

USGS STEPUP! EMPLOYEE EMPOWERMENT STRATEGIES: A BYSTANDER INTERVENTION PROGRAM DESIGNED FOR SCIENTIFIC WORKPLACES. M.P. Milazzo¹, A. Etheridge², S. Hörst³, ¹USGS Astrogeology, Flagstaff, AZ, USA (moses@usgs.gov), ²USGS California Water Science Center, Sacramento, CA, USA, ³The Johns Hopkins University, Baltimore, MD, USA.

Introduction: Reports of workplace harassment have become common in the news. Multiple scandals related to harassment and sexual assault have rocked the astronomy, planetary science, and geological science communities [e.g., 1-4]. NASA and USGS leadership recognize that harassment in and around our scientific community is a serious and persistent attack on our agencies' ability to conduct their missions [5]. Both agencies agreed to coordinate efforts to take effective and practical steps to reduce, and ultimately eliminate, harassment in our community. The most prominent effort is our development of an anti-harassment program designed specifically for our scientific workplace, including offices, scientific conferences, and the field.

Bystander Intervention: Several workplace health and safety organizations, including the EEOC, the CDC, and the NIH have determined that one of the most successful ways to reduce harassment is a system of anti-harassment programs broadly described as "bystander intervention" [e.g., 6-11]. Bystander intervention is an evidence-based framework intended to reduce victims' burden of protecting themselves from harassment and shift the burden to the community. The key is to have the community recognize that harassment negatively affects everyone, rather than solely the victims. This is not to say that there is less harm done to the victims; rather that the harm extends well beyond them and into the community and ultimately harms science itself.

StepUp!: The University of Arizona has—in cooperation with a number of other universities, branches of the military and the NCAA—developed a bystander intervention program for teams (usually sports teams) [11]. With their support, we have modified this program to be applicable to scientific teams and workplaces.

USGS SEES: We call this program **USGS SEES** (USGS StepUp! Employee Empowerment Strategies) but the program is intended to be applicable to the broader scientific community. **The goals of USGS SEES are to:**

- 1) Raise awareness of barriers to helping.
- 2) Raise awareness of behaviors that can help.
- 3) Increase attendees' motivation and desire to help.
- 4) Help attendees develop skills and confidence when responding to various levels of harassment.
- 5) Ensure the safety and well-being of attendees.

The general agenda for the USGS SEES program is:

- 1) Introduction and Brave Space
- 2) Goals

- a) Educate
- b) Motivate
- c) Empower
- d) Act
- 3) Background and Theories
 - a) Microaggressions
 - b) The Bystander Effect
 - c) Prosocial Behavior
 - d) Motivational Interviewing
 - e) Cognitive Dissonance
 - f) Social Norms
- 4) StepUp! Training
 - a) Notice the event.
 - b) Interpret it as a problem.
 - c) Assume personal responsibility.
 - d) Know how to help.
 - e) Implement the help—StepUp!
- 5) Team Agreement
 - a) Create Standards of Behavior for your team.
 - b) Find strength in numbers.
 - c) Put plans in place.
 - d) Explain expectation to intervene.
 - e) Make relevant to team.
 - f) Empower others to StepUp!
 - g) Reinforce prosocial behaviors
 - h) Encourage group to share.
 - i) Practice skills and strategies.
- 6) Q&A

Follow-up: After the training session, the facilitator analyzes an anonymous survey taken during the training session, general observations about the nature of the discussions, and private comments that are often made after the discussion. These data are compiled into an anonymized report (e.g., Fig. 1, Fig. 2).

References: [1] Gilpin, L. (2016) High Country News [2] Ghorayshi, A. (2015) Buzzfeed News [3] Ghorayshi, A. (2016) [4] Clancy, K.B.H *et al.* (2017) DOI: 10.1002/2017JE005256 [5] Rathbun, J.A. *et al.* (2016) DPS48 id.332.01 [6] Darley, J.M., Latane, B. (1970) ISBN-13:978-0139386138 [7] Feldblum, C.R. and Lipnic, V.A., (2016) EEOC [8] Basile, K.C. (2016) doi:10.1056/NEJMe1503952 [9] Nickerson, A.B. *et al.* (2014) doi:10.1016/j.adolescence.2014.03.003 [10] Swan, S.L. (2015) WI Law Rev. [11] DeGue, S. (2014) White House Task Force: Evidence-Based Strategies for the Primary Prevention of Sexual Violence Perpetration. [12] Bell, B. (2008), StepUp: A prosocial behavior/bystander intervention program for students, University of Arizona.

