



Session THREE: Gender Harassment/Bias/Bro-Cultures

Advance Preparation *question: will you ask students to do any workbook sections?*

Before this session, students will have been asked to watch scenes 2.1, 2.3, and 2.5 of *A Tale of Two Labs*.

Scene 2.1: *The male members of 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.* [4:52 length]

Scene 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.* [3:15]

Scene 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.* [6:24]

Session Goals *(introduce just a few concepts)*

1. awareness of harassment and bias (do you see it around you?)
 - (a) Identify baseline expectations of norms of inclusivity in a working and learning environment: how do you expect to be treated and how do you expect to treat others?
 - (b) Connect harassment and bias to cultures of excellence, Chemistry Values & Expectations
2. Tools and resources
 - (a) Personal scripts (build on content in previous section, expand applications)
 - (b) Chemistry Values and Expectations

Approaches

(awareness)

1. Practice communication skills (personal scripts!) for resolving conflicts due to harassment and bias

(introduce or build on tools)

2. Reinforce the usage of personal scripts that you discussed in Session Two
 - (a) Tie cultures in own/new labs to issues of harassment and bias
 - (b) personal scripts for bystanders/upstanders

Overview:

- A. Show videos (15 minutes)
- B. Full group discussion: awareness questions (10 minutes)
- C. Small group discussion: identify and awareness (10 minutes)
- D. Personal scripts as a tool: practice, connect to values and action (15 minutes)
- E. Chemistry values and expectations (10 minutes)
- F. Closing Discussion and Case Study/ies (15 minutes)



Possible Lesson Plan, Session Three

A. Show videos (2.1; 2.3; 2.5) (15 minutes)

2.1 Teamwork	4:52 long
2.3 Poster Session Debrief	3:15
2.5 A Sympathetic Ear	6:24

B. Opening Class Questions: Full Group Discussion (10 minutes)

1. Awareness: what did you see in the scenes?
 - (a) What issues did you recognize in these scenes?
 - (b) Why wasn't Meena invited? What led to that?
 - (c) Do you see things like this happen around you? To you? In our department? In your classes?
 - (d) What forms do you see it take?
2. Do such actions affect cultures of excellence? How?

The actions we're talking about constitute forms of harassment, exclusion, and gender biases., what does that mean for Chemistry/you?

- Have you endured a discriminatory incident or exchange? If so, think of one instance now, and write it down. How did it make you feel? What would have helped you handle this experience better?
- How do you deal with such occurrences when they happen? I.e., do you talk to a friend, exercise, meditate, keep a journal, etc.? What helps you cope?
- When these indignities occur to those around you, how do you handle them personally? What, if any, responsibility do you feel to speak up?
- How do these experiences undermine a culture of excellence, and what lab practices could help you or others better handle these situations?

C. Small Group Discussion (10 minutes) *topic and goal to be discussed (15 min)*

1. Take a few minutes and make notes about biases that may be present in your current environment—biases that lead to exclusion, harassment, favoritism, or other factors that lead to differential treatment that isn't favorable.

Remember that bias need not be malicious to contribute nonetheless to "othering." Consider the kinds of bias that may cause or result in exclusion in lab or research environments:

- cultural biases
- socioeconomic
- nationality
- language
- field of study
- age
- gender
- racial
- familial responsibilities
- educational background
- smell, voice, weight
- disability



2. In what ways have you encountered gender or racial bias in your own science career?

OR

Discuss the biases, explicit or implicit, that are present in your environment (working and learning) and how they show up.

3. How inclusive is your lab group?

Inclusivity could be: everyone in the group knows how to pronounce each other's names and their meaning; members feel comfortable bringing meals from their own culture; sharing family information; the lab acknowledges or celebrates lab members' varying religious/spiritual faiths or holidays; people share language lessons/common phrases, or learn greetings and polite conversation (please/thank you) in others' native language

4. What other areas of bias may be present which can create exclusivity in lab or research environments? Take a few minutes and make notes about biases that may be present in your current situations.
5. What can—and will—you do to mitigate barriers to inclusivity in your own lab group?

OR

What can you do to mitigate these barriers to inclusivity?

D. Introduce Tool: Personal Scripts (review and expand to topic) (15 minutes: introduce, think/pair/share; bring back together)

An 'upstander' is someone who steps in to help in an awkward situation instead of just standing by—someone who “stands up” for their values and for others. Remember Ana Sofia speaking out to Alex in 1.7?

- To start: when do you sense your values influencing your decision to speak as an up stander? Identify a specific example
- If you seek to support others in uncomfortable situations, how can you build your skills and comfort level to be effective?
- Identify questions that makes you shut down or feel like your feelings are being dismissed.
- Identify questions that motivate you to speak up.

1. Reminder about personal scripts introduced in last session (slide?)

2. Small group or think/pair share: develop some personal scripts for specific situations:

- 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?
- 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?
- Make a list of personal scripts with your group or share some that you have already made. *Possible prompts:*



- When you are in a situation where you are experiencing bias or incivility:
 - When you are listening to someone else talk about a time when they experienced bias or incivility:
 - When you are a bystander and you observe someone who is experiencing incivility:
 - What do you say after someone has said something offensive to you?
 - What do you say if you are bystander when someone has said something offensive to a friend or colleague in or outside of the lab?
 - What do you say to the person who has just experienced bias or incivility?
- Groups report out

E. Chemistry Values and Expectations (10 minutes)

F. Closing Discussion: Case Studies and Discussion (15 minutes)

Chemistry has asked every lab group to develop a lab manual. Go find yours, and look at it. Does it address group culture? Are there things that you have seen in statements or lab manuals that you think would be helpful?

