

Year 1 Public Description of Work for  
Action Collaborative on Preventing Sexual Harassment in Higher Education

University of Cincinnati

**ARC3 Adaptation for Harassing Behaviors in Experiential Learning  
Settings**

**This Action Applies to Rubric Item(s):** Conducting a Climate Survey

**Description of Work:**

The University of Cincinnati (UC) is known as the creator of the cooperative learning experience over 100 years ago. This experience is mandatory for all students in several colleges, such as the College of Engineering and Applied Sciences. As such, understanding the behaviors experienced in these settings and the results that come from those experiences are of significant interest to us as an institution. The **UC Civility Audit** survey, an adapted version of the Administrator Researcher Campus Climate Collaborative (ARC3), includes a module with harassing behaviors (HB) in experiential learning settings versus class settings. Let us start with our definition of experiential learning settings and class settings followed by a discussion of the adaptation.

UC's definition of experiential learning is as follows:

At the University of Cincinnati, as part of their academic experience, a large proportion of students engage in some form of experiential learning (e.g., co-op, study abroad, undergraduate research, service learning, etc.).

- Mandatory Co-op
  - External employer, including paid research (UC does not pay your salary or wages)
  - Internal employer, including paid research (UC pays your salary or wages)
  - Experiential Explorations Program (Unpaid or Self-directed)
    - Study Abroad
    - Service Learning
    - Research
    - Career-Related Travel Semester
    - International Opportunity
    - Creative Practice
    - Entrepreneurship
    - Leadership
    - Open Source
  - Other \_\_\_\_\_
- Nonmandatory Co-op including international work experience (paid, unpaid, for course credit)

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- Internship (paid, unpaid, or for course credit)
- Study abroad (paid, unpaid, or for course credit)
- Undergraduate research (paid, unpaid, or for course credit)
- Service learning (paid, unpaid, or for course credit)
- Practicum (paid, unpaid, or for course credit)
- Clinical (paid, unpaid, or for course credit)
- Student teaching (paid, unpaid, or for course credit)
- Performance art (paid, unpaid, or for course credit)
- Other \_\_\_\_\_

Class settings were defined as follows:

A class setting is defined as an environment in a formal learning setting (e.g., classroom, lab, field trip) with multiple students and an instructor(s) for a course taken for credit.

In the sections asking about class settings, the questions were divided into two modules: one for harassing behaviors by a professor, instructor, or staff member and the second harassing behaviors by students. However, in the section asking about experiential learning, all types of persons were in one module. Each of these modules were followed by the ARC3 modality of asking about one situation. Therefore, a categorization of affiliation of the perpetrator had to be designed for the experiential learning setting. The following were utilized after using experts to discuss face validity.

- Manager/senior management (organization permanent employee, not your direct supervisor)
- Supervisor/preceptor (organization permanent employee, person you direct-report to)
- Colleague/co-worker (organization permanent employee)
- Contractor (person who works for a different organization)
- An experiential learning participant from another university
- An experiential learning participant from the University of Cincinnati
- Other \_\_\_\_\_

Finally, a question was added for the experiential learning setting as to whether it occurred on the experiential learning site or not.

These modules are all in Qualtrics and available upon request.

In the Spring of 2020, 112 undergraduate engineering students at UC completed the survey. While the first administration of this survey had a small response rate and essentially no representation from minoritized groups, women experienced more HB in all types of learning settings (class and experiential) at UC. Specific to experiential learning settings, the

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perpetrators were mostly men, location of these incidents was mostly the experiential site, and the victims either ignored the behavior or treated it as a joke.

Sexist gender harassment was the most prevalent type of harassing behavior, and it was significantly different for both women and men. All this was consistent with the 2018 NASEM report. The prevalence of HB was higher for students from Computer Science and Electrical Engineering with all women reporting experiences in one or both settings followed by Mechanical and Chemical with 2/3 of those reporting experiences in one or both settings. Finally, the prevalence of HB was also higher primarily for students in their 5<sup>th</sup> year of engineering. (Note this is the senior year as UC's engineering program is 5 years with the co-op requirement.) While not significant, women in this sample indicated more prosocial bystander behavior compared to men. The perceptions of campus safety in terms of HB and existence of HB at UC differed significantly for women and men with women feeling less safe. While the survey did focus on harassing behaviors, an analysis of the limited qualitative responses also shed light on another form of harassing behavior- harassment due to a person's race and religion. The above findings only confirm the need for civility in all aspects of academic learning settings.

In addition, the research team is interested in moving to a qualitative methodology in order to address the important gap of almost no minoritized persons participating.

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