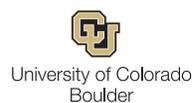
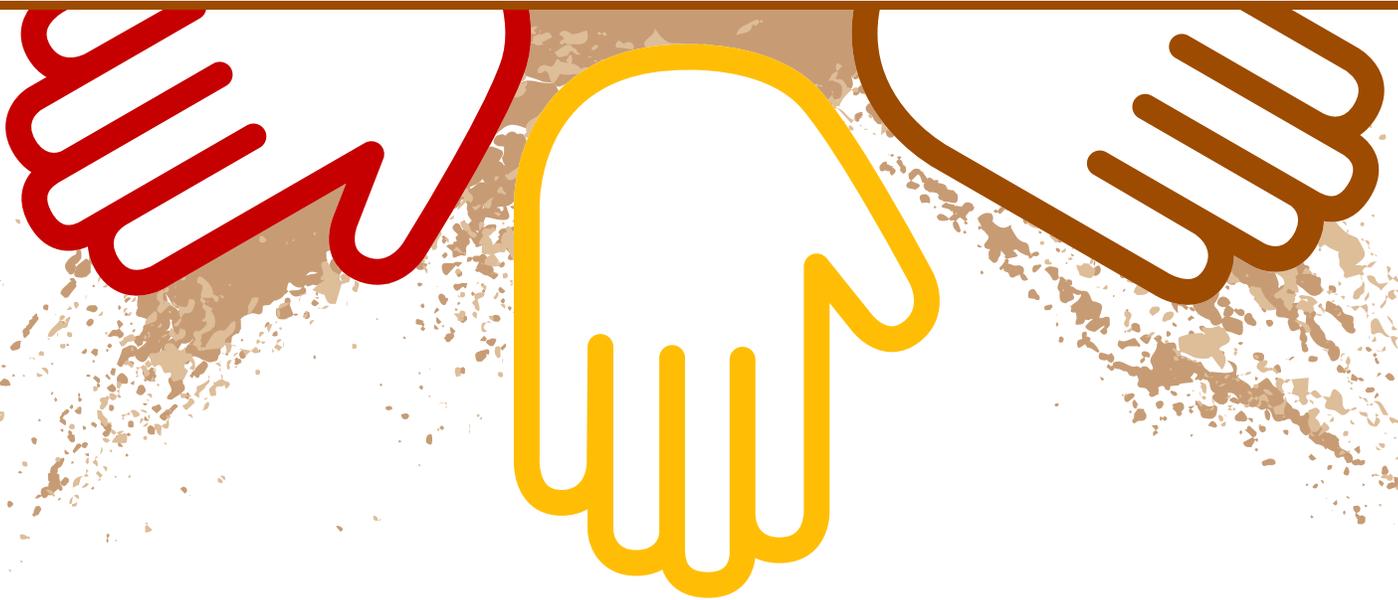




# **INTERACTIVE ANTI-HARASSMENT/ DISCRIMINATION CURRICULUM**

FOR UNDERGRADUATE RESEARCH OPPORTUNITIES, FIELD CAMPS/CAMPAIGNS,  
AND OTHER EDUCATIONAL EXPERIENCES IN THE EARTH SCIENCES



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# FOREWORD

We developed the following curriculum to advance a more inclusive culture within the geoscience community that is resistant to harassment and discrimination. We accomplished this task the best way we know how—by working with our students, who are the future. The curriculum is designed to be both engaging and educative. It is targeted toward undergraduates who may have little formal training in the terminology and concepts surrounding such topics; are likely to be unaware of policies and procedures regarding harassment, discrimination, and fraternization; are unlikely to know how to respond if they were to witness an incident of discrimination or harassment; and are unlikely to know how to report incidents. Through this curriculum we seek to empower undergraduates who might otherwise be vulnerable.

We also designed this curriculum to be a practical and approachable resource to inspire, encourage, and enable program facilitators, faculty, and other community leaders to engage with their students around these important topics to change our community's culture.

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”

– Barack Obama, February 5, 2008



# ABOUT THIS CURRICULUM

## AUDIENCE

Undergraduates participating in research opportunities, field camps/campaigns, and other educational experiences in the Earth sciences, as well as the facilitators of these programs.

## TIME

~120 minutes (or two 60-minute sessions)

## LEARNING OBJECTIVES

Following instruction, participants will be able to:

1. Describe a work environment that
  - a. Consists of mutual respect
  - b. Promotes respectful and congenial relationships
  - c. Is free from all forms of harassment and discrimination
2. Summarize who is responsible for creating the work environment described above
3. Distinguish between behavior that is harassing or discriminating and non-harassing or non-discriminating
4. Describe how to report harassment or discrimination to the program, the program's investigation procedures, and possible disciplinary outcomes
5. Plan how they would use the bystander interventions to respond to incidents of discrimination or harassment, including sexual harassment
6. Apply the program's anti-harassment, anti-discrimination, and non-fraternization policy to a series of case studies

## MATERIALS

- Laptop with speakers
- Projection system
- One copy your program handbook outlining the program's anti-harassment and discrimination policies for each participant (references below are to the [IRIS Intern/Mentor Handbook](#), which could be used as the basis for creating your own handbook if you don't have one)
- One copy of [Clancy et al., 2014](#), for each participant
- Anonymous polling software, such as [VoxVote](#), prepared with the following question:

*Which of the following most closely to applies to you in a work or school environment?*

  - a. Never witnessed discrimination and never heard of someone who experienced it
  - b. Heard of someone who experienced discrimination but never witnessed
  - c. Witnessed discrimination
  - d. Experience discrimination
- For every 6 to 8 people (teams of 3 to 4)
  - One large flip chart(s) and markers
  - Pack of "Pictionary" cards (print and cut out from [Appendix B](#))
- Pack of small group discussion questions (print and cut out from [Appendix C](#)). Assuming groups of 2 to 3, one pack will work for up to 20–25 participants.
- [Intervene](#) video cued up to 09:41. This video is a set of brief scenarios demonstrating ways in which student bystanders can successfully intervene in problematic situations ([Cornell Health, 2016](#)).

