Anti-Harassment/Discrimination Curriculum for REUs and Field Camps

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Motivations

- Participants in REU programs may be uniquely vulnerable

- REU PIs need practical resources to address these issues
  - Curriculums provide support for instructors
  - Training can contribute to the prevention or reduction of sexual harassment if:
    - conducted using science-based training principles
    - organizational context is supportive

    (Roehling & Huang, 2018)

- Not intended to develop legal protection for REU sites

Yikes!

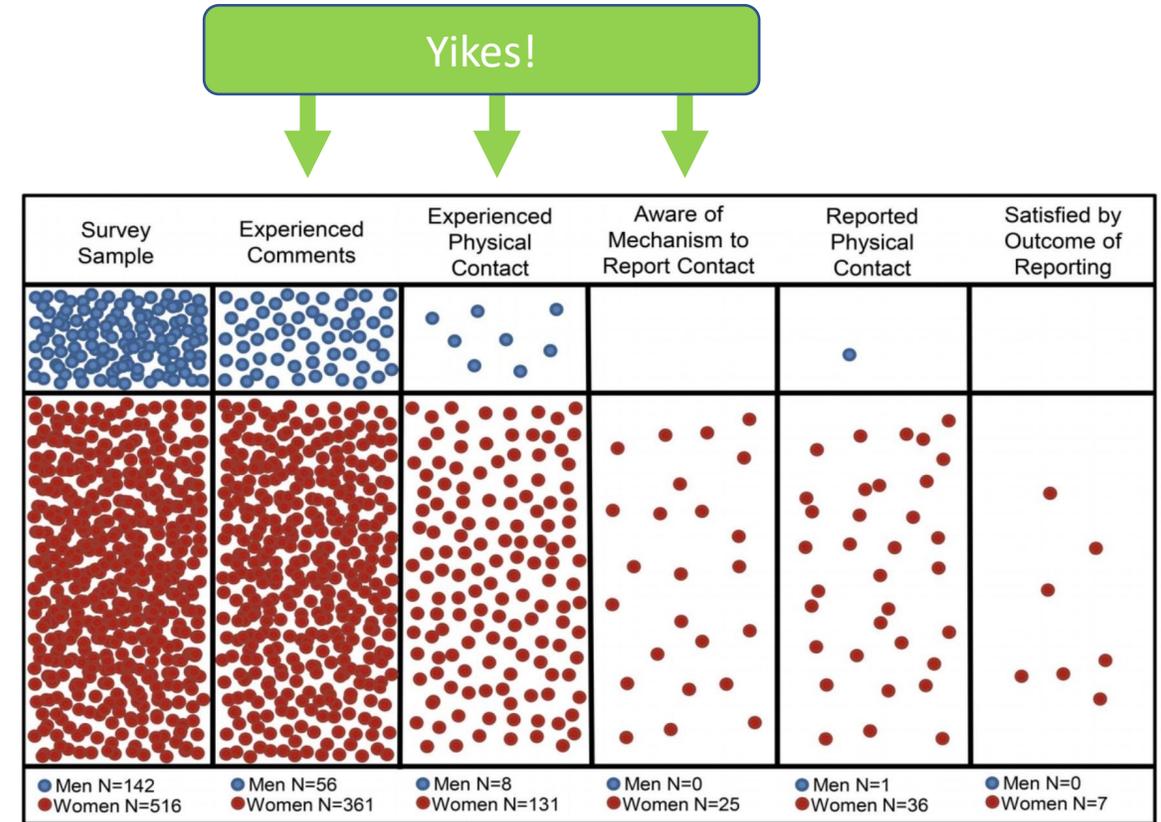| Survey Sample	Experienced Comments	Experienced Physical Contact	Aware of Mechanism to Report Contact	Reported Physical Contact	Satisfied by Outcome of Reporting
Men N=142	Men N=56	Men N=8	Men N=0	Men N=1	Men N=0
Women N=516	Women N=361	Women N=131	Women N=25	Women N=36	Women N=7

Figure 3. 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.

