

Act 2

Learning Objectives

- Identify explicit and implicit biases in yourself, others, and your institution
- Identify power dynamics in your institution and science in general
- Apply DMF to making ethical decisions
- Apply personal scripts to harassment/incivility
- Practice upstander/bystander skills
- Identify ways to take care of people's physical and mental health and list available resources

Expected Preparation

Watched episodes 2.1 to 2.12

Workbook: Completed workbook exercises on pages 21 to 42

Video Summaries

Episode 2.1: The men in the Heideberg lab are at a golf outing. Harold shanks the ball and feels his lab status is in jeopardy. He asks Darren for another chance on the synthesis, to no avail. Ana Sofia takes materials to the Heideberg lab and meets Meena, who mentions preparing for an upcoming poster session. A friendship between the two starts to form.

Episode 2.2: Jules receives an email from Malcom informing her that Darren will be leaving soon, and Meena will take over the collaboration. At the Sorenson lab meeting, Jayna is frustrated by the news, anticipating even more delay in her own work while Meena gets up to speed on the project. Sorenson tries to reassure Jayna, commits to meeting with Ana Sofia, and recognizes the need to meet with Alex again.

Episode 2.3: At the tail end of a lab meeting, Meena describes an uncomfortable experience at her recent poster session. Others don't perceive her discomfort or offer support. In a discussion afterwards, Harold and Darren make it worse.

Episode 2.4: Jules Sorenson has a mentoring meeting with Alex. She fails to hear or understand Alex's concerns. Alex leaves feeling frustrated.

Episode 2.5: Meena talks to Ana Sofia about her frustrations with the poster session. Ana Sofia coaches her on personal scripts and helps Meena process the experience.

Episode 2.6: Jayna encounters racial microaggressions in the department mailroom. Loretta commiserates and provides support. Darren deflects any responsibility for problems with the compound.

Episode 2.7: Meena fails, as Harold did, to make the compound. She seeks help from Darren, who insists that all necessary information is in the notes. Harold arrives late to lab and is called out by Malcolm for his tardiness. Meena persuades Harold the two of them should talk to Malcolm tomorrow to ask for help

Episode 2.8: Ana Sofia looks over the electronic notes for her lab and cannot make sense of them. She shows Jules the notebook she finds confusing. Jules and Loretta agree this is a problem and decide to overhaul the lab's data management protocols.

Episode 2.9: Loretta notices that Alex is still struggling to get started on his project. She persuades him to have another conversation with Jules and offers support to facilitate the conversation. Jules is surprised as she'd thought the previous meeting with Alex went well. Loretta suggests that Alex might need more direct guidance.

Episode 2.10: Meena works all night in the lab. Later, she tries to convince Harold to talk with Malcolm about the project, but he cannot face it and hurries away. Meena talks to Malcolm about needing Darren to help figure out the synthesis problem. He reluctantly agrees and puts the responsibility back on them.

Episode 2.11: Jayna continues to be frustrated by the lack of compounds from the Heideberg lab and seeks intervention from Jules. Jules advises that Jayna use this as practice for the kind of problem-solving she will need to do when she has her own lab.

Episode 2.12: Elliot Barr, the Director of Graduate Studies for the Chemistry Department, visits Malcom to inform him about Harold's attempted suicide and departure from the university. Malcolm is dumbstruck and suggests Harold hasn't been doing well in the lab. Elliot Barr explains that the lab will start a program focused on healthy and inclusive labs.

