

Year 1 Public Description of Work for  
Action Collaborative on Preventing Sexual Harassment in Higher Education

Harvard University

**Bystander Video Project – How We Speak Up:  
Creating a Culture of Inclusivity**

**This Action Applies to Rubric Item(s): #4**

**Description of Work:**

Everyday occurrences, from public events that become headline news to individual interactions between members of our own community, comprise the cultures in which we learn, live, and work. As Harvard University reaffirms its commitment to equity, diversity, and belonging, we are all called upon to examine how prevailing beliefs, attitudes, and behaviors contribute to— or detract from— a University culture of inclusivity. This collaborative project provides Harvard students, faculty, and staff with examples of everyday interactions that may detract from inclusivity and approaches how to correct course.

Consistent with the NASEM recommendation to implement “*bystander intervention programs specific to higher education*,” this project, which began in September 2019, emerged from a series of brainstorming sessions about diversity, inclusion, and belonging education. These sessions were led by Alexis Stokes, SEAS Director of Diversity, Inclusion and Belonging, and Michelle Gordon-Seemore, Director for Talent Acquisition and Diversity, and were largely informed by the call to action in the Final Report from the Task Force on Inclusion & Belonging, *Pursuing Excellence on a Foundation of Inclusion*, and the ongoing resource challenges faced by DIB officers, as training efforts are outpaced by community interest and need. Barbara Nobles Crawford, Senior Organizational Development Consultant, was consulted about existing workplace development, including the Executive Video Series, “How to Lead an Organization with Impact (without Bias, Microaggressions, Bystanders, Imposters, and Exclusionary Privilege).”

The University Title IX Office was then consulted about existing bystander intervention education programs. This group subsequently collaborated to develop a multimedia toolkit that includes educational videos and an accompanying facilitator’s guide for DIB officers and University Title IX staff to use when delivering trainings to their communities.

The overarching goals of this toolkit include promoting speaking up, exemplifying strategies to address offensive comments and behaviors, and emphasizing that the burden of

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addressing such interactions should not fall on marginalized groups. Once the viewer has participated in a facilitated session with these videos, they will be able to:

1. Recognize how they can play a role in creating a culture of inclusivity
2. Identify common barriers to becoming an active bystander in academic and work contexts
3. Demonstrate strategies for disrupting, deescalating, and discouraging harmful conduct
4. Self-assess ongoing progress and growth in using inclusive behaviors

The suite of video vignettes in the multimedia toolkit will address issues including gender inequity, actions contributing to organizational climates at risk for sexual harassment, racial microaggressions, ableism, and power dynamics. Each video vignette also provides bystander intervention strategies for disrupting, deescalating, and discouraging such conduct, which viewers can use in the places where they learn, live, and work.

**Point of Contact Name:** Rachel DiBella

**Email Address for Point of Contact:** [titleix@harvard.edu](mailto:titleix@harvard.edu)