

Slide 1: Title Slide

Thank you for attending our online seminar on Recommendations for Developing Harassment- and Assault-Free Field Schools. Thank you to SAA for providing us the opportunity to share this work among our colleagues. We would like to acknowledge that this work is supported by the National Science Foundation.

Introductions: Carol Colaninno Research Assistant Professor at Southern Illinois University Edwardsville Center for STEM Education, Research, and Outreach. STEM education research, discipline-based education research in archaeology, southeastern archaeologist specialized in zooarchaeology.

Shawn Lambert introduce himself.

Pass back to Carol

The work we are presenting today includes two co-authors who could not be on the webinar:

Emily Beahm, Station Archeologist with the Arkansas Archeological Survey

Carl Drexler, Station Archaeologists with the Arkansas Archeological Survey.

We hope to provide you with our preliminary recommendations for things you can do to make your field school safer and more inclusive for students.

Slide 2: What we will be discussing

This work is a component of our initial research to understand what field directors can do to improve field school safety. We know that there is great concern centered on this topic, particularly after the events that occurred at the 2019 SAA. We will not be discussing issues related to sexual harassment and assault that may occur at professional conferences. If you have questions regarding SAA's policies, you can include them in the chat function and they may be addressed by the webinar moderator, Beth Pruitt. Questions can be asked using the text chat feature. Throughout the presentation, please feel free to enter questions. Only the hosts and discussants (Carol, Shawn, and Beth) will be able to see the questions enter. But, if you enter as we go, we will attempt to address your questions after the presentation is complete. There is a little lag time between when you type and when the question appears for us, so please keep that in mind.

Slide 3: First steps

This is our first steps to understand what field directors can be doing to improve conditions for undergraduate students attending field school. This research is being conducted as a component of a National Science Foundation award. Explain phases, if you want to be included in our initial phase and would consider working with us during Phases 2 and 3, please complete the google form. It should only take you about two minutes to complete the form.

Slide 4: Questions

We wanted to provide questions to you, our audience prior to the start of the presentation. Please take a screen shot of picture of these questions and consider them throughout our presentation. We hope to discuss them at the end. If you have questions for us or comments related to this work, please email us at XX.

Slide 5: Field-based learning

Educational scholars have recognized the positive learning outcomes that students achieve by participating in field-based research. Through such experiences, students show increases in their motivation to learn and perceptions of their abilities to succeed in their field of study. Field-based learning helps students achieve cognitive and metacognitive gains and competencies that move them from having a novice to an expert understanding.

In the United States, field-based training has long been a primary educational component for students pursuing a bachelor's degree in anthropology specializing in archaeology. Undergraduate and graduate archaeological field learning includes a participatory course—referred to within the discipline as a field school—where students learn practical field methods. Field schools are often the first opportunity for aspiring archaeologists to apply and practice the concepts and methods they learn during their coursework. For many students, their field school is a formative experience confirming their intent to pursue archaeology as a career. For others, field school may be a prohibitive requirement, given the costs and time commitment, or a course that deters students from a career in archaeology.

Slide 6: Meyers et al. 2018 results

Although many have noted the positive gains that students experience from participation in field-based research, recent studies demonstrate that field experiences and research can come with negative consequences. In archaeology specifically, a recent study documented high rates of sexual harassment and assault among those conducting field research: Of respondents to a recent survey administered to archaeologists conducting research in the southeastern United States, 66% reported sexual harassment and 13% reported assault (Meyers et al. 2018). Although not exclusive to field school students, these numbers—and others—suggest that instances of sexual harassment and assault are common and that student trainees are frequently subjected to such treatment. Aspiring archaeologists may experience their first occurrence of sexual harassment, assault, and violence as undergraduate or graduate students enrolled at field school.

Scholars have suggested policies and procedures that institutions, organizations, and supervisors can implement to help prevent sexual harassment and assault in academia, although not exclusive to the setting of field schools (National Academies of Science, Engineering, and Medicine [NASEM] 2018). In this article, we review some of these policies with attention toward those that can be used in a field school setting. Although we make initial suggestions for how field school directors can support harassment- and assault-free field schools, we would like to emphasize that these suggestions are just the first step toward understanding evidence-based best practices that can prevent sexual harassment and assault. Archaeology as a field needs to document how these policy and procedural changes affect supervisory roles, student learning, and the overall nature of the field school climate and culture.

