

Landry Lab Retreat 2019: "CARE" in Diversity Equity and Inclusion

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Today's Discussion:

- What are we working towards?
 - Diversity, Equity, and Inclusion
- The Importance of Communication
 - The CARE method
 - Group Activity
- Basic Bystander Training
 - The CARE method (a different one!)
 - Group Activity

What are we doing?

Let's brainstorm this
as a lab!



Who does this benefit?

Everyone



Diversity, Equity, and Inclusion (DE&I)

Diversity: Having persons with many traits or characteristics

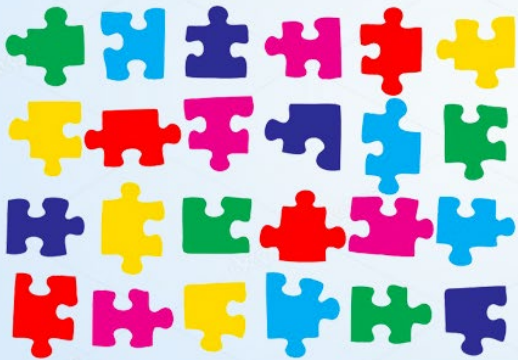
Ex. Gender, Race, Socioeconomic Background, Ability

Inclusion: Having a culture and norms that make people feel welcome

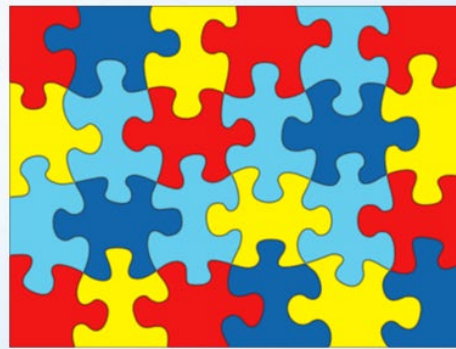
Equity: A state where everyone is given what they need to be successful

Diversity, Equity, and Inclusion (DE&I)

DIVERSITY



INCLUSION



Equality



Equity



"Justice"



Conversations are Critical to DE&I:

- Science is built on communication
- Creating and maintaining diversity requires diverse perspectives
- Communication (especially across cultures) is really hard!

How do we effectively communicate in order to define and work towards common goals?

Note: What is a culture?

A collection of beliefs, understandings, and values that a group of people accept. “symbolic communication”

The CARE Guidelines for communicating across cultures

Context

Attitude

Reason

Environment

The CARE Guidelines for communicating across cultures

Context

- What were the circumstances surrounding the conversation?
- What information could I ask for to better understand?

Attitude

Reason

Environment

The CARE Guidelines for communicating across cultures

Context

Attitude

Reason

Environment

- How are you going to find what you wish to know?
- How so you plan to ask your questions?

The CARE Guidelines for communicating across cultures

Context

Attitude

Reason

Environment

- Why is this information important to your understanding?
- Does this information affect you personally?
- Will asking this question affect the person's ability to participate or work?
- Are you asking out of curiosity/interest?

These are all valid reasons to ask a question!

The CARE Guidelines for communicating across cultures

Context

- Where do you plan to ask this person the question?

- Public vs. private
- Individual setting vs. group setting

Attitude

Reason

- Do I have permission from this person to share this information with others?

Environment

Group Activity: Applying CARE

Sydney is a new post-doc who has been asked by the PI to lead a new subgroup in the lab on a topic from her graduate research project. Previously grad students have met informally to talk about these topics. At the first meeting, Sydney starts the meeting by laying out her plan for how to format and organize the subgroup. When she finishes, a fifth year graduate student name Avery comments “When are we going to talk about the unresolved topics from last semester’s meeting?”

Working with Hot Buttons

- Speaking too loudly
- Speaking too softly
- Being too direct, “saying it like it is”
- ”Beating around the Bush”
- Bouncing from topic to topic
- No eye contact
- Sustained eye contact
- Standing too close
- Standing too far away
- Using acronyms
- Speaking with terms I don’t understand
- Interrupting
- Silence
- Asking personal questions
- Withholding information
- Giving too much information
- Using titles
- Using first names
- Speaking too fast
- Speaking too slowly

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.

The CARE Method for Bystander Intervention

Confront the Situation

Alert Others

Redirect Attention

Engage Peers

Group Activity: Applying CARE for bystander intervention (CASE 1)

Shin and Reilly are having lunch on the Chemistry Quad when they run into a professor from the department. The three get into a lively discussion about recent papers that have been released in their field. Shin brings up a recent publication from a group at his home institution and the professor remarks “I don’t trust anything that comes out of these Chinese groups.”

Group Activity: Applying CARE for bystander intervention (CASE 2)

Joy, Marcus, and Cyrus are GSling together for the same class. While discussing strategies on how to divide the workload for the class, Joy brings up an idea that is initially brushed off. A few minutes later Marcus raises a similar idea that is received positively by the Faculty Instructor.

Group Activity: Applying CARE for bystander intervention (CASE 3)

While walking to Café Strada Juan overhears a group of undergraduate students he previously has taught talking about a female professor in the department. The students are critical of the professor's teaching and refer to her by her first name. Juan then hears them begin talking about a different male professor in the department. They praise his teaching and refer to him as Professor _____.

Summary

- Diversity, Equity, and Inclusion are necessary to creating a dynamic and thriving scientific community.
- Effective communication across cultures is integral to achieving this goal
 - The CARE System can be a useful tool to navigate and reflect on cross cultural communication
- There are multiple ways you can intervene as a bystander, choose methods that you feel comfortable with
 - The CARE System can be a useful tool to remind you of your many options