

Becoming An Active Bystander

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CEDAR Student Day

- Introduction
- Harmful behaviors
- Prohibited behaviors
- Title IX and Title V
- How to be an active bystander
- Workshop exercises



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California Polytechnic State
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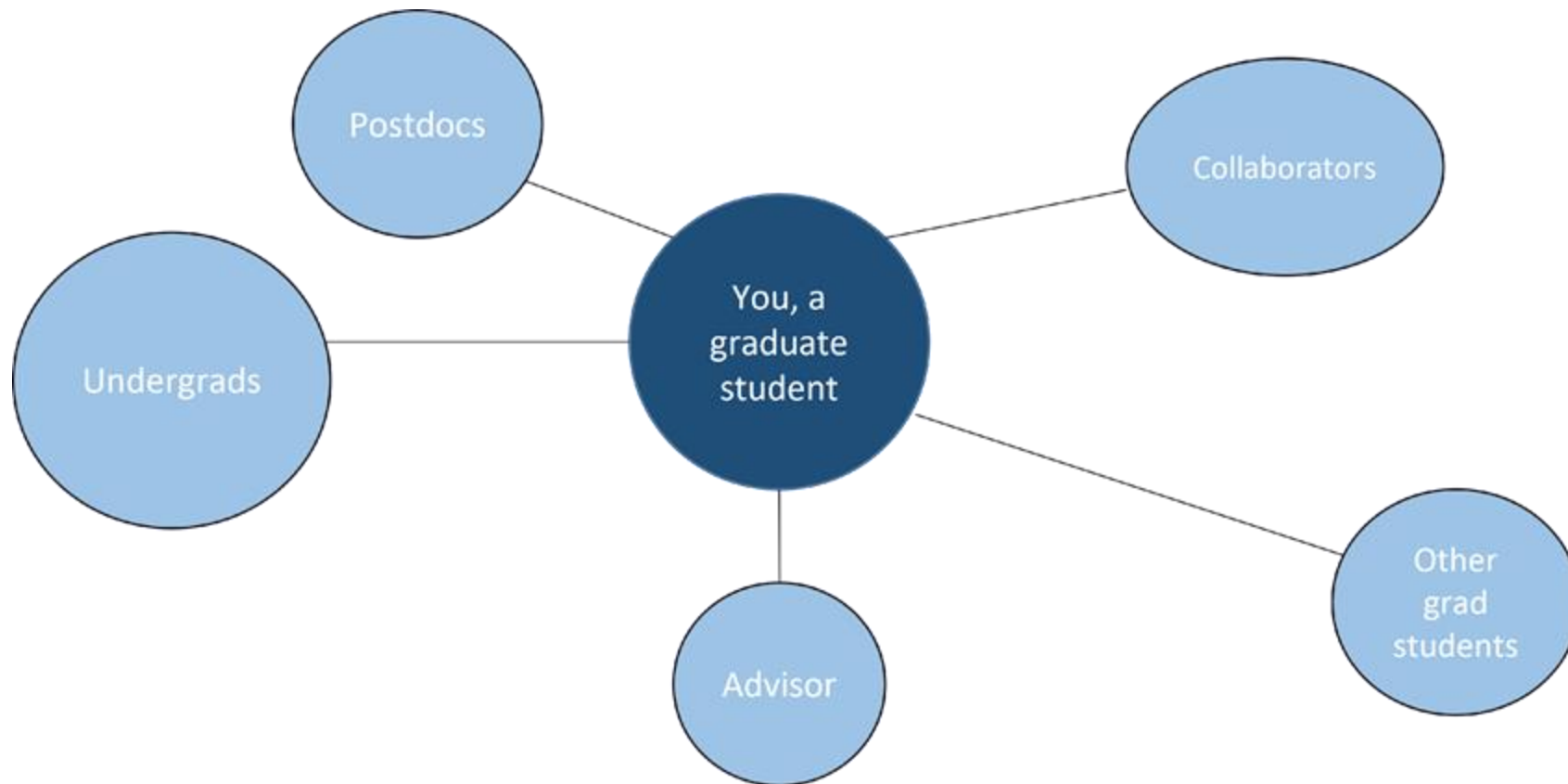


HP Inc.
Program Manager and Chemist
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In my spare time, I enjoy
traveling, cooking, baking,
crafting, and sipping wine in
the San Diego sunshine with
my husband and two cats.



Graduate students have a unique role in supporting a positive, respectful and engaged working environment where everyone can do their best science.



Create a respectful, positive working environment where everyone can do their best science.

The Numbers Don't Lie

- **6%** of female students, **1%** of male students and **5%** of gender non-binary students reported they experienced attempted and/or completed sexual violence in the last 12 months¹.
- **13%** of female students, **4%** male students and **8%** of gender non-binary students reported that they experienced sexual touching against their will in the last 12 months¹.
- **4%** of female students, **2%** of male students and **0%** of gender non-binary students reported they had been in a sexually abusive relationship in the last 12 months¹.
- **18%** of women of color and **12%** of white women reported **skipping professional events** because they felt unsafe².
- **36%** of LGBT physicists **considered leaving their workplace** or school because of exclusionary behavior³.

Harmful Behaviors

- Microaggressions.
- Making assumptions about someone's competency based on how they look.
- Making people feel uncomfortable or unwelcome.

These harmful behaviors can escalate towards more serious negative and prohibited behaviors.

Examples of harmful behaviors?



Degrees of Offense

Just because a behavior does not rise to the level of sexual harassment does not make it acceptable.

It is important to address low-level unwelcome behavior before it rises to the level of harassment.

- The more subtle the behavior, the more often it must be repeated to be harassment. For example: inappropriate jokes
- The more severe the behavior, the less often it must be repeated to meet a threshold for harassment. For example: physical assault

Title IX and Title VI

- **Title IX** prohibits discrimination on the basis of sex under any federally funded education program, including sexual harassment and sexual violence.
- **Title VI** prohibits discrimination based on race, color, or national origin at any program or activity receiving federal financial assistance.
- You have the right to file a Title IX or VI report of harassment and discrimination
- Complainants AND respondents have the right to:
 - Interim measures including **academic adjustments, room re-assignment, no contact orders, and counseling.**
 - Present evidence, receive notifications, and appeal the outcome.

IX
VI

Responding to Difficult Situations

Bystander Intervention

- You are a **bystander** if you observe a situation that doesn't feel right
- **Assess** the situation: what is happening? is it potentially harmful?
- **Intervene** if necessary and safe. This may include:
 - Interrupting something that is happening in the moment
 - Alerting someone about a situation
 - Talking to the people involved, during *or* after the fact
- The appropriate action depends on the specific situation.

Bystander Intervention

- It can be hard to know how to respond in the moment. CARE:
 - Confront the situation
 - Alert others
 - Redirect attention
 - Engage peers
- Finally, set up the right environment for moving forward
 - Follow up as appropriate

Intent vs Impact – This means you

- Good people can engage in problematic behavior
- Someone might tell you that *you* did something harmful
- How to respond:
 - Don't be defensive. Acknowledge that you did or said something hurtful.
 - Apologize. Keep the focus on your own actions: "I'm sorry for what I said, it was insensitive and hurtful" *not* "I'm sorry that you were upset at what I said"
 - Understand that apologizing is not about you.
 - Learn from what happened. What can you do to avoid causing harm in the future?

Breakout Sessions:

- These case studies are composites of actual experiences encountered by graduate students
- For each scenario, consider discussing the following:
 1. *What is your first reaction to this situation?*
 2. *What is harmful or may be a problem in this case study?*
 3. *How can you support the person being targeted?*
 4. *What is something you can do? How could you take action and be an active bystander?*
 5. *How might a scenario like this impact the department culture?*
 6. *What could you do to prevent this type of harm in the first place?*
 7. *What office can you consult for support? Consider on-and off-campus resources.*
 8. *Given your role in the department what is your responsibility?*

Scenario 1:

You're entering a shared graduate student office and overhear two people talking about a fellow grad student who identifies as a trans woman. The people are making inappropriate comments regarding the student's body. When you walk in, they continue talking and when questioned; they say, "oh it's ok, I can say these things since I identify as queer".

