



# Improving Our Work Climate: Responding to Sexual Harassment

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Earth Science  
WOMEN'S NETWORK



Association for Women Geoscientists



# ADVANCEGeo

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NSF Award #1725879  
\$1.1 million (2017-2021)

ADVANCE Partnership:  
From the Classroom to  
the Field: Improving the  
Workplace in the  
Geosciences

 ADVANCEGeo

Website: [serc.carleton.edu/advancegeo](http://serc.carleton.edu/advancegeo)

# ADVANCEGeo

1. Develop and test bystander intervention training with discipline-specific scenarios and that incorporate intersectionality.
2. Develop teaching modules that identify harassment as research misconduct.
3. Disseminate products via partnership with professional societies.
4. Develop a sustainable model that can be transferred to other disciplines.



# PLAN FOR TODAY

*Part I: Background and Awareness*

*30 mins presentation*

*45 mins discussion of scenarios*

*Part II: Action*

*20-25 mins breakout session (fac\*/grad\*)*

*15 mins reconvene, make Action Plans,  
prioritize, make assignments, timelines*

# SEXUAL HARASSMENT

violates Title VII of the Civil Rights Act and  
Title IX of the Education Amendments

“Despite being illegal for more than half a century, sexual harassment remains today the most pervasive form of violence against women.”  
- L.F. Fitzgerald 2017

47.7% of students in higher-ed reported being victims of sexual harassment.

61.9% of undergraduate women reported being sexually harassed.

20-50% of women faculty report experiencing sexual harassment by other faculty or staff.

31% of female staff and 19% of male staff reported experiencing mistreatment.

40% of classified staff and 37% of academic staff feared retaliation.



In a survey of ~500 women in the earth sciences, 51% had experienced unwanted sexual attention in their career to date.

# Out Here, No One Can Hear You Scream

The dangerous culture of male entitlement and sexual hostility  
hiding within America's national parks and forests.

**STORY** KATHRYN JOYCE

**VIDEO & PHOTO** EMILY KASSIE



highline.huffingtonpost.com

<http://highline.huffingtonpost.com/articles/en/park-rangers>

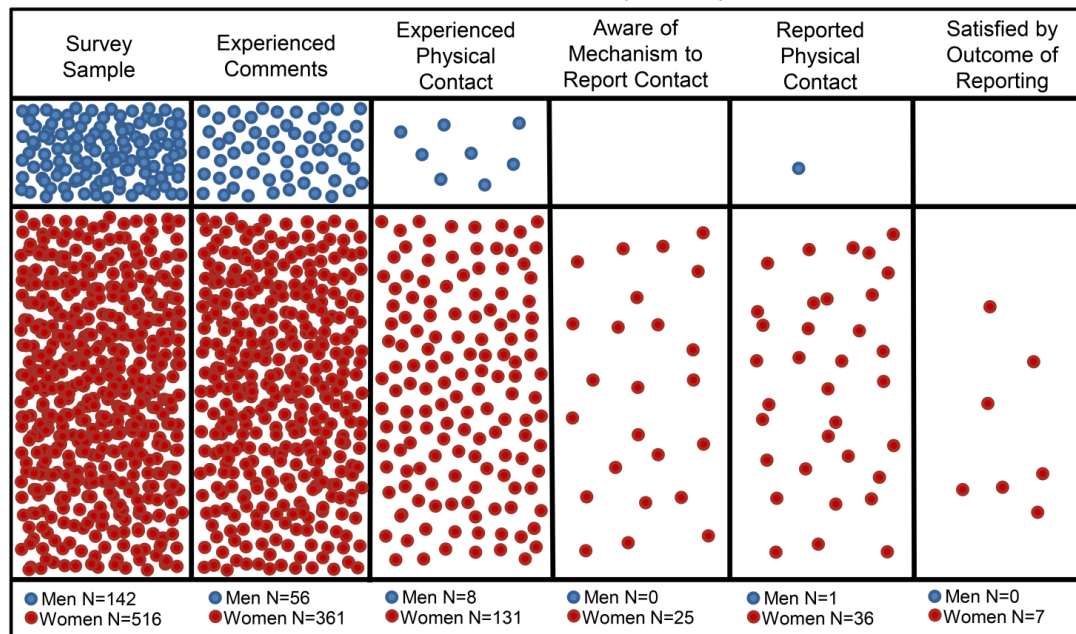
## **Survey of Academic Field Experiences: Trainees Report Harassment and Assault**