## PRIOR TO STARTING...

- Make sure the facilitator fully understands the policies and processes in place for their program and their institution regarding harassment and discrimination. If no policies exist, they must be created prior to this lesson. Understanding these policies is critical to being able to lead this lesson and tailor it to fit the program's needs.
- Know whether you are considered a mandatory reporter on your campus or institution. Understand the associated responsibilities and communicate your status and responsibilities to the participants.
- Learn about the mental health resources available on your campus or in your community and whether/when they apply to REU participants.
  - What services are available to participants given their status on campus? How do you/participants make those connections?
  - If participants aren't eligible to access campus services or you aren't on a campus, ask what local or regional non-university services would be available and how you/participants would go about connecting to those support services.

## CURRICULUM OVERVIEW

This lesson is presented for in-person use. However, it has been successfully adapted by a number of groups for online delivery via Zoom, WebX, and other virtual platforms. See description of lesson structure below and [Appendix A](#) for an example of modifications for virtual delivery.

## LESSON STRUCTURE

INSTRUCTIONAL PHASE	DESCRIPTION	INSTRUCTIONAL PURPOSE
<b>PRIOR TO STARTING...</b>	Creating a safe (or brave) space, resources, etc.	Set the stage for learning.
<b>GET THEM THINKING</b> (15–20 minutes)	Discussion of literature-based data and anonymous survey.	Captures students' attention. This is an invitation for learning and leaves students wanting to know more.
<b>WHAT DO THEY ALREADY KNOW?</b> (20–22 minutes)	Pictionary and consensus definition construction.	Assess students' prior knowledge and makes it explicit to both the instructor and the learner.
<b>DEVELOPING NEW IDEAS</b> (~35 minutes)	Whole group discussion of terms and small group work to discuss the scenario in light of key info in program handbook policies.	Introduce and explore new knowledge, and synthesize it with what the students already know about the topic.
<b>INTRODUCING AND REINFORCING SKILLS</b> (~35 minutes)	Whole group discussion of how do "I" fit in? Bystander intervention.	Reflect on each student's role in the topic, and introduce and practice new skills.
<b>PUTTING IT ALL TOGETHER</b> (15–18 minutes)	Video clip and discussion.	Apply the knowledge and skills to gained to novel situations to extend students' conceptual understanding.

# INSTRUCTIONAL FLOW

## GET THEM THINKING (15–20 MINUTES)

Discussion of literature-based data and anonymous survey.

### INTRODUCTION

Begin by informing the group of the topic for the session... “Harassment and Discrimination.” Note that by its nature it will be a sensitive discussion. Therefore, before we begin, we need to create a safe space for learning by setting up some group agreements. *TIP: These agreements can apply to your group for more than just this instruction. Record and review them before other meetings to keep things safe and productive.*

- If you already have established group agreements, begin by reviewing and adjusting them to ensure they create a safe space for the discussion of sensitive topics.
- If you don’t have established group agreements, create a set.
  - Use a flip chart or a white board and ask the entire group, or small set of groups, to suggest or propose ideas. These ideas can be recorded and refined.
  - Alternatively, you can provide the group with a sample group agreement (see box on right). It can be reviewed, voted on for concurrence, and then personalized by your group.

Finally, remind the group that the goal is to facilitate positive learning and discussion around a sensitive topic. Encourage the group to be open to this discussion, but also acknowledge that they know themselves and their limits best. Participants should feel free to step out of the discussion at any time should they feel uncomfortable.

### WHAT TO DO IF A PARTICIPANT IS STRUGGLING

Have a plan in place to allow you to step out and check on the participant. While working with the participant, it is important to stay in “car wreck” mode, connecting participants to help. Avoid engaging in “friend” mode. Recognize that your role is to assess the participant and then connect them with the appropriate support for help (you wouldn’t attempt to treat a broken leg would you?). Begin by working with the participant to identify who is in their personal support structure and develop a plan for them to connect with those individuals. *TIP: You may wish to increase your confidence in such situations by attending a [Mental Health First Aid Training](#).*

If any participants have no support structure or their needs are acute, connect them to local or regional mental health services.

### SAMPLE GROUP AGREEMENTS

**RESPECT OUR SAFE SPACE.** The discussion (comments, stories, and perspectives) shared at meetings should remain with the group (e.g., the Vegas Rule: what happens in Vegas stays in Vegas).

**USE “I” STATEMENTS.** Speak from your own experience rather than generalizing.

**LISTEN.** Listen *actively* by respecting others when they are talking and *respectfully* by listening even if you disagree

**STEP UP/STEP BACK.** Everyone has the right to be heard. Encourage participants who don’t talk much to “step up” (speak up, participate) and those who participate a lot to “step back” (say less) to make room for everyone to contribute.

**DISCUSS IDEAS, NOT THE PERSON.** Aristotle said, “It is the mark of an educated mind to be able to entertain a thought without accepting it.” It is okay to agree to disagree.

### STEP 1

Divide students up into small groups of 3 or 4.

### STEP 2

Distribute the [Clancy et al., 2014, article](#). Ask participants to turn to the article's Figure 3 (reproduced below), reflect on it, and discuss it within their group.

### STEP 3

Solicit participants' reactions\* to the data and record them on chart paper. They may include questions, concerns, understandings, terminology, etc.

- As a program, we are concerned by the number of participants (both men and women),
  - who had experienced sexual harassment and
  - the small numbers of participants who were aware of the mechanism for reporting it.
- Note that while the presented data deals with sexual harassment, we are committed to a zero-tolerance policy for all forms of harassment and discrimination.
- Interested students can be encouraged to read the full article in more detail later.

