Mentoring for women in STEM fields

(Science, Technology, Engineering, Mathematics):

Additional measures still required

Ursula Keller

Department of Physics, Institute for Quantum Electronics, ETH Zurich, Switzerland

Keynote Talk, 10. Sep. 2021
My one page recommendations …

First of all: You are in charge of your career. Do not wait, take actions …

- One goal of the PhD is to find out what you really want to do next.
- If you like research, then an academic career is an option. I personally recommend this path because I consider it a dream job.
- Most likely it helps to do an additional postdoc or two after the PhD to broaden research experience and expertise. Get advice to find the best groups to join (also helps for your CV and strengthens your network). This all will help to write a winning research proposal.
- Read some good examples of research proposals. Learn to write good papers …
- For your own proposal, find out what research questions you are interested in to address. Try to explain to yourself why your expertise should help to find an answer. Why should somebody give you funds to lead such an effort?
- Today the typical path is with an assistant professor position, and applying for starting grants (e.g. ERC starting grants, Max Planck group leader, and many more).
- Learn from the best and work with the best groups in the field. Ask yourself: why is somebody successful, and what have they done.
- Learn to network and help others (it currently helps to also join an all-women network)
- It helps to have several mentors and sponsors … the path also should fit your personality.
- Check out CVs of successful peers, approach your mentors and sponsors for advice and awards, … (it helps to be part of a formal mentoring program to have access to men mentors)
- Work on your frustration tolerance: “nobody said it is easy, try harder”. Most likely you will not get all your proposals accepted.
Successful role models

Conversations with 23 professors from 11 nationalities, 3 continents, working mainly in Switzerland

Some key messages:

• Find your own research question(s)
• Follow the ways that bring you happiness in your career and life
• Try again and again when facing failure or discouraging results
• Tips for dealing with the challenges of an academic career

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http://www.nccr-must.ch/home.html
Why is the “gender” topic still an issue?

- Many key gender issues summarized in one reference:
  Great way to jump into the topic. But – warning – message maybe disturbing for newcomers.

  “Sexism in Academy”, Troy Vettese, 2019, published in Issue 34: n+1, Head Case
  https://www.nplusonemag.com/magazine/ and about the author

  

  - This is not to scare you away!

- Being aware about current challenges helps to not take it personally

  “I am happy for every woman who does not need to experience gender harrassment!”
  Unfortunately too many still do …
Vision: 50-50 female/male ratio in the workforce

“We Shape Tech”
https://weshape.tech

This is a global platform and movement for greater diversity in tech and innovation

Crack the Confidence and Power Gap
Thank you to Stanford, Bell Labs and ETH Zurich

ETH Zurich
1984 Diplom in Physics (equivalent to a Masters)

Graduated top of the class
Motivated by winning a fellowship to study abroad (Fulbright fellowship)

I had the option between:
Frau or Fräulein
I chose “Frau”

Physiker or Physikerin
I chose “Physiker”

“I believed in equal rights and equal opportunities”
“all I had to do was to perform well ...”
“no special help needed for women”

Today I changed my mind:
• Competition is not fair
• There are always a few survivors
• Real progress with more women needs more efforts
Thank you to Stanford, Bell Labs and ETH Zurich

ETH Zurich

1984 Diplom in Physics
(equivalent to a Masters)

Graduated top of the class

Motivated by winning a fellowship to study abroad (Fulbright fellowship)

Stanford University

Ph.D. student

1985-1989

Rotation principle for PhD advisor in the first year

Visiting woman professor helped to find “the right professor” for me

Bell Labs, Holmdel

MTS (member of technical staff)

1989-1993

started my independent research lab right after my PhD

Formal mentor for women MTS

Women MTS lunch meetings
(Bell Labs just went through an expensive lawsuit with a former woman scientist)

• I was guided and rewarded for performance

• I turned “anger based on perceived injustice” into more work to show them that I can do it.
Thank you to Stanford, Bell Labs and ETH Zurich

Stanford University
Ph.D. student
1985-1989
laser physics
ultrafast measurement techniques
microwave measurement tools

Bell Labs, Holmdel
MTS
1989-1993
+ access to state-of-the-art semiconductor materials (MBE)

Enabled interdisciplinary approach with the combination of solid-state lasers, semiconductor physics, and microwave measurement techniques.