(Clancy et al., 2014)

Curriculum Design Process
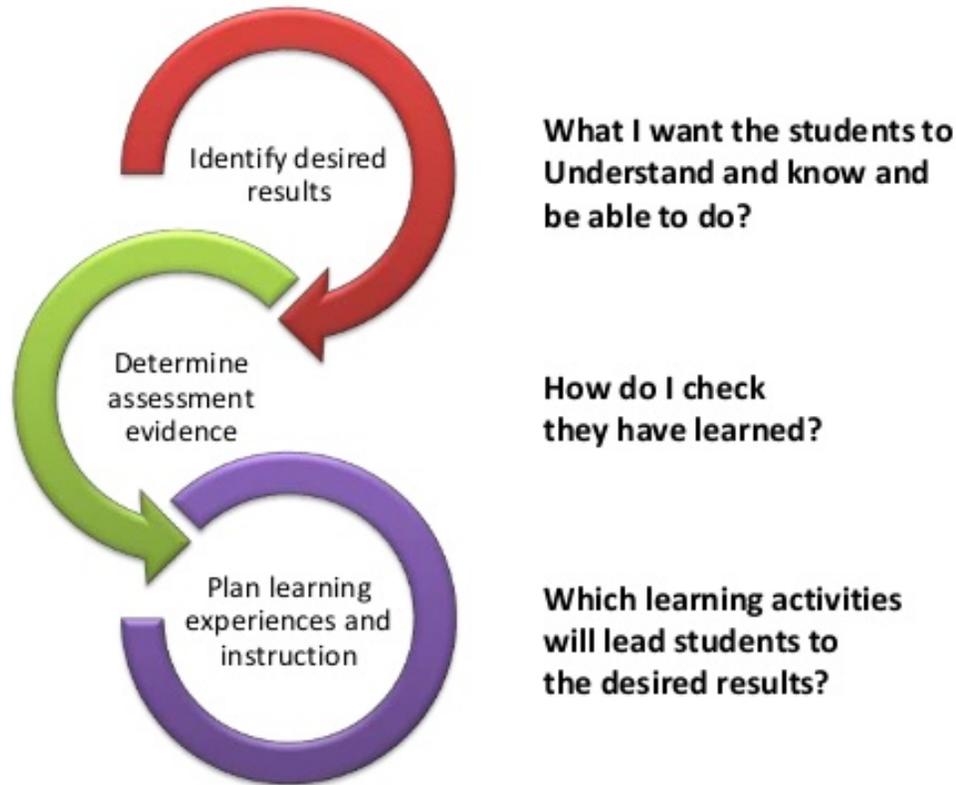
Backwards Design – Wiggins & McTighe, 1998

Following instruction, participants will be able to:

- Describe a civil work environment

- Seem themselves as having responsibility for creating a civil work environment

- Distinguish between behavior that is or is not harassing or discriminating (HD)

- Describe how to report (HD) to the program, the program's investigation procedures, and possible disciplinary outcomes

- Plan how they would use the bystander interventions to respond to incidents of (HD)

- Apply the above to a series of case studies

Curriculum Overview/Learning Cycle

e.g. Karplus & Their, 1967; Bybee, 1997, etc.

Stages	Description
Prior to starting...	Safe space, resources, etc.
Open (15–20 min)	Discussion of literature-based data and anonymous survey
Prior Knowledge (20–22 min)	Keyword Pictionary and consensus definition construction *(Anderson et al., 2009)*
Explore / **E**xplain (35 min)	Whole group discussion of terms and small group work to discuss the scenario in light of key info in program handbook policies
Reflect (35 min)	Whole group discussion of how do "I" fit in? 5D-bystander interventions *(Hollaback, n.d. & ADVANCEGeo Partnership, 2019)*
Apply (15–18 min)	Putting it all together. Video clip and discussion. *(Cornell Health, n.d.)*

Total Time: ~120 minutes   Curriculum available at: https://www.iris.edu/hq/internship/anti_harassment_curriculum

Evaluation Questions

- Expert Review - Is this a good idea?
  - 3 expert reviews
  - Open-ended questions, plus submission of marked up materials
- Pilot Testing
  - Does the training achieve the desired learning outcomes? – Impacts on participants' behaviors, attitudes, skills, and knowledge?
  - How do participants respond? – Perceptions
    - Pre and post survey of students
    - Analysis:
      - Descriptive statistics calculated for closed-ended items.
      - Open-ended items were analyzed with a thematic analysis approach.