*\*As a facilitator, be aware of the study limitations outlined on page 3 of the [Clancy et al. \(2014\) article](#).*

### STEP 4

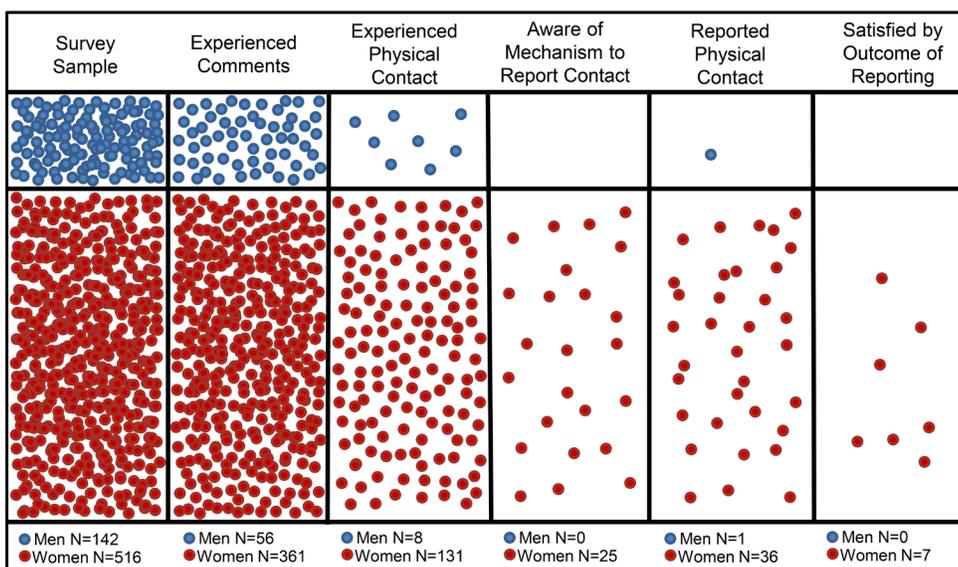
Connect this article to your audience. Use anonymous polling software to ask students the question below. Many options exist. However, be sure to check the terms of service to ensure your participants anonymity can be maintained given the sensitive nature of this question. Use the responses to illustrate that the concept of discrimination is not a theoretical construct represented in an article or handbook. Share participants' anonymous reactions in aggregate.

Which of the following most closely applies to you in a work or school environment?

- a. Never witnessed discrimination or harassment and never heard of someone who experienced it
- b. Heard of someone who experienced discrimination or harassment but never witnessed it
- c. Witnessed discrimination or harassment
- d. Experienced discrimination or harassment

### STEP 5

Indicate that our goal, through this instruction, is to take a step toward changing these data by educating our program participants. Review the learning objectives (described on page 1) with the participants.



Visual representation of respondents to the survey, their experiences, and who were aware of, made use of, and were satisfied by mechanisms to report unwanted physical contact. Each circle represents one survey respondent. Area for men and women is representative of their relative proportion of survey respondents. Eight respondents declined to provide a dichotomous gender designation and are not represented on this graph. From Figure 3 in Clancy et al. (2014), <https://doi.org/10.1371/journal.pone.0102172.g003>

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# WHAT DO THEY ALREADY KNOW? (20-22 MINUTES\*)

Pictionary and consensus definition construction.

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*\*Can run long depending on the group and the time provided to allow each person to draw.*

Students will play a drawing and guessing game with rules similar to Pictionary.

## STEP 1

Divide students into an even number of teams consisting of three or four students per team. Distribute one to two Pictionary cards ([Appendix B](#)) per person to each team. Do not look at the cards yet!

## STEP 2

Pair teams together. Provide each pair with large drawing paper and markers. Select one of the two teams to go first.

## STEP 3

The team going first should assign one person as the “sketcher.”

## STEP 4

Hand the sketcher a card with the term on it. They will have 10 seconds to look at the card and think, followed immediately by 30 seconds to sketch the word on the card without using written or verbal words/numbers or gestures.

## STEP 5

Non-drawing students from the team will watch and guess what the term is based on the sketch. The other team that is not participating watches the play. Play is over after one minute or the term has been guessed.

## STEP 6

Repeat steps 4 and 5 with a drawer from the opposite team.

## STEP 7

The game continues until all terms have been sketched or time runs out.

## STEP 8

Once the game is over, divide up the cards between the groups and ask each group to use chart paper to develop a consensus definition (see box) for each of their cards.

**A CONSENSUS DEFINITION** is the hybrid resolution of on an issue, dispute, or disagreement typically achieved through concessions made by all parties and which all parties then unanimously agree is acceptable.

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# DEVELOPING NEW IDEAS (~35 MINUTES)

Whole group discussion of terms and small group work to discuss the scenario in light of key info in program handbook policies.

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## STEP 1

Ask each group to report out their vocabulary and introduce their ideas for each term. Facilitate a whole group discussion to clarify and refine terminology, accepting ideas from all participants but steering final revisions toward generally accepted vocabulary and toward distinguishing between behavior that is harassing or discriminating and behavior that is non-harassing or discriminating (see pages 5–6 of the [IRIS Intern/Mentor Handbook](#) or as defined by your organization). If any term cards were not sketched and defined, be sure to note and define those terms for the group.

## STEP 2

Add the following terms to the list and accept ideas from the group to help define them.

- Hostile work environment
- Quid pro quo
- Retaliation

## STEP 3

Note where harassment is covered in your program's handbook (e.g., [IRIS Intern/Mentor Handbook](#) pages 3–6). Assign participants to read these pages.

## STEP 4

Divide the class into smaller groups (e.g., 3–4 per group). Give each group a discussion question ([Appendix C](#)) and ask them to read the question and discuss the scenario in light of the policies in the handbook.

