share our ideas and knowledge to the benefit of university communities.

E4. Non-Faculty Harassment (State Room, 4th floor)

Session Format: Workshop

Facilitators: (1) *Heidi Lockwood*; (2) *Susan Marine*

Abstract: Student affairs professionals, sometimes referred to as student life or personnel outside the US context, typically occupy roles where they have a significant amount of direct student contact in roles such as personal and academic advising, residential life, and student engagement. Unfortunately, an increasing number of incidents of harassment involving student affairs professionals have come to light in recent years, with significant implications for the profession and for students' safety and well-being on their campuses. In this session, we will discuss several recent publicized examples of these incidents, and invite audience sharing as well. We will engage the audience in discussion of the power and role differential between faculty and student affairs staff, discuss how faculty can lead in addressing these incidents, and generate ideas of ways that faculty can and should be involved in holding institutions accountable for responding effectively to such incidents.

E5. Open/emergent session (Old Madison West, 3rd Floor)

Tuesday 9:00-10:30 am



Poster Abstracts

Poster and sharing session: Monday 1st July, 4:00-6:00pm, Great Hall (4th floor)

(Received by time of printing; other abstracts to be included online <https://facultysexualmisconduct.com/>)

Names: Christine Bell and Erika Marín-Spiotta

Abstract: In 2017 an NSF ADVANCE Partnership grant was awarded to geoscientists from multiple universities and professional societies to improve workplace climate in the geosciences from the classroom to the field. Sexual and racial harassment and other hostile and exclusionary behaviors have wide-ranging detrimental effects on mental and physical wellbeing, work productivity, and contributes to the continued marginalization of historically underrepresented groups in many academic disciplines. The ADVANCEGeo team seeks to raise awareness of the factors leading to hostile climates, change the tolerance and behaviors of individuals, and encourage institutions and professional societies to enact policies that can create more welcoming climates for all on campus, in the office, classroom, laboratory, in field settings and at conferences. The year 1 goals of the grant are to articulate and address the unique context of geoscientist faculty and students, develop discipline appropriate interventions and resources, and disseminate the materials through in-person workshops and a website. This poster describes the methods used to develop and implement an in-person intervention that uses active learning and bystander intervention practices to address, respond to, and prevent climate issues at the personal, community, and professional levels. Workshop evaluation data are used to demonstrate the reach of the intervention, positive formative findings, and participant satisfaction. Retrospective pre-test methods are used to demonstrate increases in participant learning outcomes from the workshop. Next steps for the year 2 activities and future of the ADVANCEGeo project are discussed to encourage a continuing dialogue of, “what are the best ways to improve academic climates and how do we ensure a culture of evaluation of the outcomes?”

Name: Janet D. Stemwedel

Abstract: When I started my four-year term on the Governing Board of one of my professional societies, I assumed that getting the Board to adopt a conference harassment policy would be relatively quick and easy. I was wrong. This poster describes some of the challenges I encountered over the four years it took to get the Board to adopt a policy.

Names: Suzanne Egan, Natasha Mikitas, Karen Willis. Rape and Domestic Violence Services Australia

Abstract: Developing ethical pedagogical practices: Undertaking violence prevention work with academics.

Developing ethical pedagogical practices: Exploring violence prevention work with academics. Following years of activism by student leaders the Australian Human Rights Commission undertook research on the experiences and prevalence of sexual harassment and sexual abuse in Australian universities. The ensuing report, *Change the Course* (2017), required Australian universities to implement and report on their progress instituting a suite of wide-ranging reforms. While these changes are encouraging there is a distinct lack of attention - in the report and subsequent policies and programmes - to sexual misconduct by faculty/academics. Indeed, sexual violence appears to have been ‘framed’ as a ‘problem’ that exists only within the student body. Rape and Domestic Violence Services Australia, one of Australia’s leading feminist violence prevention and counselling organisations, successfully advocated for the development and implementation of a sexual harassment and sexual abuse prevention program targeting PhD supervisors. This program is currently being developed as a pilot with a metropolitan Australian university, with plans to run the training in other universities. Building on Professor Moira Carmody’s influential approach to violence prevention and grounded in the National best practice standards for violence prevention education developed by Carmody, the programme aims to promote both cultural and individual change by approaching academic sexual misconduct as an ethical as well as a legal issue. The poster provides an overview of the programme including the theoretical framework, content and format which blends academic literature with

Monday 4:00-6:00 pm

Faculty and Staff Sexual Misconduct Conference Program



experiential learning activities designed to enable critical reflection on ethical supervisory practices and to challenge accepted supervisory norms. A synopsis of some the overall challenges that may be encountered when undertaking prevention work in the academy, will also be provided.

Name: Dr Helen Mott

Abstract: Sexual misconduct in workplaces, political life and higher education internationally. There are differences in tone and focus in the work of professionals and academics who seek to address sexual misconduct in workplaces, in political life and in higher education internationally. This is true at the micro, meso and macro levels where both commonalities and differences can be identified. What might we learn from each other? Legal and policy frameworks, and key resources, are signposted.

Name: Sally J. Kenney

Abstract: New Sexual Harassment Grievance Process at Tulane University. In May, 2019, the University Senate of Tulane University created a new grievance procedure for violations of EO policy, such as sexual harassment, creating a single investigative committee.

Names: Susan K Freeman, Department of Gender and Women's Studies, and Christopher Nagle, Department of English and Gender and Women's Studies, Western Michigan University

Abstract: Mobilizing Faculty for Critical Engagement: A Humanities Approach to Opposing Campus Cultures of Sexual Violation. Five years ago, our campus, like many others, was devoid of channels for faculty to inform the university's approach to Title IX. As academics with training and research interests that are centrally about gender, sexuality, power, and marginalization, we sought opportunities to contribute to smarter ways of addressing the problem of sexual misconduct on campus. Guided by conceptual frameworks such as intersectionality, interdisciplinarity, privilege, and misogyny, our most enduring accomplishment has been the formation of a Humanities Research group entering its third year, composed of 6-8 faculty across disciplines who meet monthly to discuss scholarship and narratives of sexual violence. This working group has yielded stronger faculty expression of solidarity with survivors; constructive skepticism about campus adjudication, training, and education processes; and more informed and organized contributions to pending federal policy changes and evaluation of our campus practices. Other notable outcomes include formalized ties between professors and our Title IX Office, and the creation and delivery of two undergraduate courses: a team-taught upper-level interdisciplinary seminar, Reading & Resisting Sexual Violence, and a first-year English department course on the Literature of #MeToo.

Name: Matt Ricke, M.S., Assistant Director/Title IX Coordinator, Office of Institutional Equity, on behalf of the Let's Be Clear Committee, University of Central Florida

Abstract: "Let's Be Clear: A Comprehensive Campus Title IX Campaign". This poster details the genesis and preliminary results of a comprehensive Title IX awareness campaign at the University of Central Florida. Let's Be Clear has raised critical awareness of resources and support available to student and employees impacted by sexual and relationship violence, sexual harassment, and gender discrimination, while augmenting employees' awareness of their reporting obligations. Visit LetsBeClear.ucf.edu for more information.

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