Expert Review

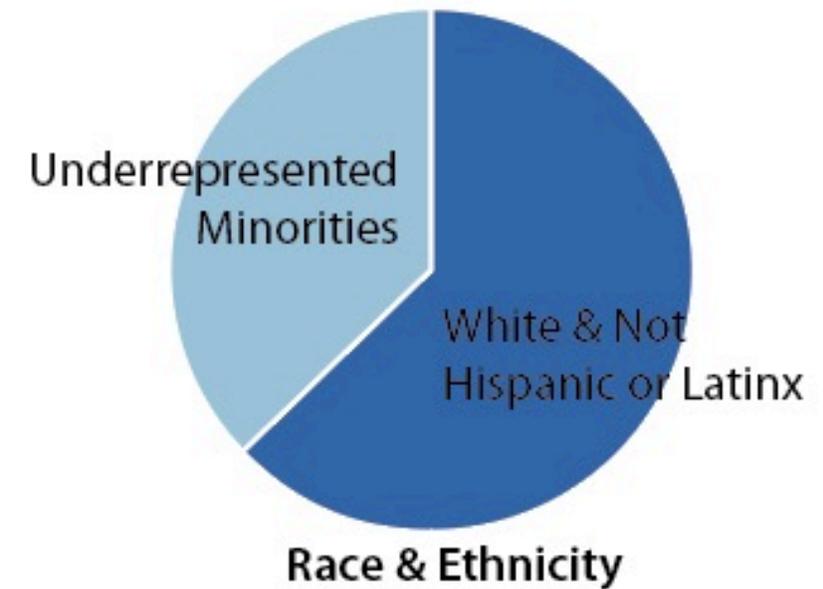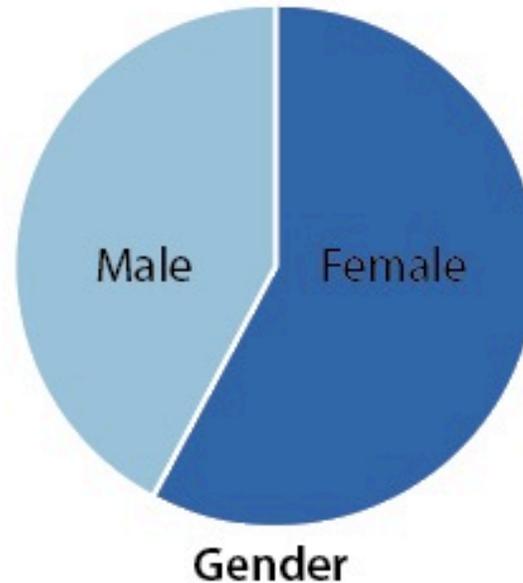|	Reviewer		
	1	2	3
Do you feel there is a need for this type of resource for REU sites? Why/why not?	Yes	Yes	Yes
Would you use this curriculum with your REU participants? Why or why not?	Yes	Yes	Yes
Would you recommend this curriculum to other REU PIs? Why or why not?	Yes	Yes	Yes

Suggestions:
- Increase the emphasis on microaggressions as these affect the retention of underrepresented groups.
- It would be helpful to have a "best practices" for writing a policy manual

3 of 5 Reviews returned

Student Population

- 26 individuals participated in training
  - 19 pre-survey
  - 13 post survey
  - 11 matched pairs