## STEP 5

After all groups have discussed their question, ask a representative of the group to share the question and briefly summarize the key points of the group's discussion. Use the answer key ([Appendix C](#)) to guide and shape these discussions.

## STEP 6

As a whole group, describe the complaint procedure and outline the program's investigation procedures and possible disciplinary outcomes. Be sure to highlight where this materials in covered in the program handbook (e.g., [IRIS Intern/Mentor Handbook](#) pages 6–7).

**HOSTILE WORK ENVIRONMENT.** Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

**QUID PRO QUO.** Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment.

**RETALIATION.** When an employer punishes an employee for filing complaints regarding sexual harassment or discrimination in the workplace.

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BREAK HERE IF USING TWO SESSIONS

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# INTRODUCING AND REINFORCING SKILLS (~35 MINUTES)

How does discrimination and harassment impact me? Whole group discussion of how do “I” fit in? Bystander intervention.

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## STEP 1

Ask students to brainstorm: What sorts of benefits might be derived from a work environment that consists of mutual respect, promotes respectful and congenial relationships, and is free from all forms of harassment and discrimination versus one that is not?

*By creating an inclusive and diverse culture, a working group can rely on diverse experiences and perspectives to increase innovation and receive a better return on the investments that a university, department, or lab makes in its employees/students. For example, the [U.S. Office of Personnel Management \(undated\)](#) notes that, “Environments where all employees feel included and valued are yielding greater commitment and motivation, which translates into fewer resources spent on employee turnover, grievances and complaints.”*

## STEP 2

Ask participants who is responsible for creating the work environment ([IRIS Intern/Mentor Handbook](#) page 6 or as defined by your organization)

- Who are the actors responsible for creating such an environment?
- In what way does each actor contribute?

*Lead participants to see that everyone has a role to play in ensuring that work environments are free from harassment or discrimination.*

## STEP 3

Ask students to reflect on the discussion question from the Digging Deeper section?\* What would they have done if they had been there and been a witness to the scenario described? Ask a few groups to report out.

*\* Note: Some group’s questions may more easily lend themselves to this discussion than others.*

## STEP 4

Building from the discussion, introduce the following concepts and strategies. It is not uncommon for people to be hesitant to intervene in such situations for a number of reasons.

- Social influence
- Fear of embarrassment
- Diffusion of responsibility
- Fear of retaliation
- Pluralistic ignorance (everyone else thinks—or seems to think—it’s okay)

While it may be uncomfortable to act, it is important that we all understand how painful it would be to be the target of harassment or discrimination because of something like your race, sex, religion, color, gender, size, orientation, socioeconomic status, or political views, while surrounded by bystanders who see what is happening but do nothing.

Here are some strategies you could employ to take a stand against harassment and discrimination. The 5D’s ([Hollaback!, undated](#)) are different methods you can use to support someone who is being harassed or discriminated against, emphasize that harassment is not okay, and demonstrate to people in your life that they too have the power to make the community safer. Bystanders often do not end up acting alone. It just takes someone to start an intervention. Then others are likely to join the intervention and provide additional support.

*TIP: When introducing the 5D’s, connect them back to the participant discussions, for example, “Your group decided you would try to seek help. That is an example of Delegating.”*

# The 5D's\*

## DESCRIPTION

## EXAMPLES

<p><b>Direct**</b></p> <p>Confront the situation. Be firm, clear, and concise.</p>	<p>You may want to directly respond to harassment by naming what is happening or confronting the harasser. This tactic can be risky: the harasser may redirect their abuse toward you and may escalate the situation. Before acting, assess the situation: Are you physically safe? Is the person being harassed physically safe? Does it seem unlikely that the situation will escalate? Can you tell if the person being harassed wants someone to speak up? If you act, keep it short and succinct. Try not to engage in dialogue, debate, or an argument, because this is how situations can escalate. If the harasser responds, try your best to assist the person who was targeted instead of engaging with the harasser.</p>	<p>"I'd really like to hear what (name) has to say but you keep interrupting."</p> <p>"What did you say?"</p> <p>"That was inappropriate."</p> <p>"I'm not sure you meant that."</p> <p>"Actually, most people are capable of this work."</p> <p>"I'm shocked that you would say that!"</p> <p>"That may seem funny to you, but I find that offensive and insulting."</p>
<p><b>Distract**</b></p> <p>Take an indirect approach to de-escalate the situation.</p>	<p>Distraction is a subtler and more creative way to intervene. The aim here is simply to derail the incident by interrupting it. The idea is to ignore the harasser and engage directly with the person who is being targeted. Don't talk about or refer to the harassment. Instead, talk about something completely unrelated.</p>	<p>"What time is it?"</p> <p>"How do I get to the conference room?"</p> <p>"For lunch today I had...what did you have?"</p>
<p><b>Delegate</b></p> <p>Seek help from a third party.</p>	<p>Delegation is when you ask for assistance, for a resource, or for help from a third party.</p>	<p>Contact your science mentor.</p> <p>Contact the program coordinator.</p> <p>Contact other individuals or organizations listed in your Handbook or organization's behavior/conduct policy.</p>
<p><b>Delay</b></p> <p>Check in with the person being harassed.</p>	<p>Even if you can't act in the moment, you can make a difference for the person who has been harassed by checking in on them after the fact. Many types of harassment happen in passing or very quickly, in which case you can wait until the situation is over and speak to the person who was targeted then.</p>	<p>"Are you okay?"</p> <p>"I'm sorry that happened to you... how can I support you?"</p> <p>"Would you like me to walk with you to your next class?"</p> <p>"That was just wrong... maybe you should talk to someone about what happened."</p>
<p><b>Document**</b></p> <p>If it is safe to do so, document the incident.</p>	<p>It can be really helpful to record an incident as it happens to someone, but there are a number of things to keep in mind to safely and responsibly document harassment.</p> <p>ALWAYS ask the person who was harassed what they want to do with the recording. NEVER post it online or use it without their permission.</p>	<p>Create a record: document the incident by taking photos or video (include some surroundings if possible so the location of the incident is clear) or by saving emails and texts, especially if they build a pattern of behavior</p>

\* This table is adapted from Hollaback's "Bystander Intervention Resources."

