

# CIRES Bystander Intervention Training

## March 2018



Patrick Campbell/University of Colorado



Cooperative Institute for Research in Environmental Sciences  
UNIVERSITY OF COLORADO BOULDER and NOAA



# Work across the system



*“If you aren’t being intentionally inclusive you’re being unintentionally exclusive”*

# Upcoming events

Combatting Harassment at CU and in Geosciences:  
Teresa Wroe, CU Institutional Equity (12:00-1:30p)

April 10      RL-2 East Campus

April 11      CIRES Main Fellow

April 12      DSRC NOAA

SafeZone Training: Morgan Seamont, CU Gender and  
Sexuality Center

April 30      RL-2 East Campus 11:30-1p

May 1          CIRES Main Fellows 10:30-12n

May 2          DSRC NOAA 9:30-11a

# CIRES Culture Survey

- Launch mid-April
- CU Institutional Research-3<sup>rd</sup> party
- Ask if you have questions
  - [Susan.Sullivan@Colorado.edu](mailto:Susan.Sullivan@Colorado.edu)
  - Committee members
    - Alessandro Franchin, Leslie Hartten, Hazel Bain, Hilary Peddicord, Sandy Starkweather, Gaby Petron
    - Mark Serreze, Lora Koenig, Jeffery Thompson
    - Christine Wiedinmyer, Nate Campbell, Aroob Abdelhamid, Jon Rush
    - Julie Volckens, Cathy Kerry (CU Institutional Equity)

# Bystander Intervention Strategies for the Workplace

Office of Institutional Equity and Compliance  
University of Colorado Boulder



# Range of Negative Behaviors

- Incivility (rude and disrespectful behaviors)
- Bullying (repeated abusive behaviors)
- Disruptive behavior
- Social undermining
  - Rumors, disparaging remarks, isolation
- Interactional aggression or micro aggressions
- Abusive supervision or authority
  - Undermining work, blocking access to resources, not giving credit for work, unclear expectations, undue pressure



# Impact on the Environment

- Decline in performance and productivity
- Disengagement, absenteeism, and turnover
- Decreased morale and loyalty to the institution
- Potential impact on institutional image
- Direct costs (personal and institutional)



# The Role of Law and Policy

- Laws and policies set the boundaries for behaviors
  - Set expectations
  - Create accountability
- Policies are not sufficient to change behavior or culture in and of themselves



# What do we need?

- Skills for engaging as bystanders
- Skills for supporting colleagues
- Skills for addressing issues with people 1:1
- Skills for reporting issues to OIEC



What can we do?

# Engaging as Bystander



# Daily Camera – Letter to the Editor

After an unexpected failure of my prosthetic leg, I found myself lying beside the south Mesa Trail with a severely bleeding stump, my prosthesis some feet away, and my dog nervously circling, worrying about what he could do.

Since it was a weekend, with numerous visitors to the open space, I wasn't too worried about getting help. However, after several dog walkers, runners, and hikers averted their eyes and rushed by to avoid getting involved, I managed to crawl to my prosthesis, clean off my bloody stump, replace the leg, hike the two miles back to the parking lot, and drive to the emergency care facility.