64% (N = 423/658) of all survey respondents, stated that they had personally experienced sexual harassment: i.e. inappropriate or sexual remarks, comments about physical beauty, cognitive sex differences, or other such jokes. Over 20% of respondents reported that they had personally experienced sexual assault.

# SEXUAL HARASSMENT

“As educators and science professionals, we have a [social contract](#) with our students, trainees, and staff to provide safe spaces for learning and employment where people are treated with dignity. We also have a social contract with society to pursue science for the benefit of humankind. If we break our social contract in the first, we can hardly expect to earn the trust of the public in the second.”

Marín-Spiotta, E., B. Schneider, and M. A. Holmes (2016), *Eos*, 97, doi:10.1029/2016EO044859



Survey of Academic Field Experiences Trainees Report Harassment and Assault K. B. H. Clancy, et al. (2014) Plos One.





## HARASSMENT IS ILLEGAL

U.S. Equal Employment Opportunity Commission:

**Harassment:** form of employment discrimination [...] unwelcome conduct that is based on race, color, religion, sex, national origin, age, disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Anti-discrimination laws also prohibit retaliation.



**Bullying:** the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others in the professional environment that involves a real or perceived power imbalance. These actions can include abusive criticism, humiliation, the spreading of rumors, physical and verbal attacks, isolation, undermining, and professional exclusion of individuals through any means.



## AGU Scientific Integrity and Professional Ethics, rev. 2017

- We affirm that discrimination, harassment (including sexual harassment), or bullying in any scientific or learning environment is unacceptable, and constitutes **scientific misconduct**
- Such behavior should be reported and addressed with consequences for the offender
  - Loss of privileges to attend meetings, workshops, conferences; publish in journals; participate in leadership; stand for awards
- Ethics Policy governs all AGU members, staff, volunteers, contractors, exhibitors, and sponsors- also includes any non-member who participates in an AGU program or activity.





<http://www.bu.edu/policies/employment/sexual-misconducttitle-ix-policy/#sectionii>

