**Title:** A Geologist's Experiences with Sexual Harassment

**Type of Activity:** Video/Small group discussion

**Time Required:** 10-15 mins.

**Learning Outcome Applied:** Recognize and respond to factors that foster sexual harassment in STEM; STEM being male-dominated, everyday sexism, and blurry boundaries.

**Overview:** This learning activity uses a video that recounts a geologist’s experience with sexual harassment and the exploitation of the power dynamic between professor and mentee while doing fieldwork. It asks students to identify factors that foster sexual harassment in STEM during fieldwork, asks students to reflect on their own experiences, asks about how the power dynamic of professor/graduate student can be problematic, and asks them to reflect on how universities can better protect female graduate students in STEM. All questions within this activity are suggestions so feel free to skip around or add any questions of your own that come up during your discussion.

**Step 1:** Open up the link to the [A geologist’s Brief But Spectacular take on calling out harassment and sexism in science](https://www.youtube.com/watch?v=6aspsUrjx6U) video

**Step 2:** Prior to watching the video ask students to note any instances of potential factors that fostered the sexual harassment the geologist experienced during fieldwork

**Step 3:** After the video, students form pairs or groups of 3-4 and share what they wrote down. Have students elect one person to share what their group noticed and have students add any factors they didn’t think of

**Step 4:** Write down the factors shared by each group on the board

**Step 5:** After all examples are on the board ask students to respond to the following questions in class discussion

1. Ask students if they have ever experienced or know someone who has experienced sexual harassment while doing fieldwork.
2. How did the professor in the video hold the power-dynamic over the graduate student’s head? What about the professor/graduate student power-dynamic could lead to sexual harassment?

**Step 6:** Ask students to again form groups of 3-4 and ask them as a group to reflect on the following question. Have each group elect one student to share out their group’s strategies with the class. Ask each group to share.

1. What can universities do to help disrupt that power-dynamic at the graduate level?
2. What can departments do to ensure the safety of graduate students while doing fieldwork?
3. How could other professors or graduate students doing fieldwork disrupt the blurry boundaries?

**Step 7:** After the discussion - what gems emerged from the discussion? Jot down any insights that the students brought.