Academic Standing

Sophomore
Junior
Lorem ipsum
Senior

Gender

Male
Female

Race & Ethnicity

Underrepresented Minorities
White & Not Hispanic or Latinx
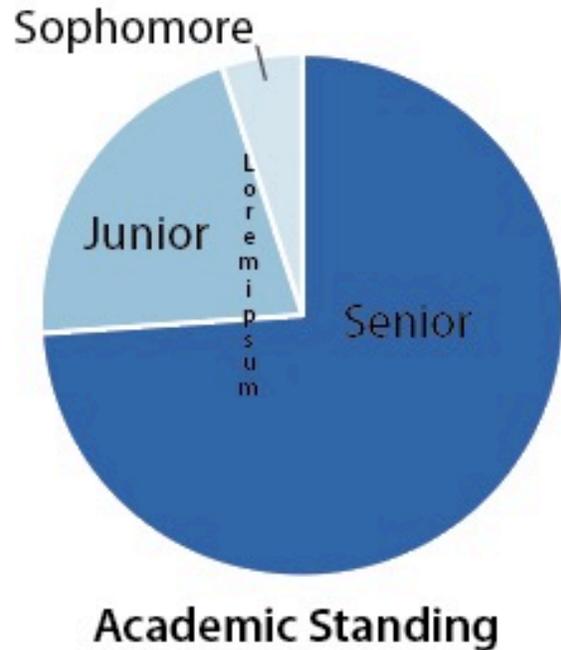
Students' Perceptions of Curriculum (n=13)

How would you describe the amount of time spent on anti-harassment/discrimination discussions and activities? *(5-Point Likert - Far too much > Far too little)*

About Right
12

Too Much
1

How engaging was the anti-harassment/discrimination instruction? *(5-Point Likert - Extremely > Not at all)*

Extremely Engaging
3

Very Engaging
10

90% agreed or strongly agreed that the internship program does a good job at preventing harassment and discrimination from taking place.

Overall, rate the quality of the anti-harassment/discrimination activities? *(5-Point Likert - Very good > Very poor)*

Very Good
10

Good
3
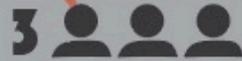
How important would the anti-harassment/discrimination instruction be for other geoscience undergrads to participate in? *(5-Point Likert > Very to Not at all)*

Very Important
7

Important
6

- "Eye-opening to the number of forms it can appear in."
- "I enjoyed the fact it was not just here is harassment, it made us draw from our experiences."
- "The 'what to do,' was very helpful. Explaining how to report and how to help someone else was helpful."
- "I think the interactiveness was the most positive part of seminar that we did. The focus on personal issues helps to hit home with people more than just sitting in a space and being lectured for an hour about a topic."

Curriculum Impact: Pre (n=19) and Post (n = 13)