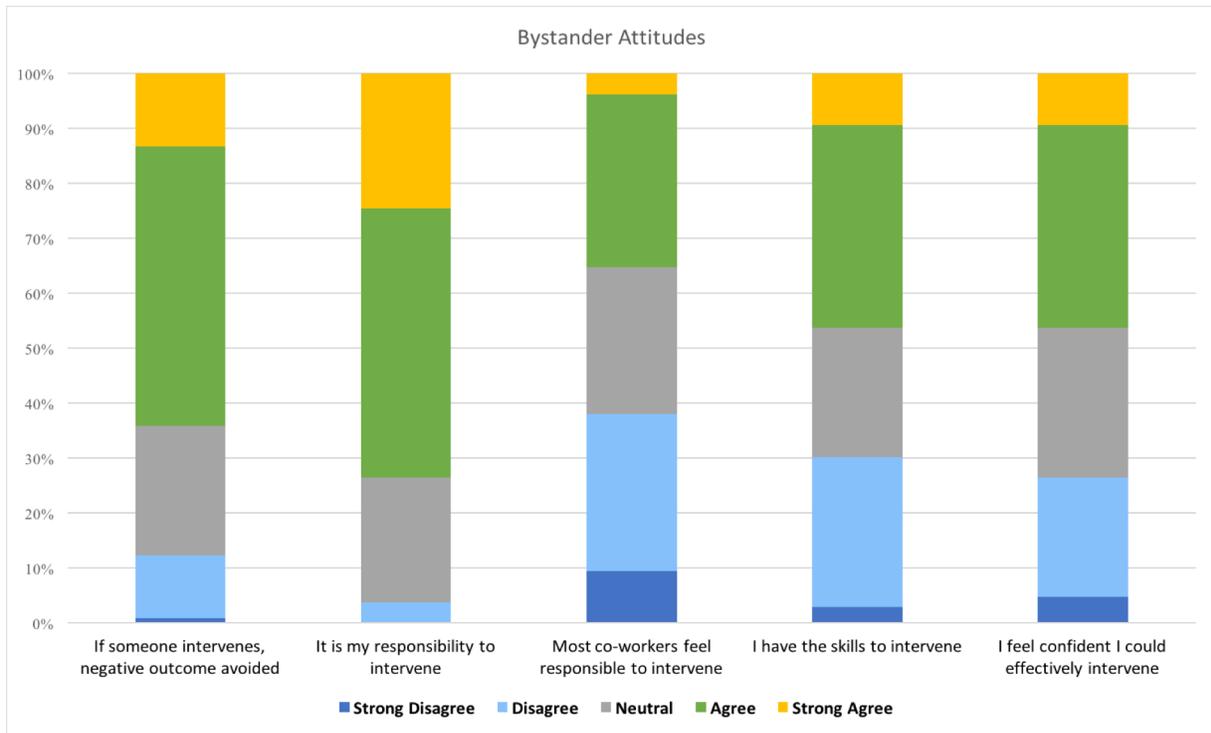


Figure 1. Pre-training Bystander Attitudes concerning intervening in witnessed harassment. Number of respondents, N=106. Most respondents are self-selected so selection bias may be present.

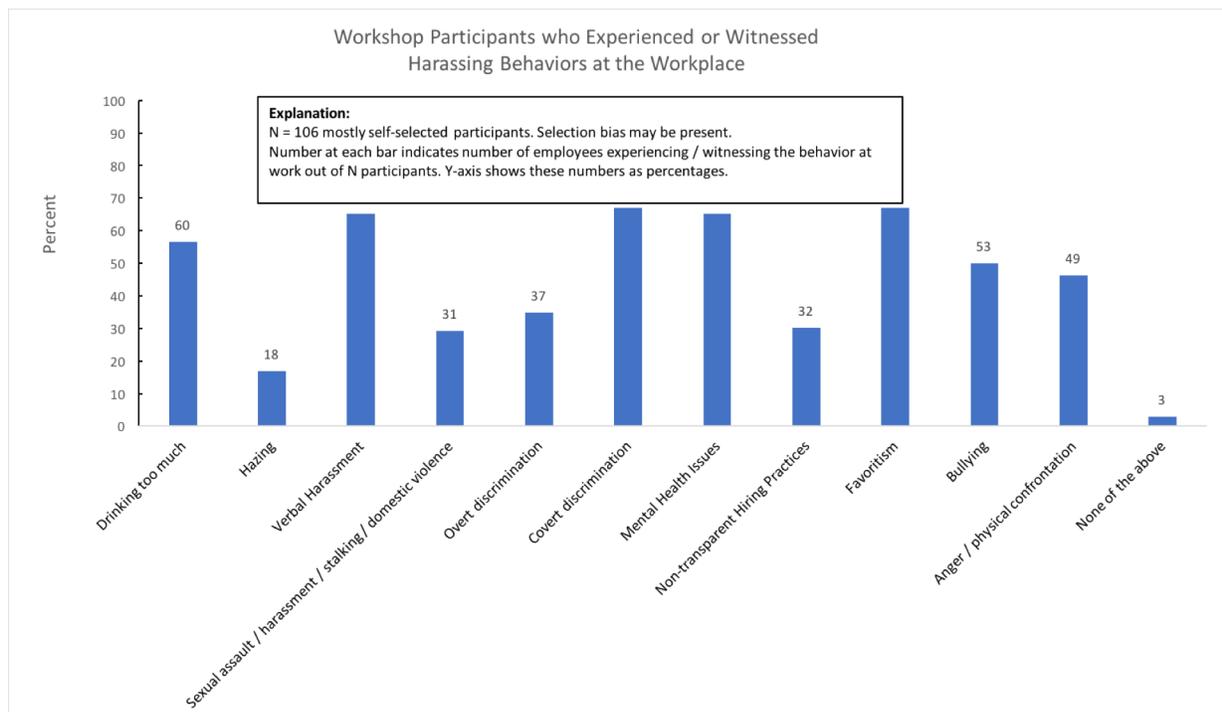


Figure 2. Witnessed harassment behaviors among workshop participants.