\*\* A note about safety: No one should ever get hurt trying to help someone out. Encourage participants to always think about safety and consider the possibilities that are unlikely to put you or anyone else in harm's way.

# PUTTING IT ALL TOGETHER (15–18 MINUTES)

Video clip and discussion.

## STEP 1

Show the video [Intervene](#) (Cornell Heath, 2016) for the time 9:40 to 10:02.

## STEP 2

Facilitate a discussion about the video clip. Suggested questions are provided to help you guide the conversation.

### SUGGESTED QUESTIONS

### DISCUSSION POINTS

<p>What is going on in this clip?</p>	<p>This segment was selected because it illustrates how seemingly subtle actions that could be discriminatory (microaggressions), especially if they regularly occur. This clip is also interesting in that the individual with power in the situation (postdoc) attempts to disguise his negative actions with a veil of positive language.</p>
<p>Who appears to have power and who does not?</p>	<p>The postdoc has power over the entire group because of his position. As a student, Caroline does not have power and appears to be a minority (African American and female).</p>
<p>How do you think the victim felt in this situation?</p>	<p>Accept all responses but note that they are almost certainly negative feelings to be treated that way in front of others.</p>
<p>Was there harassment/discrimination?  What if this was a one-off event? What if it occurred regularly?</p>	<p>It is important to point out to students that harassment and discrimination are not always blatant. Sometimes, small uses of language that may seem innocuous to the user send a subtle message to everyone who hears them. These are called micro-aggressions or <a href="#">micromessaging</a>. Some examples of racial microaggressions can be found at <a href="https://sph.umn.edu/site/docs/hewg/microaggressions.pdf">https://sph.umn.edu/site/docs/hewg/microaggressions.pdf</a> and sexually harassing behaviors at <a href="https://www.nap.edu/visualizations/sexual-harassment-iceberg/">https://www.nap.edu/visualizations/sexual-harassment-iceberg/</a> and <a href="https://www.pbs.org/wgbh/nova/video/picture-a-scientist/">https://www.pbs.org/wgbh/nova/video/picture-a-scientist/</a>, including both explicit and microaggressions.</p> <p>Include in the discussion the notion that sometimes this language may come from our own internal biases that we may be unaware of. Thus, we should all work to be cognizant of the ways things we say may impact others. If members of your group feel they do not have such biases, you may want to encourage your group check out Harvard's <a href="#">Project Implicit</a> (facilitators should!) and then discuss the results at a later time.</p>
<p>What sort of tone do interactions like this set? Who all does this effect?</p>	<p>Interactions like this affect everyone in the group. In this case in the video clip, it means that the Caroline, who was asked to stay back, missed out on the demonstration. Such interactions also send a message, delivered by the person with power, to everyone that Caroline, and perhaps others like her, aren't important.</p>
<p>Did the two bystanders employ one of the bystander intervention strategies discussed previously?  How would the victim feel if they hadn't acted?  Is there more that the friends could/should do?</p>	<p>The particular intervention is a bit of both distract and delay. The friends don't directly confront the postdoc, but they do diffuse the situation, acknowledge the problem to the victim, and offer support.</p> <p>Isolated...</p> <p>Many possible ideas... For example, students could offer to stay back and clean instead of Caroline and send her to the demonstration. They could speak up and confront the postdoc about the inequality and how Caroline loses out when that occurs.</p>

### STEP 3

Show the video [Intervene](#) for the time 10:03 to 10:08.

### STEP 4

Facilitate a discussion about the video clip. Suggested questions are provided to help you guide the conversation.

#### SUGGESTED QUESTIONS

#### DISCUSSION POINTS

What is going on in this clip?	This segment illustrates sexual harassment. Note the difference between the explicitness of the behavior in the two video clips and emphasize that both negatively impact the victim as well as the group.
How do you think the victim felt in this situation?	Accept all responses but note that they are almost certainly negative feelings when someone is treated that way in front of others.
Was there harassment/discrimination? What if this was a one-off event? What if it occurred regularly	Absolutely. This is in clear conflict with our program's policies. It makes no difference if this occurred only once or many times.
What would you do if you were a bystander in this situation?	As noted above it is often difficult to know exactly how one might respond in such a situation. However, understanding what discriminatory and harassing behaviors look like, and being aware of the actions you might take (e.g., <a href="#">the 5D's</a> ), is the first step to action.  Lead the discussion to illustrate how <a href="#">the 5D's</a> could be employed.

### STEP 5

Show the video [Intervene](#) for the time 10:08 to 11:03.

### STEP 6

Facilitate a discussion about the video clip. Suggested questions are provided to help you guide the conversation.

#### SUGGESTED QUESTIONS

#### DISCUSSION POINTS

Did the two bystanders employ one of the bystander intervention strategies discussed previously?	In this case, the bystanders used a <b>Delay</b> approach but checked in with Caroline and verified that the behavior was not okay. They also propose <b>Delegating</b> by going to the faculty member who oversees the postdoc.
Is there more that the friends could/should do?	They could speak up and confront the postdoc about the inequality and how Caroline loses out when that occurs...

### STEP 7

Wrap up the session by summarizing that, as evidenced in this video clip, we are all part of a community in our program/field camp/research opportunity and within the broader Earth science community. Each participant can make a difference by caring and intervening.