Throughout the presentation we use the phrase “safe and inclusive field school environment” with the assertion that an environment in which an individual experiences sexual

harassment, assault, or violence is unsafe and excludes a student from learning. A safe and inclusive learning environment is one in which a student does not feel at risk of or exposed to harassing, assaulting, or violent behavior and they feel able to learn.

Slide 7: Defining terms

Sexual harassment, assault, and violence are a documented, persistent issue faced by both women and men, historically marginalized individuals, those who are diverse learners, and members of the LGBTQ+ community in academia. It is a term to describe a spectrum of verbal and nonverbal actions with negative psychological and health consequences to those subjected to these behaviors. Sexual harassment encompasses three types of behaviors that may or may not co-occur: gender harassment, unwanted sexual attention, and sexual coercion (Fitzgerald et al. 1995).

Gender harassment comprises a suite of nonsexualized acts that persecute an individual based on their gender, and it includes gender-based “put-downs,” inappropriate comments, and offensive remarks, among other acts. Unwanted sexual attention occurs when an individual experiences unreciprocated sexual advances. Sexual coercion includes sexual attention and the conditioning of employment or educational opportunities upon sexual cooperation. Unwanted sexual attention and sexual coercion aim to persuade an individual to cooperate with sexual acts, whereas gender harassment does not, although gender harassment is the most common form of harassment (Fitzgerald et al. 1995).

Sexual violence is any act or attempted act to obtain sexual contact by means of force, aggression, or coercion, including rape. Sexual assault is a form of sexual violence that occurs when an individual touches another person in a sexual nature without that person’s consent or

when a person is physically forced into a sexual act against their will. Although sexual assault and violence are less frequently reported compared to sexual harassment, these harmful acts continue to be an issue in higher education.

Although recent research has been directed toward understanding how women experience sexual harassment (NASEM 2018), men, non-gender-conforming, and nonbinary individuals also are subjected to sexual harassment and assault. It is important to note that individuals of color, those who are diverse learners, and those who do not fit traditional heteronormative roles encounter harassing and violent sexualized behavior more frequently than do majority white individuals conforming to traditional views of gender and sexuality in both academia and nonacademic workplaces.

Research has shown the negative consequences that harassment and assault can have on those who experience such acts, both in terms of physical and mental health and academic performance and persistence. Students who experience sexual harassment, assault, and violence often struggle to maintain their GPA, self-efficacy in their field of study, and an adequate level of college performance. The consequences of sexual harassment and assault are again felt when survivors face negative effects on their future career and educational potential. Given the pervasiveness of sexual harassment, assault, and violence within the discipline of archaeology, we may be losing students subjected to unsafe and unsupportive field schools prior to entering the field professionally.

Slide 8: National Academies of Sciences Slide

In 2018, the National Academies of Sciences, Engineering, and Medicine published *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences*,

Engineering, and Medicine. In this report, leading experts from multiple sectors undertook a review of how sexual harassment and assault affects women at all levels—including faculty, staff, and students—in the scientific, technical, engineering, and medical workforces (NASEM 2018). These experts reviewed current research on the extent to which women are subjected to sexual harassment and assault in various settings on college campuses; the extent to which sexual harassment and assault deleteriously affect how women experience recruitment, retention, and advancement in scientific, engineering, and medical careers; and the identification of practices and policies that support settings in which sexual harassment is prevented, reduced, and addressed when it occurs.

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Slide 9: Five factors that create conditions for harassment

The five factors that tend to create conditions where sexual harassment and assault are more likely to occur are environments characterized by: (1) a perceived tolerance for sexually inappropriate behavior, (2) a male-dominated work setting and a work setting where leadership is male dominated, (3) a power structure in organizations that are hierarchical with a strong

dependency on those at higher levels in the hierarchy, (4) a focus on policy compliance to protect organizational liability, and (5) leadership that does not prioritize or intentionally focus on measures to reduce and eliminate inappropriate sexual behavior (NASEM 2018:3–4).

Slide 10: Recommendations 1 - 5

The NASEM’s recommendations to prevent and reduce sexual harassment are intended for leaders of institutions of higher education, departments, research laboratories, professional societies, and lawmakers. Recommendations 1 through 10 are oriented toward practices that can be implemented at institutions of higher education, whereas recommendations 11 through 15 are related to legislative actions that state and federal governments and agencies should consider (NASEM 2018:9–12). These recommendations have implications for how universities, colleges, departments, and field school directors structure policies and practices to reduce and prevent sexual harassment and assault at their field sites. We stress that although these recommendations have implications for the ways we structure field schools, we must research both how directors implement these recommendations and how these recommendations affect students’ safety as well as their perception of safety and their ability to learn (Colaninno 2019).

