

Stop Sexual Harassment in Higher Education!

Design of a Brief Training Intervention for University Students

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INTRODUCTION

Number 5 of the Sustainable Development Goals of the 2030 Agenda refers to the need to achieve gender equality. This objective includes eliminating any type of discrimination, including Sexual Harassment (SH), in our society.

RESEARCH GOALS

Responding to the call for more detailed information about SH trainings (Roehling et al., 2022), the aim of this paper is to present the design of a brief training intervention to stop sexual harassment.

METHODOLOGY

We have developed a 2 hours SH training program:

- designed for university students
- following evidence-based recommendations.
- conducted by experts in gender issues (Kalinowski et al., 2013)
- with clear objectives aligned with the content and evaluation measures (Roehling et al., 2022).
- face-to-face training
- meant to utilize various instructional methods, such as information-based approaches (expository teaching) and practice-based techniques (role plays and exercises conducted individually, in pairs, and in groups) to encourage active engagement (Roehling et al., 2022).

CONCLUSION

Leaders in academic institutions should support the implementation of the presented training for university students and evaluate its effectiveness. Similar interventions should be implemented for teaching staff and the entire university community.

RESULTS

Table 1: Training Design

Sections	Contents
1. Presentation of training and objectives	<ul style="list-style-type: none"> • Know how to define the different types of harassment. • Enhance sensitivity towards harassing behaviors. • Increase awareness about gender stereotypes and sexual harassment myths.
2. Facts and definitions	<ul style="list-style-type: none"> • Differentiating types of harassment as defined by Spanish legislation. • Discussing prevalence and frequency of sexual harassment • Brainstorming the extent of the problem by examining incidence data and identifying obstacles to reporting, such as self-blaming by victims. • Providing examples of behaviors that constitute sexual harassment, ranging from mild to severe. • Presenting examples of sexual blackmail and environmental harassment through the use of audio-visual materials. • Explaining the concepts of superior, peer, and subordinate/contrapower harassment
3. Application of theory to practice	<ul style="list-style-type: none"> • Self-reflection task: Recalling, categorizing, and analyzing personal experiences or witnessed instances of sexually-oriented behavior. • Partnered activity: Categorizing provided scenarios (briefly described in 2-3 sentences) involving teachers and students into four categories ranging from "sexual harassment" to "appropriate behavior among adults." • Role-playing exercises: Addressing gender stereotypes and debunking myths surrounding sexual harassment. • Group activity: Comparing and contrasting common myths with factual data and empirical evidence.⁴
4. Information about resources at the university	<ul style="list-style-type: none"> • Introduction of the Equality Office and the University's policy on sexual harassment. • Discussion of the negative impacts of sexual harassment on individuals' psychological well-being, physical health, and academic performance. • Engaging students in an audio-visual exercise to enhance their understanding of their role as bystanders and emphasize the significance of recognizing and reporting incidents of sexual harassment. • Providing students with a link to access the training material and sharing an informative brochure (triptych) that outlines the University's policy on sexual harassment.

References:

- Kalinowski, Z. T., Steele-Johnson, D., Peyton, E. J., Leas, K. A., Steinke, J., & Bowling, N. A. (2013). A meta-analytic evaluation of diversity training outcomes. *Journal of Organizational Behavior*, 34(8), 1076–1104. <https://doi.org/10.1002/job.1839>
- Roehling, M. V., Wu, D., Choi, M. G., & Dulebohn, J. H. (2022). The effects of sexual harassment training on proximal and transfer training outcomes: A meta-analytic investigation. *Personnel Psychology*, 75(1), 3–31. <https://doi.org/10.1111/peps.12492>