This is included on the Resources Handout from Today

# TRIPARTITE MODEL

## **Sexual Coercion**

Extortion of sexual cooperation in return for job-related benefits

Threats, bribes

## **Unwanted Sexual Attention**

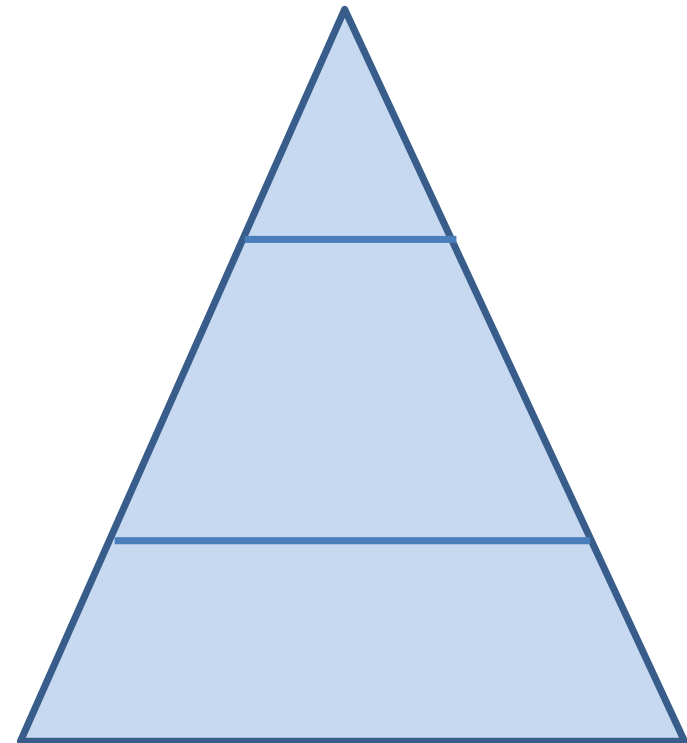
Unwanted advances or touching

Repeated, nonreciprocal requests for a date or sex

## **Gender Harassment**

Verbal or physical conduct that denigrates or shows hostility or aversion

Least common  
Most reported



Most common  
Least reported

Fitzgerald et al. 1988. The incidence and dimensions of sexual harassment in academia and the workplace. Journal of Vocational Behavior

# WOULD YOU RECOGNIZE SEXUAL HARASSMENT?

## VERBAL

Sexual stories or questions about a person's sexual experiences or preferences  
Jokes  
Using "four-letter" obscenities  
Inappropriately commenting on a person's body and/or appearance  
Asking for dates  
Making suggestive sounds or whistling  
Calling someone names such as honey, doll, babe; stud, hunk

## NON-VERBAL

Staring at a person  
Following or blocking a person  
Showing sexually explicit pictures, cartoons or other visuals  
Making suggestive gestures  
Sending unwanted notes or other material  
Giving unwanted personal gifts  
Exposure

## PHYSICAL

Touching a person  
Leaning over a person  
Standing too close to a person  
Brushing up against a person  
Kissing  
Caressing  
Pinching  
Actual/Attempted Rape

# HOSTILE CLIMATES

racial harassment, heterosexual  
harassment, religious  
harassment, discrimination,  
bullying, intimidation, retaliation,  
incivility

# Psychological

Personal relationships  
Safety  
Mental health  
Depression  
Fear  
Trust  
Trauma

# Professional

Access to opportunities  
Personal relationships  
Insecurity  
Productivity  
Recruitment  
Retention  
Advancement

# Physiological

Physical injuries  
Trauma  
High blood pressure  
Weight gain

# Economic

Access to opportunities  
Productivity  
Job security  
Promotion

# Societal

Distrust in leadership  
Incivility/Hostile climates  
Weakens academic  
enterprise

# INTERSECTIONALITY

18% of women of color and 12% of white women astronomers reported skipping professional events because they felt unsafe.

36% of LGBT physicists considered leaving their workplace/school because of exclusionary behavior.

Clancy et al 2017 Double jeopardy in astronomy and planetary science: Women of color face greater risks of gendered and racial harassment. JGR Planets  
Gibney 2017 Excluded, intimidated and harassed: LGBT physicists face discrimination. Nature

# SEXUAL HARASSMENT IN ACADEMIA

**624** documented cases...and counting  
as of 3/27/2018



- Harassment is often physical
- Investigations are secret
- End with resignation
- Harassers are often reassigned or re-hired
- 53% of faculty cases involve serial harassers