Slide 11: Recommendations 6 - 10

Overall, these recommendations center on creating an organizational climate and work environment in which sexually inappropriate behavior is not tolerated and in which those subjected to sexual harassment and assault are supported through the processes of reporting, investigation, and resolution. The report states that “the most potent predictor of sexual harassment is organizational climate—the degree to which those in the organization perceive that

sexual harassment is or is not tolerated.” (NASEM 2018:x). It is important to note that the NASEM directed these recommendations toward institutional leadership. Other scholars have reported similar recommendations or components of these recommendations as a means to support safe and inclusive field environments in anthropology, as well as other disciplines.

Slide 12: Themes of recommendations

We review the NASEM’s recommendations 1 through 10, focusing on how they can be actualized in the context of a field school. When we reviewed NASEM’s recommendations, five overarching themes that are applicable to the field school setting became apparent. These include (1) preparation, (2) climate and culture, (3) supervisory hierarchies, (4) reporting mechanisms, and (5) support.

Slide 13: Preparation

Preparing to handle issues of sexual harassment and assault that may occur in a responsible, fair, and respectful way is a fundamental step toward prevention. Although compliance-oriented trainings are ineffective, bystander intervention training can be an important tool to help people respond to any witnessed inappropriate. Bystander intervention training allows people within a community to see the specific role they can play in recognizing scenarios where harassment and assault are likely to occur. With this recognition, they are then able to intervene safely when these scenarios occur. At a minimum, bystander intervention training can introduce students, staff, and directors to those situations where sexually inappropriate behavior is more prevalent (Banyard et al. 2007). This form of training should prepare field school directors, supervising staff, and students to respond appropriately to untoward behavior before

such behaviors become problematic to the field school's learning environment. Furthermore, by requiring that they, their students, and staff take bystander intervention training, field directors set the tone that inappropriate sexual behaviors are not tolerated at their field schools—another critical aspect of building a safe and inclusive field school (NASEM 2018; Table 2).

Slide 14: Climate and culture

As stressed in the NASEM (2018) report, the single most important factor toward preventing sexual harassment and assault in the workplace is creating a workplace climate and culture that does not tolerate sexually inappropriate behavior. Several of the NASEM recommendations center on improving academic climate and culture for women (Table 2).

Providing a field school where all students and staff are treated with civility and respect should be a primary goal for field directors. We see multiple ways for field directors to promote such environments.

First and foremost, civil and respectful work environments do not occur accidentally. They are intentionally and actively created—and then modeled and sustained by leadership. Field directors have the same capacity to create a positive learning environment intentionally for students. This can start with setting the explicit expectation that everyone participating in the field school has equal value to add to the experience and will be treated courteously and respectfully. Field directors should also communicate exactly which behaviors will not be tolerated and what the repercussions are if these behaviors occur. Such statements should be communicated directly to students and staff and subsequently modeled by directors. Furthermore, the repercussions of violating expectations must apply to all those involved with the field school, including the director. In cases where students feel that a conversation has

veered from civility and appropriateness, students should have a clear way to express their discomfort. Once a student expresses discomfort, field school leadership should guide conversation in another direction in support of that student's wishes. Explicitly and intentionally creating a culture of civility and respect conveys the message that everyone engaged in the field school has value and will be treated as such.

Beyond communicating the value of a positive working environment and intentionally modeling positive behavior, field school directors can also offer students outlets through which to provide feedback on their experiences at field school. This can be in the form of weekly formative surveys where students can anonymously report climate and culture issues, as well as educational content with which they may be struggling. As such, implementing a formative assessment has the potential to help directors become aware of harassment and other behavioral problems while also helping directors facilitate and enhance student learning.

Periodic critical reflection sessions can also provide students with opportunities to voice their concerns. Facilitated time for critical reflections is a teaching tool that enables students to have deeper understanding of the content they have learned by allowing them to reflect on and verbalize these skills. These reflections can also include discussions of which experiences have helped students learn, as well as what students encountered that may have prevented learning. Although critical reflections cannot be conducted anonymously, small group reflections with multiple facilitators may help students communicate behavioral issues they may have experienced or witnessed. Like formative assessment, critical reflection sessions can also be used as a teaching tool to help directors understand concepts students may be struggling with.