My initial job assignment: “Do something else than anybody else, but it better be good”

The outcome: I did it – invented the SESAM!
Frauenstreik Schweiz 1991
Thank you to Stanford, Bell Labs and ETH Zurich

Stanford University
Ph.D. student
1985-1989

Bell Labs, Holmdel
MTS
1989-1993

ETH Zurich
tenured Professor in Physics
since 1993

There was political pressure
to hire women at ETH Zurich with
direct appointment
1992 Swiss national women demonstration

I am glad that I took this position

I consider being a professor a dream job
for somebody who likes research

There is competition for such a dream job

I was hired into a "woman position"

Anthony Johnson encouraged me to take it!
- There is political pressure to increase women in science (required and justified)
- Increasing number of excellent women question many established privileges for our male colleagues
- Male dominated management culture and informal male networks affect current working culture
- Women very often not welcome, maybe tolerated with limited resources and power

End of 2018 (2019)
13.3% (14.3%) female full professors: 53 (58) female, 346 male
21.9% (24.7%) female assistant professors (not all tenure track): 20 (24) female, 71 (74) male

Senior women professors at MIT got organized and reported discrimination in resource distributions and culture to president.

MIT President started a more detailed survey.

MIT report published, acknowledging gender discrimination and announced additional measures.

MIT Faculty Newsletter

Introductory Comments
President Charles M. Vest

I commend this study of Women Faculty in Science to all of my faculty colleagues. Please read it, contemplate its messages and information, and act upon it personally and collectively.

I learned two particularly important lessons from this report and from discussions while it was being crafted. First, I have always believed that contemporary gender discrimination within universities is part reality and part perception. True, but I now understand that reality is by far the greater part of the balance. Second, I, like most of my male colleagues, believe that we are highly supportive of our junior women faculty members. This also is true. They generally are content and well supported in many, though not all dimensions.

However, I sat bolt upright in my chair when a senior woman, who has felt unfairly treated for some time, said “I also felt very positive when I was young.”

We can take pride in the candor of dialog that these women have brought to this issue and in the progress that we have made, but much remains to be done. Our remarkably diverse student body must be matched by an equally diverse faculty. Through our institutional commitment and policies we must redouble our efforts to make this a reality.

[Charles M. Vest can be reached at cmvest@mit.edu]

This helped me to stay in academia, after I just had two children in 1997-1998.

- “I am not alone and it is not my fault …”
- “the best I can do is to be successful ... then one day my colleagues will treat me with more respect”
When I began my career 30 years ago, I was convinced that all I had to do in order to become a successful scientist was to be very good at my job and to excel in my scientific expertise. I believed that there was no longer discrimination against women in science, and I was positive that I wanted to build a career and, if I chose to, have a family. Now, as a tenured female professor with a spouse and children, I look back on my career and find that the issue of women in science is much more complicated than I had initially thought.

Don’t get me wrong: I have an exciting, exhilarating and fulfilling job. Yet I still find myself hesitating to characterize the experience as wholly positive. While I’ve engaged in many wonderful research collaborations with my colleagues, I have also experienced a number of incidents that have led me to conclude that there is something systematic going on in science. Women and some men are experiencing discouraging behavior and attitudes that provide disincentives for them to remain in academic science.

In my early career at Stanford University and Bell Laboratories, one of the most motivating pieces of advice I received from a scientific colleague and mentor was: “No one said it would be easy; just try harder.” That powerful statement became a mantra for me. I kept it in mind as I built up a large research group, raised two children, and established a scientific track record.

I have now been a tenured professor for 17 years, and I currently serve as the director of a multi-collaborative Swiss National Science Foundation project. I became a successful science professor. However, my adviser was right. It has not been easy. My experience as a woman scientist has been much more complicated than the scientific reputation I have established. I have had to deal with challenging issues and attitudes related to starting a family, organizing my laboratory space, and building up my research group. To gain a wider perspective on my experience, I turned to numerous research reports on the absence of women in science, and the evidence is there, cited again and again: Within the scientific culture, women face discriminatory attitudes that often lead them to be excluded, along with minorities. An article about subtle discrimination published in the Washington Post by physics professor Meg Urry highlighted experiences that were analogous to mine (see link in the references).