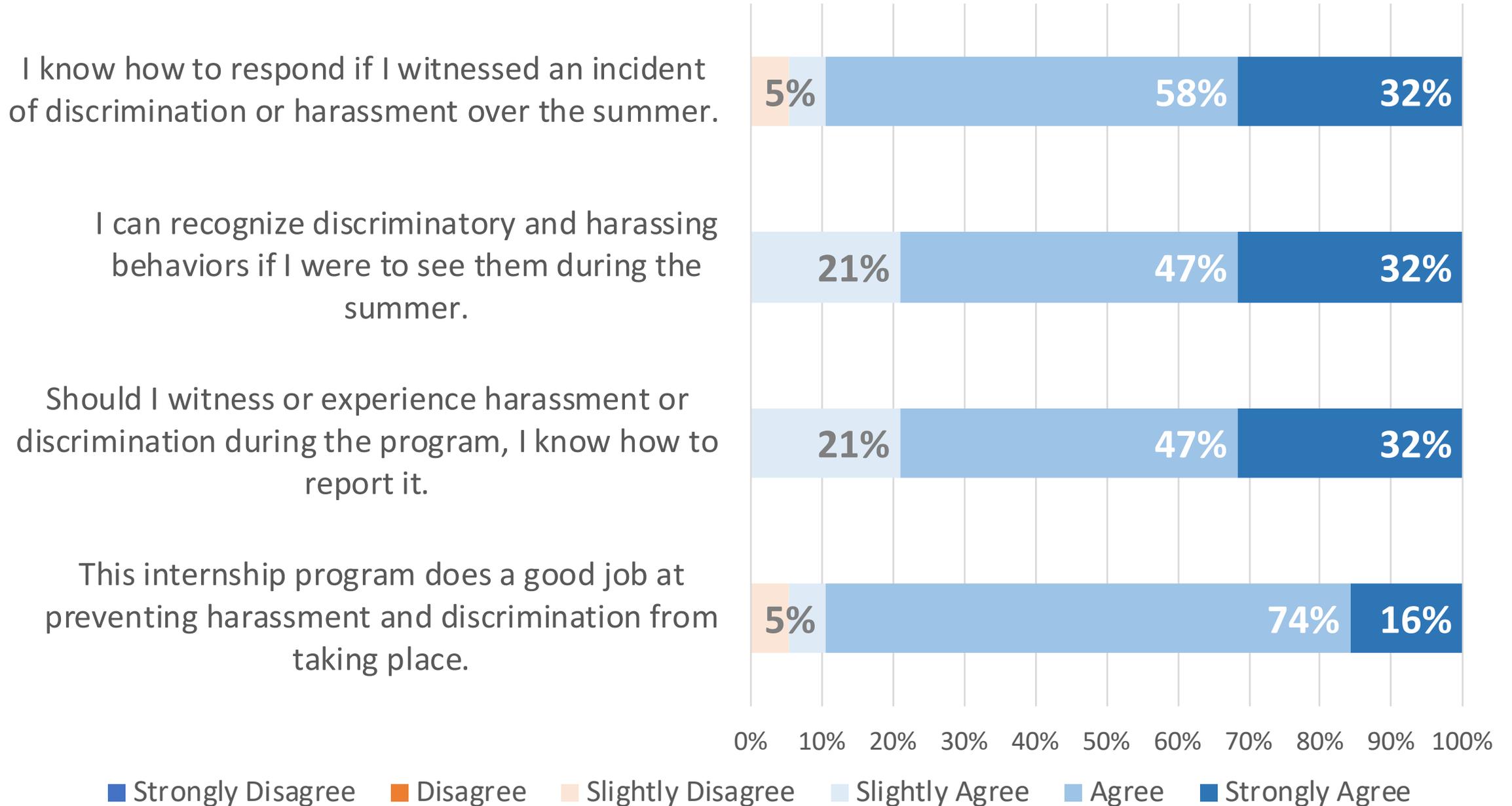|		TRUE	FALSE
Creating a respectful work or academic environment means each member is responsible for ensuring that the community is free from discrimination and harassment. *(Note: Other items with similiar response patterns were omitted)*	Pre	**100%**	0%
	Post	**100%**	0%
If asked by a victim of harassment or discrimination to keep a complaint secret, a Manager or Supervisor should not tell anyone.	Pre	44%	**55%**
	Post	17%	**83%**
Changing the work assignments of an graduate student who has recently made a discrimination complaint to an advisor could be seen as illegal retaliation.	Pre	**79%**	21%
	Post	**100%**	0%
If an affair between a faculty member and a graduate student is entirely consensual, there is no cause for concern by the school.	Pre	11%	**89%**
	Post	0%	**100%**

Student Perceptions of Virtual Implementations (n=13)

Statement	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I know how to respond if I witnessed an incident of discrimination or harassment over the summer.	5%		58%	32%
I can recognize discriminatory and harassing behaviors if I were to see them during the summer.		21%	47%	32%
Should I witness or experience harassment or discrimination during the program, I know how to report it.		21%	47%	32%
This internship program does a good job at preventing harassment and discrimination from taking place.	5%		74%	16%