A final recommendation to help create a field school climate and culture that promotes safety and inclusion, while conveying intolerance of inappropriate sexual behavior, is to include

a diverse group of people among the leadership and staff of the field school. Perceptions of similar situations may differ between two people. With different backgrounds and experiences, one person may perceive an encounter between two students as harmless, whereas another person may sense tension or undertones of disrespect. Working with a diverse population of students and staff allows directors to leverage the experiences of others and call upon a range of perspectives when conflicts arise.

Slide 15: Supervisory hierarchies

The field school learning environment is often structured around supervisory hierarchies with significant power imbalances—one person, often the field director, holds the ultimate authority in the creation of the climate, culture, and learning. With power structures at field schools concentrated with the field director, diffusing this power structure may be a means to help create a field school environment that reduces and prevents sexual harassment and assault.

Doing so requires that directors refocus their leadership organization to one that prioritizes egalitarianism—and that universities and colleges, as well as departments, support field directors in these efforts (NASEM 2018:135). Egalitarian leadership may come in different forms (Flood et al. 2000; Nelson et al. 2017), but generally this leadership values all perspectives, especially those of students, makes those in power intentionally approachable, prioritizes equal sharing in research and living tasks, and makes accommodations that allows everyone to participate (Nelson et al. 2017).

An egalitarian form of leadership requires that those in power create a clear mechanism for those who are not in power to report abuses of power. It may be possible for our discipline to rethink the traditional structure of having a single field director. The advantage of multiple field

directors is that they can operate a field school while providing several pathways—or a network—for students to find advice and support, as well as specific person in power to whom students can report issues of inappropriate behavior. Multiple field directors, in addition to graduate students, can work collaboratively in assessing field school applications, assigning fieldwork tasks, and determining final grades. A multiple-director approach may not require all directors to be on site at all times, but it requires collective responsibility in overseeing the climate and culture of the field school and a collective check on the behavior of all staff and supervisors involved.

With recent budget cuts in higher education, diffusing power structures so that other faculty and graduate students have a voice in field school leadership, with associated financial compensation, may be unachievable for many. However, it is important for all of us in field school directorship positions to advocate for practices that support safe and inclusive learning environments for students.

Another mechanism for diffusing power is to have field directors provide contact information of their supervisors, such as a department chair, dean, or provost. This allows students to report any cases of inappropriate behavior or abuses of power directly to those in a position of authority over the field director. The model of field school instruction has traditionally involved power isolation and imbalance, but there are forms of directing that can reallocate power structures and create an environment in which all those involved in the field school hold some power in the creation of the climate and culture.

Slide 16: Reporting mechanisms

One of the most straightforward ways to prevent sexual harassment at field schools is to develop and disseminate clear, transparent, and consistent anti-harassment policies and then follow through on those policies. Policies should be widely distributed, effortlessly accessed, and easily understood by students and staff (i.e., not written with legal jargon). Policies should also detail the expected consequences for those in violation, as well as the process and expected timeline for investigation and resolution (NASEM 2018:143). All universities and colleges receiving federal funds are required to have structured policies with regards to sexually inappropriate behavior on college campuses, and they will have Title IX Coordinators to explain these policies. Field school directors should ensure that students are aware of established university policies, make these policies clear to students, and work with Title IX Coordinators if students or staff violate sexual harassment policies. All cases of sexually inappropriate behavior should be reported in a timely manner and to those with the authority to investigate.

Slide 17: Support

When students and staff do report incidents of sexually inappropriate behavior, they should clearly be supported through the reporting and investigation process. Students, staff, and colleagues often fear reporting given the general perception that those in power within institutions of higher education will do little to respond effectively (Pappas 2016). Furthermore, those who do report often fear reprisal and potential damage to their future educational opportunities and career. Field school directors should be intentional in demonstrating a commitment to support those who do report. Additionally, directors should express their respect for those who report as well as their acknowledgement of the courage it takes to speak up.

Bystanders also play a key role in reporting, and they should also be viewed as courageous when they come forward.

It is also important for field school directors to consider reviewing the steps they are taking to ensure a safe and supportive field school with their home institution's Title IX Coordinator and other faculty, staff, and students to verify that they are clear and logical. Field school policies and procedures toward sexual harassment and assault should be reviewed and discussed periodically so as to keep them current and consistent with best practices—and to include all stakeholder voices in these policies.