# POWER HIERARCHIES

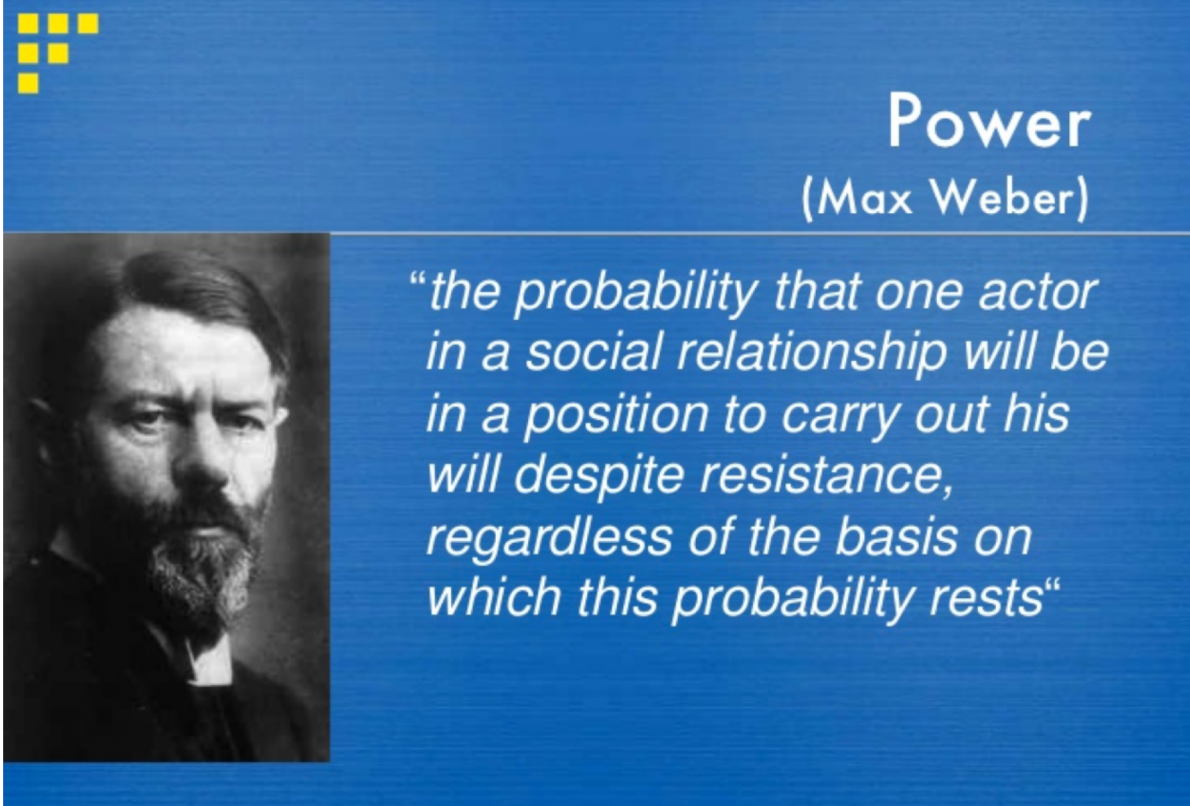


[http://www.arttrans.com.ua/imageproduct/1213/Engraving\\_Master\\_of\\_Alchemy\\_Dictating\\_One\\_of\\_His\\_Recipes\\_to\\_an\\_Apprentice\\_Cooking\\_Food\\_preparation\\_Food\\_processing\\_Alchemists\\_b.jpg](http://www.arttrans.com.ua/imageproduct/1213/Engraving_Master_of_Alchemy_Dictating_One_of_His_Recipes_to_an_Apprentice_Cooking_Food_preparation_Food_processing_Alchemists_b.jpg)




# PRINCIPLES OF PROFESSIONALISM: **POWER**

Asymmetry or hierarchy of power in social structures can lead to potential for engaging unethical behaviors, influencing or controlling the behaviors of others. Power may be either enabling or disabling, and must be applied judiciously.



**Power**  
(Max Weber)



*“the probability that one actor in a social relationship will be in a position to carry out his will despite resistance, regardless of the basis on which this probability rests”*

Dr. William Lammers, Power, Essence and the Organization; used by permission

# PRINCIPLES OF PROFESSIONALISM: TRUST

## What is trust?

- Relationship between or among people.
- To facilitate cooperative social interactions
  - Business, family relations, ....shared expectations of behavior
- Risk Taking
  - Expectation to use skills and sound judgment

- Individuals (doctor-patient) or Groups/Profession
- Judged to be trustworthy
  - Competence, experience, good will
- Generates ethical and legal duties
  - Obligation to do what is expected

