A: Faculty Recommendations

(a) Schedule a group meeting to discuss the **LAS Report** [1] and the **Departmental Diversity and Climate Action Plan** [2]. Share why a healthy climate and professional work environment is essential to:

i) you as the leader of the group,
ii) the research group’s scientific productivity and safety;

(b) Attend meetings on time, whether they are your lectures, preliminary exams, group meetings, sub-group meetings or individual meetings; expect the same from all students. “Punctuality is the Courtesy of Kings.” If you cannot avoid a delay, notify those involved. Likewise, do not extend meetings beyond the announced time.

(c) Conduct official work functions during official work hours (i.e. avoid weekend days, late evenings, etc.).

(d) Build graduate student/postdoc confidence and trust in faculty leadership by acknowledging current climate challenges in the department. Faculty are encouraged to share with their students how they will personally respond in creating a better climate [3]

(e) Understand how mental health affects the safety and productivity of your research group [4] Review your research group policies on student time-off to get mental health counseling and support [5]

(f) Encourage your students to raise their concerns without fear of retaliation and be a genuine advocate [6]

(g) Encourage your students to take their vacation time allocated to them as per departmental policy [7] Studies have shown that regular breaks (weekend days, vacations) even from very exciting and stimulating work increase productivity.

(h) Understand what constitutes sexual harassment and discuss with your graduate students and postdocs [8]

(i) Reflect on your own mentoring and management style, acknowledging that every student requires different mentoring styles [9] and has different abilities and goals, yet can be a productive member of your group.

(j) Demonstrate exemplary leadership and speak out when you observe behavior that is unprofessional in the work environment.

(k) Contact **Lloyd Munjanja**, Assistant Director of Diversity & Program Climate, to identify appropriate resources and training for you and your coworkers in creating a healthy climate in your research groups.
**B: List of postdoc and graduate student concerns fears compiled by DCGSAC.**

- **Consequences and feared consequences**
  - Retaliation from perpetrator
  - Retaliation from coworkers and lab manager
  - Fear that reporting will affect one’s ability to stay within the program, particularly if on a visa
  - Fears of not being believed over the perpetrator, or being blamed for the incident
  - Fear that no action will be taken
  - Fear that you will have to go to court
  - Fear that you will be in a worse position after reporting rather than handling the situation by one’s self

- **Lack of confidence in the system**
  - Confidence that their report will be handled within an appropriate amount of time
  - Confidence that the reporting and investigation process will not significantly interfere with research
  - Confidence that the accommodations will allow one to continue making progress towards degree
  - Confidence that the perpetrator will be sanctioned

- **Forms of retaliation**
  - being left off emails,
  - restricted access to resources and instruments,
  - being left off papers,
  - sabotaging experiments/equipment,
  - papers not being reviewed or submitted in a timely manner,
  - being left off of grants so materials cannot be purchased,
  - not being respected in meetings,
  - being forced to leave the research group and the university,
  - being forced to leave the university,
  - poor recommendations letters that are not honest, perpetrator (if a superior)
  - emailing/discussing the situation to future employers preventing one obtaining a job,
  - not being nominated for awards one is most qualified for,
  - being joked about openly,
  - inability to go to conferences,
  - being yelled at without cause,
  - accommodation requests being denied during investigation, backtalk, gaslighting, poor performance reviews,
  - being called sensitive, attention seeker, etc.

- **How grad students may alter routines or expectations**
  - Fewer experiments will be performed as the victim cannot occupy the same lab space as a perpetrator
  - The victim will adjust their routine to avoid perpetrator, often forcing the victim to work alone in a lab setting, which is dangerous
  - Victim will lower expectations for themselves so that they can leave the program as soon as possible, eliminating career paths

- **Peer Harassment**
  - Mocking, avoidance, ignoring, won’t collaborate, being left from group outings, being excluded, banning from lab equipment, lying about them, all above forms of retaliation

- **Cultural Concerns**
  - Rape jokes are made regularly;
  - Title IX/reporting jokes are made regularly;
  - Faculty make sexist and racist jokes, causing others to think they are appropriate
  - The general attitude that women and minorities are not as capable as male counterparts
  - Statements from advisor where he indicates that he regrets not hiring male counterparts
  - Attitude that sexual harassment is a part of obtaining a Ph.D. in chemistry
  - Mental health is not considered a priority, and those who seek help are considered weak for doing so
  - The idea that there are only two types of women: cutthroat or push-over
REFERENCES & ADDITIONAL COMMENTS

[1] LAS Report will not be distributed publicly. Lloyd Munjanja, Assistant Director of Diversity & Program Climate, has a printed copy in his office. Before research group climate meeting, please set up a meeting with Lloyd Munjanja to review the document.

[2] The Diversity and Climate Action Plan was drafted as a response to the LAS Report to guide the department in making the necessary cultural changes to ensure a better climate for all the stakeholders.

[3] Here are ideas on building trust (creating psychological safety) with your research teams.
   
   (a) https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html
   (b) https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/
   (c) https://hbr.org/2017/08/high-performing-teams-need-psychological-safety-heres-how-to-create-it

[4] (a) Be aware of the signs of poor mental health (most commonly noticeable change in behavior) https://www.mayoclinic.org/diseases-conditions/depression/symptoms-causes/syc-20356007) and be willing to reach out to the student"n
   (b) What is mental health? And how does it influence productivity in the workplace? Review "People’s Manager’s guide to mental health at work"
   https://www.cipd.co.uk/Images/mental-health-at-work-1_tcm18-10567.pdf

[5] Suggestion is to encourage students to take an hour/two off a week, [no questions asked, and no bullying and policing], to get mental health support. The graduate student manual policy reads, “Assistants are eligible for 13 non-cumulative workdays of sick leave at the percentage of their appointment for each appointment year, whether they are appointed on a nine-month or a twelve-month basis. Graduate students appointed to one-semester assistantships earn 6.5 days of sick leave at the percentage of their appointment."

[6] (a) This will help you as a leader to address issues before they escalate and eventually affects the scientific productivity. (b) Understand and acknowledge conscious and unconscious forms of retaliation and reflect on how you can avoid them. A list of specific examples of retaliation has been pointed out in Section B.

[7] Student vacation policies are included in the Grad manual and can be found here https://chemistry.illinois.edu/academics/graduate-studies/graduate-manual Graduate student benefits can be found on Chapter 7.2 in the Manual:


[9] Please consider the book, "Lab Dynamics: Management Skills for Scientists” Feel free to contact Lloyd Munjanja and borrow it from the Department office http://www.sciencema.com/lab-dynamics/