

An Unusual Harassment Training that Inspired Bystanders

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Introduction

Harassment training is famously difficult to assess—sometimes found to be very helpful—and sometimes deemed useless or associated with unfortunate outcomes. There are many methodological hurdles in accurately assessing training. But some kind of training about harassment seems important; harassment itself has proven to be a singularly tenacious and destructive phenomenon calling for committed, steady-state attention in nearly every organization. It seems likely that no organization has satisfactorily prevented harassment and bullying.

Did I ever see harassment training that I knew was helpful to at least some of the faculty and managers who took it? This essay is about an unusual initiative with good effects that have lasted for years. This initiative may still be of interest to those who train managers and faculty. Laws, regulations, and policies have changed since the events recounted here, and training would need to be tailored accordingly. Nevertheless, the idea of helping faculty and managers to be perceived as *receptive and competent complaint-handlers* may be useful today for many kinds of serious issues including harassment and bullying.

How Did This Harassment Training Initiative Come About?

In the mid-1980's Associate Provost Jay Keyser considered how to make further progress with respect to harassment; he consulted with me among others. I welcomed the idea; we needed to do more. The nation had begun to take notice of harassment in 1980. MIT had been working on this issue since 1973, with various groups and committees discussing and revising policies about sexual and racial harassment. Thanks to many student, staff and faculty affinity groups and receptive senior officers who kept the subject alive, complaints and concerns kept coming—to all the relevant MIT channels, including the Ombuds office. Specific complaints did get addressed,

one by one, in most cases. Some proven offenders were disciplined, and a few, including several persons of high rank, were fired for transgressions.

But with each new case it seemed more progress was very much needed across MIT. MIT may have been the first in the nation to have a harassment policy—but many people still were oblivious and many who suffered faced barriers.

What Was the Atmosphere Like?

The former and then president, and academic and administrative councils were supportive, as was the director of MIT Lincoln Lab. Lincoln Lab had had mandatory diversity programming in the 1970's. These sessions were wryly nicknamed “Charm School,” but appeared to have been somewhat effective in reducing complaints of discrimination and in fostering increased recruitment of minorities and women. Did we just need more training?

Keyser, a famous linguist, holder of the de Florez Chair for Humor and former department head, had led a number of broad initiatives to support students to talk about harassment. He decided next to offer sexual and racial harassment discussions to all faculty and staff on campus. But MIT faced the universal dilemma: many faculty and staff clearly *needed* training in the sense that they thought there was no problem—and some faculty and staff were themselves perceived as harassers. However... everyone was deeply tired of preaching and lectures. And... deeply focused on their own work 365/24.

What Did We Decide to Do?

“What could engage faculty and staff?” Keyser asked. “How can we get anyone to come?” At the time he asked, I was doing research about how to help targets of harassment and bystanders to act or come forward about unacceptable behavior. Targets and bystanders face major barriers in dealing with or reporting harassment; they poignantly need receptive and competent supervisors and managers. I offered an option. Instead of *preaching* to MIT colleagues about harassment, invite them to become skilled “complaint-handlers.”

I knew that it is difficult to measure the effectiveness of training of this kind. But I thought I would privately try to think about how to understand if the new initiative would make any difference in peoples' behavior, so I dutifully wrote down for myself some goals. My goals were three:

- 1) Keyser was an engaging and powerful leader for such an effort. His sessions could be a way to make sure that more people knew something about harassment and MIT policies.
- 2) The sessions might put a few possible harassers on notice and maybe even affect their behavior.
- 3) If more faculty and staff were perceived as receptive and competent, in dealing with concerns, more people would turn to them for help.

The Videos

Keyser commissioned training videos depicting several, (very courageous), senior MIT leaders dealing with concerns about racial, sexual and religious harassment. I asked each senior leader—they mostly were playing themselves—to make some classic mistakes of complaint handlers: they were to be their ordinary, kind and respectful selves. However—they also might appear to be almost too busy to listen. They might occasionally free-associate... and then of course digress a little to talk about themselves. If the complainant asked, the complaint-handler might promise absolute confidentiality, no matter the subject.

In the event, these senior leaders were excellent actors.

Keyser, himself a brilliant teacher, took the videos to every department, (inviting every faculty member repeatedly if necessary, so they could find a session that fit their schedule.) He told his many dozens of audiences that their (brave) senior colleagues had been instructed to “make some mistakes” in complaint handling. The audience was to focus on *effective, receptive complaint handling, and—of course—to discuss any mistakes.*

Two-thirds of the total faculty, and perhaps 900 staff members, rose to the challenge over about five years. They asked dozens of

questions, sometimes beginning with a surprised, “Does MIT have an actual *policy*? May I have a copy?” They also chatted in detail in each session, sometimes arguing with each other and thereby helping less respectful colleagues to begin to understand the issues.

Faculty and staff came voluntarily and, mostly, with interest. (As Keyser wryly noted, “what MIT people do well is to critique the performance of colleagues.”) The sessions, and Keyser’s consistent, upbeat, warm, contagious humor and commitment, were well received. Keyser also followed up with surveys, for some years, keeping the issues alive.

The Three Goals and an Unexpected Benefit

In the ombuds office I thought these sessions were a remarkable and proven success for several years, in terms of my three goals: Many hundreds of copies of MIT policy were requested and distributed and discussed. Faculty and administrators helped to keep the issues alive over a period of several years; some instituted regular discussions in their labs and with their TAs. Complaints of harassment against faculty and staff dropped sharply during that period. I knew that more faculty and staff were being perceived as “receptive” to people with concerns, because some faculty and staff I had not known were suddenly referring people to the relevant MIT channels, including the Ombuds office.

The Importance of Inspiring Powerful Bystanders

What I had not imagined, at the beginning, was a fourth, vital bit of success. Some faculty and staff became active and effective *bystanders* among colleagues at MIT and elsewhere, regularly intervening or reporting or remediating harassment and bullying. For more than three decades I regularly heard stories of bystander interventions, at MIT and elsewhere, by faculty and staff who mentioned to me that they had attended the complaint-handler sessions. Some of their interventions were about various kinds of interpersonal abuse; some were about other unacceptable behavior. Since I believe that the principal constraints on unacceptable behavior by very powerful people are...other powerful people, I came

to see this outcome as an important benefit from Professor Keyser's unusual initiative.