# ADDITIONAL RESOURCES FOR FACILITATORS

- Chapter 8: Developing an Anti-Racist REU Program and Chapter 9: Sexual Harassment Prevention in *GEO REU Handbook: A Guide for Running Inclusive and Engaging Geoscience Research Internship Programs (1st Edition)*, <https://opensky.ucar.edu/islandora/object/manuscripts:1000>
- *Examples of racial microaggressions and sexually harassing behaviors* (including both explicit and microaggressions)
  - <https://sph.umn.edu/site/docs/hewg/microaggressions.pdf>
  - <https://www.nap.edu/visualizations/sexual-harassment-iceberg/>
- *Interrupting Microaggressions* includes both examples of microaggressions and strategies might be used to intervene in situations that are often subtle. [https://academicaffairs.ucsc.edu/events/documents/Microaggressions\\_InterruptHO\\_2014\\_11\\_182v5.pdf](https://academicaffairs.ucsc.edu/events/documents/Microaggressions_InterruptHO_2014_11_182v5.pdf)
- *ADVANCEGeo Partnership* offers an excellent collection of community resources, including in-depth readings on a variety of topics relevant to civility trainings. <https://serc.carleton.edu/advancegeo/resources/>
- *Hazards of Fieldwork While Black* is a candid recording of an African American geophysical field technician (summer student hire) discussing a recent encounter with some neo-nazis while doing field work. It includes a discussion of the impact of such events on minority students and suggestions for keeping students safe. <https://www.youtube.com/watch?v=W0B7xwGkl00>
- *Project Implicit* offers implicit bias testing on a variety of topics that can help you better understand yourself and your group, themselves. <https://implicit.harvard.edu/implicit/takeatest.html>
- *Mental Health First Aid* teaches you how to identify, understand, and respond to signs of mental illnesses and substance use disorders. The training provides the skills needed to provide initial help and support for someone who may be developing a mental health or substance use problem or experiencing a crisis. <https://www.mentalhealthfirstaid.org/>

## REFERENCES

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# APPENDIX A. VIRTUAL INSTRUCTION

As previously noted, this curriculum can also be modified to deliver the desired content virtually, while still maintaining many of the “active” learning elements. When working within a virtual platform, transitions and discussions seem to take a bit longer than in person. Thus, a key strategy is to distill the examples used to those deemed to be critical by the program. Below is an example of a virtual version of the curriculum used several REU programs.

**TOTAL TIME:** ~90 Minutes

**ATTENDEES:** ~35

**PLATFORM:** Zoom w/ Breakout Rooms

INSTRUCTIONAL PHASE	MODIFICATIONS	TIME
<b>GET THEM THINKING</b>	Whole group discussion of <a href="#">Clancy et al. (2014)</a> instead of breakout.	20
<b>WHAT DO THEY ALREADY KNOW?</b>	No Pictionary. Groups create two consensus definitions each and collectively debrief all terms.	20
<b>DEVELOPING NEW IDEAS</b>	Select only three scenarios (Q1, Q8, Q9) and assigned all groups to discuss them.	20
<b>INTRODUCING AND REINFORCING SKILLS</b>	Abbreviated discussion.	10
<b>PUTTING IT ALL TOGETHER</b>	Abbreviated discussion.	15
	Total	~90

# APPENDIX B. PICTONARY CARDS

Print the cards on the next page and cut out along edges.

## SAMPLE DEFINITIONS FOR THE PICTONARY TERMS

*Please consult your institution's policies to determine the most relevant definitions of these terms for your own program.*

**Harassment** ..... Unwelcome conduct that is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

**Illegal** ..... Contrary to or forbidden by law.

**Flirting** ..... To behave as though attracted to or trying to attract someone.

**Mutual Respect** ..... The recognition that two or more individuals have valuable/important contributions to make in a relationship.

**Unwanted** ..... Not desired.

**Investigation** ..... Formal or systematic examination or research.

**Joke** ..... Something said or done to provoke laughter.

**Discrimination** ..... When an someone (e.g., an employer) treats members of certain protected classes (e.g., national origin, race, religion, color, marital status, gender, sex, sexual orientation, age, disability status, or military status) differently because of their memberships in those groups or their protected characteristics.

**Wanted** ..... Have a desire to possess or do (something); wish for.

**Power** ..... The capacity or ability to direct or influence the behavior of others or the course of events.

**Hostile** ..... Unfriendly; antagonistic.

**Retaliation** ..... The action of harming someone because they have been harmed.

**Bystander** ..... A person who is present at an event or incident but does not take part.

**Confidential** ..... Intended to be kept secret.

**Microaggression** ..... A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

**Iceberg** ..... A large floating mass of ice where only a small percentage of the ice is visible above the waterline.

<b>Harassment</b>	<b>Illegal</b>
<b>Flirting</b>	<b>Mutual Respect</b>
<b>Unwanted</b>	<b>Investigation</b>
<b>Joke</b>	<b>Discrimination</b>
<b>Wanted</b>	<b>Power</b>
<b>Hostile</b>	<b>Retaliation</b>
<b>Bystander</b>	<b>Confidential</b>
<b>Microaggression</b>	<b>Iceberg</b>

# APPENDIX C. SMALL GROUP DISCUSSION QUESTIONS

Print and cut along dashed lines.

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**Q1** - Jordan has decided to go back to graduate school after having worked in industry for 15 years. Several of the other students in the lab have taken to calling Jordan "Boomer." Jordan laughed at first, but several weeks in is now looking uncomfortable. Is this harassment?

- Yes or no?
  - Why do you think so?
- 

**Q2** - A grad student, Sosha, often overhears her female colleagues talking about the intimate details of their dating life and it makes her uncomfortable. Could this be considered harassment?

- Yes, the conversations are creating an offensive work environment.
  - No, the employee was not part of the conversation and therefore was none of her business.
  - Why do you think so? What if this was a faculty member?
- 

**Q3** - Charles asks a fellow graduate student out on a dinner date. Is this considered harassment?

- Yes or no?
  - Why do you think so? When could this become harassment? What if they were a more senior student in the lab? What if your advisor asked you out?
- 

**Q4** - Harassment cannot be perpetrated by non-program participants or employees.

- Yes or no?
  - Why do you think so? Who else could be involved, especially as part of field experiments (other students from other universities, contractors, etc.)? What does it take for an incident to be reportable?
-

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**Q5** - Jose is constantly leering at Derek, intentionally bumping into and brushing up against him. This makes Derek feel uncomfortable. This is an example of what category of sexual harassment?