Workbook Activities Summary

- Reflecting on biases and their impact on inclusion in the lab
 - Reflecting on power and your experiences with it
 - Practicing DMF and personal scripts
 - Practicing upstander skills
 - Practicing personal scripts for mentoring conversations
 - Reviewing examples of professional development, goals, and mentorship
 - Practicing personal scripts to difficult conversations
 - Reviewing activities that help support your values, alleviate stressors and contribute to professional development
 - Reflecting on how traumatic experiences impact lab culture
 - Reviewing lab manual examples and data management practices
 - Practicing personal script to address bias and incivility
 - Practicing personal scripts to deal with professional disappointment
 - Practicing personal scripts to support colleagues' mental health and self-care strategies
 - Reflecting on resources available to support mental health
 - Practicing asking questions
 - Reflecting on your mentoring network and practicing asking for help with various issues

Purpose Statement

Explain to participants that the main focus for this session is communication and practicing skills that improve communication to resolve conflict and to take care of those around you. Explain that some of the topics may elicit some strong feelings and that we should all listen and act respectfully. Remind participants of the guidelines for discussion that they agreed to on the first day. Include a trigger warning if you are going to discuss mental health issues.

Full Group Discussion: Act Reflection

1. Ask participants to share the main takeaways from watching the videos in Act 2 and completing the workbook. You may consider the following prompts to get the conversation going:
 - Which situations resonated with you?
 - Which tools (decision making framework and personal scripts, asking questions, upstander skills) were most valuable to you?
 - Which ones will you continue to use?
 - How has your thinking or behavior changed?
2. Make a list of the most useful tools mentioned by participants and ask them for ways in which they could continue practicing them.

Small Group Discussion: Bias and Power (10 min + 10 min share out)

1. Share some of the explicit biases you have with others in their group and discuss how they might show up.
2. Discuss which biases, implicit or explicit, are present in your work environment. How might these biases impact people working in the lab and/or the lab culture? How do these biases create barriers to inclusivity?
3. How do expressions of power in your lab or institution affect inclusion?
4. Share takeaways with the bigger group. Depending on the size of the group you may want to limit the sharing out to one takeaway per group

Small Group Discussion: Practicing DMF and Personal Scripts (10 min +10 min share out)

1. Read the Grad Student dilemma on page 36 of the workbook:
“Your first thought was: “I can’t be right. I’m just a grad student, after all. Could an entire sub-field of research really be based on a fundamental error?” And yet, the conclusion is unavoidable. You’ve checked and rechecked your analysis, and a central analytical approach your group used in several publications (indeed, one used by scores of other research groups, as well) is vulnerable to bias. It dawns on you that the problem could compromise hundreds of related articles from other labs. What do you do?”

2. Practice using the DMF by walking through each step in order as it applies to this situation and share your responses with others in your small group.
3. Share your personal scripts (**page 15**) if someone asks you to do something you're not sure you want to do for whatever reason (time, interest, other conflicts).
4. Share takeaways with the bigger group. Make a list of personal scripts on a Google doc or chart.

Small Group Discussion: Bystander/Upstander (10 min +10 min share out)

1. Think of a situation in which you experienced an incivility or harassment or take one of the situations from the Sorenson and Hedeberg labs. Could you apply personal scripts to that situation to stand up for yourself?
2. Think of a situation in which you were a bystander or take one of the situations from the Sorenson and Hedeberg labs. How could you have changed your script to be an upstander?
3. Ask participants to discuss their answers in small groups.
4. Share your personal scripts if you experience harassment or witness harassment. Make a list of personal scripts on a Google doc or chart.
5. Share takeaways with the bigger group. Depending on the size of the group you may want to limit the sharing out to one takeaway per group

Small Group Discussion: Mental Health (10 min +10 min share out)

[add small group discussion about ways of taking care of your physical and mental health and physical and mental health of people in the lab. Also list resources at your institution for taking care of people's mental health. Make list of resources that your institution should consider providing. Make this list on a Google doc or chart.]

Full Group Discussion: Lab Manual (15 min)

Revisit the list of information would be helpful to have in advance, or available on your first day joining a lab from the previous discussion session. What revisions would you make to that list? Are there practices you could add for reducing incidents of harassment and incivility? Are there practices you could add for supporting lab members who are experiencing mental health issues?

Reflection (5 min)

Revisit your entries **page 42** in the workbook and reflect on how your thinking has changed after today's discussion. What were 3 key take aways, 2 things you would like to think more about, 1 thing that you were confused about or you are not clear about.