There are many special programs geared toward encouraging women scientists to remain in academia. They advise women on how to fit better within the academic environment. You will succeed if you are excellent in your work, if you find a mentor, if you choose a supportive life partner, if you improve your confidence, and if you make sure that you speak out so that you do not seem invisible. These tips are surely helpful, but why is the responsibility for change always put on these talented people? My experience shows that this is too simple a solution. The scientific community must make greater efforts within individual disciplines to identify and change the factors prohibiting women and others from staying in science.

The 2009 gender statistics for the physics department at ETH Zurich in Switzerland show the representation of women as follows: 36.5 percent of undergraduates are women; 37.7 percent of Ph.D. students are women; and 33.3 percent of post-docs are female. I am one of two tenured women professors; overall, women comprise 9.5 percent of the faculty.

I feel very positively about my life choices, but I am aware that retaining
ETH WPF Executive Board (Elected during first assembly meeting, 7 March 2012):

Ursula Keller, Physics, President
Janet Hering, EAWAG Director, Vice President
Marcella Carollo, Physics
Silvia Dorn, Environmental Systems Science
Gudela Grote, Management Sciences
Renate Schubert, Delegate for Equal Opportunities to ETH President, Humanities, Social and Political Sciences
Viola Vogel, Health Sciences and Technology

With financial support from
Swiss National Science Foundation
(with NCCR MUST)
Following the MIT role model!

ETH Zurich
61 women Prof.
as of Feb. 2013
75% are members
(i.e. 45 Profs.)

History: [http://www.nccr-must.ch/equal_opportunities/eth_women_professors_forum.html](http://www.nccr-must.ch/equal_opportunities/eth_women_professors_forum.html)

ETH WPF webpage: [https://eth-wpf.ch/](https://eth-wpf.ch/)
With efforts from the Women Professors Forum (WPF) we could get three professor surveys published in 2019-2020:

- At least 23% female professors felt discriminated within the previous two years at ETH Zurich

- Male dominated management culture and predominance of men in numbers and in leadership positions affects women disproportionally

- Not sufficient accountability and transparency with regards to resource and space allocation, committee work, teaching load, and most importantly, the decision making process

- Grievance processes considered generally (by both men and women) not good enough, but “women in particular rated the complaints process for discrimination as rather negative to very negative”

- Duration of the grievance procedures is a source of undue stress (and potentially a substantial financial burden with additional academic mobbing)

- Conflicts of interest for professors involved in the process

- Lack of protection of professors from frivolous* accusations (still ongoing …)

  *What does frivolous mean? 
  weaponizing scientific misconduct and unequal treatment of different cases 
  weaponizing administrative investigations
References and weblinks

2019 Survey of Issues Important to women Professors at EPFL/ETHZ:
https://eth-wpf.ch/
And then use link: https://eth-wpf.ch/category/publications/

19. May 2020: ETH Zurich professor survey published
And more details:
You can also find some interesting ETH gender statistics here:

July 2020: Report of the commission on the Status of Women Faculty at EPFL
This 2020 EPFL report is similar to the 1999 MIT report.
There is a more detailed report for EPFL internal use and unfortunately confidential.

There is a lot of learning material that would help the broader community to better understand the problems.
Currently some significant leadership efforts are focused on keeping the women quiet. More concerned about a potential reputational damage rather than fixing the problem.
Challenges and Barriers to Progress

- Competition with careers outside science
- Implicit and explicit bias – in hiring and retention
- Hostile/Unwelcoming working culture
- Family and Care commitments
- We need additional measures and political pressure for change
Challenges and Barriers to Progress

- Competition with careers outside STEM fields
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- We need additional measures and political pressure for change
There is competition for a dream job

2017 Forbes report: women leave the tech field at a rate that is 45% higher than men

Women are opting out of their careers because they are rejecting the workplace

It is NOT primarily a “pipeline” problem. It exists even in fields where women are well represented (and have been for decades)

It is about power and privileges: Need equal access, not just for special groups

Competition substantially reduced by a hostile environment for women

… lost opportunities for us all!

