

2025 Public Description of Work for Action Collaborative on Preventing Sexual Harassment in Higher Education

Santa Barbara City College

Initial Successes Around Targeted Expansion of Training Modules

Relevant Rubric Area(s):

1. Prevention: Audience-specific Anti-sexual Harassment Education
2. Prevention: Identifying and Reinforcing Community Values
3. Response: Addressing Gender Harassment and Other Harmful Behaviors

Description of Work:

The expansion of pre-departure meetings for field trips in the past year has led to a broader rollout of similar trainings prior to other events and more generally for undergraduate students, leading to broader discussions around and implementation of sexual harassment prevention and gender harassment and discrimination prevention efforts at the institution.

Previous efforts during the 2023-2024 academic year, around the implementation of mandatory pre-departure trainings for undergraduate students enrolled in field-trip courses in a particular department, were described in the [2024 Description of Work](#).

Initial lessons learned from these pre-departure trainings, including feedback from the Department Chair and other faculty, led to the recent efforts to broaden participation in the training across a wider audience this past academic year. Initial pre-departure trainings were limited to undergraduate students, faculty, and staff leaving on overnight field trips as part of field trip courses in a specific department. These mandatory trainings were delivered through the institution's Title IX and Gender Equity Office, held in-person, and integrated into existing meetings on pre-departure logistics. While initial roll-out of these pre-departure trainings was met with limited buy-in and some skepticism, along with efforts to move them to an online modality, faculty and administrative leadership support for an in-person modality and trainer efforts to include relevant scenarios applicable to the field trip led to more positive outcomes, including overall positive feedback from informal sources, more buy-in, and opportunities for increased discussions around corresponding topics.

These successful outcomes from the field trip pre-departure meetings have led to this academic year's efforts to also include student clubs embarking on overnight events, athletics teams attending out-of-town competitions, as well as lab courses going on day lab trips. The goal for all of these short trainings has been to integrate them as much as possible into existing orientations, logistics meetings, club events, or similar structures, as opposed to holding separate sexual harassment trainings. In addition, event- and/or audience-specific scenarios are utilized as much as possible and appropriately by the trainer, with regard to both sexual harassment and gender harassment training components.

This more targeted and audience-specific training roll-out has led to much more positive feedback from participants and leadership than the existing required and more general orientations for

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students and trainings for employees. Including audience-, event-, or situation-specific scenarios in the training and actively involving participants, as appropriate, has led to more buy-in from participants who now view the training as more relevant to their specific situation, course, or event. In addition to scenario-specific content and discussions around sexual harassment concerns, the training modules include discussions around gender harassment and discrimination, as well as information around available reporting resources, some of which provide anonymous reporting avenues (see also [2020 Description of Work](#) and [2022 Description of Work](#)). In alignment with the 2018 National Academies report, the goals are not only to clearly communicate behavioral expectations and specific consequences for failing to meet these expectations, but also to increase awareness around reporting resources that are available.

The more targeted implementation of these short training modules has resulted in a more positive view among participants at various levels, from undergraduate students to staff, faculty, and administrators, when compared to the campus-wide or constituent-wide broad trainings, which continue to be offered. Participants view the targeted trainings as more relevant to their specific situation and can relate in more meaningful ways to them, resulting in more discussions around the covered topics and increased asks for including additional groups due to word-of-mouth.

The initial successes from the expansion of these short training modules beyond field trip pre-departure meetings have helped to identify additional champions for this work at the faculty, staff, and student leadership level who assist with further dissemination and implementation of this work. Additional feedback from departments and training participants, along with ongoing review of reports received from the corresponding events, will allow the Title IX and Gender Equity Office and the Office of the Dean of Educational Programs for Sciences, Math, and Engineering to refine these modules and overall implementation of this work further. The next steps planned are the inclusion of additional campus communities in these targeted and specific training modules, while also addressing emerging logistical, timing and bandwidth challenges. In alignment with recommendations from the 2018 National Academies report, it is anticipated that these efforts will aid in continuous strengthening of the prevention and response efforts at the institution.

Website for further information (if applicable): <https://www.sbcc.edu/titleix/>

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