

Harvard University Community Engagement Plan Revised National Academies of Science, Engineering and Medicine Action Collaborative

Initial Plan of Activities

Harvard University hosted a visit from representatives of the NASEM working group to meet with all of our school deans, senior university administration, and directors of graduate studies. From those meetings and subsequent conversations with an advisory committee, we selected an initial project that would begin with the Graduate School of Arts and Sciences, impacting first our PhD degree programs, and then be extended to other programs.

While Harvard is a largely decentralized university with 11 principal academic units and an enrollment of over 36,000 students, GSAS has the University's largest graduate student population, including 17 interfaculty programs in conjunction with nine Schools across the University.

The largest programs within GSAS are medical sciences, engineering, applied sciences, and physics. GSAS grants all PhD degrees across the University. The potential expansive impact of the NASEM Action Collaborative recommendations make GSAS the natural starting point for this project. In conversations with key stakeholders within GSAS, Bystander Intervention Education for faculty and administrators was identified as a high priority.

Action Plan Focal Point: Bystander Intervention Education for Faculty & Administrators

To address this priority area for the GSAS community and to provide a starting point for bringing Action Collaborative projects to our campus, our representatives and identified partners are designing and preparing a program evaluation for a tailored Bystander Intervention curriculum, "Prevention in Action."

Utilizing evidence-based approaches and data from the National Academies of Sciences, Engineering, and Medicine's 2018 Consensus Study Report, this program will be tailored to meet the needs, strengths, and organizational cultures of faculty and staff University-wide.

This program addresses important concepts and theories underpinning popularized bystander intervention education models. Additionally, it addresses the role of climate and perceived tolerance for ambient and acute harassment and individuals' influence in shaping climate within their institutions.

Leveraging existing systems for response (i.e., Title IX) and conventional bystander intervention strategies, this program seeks to increase: self-efficacy, positive perceptions of peers, motivation to intervene, and competence at engaging in prosocial bystander intervention behaviors among participants.

Program Outcomes

As a result of participating in "Prevention in Action," faculty and staff will be able to:

- Define Bystander Intervention and applications in employment and academic contexts
- Identify behaviors that may contribute to organizational tolerance for harassment
- Address social and psychological barriers to intervention
- Demonstrate strategies for intervention in classroom, administrative, and other settings

Activities and Group Gathering

Our representatives work in partnership with the GSAS Dean, the GSAS Dean for Student Affairs, and the GSAS Director of Student Services, and will identify key members for an Implementation Working Group comprised of students, staff, and faculty to oversee “Prevention in Action” and its rollout.

The Working Group will be charged with identifying practical means of engagement at local levels across the Schools, deploying detailed methods for program implementation, exploring program scaling and sustainability, and identifying methods for ongoing assessment of program effectiveness.

Methods for Engagement and Two-way Communication

To date, the initial “Prevention in Action” curriculum has been piloted to more than 300 members of the faculty and staff communities across 20 departments at Harvard. The program has been enthusiastically received and has returned promising quantitative results. The program is now entering a formal evaluation process and preliminary results from informal feedback have already been shared with various community stakeholders.

Approaches for Supporting the Involvement of the Community

As the NASEM 2018 Consensus Study Report concludes in its recommendations, “All members of our nation’s college campuses [...] should assume responsibility for promoting civil and respectful education, training, and work environments, and stepping up and confronting those behaviors and actions create a sexually harassing environment.”

Thus, community participation is essential and has been built into the design, implementation, and evaluation phases of the program. These efforts take the form of focus groups, interviews with participants, opportunities to provide anonymous feedback, and more.

Additionally, representatives will be collaborating with institutional research experts to develop validated scales for measuring effectiveness and seeking Institutional Review Board approval to include a pre-, post-, and 30-day post- program assessment process during a large-scale rollout in the spring of 2020. These results will include feedback from the community and be shared widely.

Action Steps

1. Pilot curriculum to identified faculty and administrators (September 2019)
2. Incorporate feedback into revised curriculum (October 2019)
3. Confer with institutional research experts and seek IRB approval for program evaluation (November 2019)
4. Launch curriculum and assessment plan to identified faculty and administrators within GSAS (March 2020)
5. Analyze and share program evaluation results with Harvard community/stakeholders and NASEM Action Collaborative members (May-June 2020)