*"No arts; no letters; no society; and which is worst of all, continual fear, and danger of violent death: and the life of man, solitary, poor, nasty, brutish and short." Hobbes, Leviathan 1651*

# TRUST IS A FOUNDATION FOR ALL SCIENCE

*“The scientific enterprise is built on a foundation of **trust**.*

***Society trusts** that scientific research results are an honest and accurate reflection of a researcher’s work.*

***Researchers equally trust** that their colleagues have gathered data carefully, have used appropriate analytic and statistical techniques, have reported their results accurately, and have treated the work of other researchers with respect.”*

From “On Being a Scientist” – National Academy of Sciences 3<sup>rd</sup> Edition

Free PDF! - <http://www.nap.edu/catalog/12192/on-being-a-scientist-a-guide-to-responsible-conduct-in>

# PRINCIPLES OF PROFESSIONALISM: **RESPONSIBILITY**

- To Science and the Profession
- Students and Colleagues
- Employers and Employees
- Clients and End Users
- The Public and Humanity
- The Environment and Natural Resources

*GSA Code of Conduct*

Also, responsibility to:

- Report
- Self Police
- Act

# RESPONSIBLE CONDUCT OF RESEARCH

- Treatment of Data and Data Management
- Mistakes and Negligence
- Research Misconduct
- Response to Violation, whistleblowing
- Laboratory Safety
- Authorship-Credit
- Peer Review
- Publication
- Conflicts of Interest
- Intellectual Property
- Competing Interests, commitments, values
- Sharing Results

# PRINCIPLES OF PROFESSIONALISM: **RESPECT**

- For People
- For the Profession
- For our Science

Say no more.

*Can't we all just get along? –Rodney King*

# WHAT CAN WE DO?



# INTERVENTION STRATEGIES

*There is no such thing as a "neutral bystander"*



<https://www.ihollaback.org/responding-to-harassers/>



# INTERVENTION STRATEGIES

*There is no such thing as a "neutral bystander"*

**DIRECT** – Confront the situation. Be firm, clear, and concise. Say or do something.

# DIRECT: Say something

<p>Question/ Interrupt</p> <p><i>Can you repeat that? What did you say?</i></p>	<p>Arouse dissonance</p> <p><i>I'm surprised you said that...</i></p>
<p>Express emotions</p> <p><i>I'm not comfortable. Your comment was hurtful.</i></p>	<p>Disagree</p> <p><i>Actually, data suggests otherwise... I'm sure you didn't mean that.</i></p>

# INTERVENTION STRATEGIES

*There is no such thing as a "neutral bystander"*

**DIRECT** - say or do something

**DISTRACT** – Take an indirect approach to de-escalate the situation. Move attention away.



# INTERVENTION STRATEGIES

*There is no such thing as a "neutral bystander"*

**DIRECT** - say or do something

**DISTRACT** - move attention away

**DELEGATE** - Seek help from a third party.



# INTERVENTION STRATEGIES

*There is no such thing as a "neutral bystander"*

**DIRECT** - say or do something

**DISTRACT** - move attention away

**DELEGATE** - get help from others

**DELAY** - Check in with the person being harassed. Offer support.



# INTERVENTION STRATEGIES

*There is no such thing as a "neutral bystander"*

**DIRECT** - say or do something

**DISTRACT** - move attention away

**DELEGATE** - get help from others

**DELAY** - offer support

**DOCUMENT** - create a record



# SMALL GROUP DISCUSSION OF SCENARIOS

# CASE STUDY GROUND RULES

- RESPECT ideas as they are presented;
- NO *AD HOMINEM* comments;
  - Keep focused on ideas, no directed personal comments
- All voices should be heard
  - Many perspectives are needed, listen to each other
- **OUCH!**
  - Permission to speak up if you feel uncomfortable or if comments are offensive in some way.