Munjanja Case Studies on Gender and Sexual Harassment (edited)

Case 1: The research group is at an outing. The group comprises mainly males (80%) and only 20% women. One of the third-year female graduate students, Emily, who recently gave a research presentation, is not present. Some of the males in the group started talking about Emily's recent research presentation. While most of the group agreed that she had done a great job with the presentation, one of the males commented, "I couldn't take her seriously in that presentation. Did you see what she was wearing?"

1. Is this an appropriate comment? What is or is not appropriate about it?
2. What could you do as an observer to this remark?
 - (a) Would you say something?
 - (i) What would you say, if you would say something?
 - (ii) Which personal script would you use?
 - (b) Are there actions or body language you would use to indicate your discomfort or disapproval?
3. Should you report this incidence? What will happen if you report?
4. Who do you report to? Your professor? Title IX? Lloyd? Women's Resource Center? Why or why not?



Case 2: One of the chemistry female graduate students, Mary, has recently broken up with her boyfriend, who is also a graduate student in the chemistry department but in another research lab. The ex-boyfriend keeps on texting Mary and coming to her apartment and research lab to talk about things. He says he wants closure. She has indicated that she doesn't want to speak with him. He is persistent. She is now frustrated. She is scared that if she reports him, he will get kicked out of the program, and she doesn't want that.

1. What can she do?
2. If she reports her ex-boyfriend, what will happen?
3. Who can she confide in without necessarily reporting? What does the mandated reporter mean? Are there any confidential resources on campus to help her?

Case 4: The only female student in Professor Rogers' Lab recently got pregnant. Professor Roger has been known to make jokes such as "women do not belong in science." Mary doesn't know what her options are. Some other students in the department have told her that "It will be the end of your career." Mary is scared that if she brings the issue to the attention to Professor Rogers, she will get fired. Also, she is scared to continue working in the lab around toxic chemicals and how that might affect her unborn baby. She recently passed her prelims and want to continue with her Ph.D.

1. What can she do?
2. What are her options? Who does she talk to?

Case 4.A A male graduate student is a single parent of two kids. He has been having difficulties balancing graduate school and parenting. Also, he continually gets discouraging comments. One of the professors recently asked him why he missed the 4 PM seminar lecture. When he said that he had to leave to pick his kids. The professor responded, "Why couldn't your wife do it?"

1. What should this student do?
2. Is there anything he can say that would be helpful?
3. Should he report this comment?
4. What if you are standing nearby when this is said. Is there anything you can do or say that will help?
5. Should you report it?



Case 5. A married professor interactions with a female graduate student are making her uncomfortable. For example, recently, after she presented at a conference, the professor bought her the most expensive chocolates as a “thank you gift.” He also wanted to come to her hotel to celebrate with a bottle of champagne. In group meetings, the professor always praises her in front of her lab mates. The attention is uncomfortable for the female student. The pressure is coupled with the fact that her prelim exam is in two months. She is scared that if she says anything to the professor or reports her discomfort, she will be failed at the prelim. She is already feeling the mental toll of this unwanted attention. Though she is seeing a therapist now, she hasn’t broached the subject.

1. Should she say anything to the professor? If so, what?
2. If she doesn’t say anything, is there anything she can she do, given that she wants to pass her prelims?
3. Who can she talk to?
4. What will happen if she reports?

Case 6. Jane is a first-year graduate trans-woman. Recently, one of her experiments did not work as planned. She briefly mentioned her frustrations to her coworker, Jess. Her coworker, who is a cis-woman responded, “You should man up, this is graduate school for you.” Jane was offended by this remark.

1. Is this remark appropriate?
2. What can Jane do? Is there anything she can say?
3. What if you are nearby when this is said? What would you do? Say?
4. Does this warranty reporting? And if she reports what will happen?



SAMPLE COLLECTED SCRIPTS FOR RESPONDING TO HARASSMENT IN THE MOMENT

- *I don't get the point of your remark.*
- *I don't understand what that means.*
- *Help me understand how your comment is relevant to our discussion?*
- *I am not available in that way.*
- *I prefer to focus on my work when I am presenting, please and thank you.*
- *Thank you for your interest; I'm just not there now.*
- *I beg your pardon! Did you really say that?*
- *Do you have any idea how inappropriate that is?*
- *Do you know that could be seen as sexual harassment?*

Personal Scripts When Hearing About an Incivility Experience

"That really sucks, and you worked so hard on that project."

"You didn't deserve that treatment, you are a scientist!"

"Do you know that could be seen as sexual harassment?"

"It's hard enough being a grad student without having to deal with remarks that feel like they are minimizing our/her value as scientists and pretend like we're just eye-candy standing modeling the poster."

Personal Scripts for Bystanders in the Moment (at the Poster Session)

"I fail to see how this is relevant - let's discuss her paper?"

"I wish we could talk more about the science."

Peer faculty member or more senior scientist to harasser:

"Wow. Did you really just say that? Want to try again?"

"I must not have understood you, as that wouldn't have been appropriate. Let's focus on the great work in this poster."

More Direct: Name or Describe the Behavior That Is Inappropriate

"That comment is offensive to all of us (not "to me"); it is unprofessional and probably is sexual harassment. That behavior has to stop."

"This is not the first time you've said things like this which many people would call sexual harassment. It's getting in the way of your effectiveness."