# Barriers to Helping

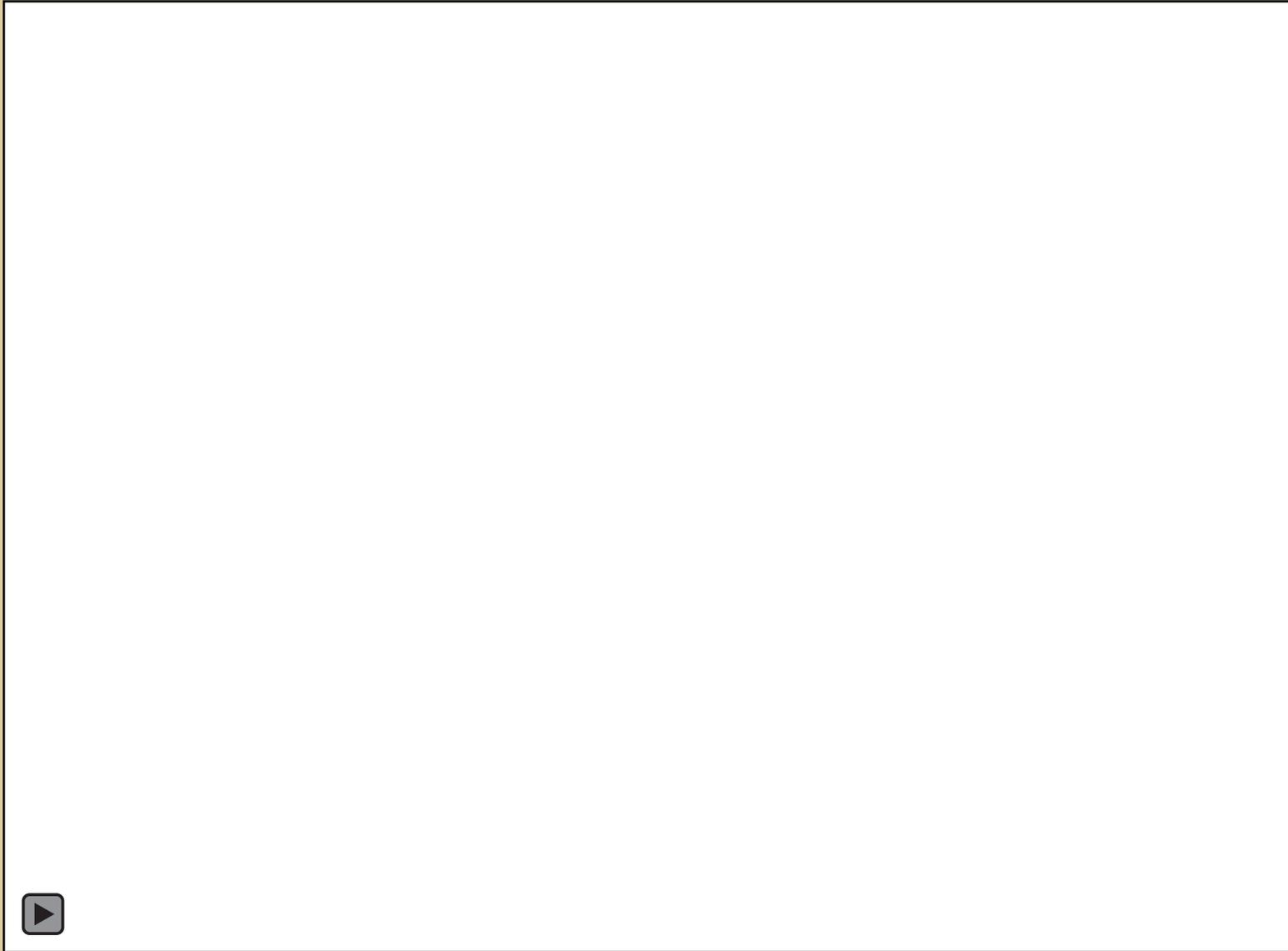
- I didn't know what to say/do
- No one else is doing anything
- The person didn't ask for help
- Concern for myself (safety, status, etc.)
- I have other priorities or not enough time
- I can't solve everything
- I don't want to embarrass or offend the person



# What are my options?

- Be Direct
- Be Creative
  - Indirect
  - Distraction
  - Fly under the radar
- Now vs. Later





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What is different about addressing a situation when we know the people involved?



# Additional Barriers

- I'm sure they didn't mean it
- I'm not sure I'm interpreting this correctly
- I don't want to challenge someone in authority
- I'm not sure the person being targeted wants me to speak up
- I don't want to draw more attention to the situation or make it worse
- I'm not sure saying/doing anything will make a difference



# Let's Practice



# How might you respond?

A senior scientist in your group is notorious for being hard on graduate students and junior scientists. One day you happen to witness this senior scientist in the hallway berating a grad student. The senior scientist's voice is loud, there are several other people around, and the comments are harsh. The graduate student looks visibly upset.



# Most Helpful for the Target

- Spend time with them
- Talk to them
- Help them get away from aggressor
- Call, email, or text them
- Help them report the problem
- Distract the aggressor
- Confront the aggressor
- Ask the aggressor to stop



# Least Helpful for the Target

- Making fun of the person being targeted
- Blaming the person being targeted
- Ignoring the situation



# How might you respond?

You travel to a national conference with a group of scientists from CIRES. One evening you all go out for dinner and drinks. One of your male colleagues is paying a lot of attention to one of your female colleagues. He has made several comments about how attractive she is and has been flirting with her throughout the evening. She has looked uncomfortable and seems to be attempting to shift the conversation and talk with other people.



# How might you respond?

Joe is a technically competent colleague in the department, and you consider him a friend. You are also connected through online professional networks and have seen some of his comments that are particularly critical at times of underrepresented people in the field.

You've noticed that Joe has difficulty getting along well with some people in the department, including some women. No one has expressed any concern about Joe that you're aware of, but in a recent staff meeting he dismissed a female colleague who was expressing a concern by saying, "That's absurd. I don't think you know a thing about what you are saying."



# Addressing Problems

- Approach with empathy
- Make room for missteps and repair (normalize)
  - Makes it easier to hear feedback
  - Allows for learning and clarification
  - Helps people bounce back and do better
  - Creates a culture of kind feedback
- Handout with additional suggestions



# Resources

- OIEC (Office of Institutional Equity and Compliance)
  - Phone consult (hypothetical discussion)
  - Reporting (informal or formal investigation)
- Office of Victim Assistance
- Faculty and Staff Assistance Program
- Ombuds Office
- Faculty Relations



# Office of Institutional Equity and Compliance

Website: [www.colorado.edu/institutionalequity](http://www.colorado.edu/institutionalequity)

Phone: 303-492-2127

Email: [cureport@colorado.edu](mailto:cureport@colorado.edu)

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Administrative and Research Center,  
Second Floor  
University of Colorado Boulder  
Boulder, CO 80309