The Royal Society, 2010 The Scientific Century
Challenges and Barriers to Progress

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Swiss National Science Foundation (SNF)

Peer-review is not gender blind

40’000 reviewers in project funding 2009-2015

Women are rated lower (by men and women)
Rating of female reviewers lower (of men and women)

Solution for such problems:

• Get gender data first
• Well defined evaluation criteria and reduce conflict of interest in peer review
• Correction of scores for potential gender bias (becomes easier with more women)
• Limit number of funded grants per PI (currently done at SNF, ERC grants, …)
Measurable results: current status physics at ETH

Let's consider the hiring statistics in my department:

1991 Swiss national woman demonstration: increased political pressure for more women at ETH

1992-1993
Direct hire (i.e. “Direktberufung” – no selection committee) of two women professors:
   Ursula Keller, tenured associate professor
   Felicitas Pauss, assistant professor

1994 – 2016 (i.e. for 22 years)
All professor selection committees resulted in hiring a male professor with 24:0
On the level of permanent senior-scientist ≈33:1 (not dual-career)
One dual-career appointment into a tenured professor position: Marcella Carollo (2002)
Two dual career appointment as senior scientist (Chitra Ramasubramanian, Aude Gehrmann-de Ridder)

2017
Prof. Simon Lilly initiated an emergency program to appoint female tenure-track faculty (supported also by Prof. Keller, his wife Prof. Carollo and ETH WPF efforts)

2019 Prof. Carollo terminated, “Carollo case” very controversially discussed in the media, currently at Swiss Federal Administrative Court

2018-2020: The “Carollo case” at ETH made this possible
5 tenure-track women assistant professors hired (even more without tenure track)
Women faculty members

- MIT’s School of Science
- ICL physics department

Imperial College London (ICL)

MIT applied affirmative action hiring policies:


1994: establishing a committee on women faculty in the school of science

16 out of 17 tenured women Professors

“the feeling of an injustice, the anger that accumulates from this recognition, and the strong desire for change for themselves and future generations”


Source: OSA, OPN, April 2015
Challenges and Barriers to Progress

• Competition with careers outside STEM fields
• Implicit and explicit bias – in hiring and retention
• Hostile/Unwelcoming working culture
• Family and Care commitments
• We need additional measures and political pressure for change
Why are there so few women in high academic positions?

- Mother
- Mate
- Daughter
- (Intellectual Spinster)
- Female colleague
Women in leadership positions

Recommended for reading:

"When a woman excels at her job, **both male and female co-workers** will remark that she may be accomplishing a lot but is ‘not as well-liked by her peers’. She is probably also ‘too aggressive’, ‘not a team player’, ‘a bit political’, ‘can’t be trusted’ or ‘difficult’.”

In a hostile working culture this can result in:
character assassination (”Rufmord”)

… because in this case women do not get the normal benefit of doubt
“Mission: Character Assassination”

**MISSION: RUFMORD**

**ARBEITSRECHT** Kantige Führungskräfte werden zunehmend Opfer anonymer Vorwürfe. Vor allem an Universitäten und den höchsten deutschen Forschungseinrichtungen verrohen die Sitten.

Accusation

“significant misconduct in management or inappropriate leadership”

The accusers remained anonymous …

The allegations were aimed at their personal integrity

Thomas Sattelberger:

“This is a career risk, especially for women”

Prof. Heike Egner

Prof. Tania Singer

Prof. Marcella Carollo
Examples of a bad working culture for women

- Women and other outsider groups often have **lower mistake tolerance** and are **punished more strongly** for them.

- **Lack of independent grievance procedures**: minor mistakes or even made-up issues can become weaponized, supports a **management culture of intimidation**.

- **Unequal treatment** depending on “how many friends” one has in leadership which does not support excellence and wastes resources.

- **Gender bias**: woman stereotype (i.e. pleasant, caring, and modest) and man stereotype (decisive, competitive, and forceful) **pushes women into more service work also in science** (i.e. peer review, work intensive committees, …)

- Important to set clear priorities and learn to say no (time is limited!)
- More experienced women can give good advice what committee to join …
- More transparency within departments for committee work and teaching load
Examples of a bad working culture for women

Bundesrätin Simonetta Somaruga (Swiss Federal Councilor)  
(3SAT, 2. June 2021, Episode Frauen und Macht):

“Die Macht der Männer ist, Frauen zu spalten.  
Und das muss man als Frau durchschauen”

“The power of men is to divide women. And you have to see through that as a woman”

• Women need to realize and understand:  
in the end it is about power, resources and privileges for special groups

• More excellent women are here:  
there is more competition for the limited number of leadership and professor positions

• Traditional power games: secure power by dividing  
With regards to women this means:  
career women versus house wives, young vs. senior, quota women (yes vs. no), co-opting  
a few women “to play ball” … all question women’s ability to fit in and deliver
Understand to stop traditional power games

Recommended for reading:

- There is no evidence that women have more frequent conflicts in working with other women.
- Women actually spend more time supporting, counseling, and advocating for women than men do.
- Unfortunately, when women actively promote other women, they often face career penalties.
- Not even white male executives received any career-related advantage for actually working to create diversity. Many highly educated and talented women are opting out of their careers because they are rejecting the workplace.
- Cultivate women-only networks to feel more welcome in current working culture.

2017 Forbes report (p. 62): women leave the tech field at a rate that is 45% higher than men.
On page 62:
Women in bad working culture have the following options:

1) Leave

2) Accept second class status

3) Try to get ahead by becoming one of the boys

4) By building sisterhood and seeking systemic changes

Sisterhood is not the same thing as friendship

Sisterhood is women supporting, mentoring, and advocating for other women

Sisterhood is an ethical, political, social, and economic relationship. It does not need to be a personal one.

2017 Forbes report (p. 62): women leave the tech field at a rate that is 45% higher than men
Mentoring for physics students at ETH Zurich (start Sep. 2020)

https://www.phys.ethz.ch/studies/mentoring.html

Mentoring for Physics Students
The Department of Physics offers a peer mentoring programme for first-year students.

Mentees

Mentors

Based on my experience as a former first year student at ETH and my positive experience at Stanford University during my PhD, I asked Dr. Anna Garry (NCCR MUST) to get peer mentoring going at ETH.

Improving the learning environment:
• Confidential interviews with open-ended questions with students from different genders, years and background
• Learning atmosphere very challenging for all
• But there were some gender differences
• New peer mentoring introduced (first for women only, now also for men)
• Anonymous grading system (i.e. no name on the exam sheets)

V. V. Vogler-Neuling, K. Berg, M. Beck, A. M. Garry to be published
Mentoring for physics students at ETH Zurich (start Sep. 2020)

https://www.phys.ethz.ch/studies/mentoring.html

Mentoring for Physics Students
The Department of Physics offers a peer mentoring programme for first-year students.

Women professors forum (WPF)
www.eth-wpf.ch

ETH Zurich / EPFL WPF
established by NCCR MUST in 2011
expanded to EPFL in 2016.
Current membership (2020):

ETHZ (70%) and EPFL (87%)

Mentors

Mentees

Students from advanced semesters and doctoral students will mentor first-year students regarding questions about their studies and all aspects of life as a physics student.
Challenges and Barriers to Progress

- Competition with careers outside STEM fields
- Implicit and explicit bias – in hiring and retention
- Hostile/Unwelcoming working culture
- Family and Care commitments
- We need additional measures and political pressure for change
Yes you can do it!

Dual Career both working full-time
Kids initially in daycare 5 days a week (Foto 2004)

- **Need special measures. Having children is not “business as usual”**
- **You are not alone – have both parents engaged**
- **Need reliable daycare, and additional support in case of sickness, important work deadlines etc.**
- **Focus on essential tasks and receive additional help:**
  - Postdoc program in physics department ETH Zurich (add an additional PhD student)
  - ERC starting grant (within 7 years after PhD + one more year per child)
  - Professor: no teaching for one year around birth of child (job flexibility is actually an advantage)
  - ...
Many female postdocs do not return to academia after their position ends. One way to increase retention could be fellowships specifically geared to the needs of postdocs who are also mothers.

Here, we introduce the idea of competitive fellowships for postdoc mothers that enable them to pay for a Ph.D. student or early postdoc researcher, whom they will then supervise while in the early stages of motherhood. Such grants, we believe, could help these scientists maintain ties to their labs, their research, and their academic career path during a period of significant personal transition.