Legend: Strongly Disagree · Disagree · Slightly Disagree · Slightly Agree · Agree · Strongly Agree
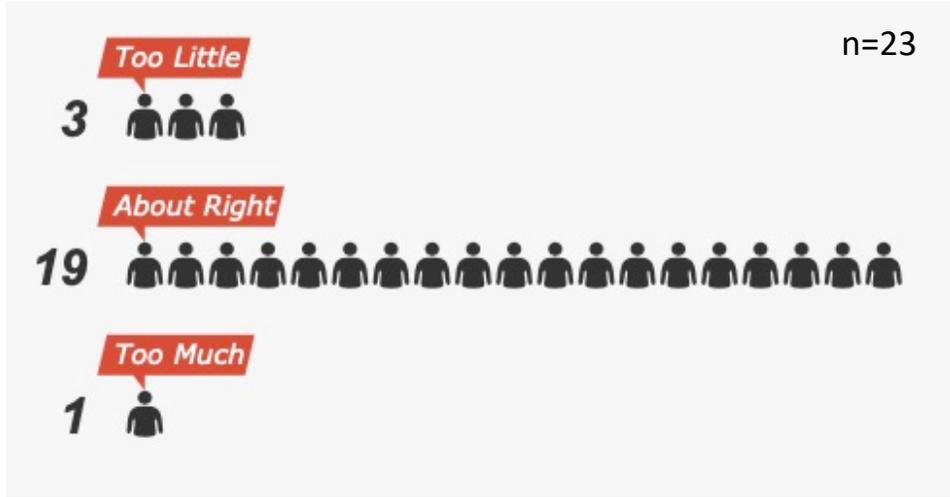
Summer 2020

- Train-the-trainer webinar
- Modifications to support virtual implementation (at least 5 sites)
  - Mostly Zoom
  - 45 – 180 Minutes
  - Some to all learning cycle stages
- Literature is mixed regarding instructional approaches used (e.g. Roehling & Huang, 2018)
- Post-workshop participant survey to see if virtual implementations yield comparable results
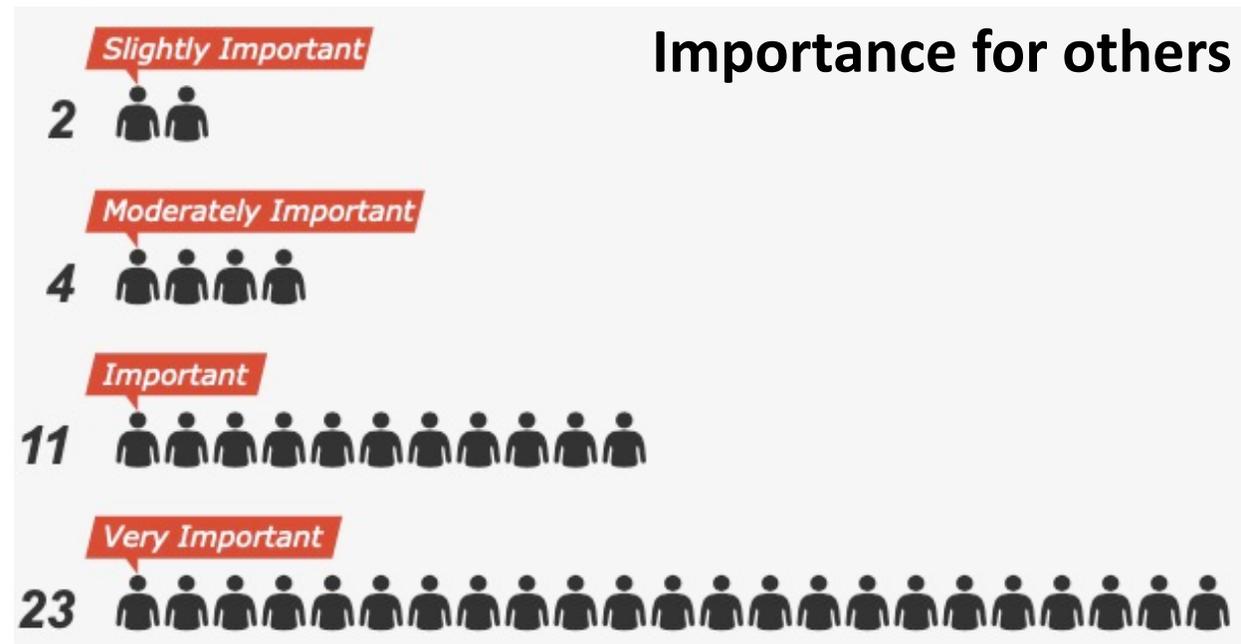
Perceptions of Virtual Implementations

