

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

Dartmouth College

Cultivating an Inclusive Community (CIC)

This Action Applies to Rubric Item(s):

- 2. Civility or Respect Promotion Programs
- 4. Bystander Intervention Programs
- 7. Prevention Program or Toolkits

Description of Work:

In an effort to create more robust institutional professional development opportunities, this workshop facilitation series contemplates an initiative focused on addressing critical areas of growth for the Dartmouth community. A major component of the workshops focuses on how bias, either conscious or unconscious, can impact decision-making. Each session includes an in-depth exploration of defining and reducing microaggressions, also offering attendees practical skills that can be applied in their work environments.

The purpose of this initiative is to delve into realities that result from issues such as gender inequity, power differentials, and other identity-based injustices. Moreover, these workshops provide appropriate resources for attendees to gain a heightened understanding of how to address and combat these issues. The workshops equip attendees with the proficiencies to engage in constructive dialogue, intervene as an active bystander, succeed as an ally, and create solutions. Specifically, the goal is to explore tools that the attendees can utilize to understand the effects of bias and discrimination, with the expectation that practical skills will be implemented to better support those from disenfranchised communities. The support materials that are provided are comprised of case studies, examples, and break-out group materials. Attendees are involved in dialogues around equity issues, federal government regulations, community engagement, as well as relevant College policies and protocols.

The CIC series aligns with NASEM's findings and recommendations as it is primarily geared towards addressing the "Civility or Respect Promotion Programs" recommendation of the 2018 NASEM report. By fostering an atmosphere with each facilitation in which attendees are welcomed to share their experiences and be candid about their perspectives, the CIC series has

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been an effective initiative through which positive cultural change is evident. By engaging in candid conversations around the impact of negative encounters as well as positive behaviors to engage in, participants are better equipped to understand differing experiences and take action to ameliorate certain cultural norms. Through the administration of anonymous pre- and post-workshop evaluations, the facilitators are able to assess the efficacy of each workshop, improving where it is necessary and maintaining what is effective.

Some other facets of the NASEM report that are reflected in the CIC series are the “Bystander Intervention Programs” and the “Prevention Toolkits”. At the culmination of each series, the participants are provided with action items delving into what impactful allyship looks like. This aspect of the series entails several potential undertakings, such as strategies to implement in the moment as well as after the fact, along with a bystander action assessment. In this way, not only are the participants exploring their own personal biases and experiences, but also increasing their awareness around effective allyship.

The CIC workshops were created in the earlier part of this year, and the initial plan was to roll them out to a pilot group in March 2020; however, that approach was reassessed with the College shifting to a virtual operation. Since July, we have revisited the workshop materials and presented them on an ad hoc basis to several departments and cohorts. With each session, we continue to solicit anonymous feedback, which has resoundingly been positive.

As we continue to engage in meaningful dialogue and explore endeavors aimed at improving the campus climate and culture, we hope to further connect with various community constituents. Though we were unable to proceed with the initial plan of having a pilot group go through the workshop series, we have resumed by presenting the material and implementing any feedback we receive on a continual basis. Given that one of the most categorical responses we have received is the desire to engage in these workshops at an in-person session, we are working to make the most of this virtual situation until we are able to host them back on campus.

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