Department of Physics, ETH Zurich, introduced Fellowship for Postdoc Mothers in 2018

https://www.phys.ethz.ch/research/research-promotion.html
Challenges and Barriers to Progress

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We need additional measures and political pressure for change for the following situations:

- Small community (<30%) and/or weak institutional support systems for women and minority faculty
- Hostile institutional culture and climate for women: Fix the institutions rather than the women
- Lagging retirement (without mandatory retirement) delays progress
Power and Resources

Independent checks and independent grievance procedures are necessary for sufficient oversight – and ultimately credibility – in the existing university culture.

Crack the confidence and power gap

- **Increase number of women**, using special measures as needed, target >30%
- **Need more efforts on retention, performance, promotion and culture change**
- **Additional efforts to achieve real culture change.**
  Set up structures and real benefits ... rather than negative feedback for engaging on these issues, for both men and women
- **Increase motivation: access to more funding with better governance**
- **Better governance to weaken informal networks.**
  Such networks, when unchecked, tend to hurt overall excellence, waste resources and hurt the science community in general.
- **For the benefit of us all and good science:**
  More male colleagues can help and would be welcome (see 2019 article from Troy Vettese)
- **When we try harder we can do better:**
  e.g. for 22 years 24:0, within two years 5 tenure-track women assistant professors
- **Requires clear commitment from our leadership with measurable results**
additional references
Bibliography, with more references

• Massachusetts Institute of Technology, A Study on the Status of Women Faculty in Science at MIT, Boston 1999.
• McClelland Sara I. / Holland Kathryn J., “You, Me, or Her: Leaders' Perceptions of Responsibility for Increasing Gender Diversity in STEM Departments“, in: Psychology of Women Quarterly, published online 5 June 2014.
• American Physical Society: https://www.aps.org/programs/ethics/index.cfm
We can prevent sexual harassment
Women in physics: https://www.aps.org/programs/women/index.cfm
• NCCR MUST: Motivation for a Women Professors Forum (WPF)
http://www.nccr-must.ch/equal_opportunities/eth_women_professors_forum.html
• NCCR MUST: OPN column, http://www.nccr-must.ch/equal_opportunities/opn_column_reflections_in_diversity.html
Assessing equality in physics departments

The Juno*-type project maybe a possible approach for the long-term:

• It is recognized that there are gender issues in physics departments internationally. An approach that is used in the UK is a ‘Juno’ award.
• Juno addresses gender equality in physics and encourages best practice for all staff
• A similar approach could be carried out in other countries, building on the experience that has been acquired by Juno. These are the 6 principles. An external review panel can help guide and assess the department.
  • A robust organisational framework to deliver equality of opportunity and reward
  • Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels
  • Departmental structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers
  • Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff
  • Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, institution and to set an environment where professional conduct is embedded into departmental culture and behaviour

* [https://www.iop.org/about/IOP-diversity-inclusion/project-juno - gref](https://www.iop.org/about/IOP-diversity-inclusion/project-juno - gref)
14 recommendations for …

Effective Practices for Faculty Recruitment and Retention

1. Consider what steps you will take to ensure faculty retention. Since universities make a tremendous investment in faculty, often recruiting and hiring them at great expense, it is important to think long term from the beginning. Look at the startup packages offered—if faculty seem unaware of what is often included, do you offer a list of standard elements you usually provide? Do you expect them to negotiate and make a case for what they will need to succeed, and do you communicate these expectations? Given that faculty have highly specialized talents, ensure they don’t waste time struggling in a bad environment by making sure they know who to come to for advice before they are on campus.

2. Enable the hiring of the best available candidates by paying attention to the application process, selection of short list, faculty visit experience and by working to minimize the impact of unconscious biases.

3. Set a high standard in treating all faculty with respect, and promote a positive environment for everyone. If you cannot achieve this, seek guidance from within the university, schedule a site visit, or appoint

https://www.aps.org/programs/women/reports/cswppractices/faculty.cfm
Recommended additional reading

Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine

Published 1999

Confronting Academic Mobbing in Higher Education
Personal Accounts and Administrative Action

Published 2020

specially recommended: Chapter 3, “The role of passive evil in perpetuating downward academic mobbing” on page 57: “One of the most disheartening findings in many published studies on downward academic mobbing is that university HR departments, in particular, are not only unhelpful to victims (either by failing to recognize the mobbing or mismanaging the cases brought before them) but in many cases actually protect and assist unethical administrators in their framing and abuse of targets.”