

**Year 3 Public Description of Work for  
Action Collaborative on Preventing Sexual Harassment in Higher Education**

University of Chicago

**(UChicago CARES)**

**Creation of Division-specific Year-Long Curriculum with Active and  
Passive Programming on Sexual Harassment Prevention for Graduate  
Students, Faculty and Staff**

**This Action Applies to Rubric Item(s):**

Prevention: Leadership Education and Skill Development.

Prevention: Audience-specific anti-sexual harassment education.

Response: Improved Communication and Increased Transparency

**Description of Work:**

Creation of Division-specific Year-Long Curriculum with Active and Passive Programming on Sexual Harassment Prevention for Graduate Students, Faculty and Staff.

**Background:**

The University Chicago's graduate student population comprises about 56 percent of the total student population.

Additionally, the following information is from a University of Chicago report compiled using the most recent AAU Climate Survey, which helped identify challenges for graduate and professional student experiences.

For both graduate and undergraduate students, the majority of sexually harassing behaviors are perpetrated by fellow students. However, graduate students are more likely than undergraduates to also experience harassing behaviors from faculty. For example, nearly 10% of graduate student women at UChicago report harassing behavior from faculty versus 7% of undergraduate women. Experiences of sexual harassment from faculty members can have a profound effect on graduate students. Graduate students, especially those in the sciences, often work in a lab setting. Students who experience sexual harassment in a lab or from either their lab mates or their PI may have no other choice than to leave the lab and either start a new line of research or apply to a different PhD program. Additionally, graduate students depend on their PIs/advisors for career advice and networking. The nature of the relationship between

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graduate students and their advisors/PIs can make reporting sexual harassment difficult or nearly impossible.

### **Purpose and Goals:**

To address the dynamics of graduate and professional education units, Center for Awareness, Resolution, Education and Support (UChicago CARES) has developed educational tools, including a toolkit and new workshop offerings to target graduate student/staff/faculty populations for sexual harassment prevention education.

UChicago CARES is responsible for preventing and addressing sexual misconduct and all forms of harassment and discrimination, and furthers the University's commitment to creating an environment where everyone feels that they belong and are invited to learn and contribute within a safe and respectful university community.

### **Actions Taken:**

- Needs assessment. The CARES team embarked on a Listening Tour with senior academic leaders across the university. The purpose of which was to introduce/re-introduce the people and work of U Chicago CARES to our constituents, develop/increase relationships with key academic leaders and present a full picture of the campus resource that EOP/CARES is for their specific unit..
- Expanding Prevention Education and Outreach team to include an Assistant Director position, which will increase bandwidth of office to do more in-depth work with graduate and professional divisions.
- Redesign of the EOP/CARES website to reflect creation of CARES/Prevention focus for graduate units and all other response resources within the CARES center.
- Development and implementation of the division-specific, year-long curriculum with active and passive strategies to prevent sexual harassment in Graduate and Professional units.

### ***What follows is a sample curriculum:***

#### **Overall Recommendations:**

- CARES will partner with the university's 13 graduate and professional schools and divisions to identify needs specific the graduate/professional student experiences and prioritize approaches to the needs identified.

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- Utilize the CARES and the D + I toolkits to create an overall plan for the graduate/professional community.
- Identify and engage Faculty members to help develop initiatives to address issues of climate, harassment, and civility
- Work with the unit's Communications team and EOP/CARES to develop messaging and communications that can be utilized by the Dean, Department Chairs, Faculty, or Senior Administrators.

### **September/October**

- Passive: Annual message from the Provost on Sexual Misconduct Prevention and Resources Recommended: Follow up communication from the Dean addressing issues of Harassment, Diversity and Inclusion, and Civility in the unit.
- Active: Annual Required Online Training on Sexual Misconduct Prevention (all students)
- Passive: Communication sent to unit students that serve as TAs or who may be Individuals with Title IX Reporting Obligations.
- Active: Offer students/faculty/staff the opportunity to participate in streamed/recorded sessions from the National Academies of Science, Engineering, and Medicine (NASEM) on Sexual Harassment in Higher Education Public Summit and engage in discussion on relevancy to their environment.

### **November**

- Passive/Active: Communication from Department Chairs reminding students of University resources; communication will also provide information that the CARES can hold office hours either virtually or within their physical campus building for students to ask question seek support and resources, or report concerns. It is also recommended to offer Student Counseling Services "Let's Talk" as an adjacent to office hours, as SCS is a confidential resource.
- Active: Offer Bystander Intervention Training sessions within the unit. May also offer other workshop topics, as needed by the unit.

### **January**

- Active: Offer workshop on conflict management and alternative dispute resolution, practical skill building for handling difficult and stressful encounters.

### **February**

- Active: Engage unit Faculty to Host a Seminar on Leadership Perspectives on Harassment and Civility in the Sciences.

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### **March**

Passive: Communication to Students Reminding them of University Resources and Reporting Options, along with additional office hours, if needed.

### **April and May**

Active: Work with unit to create program(s) during Sexual Assault Awareness Month. Based on the input of the specific community members, offer additional programs or trainings based on community need.

**Next Steps:** Two key next steps include:

- Exploration of working with university leadership to develop a policy focused on the prevention of 'Pass The Harasser' specific to the U Chicago campus.
- Exploration of developing PI (Principle Investigator) focused prevention and skill-building workshop to provide new PIs the support and tools to identify and address harassment, bullying and academic hazing when it occurs within their lab environments. The result will be more confident, skilled and better supported PIs, safer and more inclusive lab environments and a better overall graduate school experience for students/faculty and staff in those units.

#### **Website for further information (if applicable):**

<https://equalopportunityprograms.uchicago.edu/cares-home/>

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