Slide 18: Consideration in CRM

The recommendations we present here are aimed toward reducing and preventing sexual harassment and assault in the setting of field schools. Many of the recommendations we provide may also be appropriate for any archaeological fieldwork. Although not the focus of our current research, these recommendations should be considered in the context of cultural resource management. Steps should be taken to investigate how these recommendations impact the workplaces for professional archaeologists.

Slide 19: Alcohol and substance use

With respect to field schools where students are living on-site, our discipline should reconsider the access that faculty, staff, and students have to alcohol and other illicit substances—as well as the role that drinking and substance use can play in the culture and climate of the field school. This seems even more pertinent considering that many students who

enroll in field schools are under the legal age for alcohol and marijuana use (where recreational marijuana is legal).

Although the NASEM (2018) report gave little attention to the relationship between sexually inappropriate behavior and drug use, others have noted the link between the two, particularly when it comes to alcohol (Bacharach et al. 2007; Carr and VanDeusen 2004; Fedina et al. 2018; Gross et al. 2006; Meyers et al. 2018). Given the known link between substance use and sexually inappropriate behavior as well as the frequency with which sexually inappropriate behavior occurs in the field setting (Clancy et al. 2014; Nelson et al. 2017; VanDerwarker et al. 2018), the discipline must call on field directors to implement alcohol- and drug-free field schools among residential programs (Meyers et al. 2018; Porter 2010). Even though alcohol consumption and drug use is often viewed as a field school rite of passage and a component of the culture of archaeology, it is time we reconsider what defines a formative archaeological field school experience.

There are other good reasons to be cognizant of alcohol consumption and drug use in a field school setting. This includes legal issues involving underage drinking, university drinking policies, and the presentation of professionalism and respect to the local community where fieldwork is conducted (Porter 2010). Field directors should be intentional about providing experiences that support comradery and fellowship among students that do not involve alcohol or drug use.

Slide 20: Support from professional organizations

Research clearly demonstrates the critical role that organization leadership plays in developing and sustaining cultural changes (Lee 2018; Tenbrunsel et al. 2019). Within the field

of archaeology, this leadership extends to archaeological professional organizations. Professional organizations and their leadership set the tone within the discipline and create the expectations that their practitioners will follow (St. John et al. 2016). As such, it is imperative that archaeological professional organizations emphasize the need for field school directors to create a climate and culture where sexual harassment and assault are not tolerated, where predators in the field are not protected, and where targets of sexually inappropriate behavior are supported. Our professional organizations should speak boldly to these issues and support uncompromising measures to ensure that field schools are safe learning environments.

Archaeological professional organizations have recently taken the first steps to adopt codes of conduct at conferences and other sponsored activities (Archaeological Institute of America 2018; Society for American Archaeology 2019; Society for Historical Archaeology n.d.), and they have explicit statements about safe and supportive learning environments in their principles of professional conduct (American Anthropological Association 2018; Register of Professional Archaeologists n.d.; Society for American Archaeology 2016; Society for Historical Archaeology n.d.). Furthermore, some regional professional organizations have freely and openly provided suggested templates for field school and field research codes of conduct, training modules, and additional resources to support and sustain safe and inclusive field environments (Southeastern Archaeological Conference 2019). These measures should be applauded. Additional measures should be adopted to strengthen our professional organizations' commitment to fostering a supportive, harassment-and assault-free discipline. Our professional organizations should support the discussion of various evidence-based resources to reduce and prevent sexual harassment and assault, and these resources should be easily accessible to all. These measures may include adopting policies in which sexually inappropriate behavior is

considered research misconduct. Professional organizations can also use their influence to highlight field schools that promote safe and inclusive learning. Archaeological professional organizations have made great strides in addressing sexual harassment and assault. They should continue to address issues related to harassment and assault, support research in this area, and provide forums so that the members of the field can continue to discuss ways to improve and thoughtfully respond to problems when they arise.

Slide 21:

The most potent predictor of sexual harassment is organizational climate—the degree to which those in the organization perceive that sexual harassment is or is not tolerated. As field directors, we are the organization. Creating a climate that does not tolerate sexual harassment starts with us, the field directors.

Slide 22:

Our current research aims to understand what the field is doing to prevent and reduce sexual harassment and assault at their field schools. We are releasing an online survey and requesting documents from field school directors in the United States to see what we as archaeologists are or are not doing to build safe and inclusive field school environments. If you would like to participate in this research, please complete this short google form and we will send out the survey to you. Please note that responses will be anonymous and voluntary. We will not be releasing names, field schools, or field school locations in any of this research.

Slide 23:

