













# Advancing (Ameri)Dendro Allyship

# Guidelines for Respectful Conversations

-  Listen attentively and be present
-  Be open to learning and being corrected
-  Expect discomfort and honor safety
-  Keep focused on ideas
-  All voices should be heard
-  Seek to understand others' perspectives
-  Be kind to yourself and others
-  “Ouch and Educate”: Speak up if you feel uncomfortable
-  Honor confidentiality
-  This is hard work: feel free to take a break

# To be an **ALLY** is to...

1. **Take** on the struggle as your own.
2. **Transfer** the benefits of your privilege to those who lack it.
3. **Amplify** voices of the oppressed before your own.
4. **Acknowledge** that even though you feel pain, the conversation is not about you.
5. **Stand up**, even when you feel scared.
6. Own your mistakes and de-center yourself.
7. **Understand** that your education is up to you and no one else.



Materials used in the development of this

**AmeriDendro2022**

Montréal, Canada 🍁

presentation were adapted with permission from the



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



# ADVANCEGeo Partnership

## Empowering (geo)scientists to transform workplace climate

- I. Collect data.
- II. Develop intervention training with discipline-specific scenarios and that incorporate intersectionality.
- III. Develop curricula that identify harassment as research misconduct.
- IV. Partner with professional societies to develop sustainable model transferable to other disciplines.



Earth Science  
WOMEN'S NETWORK



Association for Women Geoscientists



NSF Awards HRD: 1725879, 1726021, 1725650, 1726163 & 1725424



ADVANCEGeo

<http://serc.carleton.edu/advancegeo>

**ADVANCEGeo**

Resources

- [Anti-Racism](#)
- [\(In\)equity in the Time of COVID-19](#)
- [Creating Inclusive Virtual Spaces](#)
- [Harassment, Bullying, and Discrimination](#)
- [Codes of Conduct](#)
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- [Training](#)
- [Responding to Hostile Behaviors](#)
- [Creating Inclusive Climates](#)
- [A Primer on Diversity](#)
- [Legal Context](#)
- [Recognizing Bias](#)
- [Reporting](#)
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# Community Resources

[Anti-Racism Resources](#) | [\(In\)equity in the Time of COVID-19](#) | [Creating Inclusive Virtual Spaces](#) | [Harassment, Bullying and Discrimination](#) | [Codes of Conduct](#) | [In the Field](#) | [Training](#) | [Responding to Hostile Behaviors](#) | [Creating Inclusive Climates](#) | [A Primer on Diversity](#) | [Legal Context](#) | [Recognizing Bias](#) | [Reporting](#) | [Data](#)

## New Resources!

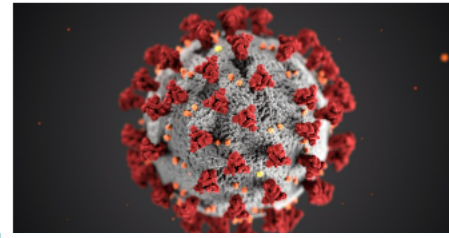
Check out these new and timely ADVANCEGeo community resources.

[Anti-Racism Resources](#)

## Anti-Racism Resources



## (In)equity in the Time of COVID-19



## Creating Inclusive Virtual Spaces



## Harassment, Bullying and Discrimination



## Codes of Conduct



## In the Field



## Training



# Today's Goals

1. Defining harassment and bullying as behaviors that create hostile environments
2. Describing factors that contribute to their persistence
3. Demonstrating bystander intervention strategies
4. Discussing the unique challenges related to fieldwork
5. Developing proper codes of conduct



# Self Reflection Exercise

Identity Category	Your Group Membership
Age	
Gender	
Level of Education	
Citizenship or Nationality	
Race/Ethnicity	
Years of Experience in Your Field	
Role in Professional Hierarchy (e.g., supervisory or supervisee?)	
Other Meaningful Identities (Personal or Professional)	



# Self Reflection Exercise

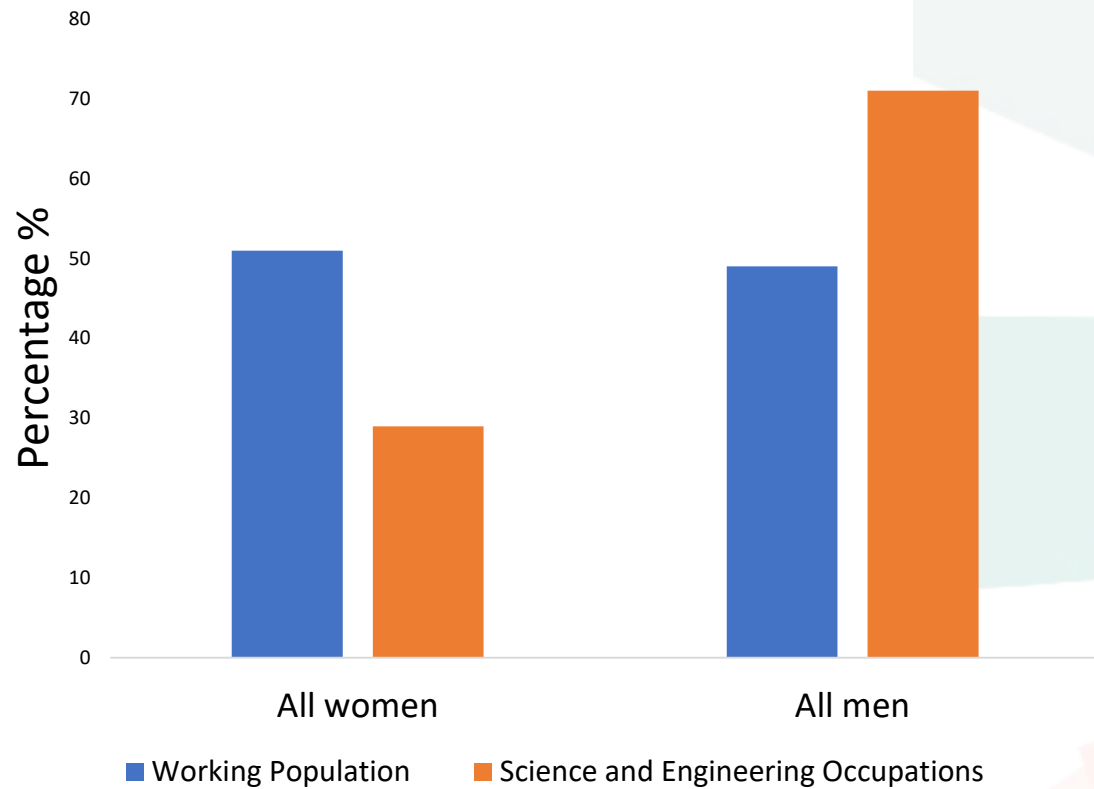
Identity Category	Your Group Membership
Age	<p>Which of these categories are you most aware of when at work?</p>
Gender	
Level of Education	
Citizenship or Nationality	
Race/Ethnicity	
Years of Experience in Your Field	
Role in Professional Hierarchy (e.g., supervisory or supervisee?)	
Other Meaningful Identities (Personal or Professional)	

# Self Reflection Exercise

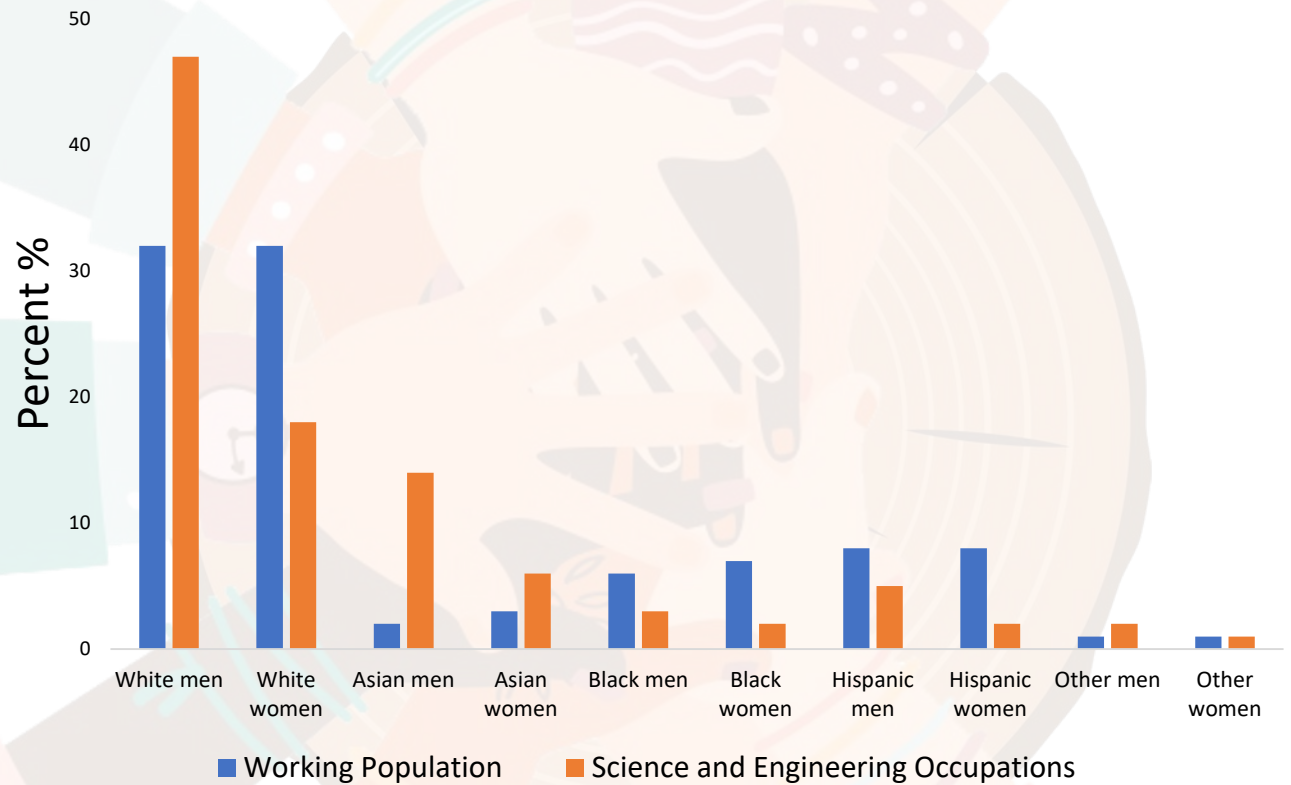
Identity Category	Your Group Membership
Age	<p>Which of these categories are you most aware of when NOT at work?</p>
Gender	
Level of Education	
Citizenship or Nationality	
Race/Ethnicity	
Years of Experience in Your Field	
Role in Professional Hierarchy (e.g., supervisory or supervisee?)	
Other Meaningful Identities (Personal or Professional)	

# STEM Workforce does not reflect society

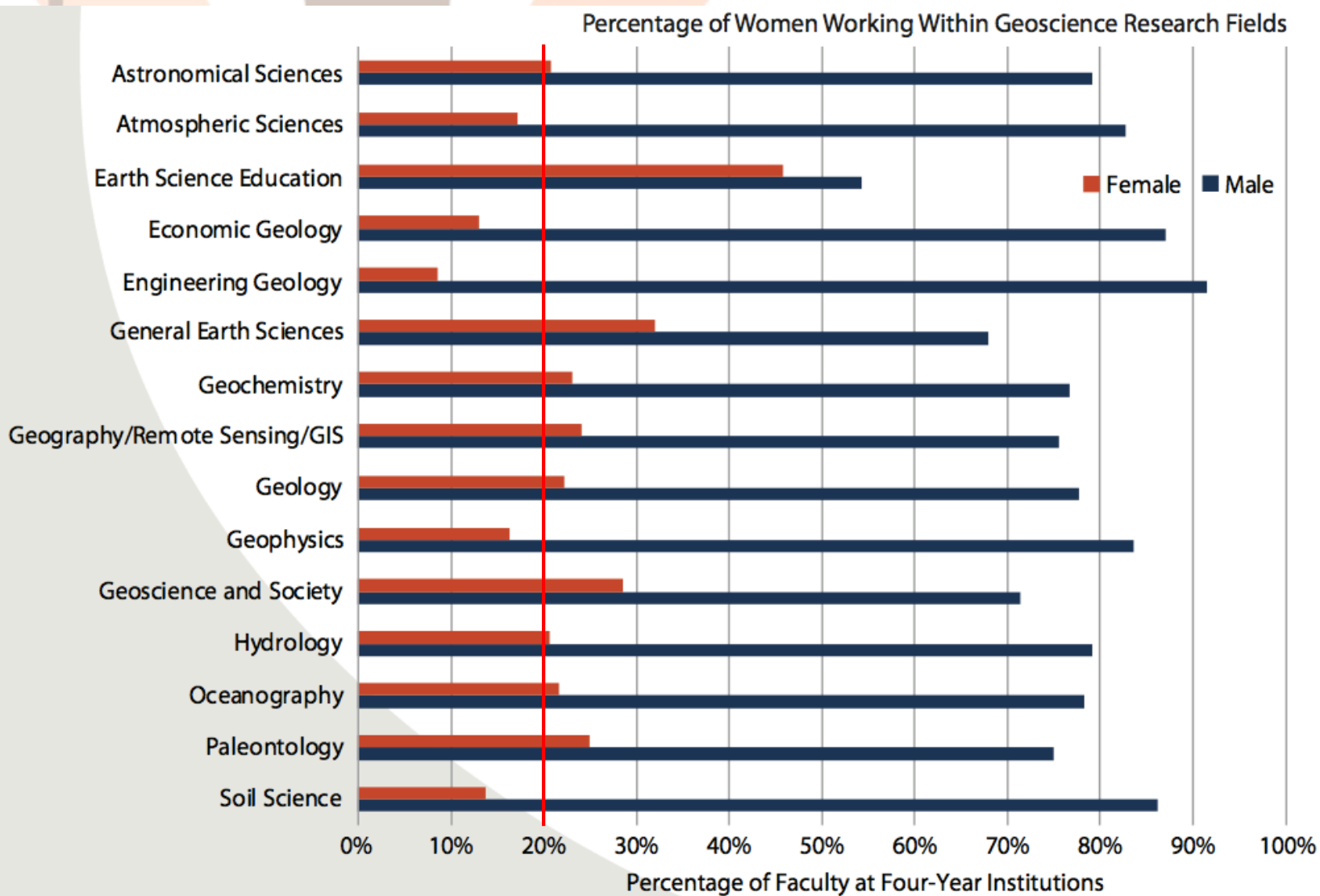
## Gender



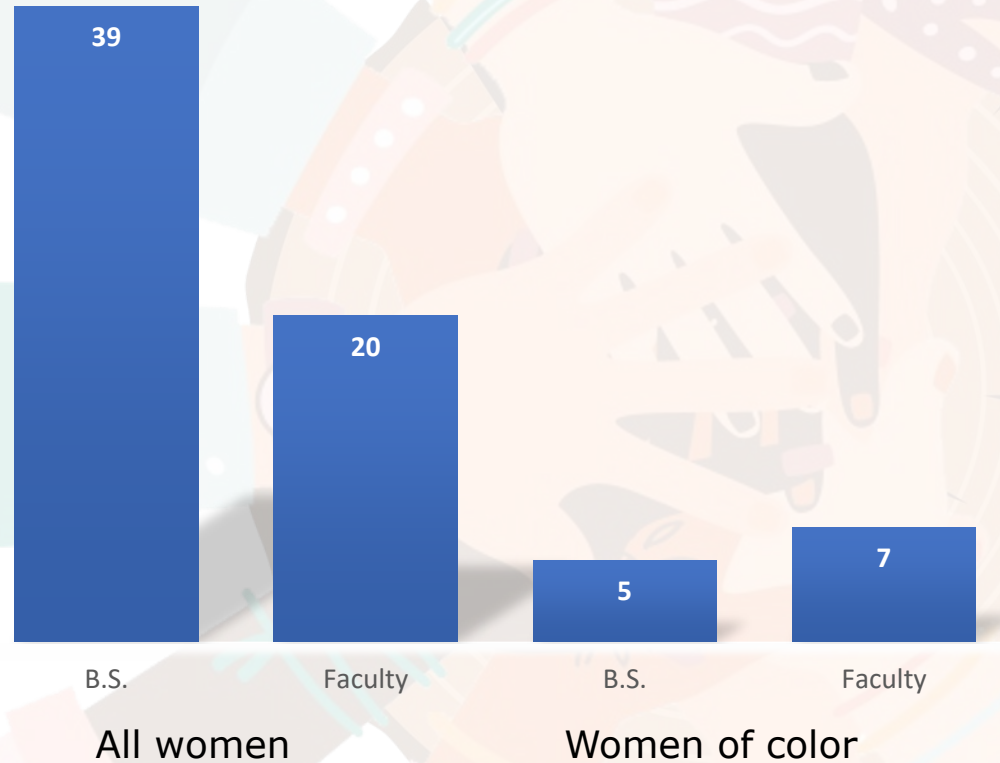
## Gender and Race



# Women make up 23% of geoscience workforce, 20% of faculty

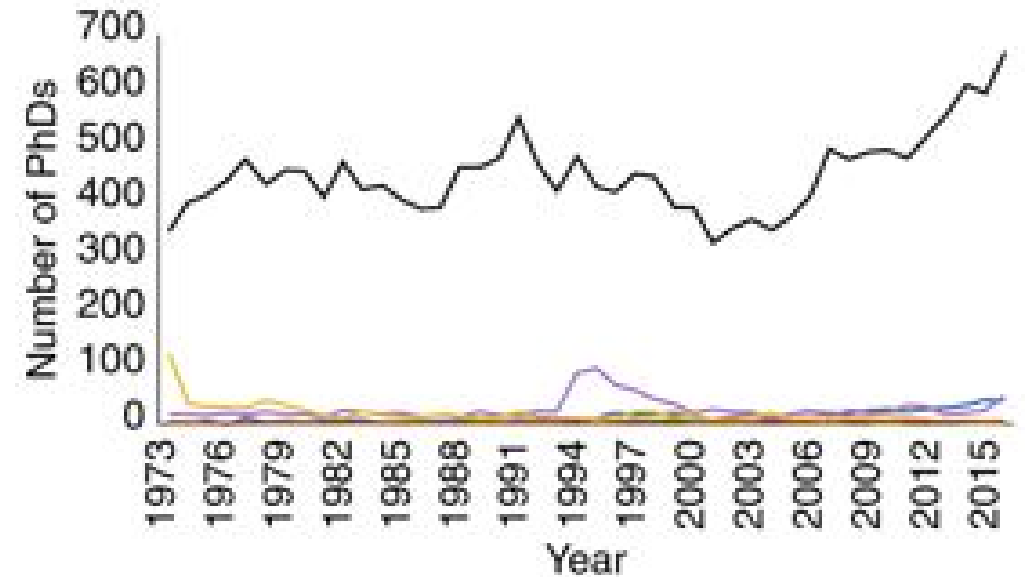


# Most Geoscience Departments have no faculty or students of color



Proportion of Bachelors degrees and Faculty in Earth, Atmospheric and Ocean Sciences (%)

**b** By race and ethnicity (subfields combined)



- White, non-Hispanic
- Native American, non-Hispanic
- Asian, non-Hispanic
- Black, non-Hispanic
- Hispanic or Latino
- Other or unknown

# Hostile Workplaces

**51%** of geoscience women experienced sexual harassment

**71%** of women doing fieldwork experienced inappropriate comments and **26%** assault

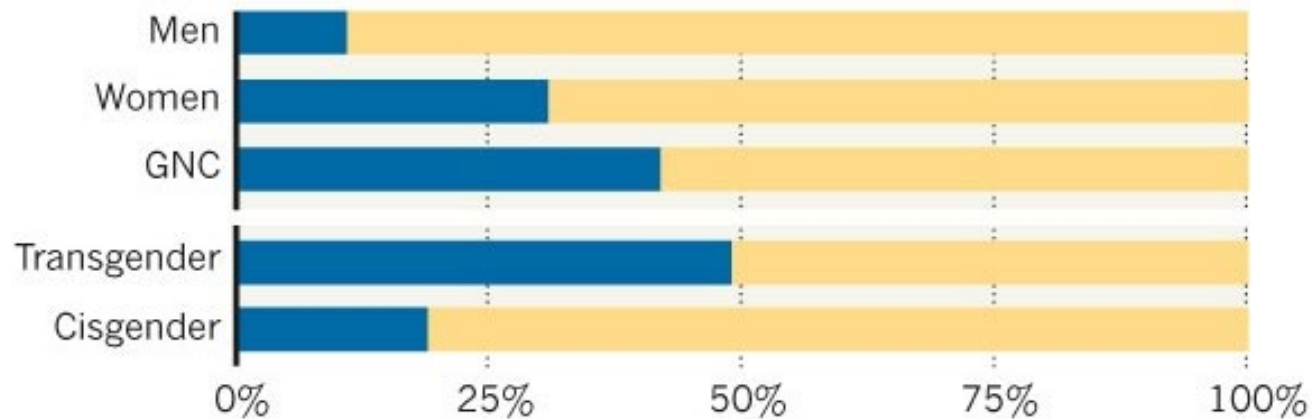
**31%** of university women staff and **19%** of men staff reported experiencing mistreatment

**62%** of higher-ed employees reported witnessing/experiencing bullying in the past 18 mo. (**50%** for overall American workplace; **90%** over lifetime)

Clancy et al. 2014 Survey of Academic Field Experiences (SAFE), PloS ONE; Report on 2015 AAU Climate Survey on Sexual Assault and Sexual Misconduct; NASEM Report 2018; Archie and Laursen. 2013. Summative Report on ESWN's NSF ADVANCE PAID Award; U of Chicago Diversity and Inclusion Campus Climate Survey (2016); U of Massachusetts Campus Climate Survey-Academic Affairs (2018); Alberti Center for Bullying Abuse Prevention. 2013. American Educational Research Association

# Disproportionate impact

## Experienced exclusionary behaviour



GNC, gender non-conforming.

©nature

**40%** of women of color (**27%** of white women) felt unsafe due to gender; **28%** of WOC felt unsafe due to race

**18%** of women of color (**12%** of white women) reported skipping professional events

LGBT+ and Gender-non conforming scientists who identify as women are **2-3x** more likely to experience exclusionary behaviors than male LGBT+

# 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 behaviors  
do **not** have to  
be illegal to be  
harmful.

# Bystander Intervention

***There is no such thing as a “neutral bystander”***

## Assess the situation:

- What is going on? Can I identify the behavior?
- Is it urgent to act now? Is the target in danger?
- Where am I in the power hierarchy?
- What are my responsibilities?
- What can I do? (now and/or later)
- What is the safest way for me to intervene?
- What are the consequences of doing something or not doing anything?

# Intervention Strategies (The 5 D's)

## Go from inaction to action

**DIRECT** – Confront the situation. Say (verbal) or do (physical) something.

Call it out: “What did you say? Can you repeat that?”

Question the intent: “I’m not sure you meant that.”

Ouch and educate: “That was inappropriate. I find that offensive because...”

Counter the offense: “Actually, women are equally capable of this work.”

Establish expectations: “We don’t do that here.”

# Intervention Strategies (The 5 D's)

## Go from inaction to action

Direct – Say something, do something

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

Try dropping something like papers or a drink or redirect the conversation

# Intervention Strategies (The 5 D's)

## Go from inaction to action

Direct – Say something, do something

Distract – Deflect attention away

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



# Intervention Strategies (The 5 D's)

**You are showing up for the person being targeted**

Direct – Say something, do something

Distract – Deflect attention away

Delegate – Seek help from a third party

**DELAY or DOUBLE BACK** – Check in with the person being affected. Follow up. Offer support.

*This is essential.*

# Intervention Strategies (The 5 D's)

## You are showing up for the person being targeted

Direct – Say something, do something

Distract – Deflect attention away

Delegate – Seek help from a third party

Delay or Double Back – Offer support

**DOCUMENT** – Create a record to build a pattern of behavior.

Do not share the video with anyone except the target without their permission



## Overall takeaways

- Lead by example
- Treat others with respect
- Support people targeted by behaviors
- Educate yourself
- Demand accountability
- Speak out

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





# Questions and Discussions



@DisturbedDendro  
@kcopesgerbitz  
@chrismgentry  
@nezampieri  
@JoeBuckInNature