Scenario 2:

A lab group that works in the same space as yours consists of 3 men and one woman named Jennifer. Each member of the lab group is working on a project together in which each is given a specific task from their advisor, Dr. Jones. He assigns each male student a data set to perform complex statistical analysis on and assigns Jennifer the task of plotting all the data, asking “if she can handle that”. When Dr. Jones looks at the plots, you overhear him discussing some inconsistencies and insisting Jennifer must be making a mistake in the plotting.

Scenario 3:

You are hanging out with a group of grad student friends. One of those friends usually wears loose fitting clothing. It's just their style. Another one of your friends casually says "You know, loose fitting clothing typically makes people look like bums, why don't you wear something tighter and show off that figure."

Scenario 4:

You are a TA for a well-known male professor at your university. Everything is going well, until a female student comes to you with a complaint about the professor. The professor has been making comments about her appearance and more than once has insinuated that if she sleeps with him, she will get a high grade no matter what. The student is scared and doesn't want the professor to know that she complained, but also doesn't feel comfortable being in his class anymore.

Scenario 5:

Dr. Taro and a few other group members often use unprofessional language such as profanity when communicating during their Zoom group meetings, while other students remain silent. One of them, Michelle, messages you that she feels uncomfortable and no longer wants to join but feels she may miss out on important opportunities in the research group. When discussing this issue with one of the male grad students in the group, he tells her “that’s just how Dr. Taro is”.

Scenario 6:

A new graduate student from China, Lily, has joined your lab group. She has a lot of experience with data analysis and statistics but wants to pursue different research topics. Your advisor doesn't think that she should pursue a new research direction and that she is better suited to work on a more math-intensive project because she wouldn't be able to understand the associated jargon.

- Harmful behaviors
- Prohibited behaviors
- Title IX and Title V
- Consent
- Workshop exercises

Thank you

Appendix 1. Acknowledgements and Resources

Acknowledgement.

Becoming Active Bystanders workshop. Presentation modified from Dr. Justin Hom & Dr. Edward Buie II.
Arizona State University.

Original materials obtained from *Respect is a Part of Research* program at UC Berkeley.

Follow-up Resources (Sophie - need a list of follow up resources).

- **Right To Be** – organization that offers free trainings for number of topics such as bystander intervention, conflict de-escalation, resilience, and more
- **RAINN** – anti-sexual violence organization that operates the National Sexual Assault Hotline (800.656.HOPE)
- Every institution should have their form of an **Office of Rights and Responsibilities** that advocates for inclusive, safe environments
- **LGBT+ Inclusivity in Physics and Astronomy: A Best Practices Guide**, Ackerman, N., et al., 2018.
[arXiv:1804.08406](https://arxiv.org/abs/1804.08406)
- **Graduate Student Unions:**
- 2/3 of grads at CEDAR are affiliated with a university that has an active graduate worker union.
- If your university has a legally recognized union for grads, you are entitled to **Weingarten Rights**. In any investigatory meeting, a steward may accompany you or even represent you if you elect not to be present. e.g. If a grad is a victim of harassment, they may choose to be absent and allow for the union steward to represent them.
- If you are interested or have any questions about grad unions, feel free to contact mb2374@cornell.edu (Michelle, grad organizer with Cornell Grad Student Union).

Appendix 2 – Bystander intervention

It can be hard to know how to respond in the moment. Remember the 4 D's:

- Distract
- Delegate
- Direct
- Delay

Set up the right environment for moving forward

- Follow up as appropriate

Appendix 3 – Supporting a friend or acquaintance

- First and foremost: **believe them**
- Reassure your friend that it wasn't their fault; challenge statements of self-blame
- What to do is the survivor's choice
 - Don't pressure or force them to do something, even if you think it's the right thing
 - Empower them to make their own decision: offer *options*, not opinions
- Provide information and resources
- Ask them what they need
- Don't promise a particular outcome
- Take care of yourself