## SCENARIO: Student presentation

A student arrives early to set up for a project update presentation for the weekly research group meeting. She is wearing professional attire. The second person to arrive is the postdoc on the project, who comments on her appearance and affirms "You are too pretty to waste your life in research."



How would you feel if this happened to you? What could you do? What may be the consequences? What would you do if the student shared this with you? What could you do if you overheard this as you walked into the room (as a student; another postdoc; a faculty or staff member)?

## SCENARIO: Remote Field

Anna is a Native field biologist researching endangered birds at a remote national park. Mark is her guide and her source of food, water, supplies, and has the only phone that is capable of reaching the ranger station. He asks blunt questions about her sex life (“So how often do you and your so-called boyfriend get it on? I wanna know what I’m up against if you know what I mean”). He also refers to Anna as a “sexy Indian princess”. He invites her to sleep in the boat with him if she gets cold.



How would you feel if this happened to you?  
What would you do?  
What could you do if the student shared this with you? What would you do if you overheard this? What can you do as a department to avoid this type of behavior?

## SCENARIO: Departmental lounge

The new staff member walks into the departmental lounge and mailroom where a group of male graduate students are sitting around their laptops and overhears them talking about sex and rating the women in the department.



How would you feel if this happened to you?  
What could you do? What may be the consequences?

What would you do if the staff member shared this with you? What can you do as a department to avoid this type of behavior?

## SCENARIO: Career advice

Luisa's minority student scholarship is about to run out and she's concerned about lining up funding for the last semester of her PhD. She mentions it to her advisor at their meeting and he jokes that she can always work at a strip club to pay the bills.



How would you feel if this happened to you?

What would you do?

What could you do if the student shared this with you? What would you do if you overheard this? What can you do as a department to avoid this type of behavior?

# BREAK OUT GROUPS

## Meet in Groups (rooms TBD)

- Faculty/Staff
- Graduate Students/Post-Docs

## ~20 Minute Discussion Action Planning

- Identify areas of “Department Climate” that could/should be addressed.
- What actions can YOU take personally to address these situations?
- What actions should be taken BY THE DEPARTMENT to address these situations (policies, procedures, activities....)
- Identify what, when and by whom in your Action Plan

## Be Prepared to Report Back to the Whole Group

# REPORT OUT

- What are the priority items that should be addressed in your Action Plan?
  - Grad Student/Post-Doc
  - Faculty/Staff
- Who has responsibility?
  - Individual, committee, Dept. Head?
- What is the timeline?
  - Today, over the summer, in the coming year?

# Rights and Responsibilities Defined for All

## Guidelines for Faculty, Research Scientists, Students, and Staff of the Jackson School of Geosciences, UT Austin

**Preamble:** The guidelines below embody the best practices to be used by current faculty, research scientists, staff, teaching and research assistants. They are intended to provide a heightened awareness of the need to consciously establish effective and productive relationships that start with trust, courtesy, two-way communications, and shared expectations.

Effective research and education programs at the Jackson School of Geosciences (JSG) require a clear understanding of best practices in terms of a range of professional interactions among faculty, research scientists, undergraduate and graduate students, student advisees, and staff. Effective instruction, learning, advising, and research, and professional career growth requires open communication, ethical professional conduct between all individuals, collegial interactions, proactive mentoring, and a responsive administration to ensure a positive and successful setting across all levels of the educational endeavor.

To ensure a productive JSG setting, all staff, faculty, research scientists and students are expected to treat one another respectfully and fairly, and the professors, research advisors, and teaching assistants are expected to serve as role models, upholding the highest ethical and professional standards.

Faculty-Staff, Research Scientist-Staff, Faculty-Research Scientist & Peer Interactions	+
Faculty/Research Scientist Advisors & Co-advisors (in addition to above)	+
Graduate Students	+

<http://www.jsg.utexas.edu/people/jsg-community/guidelines/>

# Workplace Concerns—Policies and Procedures

## Jackson School of Geosciences Workplace Issues

The faculty, Research Scientists, Students, and Staff of the Jackson School are dedicated to creating a positive, inclusive work environment that embraces diversity in all forms and rejects any form of hostile work place, discrimination, or bullying. This web page is set up to inform you of your options if you have encountered issues that create a negative work environment.