Amount of time

n=23

Too Little — 3

About Right — 19

Too Much — 1

Quality

n=23

Very Good — 9

Good — 13

Poor — 1

Engaging

Not so engaging — 2

Somewhat engaging — 9

Very engaging — 24

Extremely engaging — 4

(n=40)

Importance for others

Slightly Important — 2

Moderately Important — 4

Important — 11

Very Important — 23

Student Perceptions of Virtual Implementations

This internship program does a good job at preventing harassment and discrimination from taking place. n=23 — 26.1% (Agree), 60.9% (Strongly Agree)

Should I witness or experience harassment or discrimination during the program, I know how to report it. n=40 — 47.5% (Agree), 42.5% (Strongly Agree)

I can recognize discriminatory and harassing behaviors if I were to see them during the summer. n=40 — 47.5% (Agree), 45.0% (Strongly Agree)

I know how to respond if I witnessed an incident of discrimination or harassment over the summer. n=40 — 60.0% (Agree), 27.5% (Strongly Agree)

Legend: Strongly Disagree | Disagree | Slightly Disagree | Slightly Agree | Agree | Strongly Agree

Future work

- Create a version specifically for virtual implementations

- Expand pilot testing to ~10 sites in 2021

- Refine evaluation tools based on pilot data

- Implement new measures (e.g. To what degree does facilitating the training effect mentors?)

Take away ideas...

- This curriculum
  - *IS* something that REU PIs can implement! It has supports in place for novice trainers (e.g. discussion points, answer keys, references to policies in an example handbook, etc.).
  - Conveys your stand on these issues and makes your expectations for behaviors explicit

- The evaluation of the 2019 pilot finds that
  - Participants find the curriculum engaging and about the right length, of high quality and important for their peers to participate in.
  - Post instruction, participants demonstrated
    - more aware that they don't have to directly experience harassment and discrimination for it to affect them
    - gains in understanding of behaviors that are discriminatory and harassing vs. those that are not
    - knowledge of strategies to respond should they witness harassment or discrimination including how to report harassment or discrimination

- 2020 Implementations suggest that the curriculum can be implemented in a fully virtual workshop as well.

https://www.iris.edu/hq/internship/anti_harassment_curriculum

culture

education
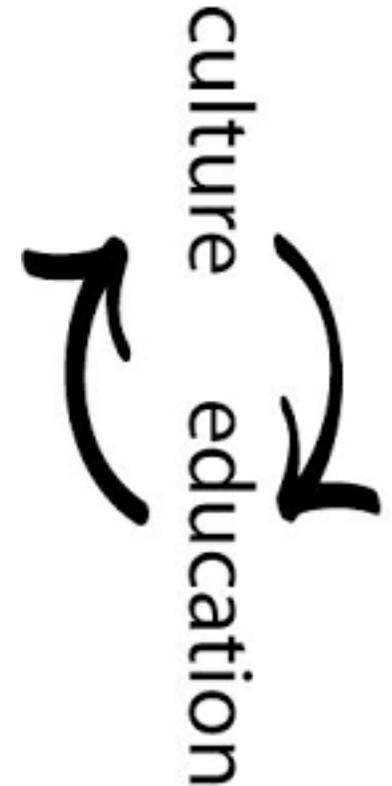
Thanks!

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