- Hostile work environment
- Quid pro quo
- Retaliation
- Not a violation
- Why do you think so?

---

**Q6** - An employee who files a harassment complaint can rest assured that the complaint will be kept completely confidential (e.g., no one will be told about the complaint).

- Yes or no?
- Why do you think so?

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**Q7** - Can an individual be found guilty of harassment even if they did not intend to harass the complainant?

- Yes or no?
- Why do you think so?

---

**Q8** - Kelly feels she is often left out of interesting scientific discussions when the mentors engage with and validate the other interns. She is feeling badly about being left out but is confused, as the discussions do include other women. Is this discrimination and something to be concerned about?

- Yes or no?
- What if Kelly was also the only person of color?

---

**Q9** - Sam and Chris are using the private message function of Slack to discuss their low opinion of Shelby. Sam accidentally posts the thread to a public channel. Needless to say, Shelby was quite upset. Could this be a hostile work environment and discriminatory situation?

- Yes or no?
  - Why do you think so? Do the genders of the three people impact the situation? Would it matter if someone told Shelby the information vs. discovering it on their own?
-

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**Q10** - Blair's mentor has been away for a couple of weeks but has returned a few days before final presentations are due. Blair has been struggling to finish the project on time. The two of them meet to go over the results. Blair's mentor is very critical that the work isn't finished and says that Blair needs to just "man up" and get the project done. Is this harassment?

- Yes or no?
- Why do you think so? Do the genders of the student and mentor impact the situation?

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**Q11** - At the poster session of a big conference: Professor Beegshot, with two beers in hand, walks up to a student and offers one. Is this appropriate?

- Yes or no?
- Why do you think so? What circumstances might make this inappropriate? Does your answer change if the professor is not the student's advisor?

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**Q12** - At a conference in an unfamiliar city, Jordan's advisor suggests the two of them meet for dinner at Krusty's. After looking it up on the web, Jordan realizes that it's in a rough part of town and is concerned. Is this harassment or discrimination?

- Yes or no?
- Why do you think so? What should Jordan do? Could this put Jordan in a vulnerable position? Does the situation change if Krusty's is a bar instead of a restaurant? If the advisor has been to this city several times and knows the area, does it change the student's vulnerability?

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**Q13** - This is Casey's first time at a conference, and really the first time interacting with Professor Pockets outside of the lab. Dr. Pockets suggests that the two of them meet for dinner at The Oyster. When Casey gets to the restaurant, it is immediately obvious that it is going to be extremely expensive, way above per diem and way above Casey's budget. Is this harassment or discrimination?

- Yes or no?
  - Why do you think so? What might be gained if Casey stays? What might Casey miss out on? What if the whole research group is meeting there instead of just the two of them? What should Casey do?
-

---

**Q14** - Delaney is from the big city, has never spent much time in the wild, and is a little uncomfortable about the possibility of snakes or bears. Students from Delaney's lab are heading out on a multi-day trip to collect water samples from a number of sources around a nearby watershed. Delaney wants to be a contributor to the team and decides to join the fieldwork. While afield, the other students, knowing about Delaney's anxiety, decide to play a prank and pretend to abandon her by hiding. Could this be harassment?

- Yes or no?
- Why do you think so? What if this was afternoon hike on the weekend instead of data collection for the team's research project?

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**Q15** - Imani has worked in the department's argon dating lab for the past six months. However, Amy, the postdoc in the lab continues to mispronounce Imani's name even after she has corrected Amy on a number of occasions. What impact might this situation have on Imani?

- Could this be harassment? Yes or no?
- Why do you think so? Does it matter if she doesn't mispronounce anyone else's name? Does it matter if she does mispronounce other students' names as well?

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**Q16** - During lab time in geochemistry, your work group of six students is discussing a problem set. As the discussion goes on you notice that almost every time either of the two female students tries to speak, she is interrupted by one or more of the male students. No one says anything when this happens, and you noticed that it occurs even when Dr. Johnson stops by the group to check on progress.

- Could this be harassment? Yes or no?
- Why do you think so? Do the genders of the student and mentor impact the situation? Why is this subtle but consistent behavior problematic?

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**Q17** - Quin mentions that eating meat is wrong and says that everyone should follow a vegan diet. Nobody else in the cohort shares this opinion. When some of the other students make arrangements to go to dinner, they do not invite Quin. In fact, they never include Quin in their dinner plans for the rest of the summer. Would this be considered discrimination?

- Yes or no?
  - Why do you think so? Would it make a difference if Quin followed a kosher or halal diet?
-

## SMALL GROUP DISCUSSION QUESTIONS ANSWER KEY

*TIP: The policies supporting these Key Points can be found on pages 4–7 of the [IRIS Intern/Mentor Handbook](#). Prior to instruction you should identify the relevant pages in your own program's policy handbook.*