### GUIDELINES FOR WORKPLACE EXPECTATIONS FOR FACULTY, RESEARCH SCIENTISTS, STUDENTS, AND STAFF OF THE JACKSON SCHOOL OF GEOSCIENCES, UT AUSTIN

There are resources and people in the Jackson School, as well as across the Campus that are committed to helping resolve conflicts within our School and the University. If you have encountered a situation or person or group of people that have made your experience with us negative with respect to any of the workplace issues listed here, we hope you will inform us.

Specific University **contacts** exist for various offenses and are identified in the description of **Workplace Issues**. In addition, one can **contact** the Undergraduate or Graduate Coordinator, the Graduate Advisor, Human Resources representative in each unit, the Department Chair, the Associate Dean of Academic Affairs, or the Dean depending on your affiliation (undergraduate or graduate student, faculty, research scientist, staff) and the type of complaint.

The information linked below is meant to both provide context for your complaint (i.e. where does your situation fit in today's "terminology") and key university resources or contacts if they exist for that specific situation.

## Workplace Issues

Some workplace issues that may arise between students, staff, research scientists, and faculty at the Jackson School should be reported to help improve JSG yet others must be reported to a University contact by UT Austin policy. Descriptions of these situations and resources within the University system are given for each type of issue.

Bullying	+
Harassment	+
Sexual Harassment	+
Discrimination	+
Hostile Workplace or Work Environment	+
Interpersonal Violence	+
Faculty-Student Advisee Relationship Issues	+
Academic Integrity	+

<http://www.jsg.utexas.edu/people/jsg-community/workplace-issues/>



# SOME ACTIONS YOU CAN TAKE TODAY

- Map out where, when and by whom Professionalism will be taught across your curriculum.
- Conduct a departmental “climate survey” for faculty, staff, students
- Commit to responsible, evidence-based practices in teaching; add an inclusivity statement on your syllabus!
- Write reviews/letters of recommendation to the highest standards
- Commit to broadening participation, diversity, making your department welcoming for EVERYONE; supporting diverse student needs; recruiting a diverse faculty; focus on student success.
- Insist on civility in all department functions
- Consider making a departmental values statement

# SOME ACTIONS YOU CAN TAKE TODAY

- Ethical leadership starts from the top; set a good example
- Build relations with Student Services, Affirmative Action, Human Resources, Campus Security, Counseling and Psychological Services
- BE PROACTIVE: put policies and procedures in place NOW!

Resources on this available at:

<https://serc.carleton.edu/geoethics/professionalism.html>

# MORE RESOURCES

- American Geophysical Union [stopharassment.agu.org](http://stopharassment.agu.org)
- Professionalism: The Responsible Conduct of Scientists [serc.carleton.edu/geoethics/professionalism.html](http://serc.carleton.edu/geoethics/professionalism.html)
- Know Your Title IX <https://www.knowyourix.org>
- AAUW Know Your Rights Workplace Sexual Harassment <http://www.aauw.org/what-we-do/legal-resources/know-your-rights-at-work/workplace-sexual-harassment>
- Feminist Majority sexual assault resources [www.feminist.org/911/resources.html](http://www.feminist.org/911/resources.html)
- RAINN (Rape, Abuse & Incest National Network) [www.rainn.org](http://www.rainn.org)
- National Sexual Violence Resource Center <http://www.nsvrc.org/organizations>



## LEAD BY EXAMPLE

Believe and support  
targets/victims

Commit to professional  
behavior

Speak up against  
harassment

**Thank you for your attention. Please fill out  
evaluations.**

Facilitators: Profs. Meredith Hastings and David Mogk, & ADVANCEGeo Team



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WOMEN'S NETWORK