### KEY POINTS

<b>Q1</b>	Because Mike considers the comments no longer funny, they do not promote respectful and congenial relationships between individuals and are creating a hostile or offensive work environment. Harassment may include, among many other things, age.
<b>Q2</b>	Harassment is based on the condition of being “un-welcomed” by another party, which does not involve the intent of the alleged harasser. Therefore, if Sosha finds herself uncomfortable, her female colleagues’ conversations may be contributing to a hostile or offensive working environment, even if they had not intended it.
<b>Q3</b>	Asking someone out once does not constitute sexual harassment as long as submission is not an explicit or implicit term or condition of employment or the conduct does not unreasonably interfere with an individual's work performance or creates an intimidating, hostile, or offensive working environment.  However, if the grad student declines, and Charles were to continue to ask the student out, it may become harassment by creating a hostile work environment.
<b>Q4</b>	A working environment that consists of mutual respect and is free from all forms of <i>harassment by anyone</i> , including staff, contractors, mentors, graduate students, other interns, or undergraduates, promotes respectful and congenial relationships between individuals.
<b>Q5</b>	Even though Jose’s behavior does not consist of unwelcome sexual advances or explicit requests for sexual favors, it is still an example of sexual harassment as it may unreasonably interfere with an individual's work performance or creates an intimidating, hostile, or offensive working environment.
<b>Q6</b>	The investigative procedure may involve interviews with all involved individuals, including the alleged harasser and any individuals who are aware of facts or incidents alleged to have occurred. As a result, limited disclosure of pertinent information to certain parties, including the alleged harasser, may be required and absolute confidentiality is not promised nor can be assured.
<b>Q7</b>	Harassment is based on the condition of being “un-welcomed” by another party, which does not involve the intent of the alleged harasser. In many instances, the alleged harasser is unaware that their conduct is offensive and when so advised can easily and willingly correct the conduct so that it does not reoccur. Therefore, a first suggested course of action is to immediately inform the alleged harasser that the behavior is unwelcome.
<b>Q8</b>	Based on the description, it is unclear if Kelly is being ignored because of her personality or some other characteristic that doesn’t fall clearly into a discrimination or harassment category. However, the workplace does not sound like it is supportive and equitable. Thus, mentors and peers are encouraged to be attentive to scenarios where others may be left out for a variety of reasons and take action to ensure that students have the opportunity to grow through participation.  Harassment is conduct, including intentional or unintentional aversion, toward an individual because of any protected characteristic that creates an intimidating, offensive, or hostile work environment that interferes with work performance. If Kelly were the only person of color, her race and color are protected characteristics.
<b>Q9</b>	Sam and Chris’s behavior, while intended to be private, was available for everyone, not just Shelby, to see. Such behavior does not promote respectful and congenial relationships between individuals. Moreover, it is unwelcome verbal, visual, or physical conduct that creates an intimidating, offensive, or hostile work environment that interferes with work performance.

## KEY POINTS

<p><b>Q10</b></p>	<p>In this case, there isn't enough information to determine whether Blair's mentor regularly uses sexist language like "man up" in a sufficiently severe or persuasive way to create an unprofessional or hostile work environment. However, <a href="#">sexually harassing behavior</a>, even small comments often called microaggressions, do add up to create a culture and climate that can have negative impacts.</p> <p>Additionally, the behavior of Blair's mentor, both in being absent for several weeks and in responding to Blair's progress with the personal attacks, does not represent mentoring that is supportive of an intern's growth and development and is not aligned mentor behavior expected by the program.</p>
<p><b>Q11</b></p>	<p>Assuming the student is in an intern/mentor relationship with Professor Beegshot and the big conference is not a program-related event, the program expects mentors and students to be responsible when using alcohol. This includes obeying federal, state, and local laws (e.g., underage drinking) and not drinking where driving might be a possibility.</p>
<p><b>Q12</b></p>	<p>No, this is not a discriminatory or harassing scenario. However, the power imbalance between the Jordan and his advisor could lead the student to take risks (e.g., walking alone to the restaurant), or not speaking up and asking questions (e.g., "Professor, could we meet somewhere and walk to Krusty's together?") that could put Jordan in a vulnerable position.</p>
<p><b>Q13</b></p>	<p>No, this is not a discriminatory or harassing scenario. However, there are several issues. First, if Professor Pockets and Casey are meeting for dinner, they should both be careful to avoid entering into a dual role. Dual-role relationships are defined as a personal relationships of any kind that extend beyond a normal, traditionally acceptable faculty/student interaction.</p> <p>Second, the power imbalance between the Casey and Professor Pockets could lead the student to take risks (e.g., charging an unaffordable dinner to a credit card that has downstream financial impacts), or not speaking up and asking questions (e.g., "Professor, this is well beyond the per diem will it be covered by the department?") that could put Casey in a vulnerable position. For example, Casey, as an enthusiastic student, might be very motivated to participate in the dinner either just with Professor Pockets or the entire research group because of both the knowledge and social capital gained through such events (e.g., the bonds, bridges, and ladders that can benefit you in a community).</p>
<p><b>Q14</b></p>	<p>While this joke does not revolve around a protected characteristic, it certainly would interfere with Delaney's work performance and could be symptomatic of a hostile work environment. Harassment, even when not unlawful or directed at a protected category, is expressly prohibited and will not be tolerated.</p>
<p><b>Q15</b></p>	<p>While not an explicit insult, Amy's behavior displays an insensitivity toward Imani that definitely does not promote a respectful and congenial relationships in the workplace. Because it has been going on for months and Imani has directly confronted Amy about it through correcting her, Amy's behavior is contributing to a hostile work environment and thus is a harassing behavior that will not be tolerated in the workplace. This is an example of a microaggression.</p>
<p><b>Q16</b></p>	<p>The behaviors of the male group members are at best insensitive. However, the occurrence of these behaviors in front of the professor who has the power to redirect the situation suggests that the behavior may be part of a broader pattern of microaggressions that exclude, negate, or dismiss the thoughts, feelings, or experiences of certain groups. As a result, such behavior contributes to a hostile work environment for women and thus is a harassing behavior that will not be tolerated in the workplace.</p>
<p><b>Q17</b></p>	<p>The federal government does not recognize views on eating meat, politics, or other such views as protected classes. Note some states do so check your state's policies.</p> <p>Given that veganism is not a protected category, it is not legally discrimination. However, the behaviors described do seem likely to lead to a hostile work environment that isn't good for anyone involved. Thus, it is important to distinguish between disagreeing with a view (e.g., veganism) and excluding someone for simply holding that view.</p>

