COMMISSION ON

DIVERSITY AND

INCLUSION

Diversity & Inclusion Training Report

Submitted to:
Chancellor Mark S. Wrighton
Provost Holden Thorp

November 2016

Washington University in St. Louis

Recommendations for Diversity & Inclusion Training

November 2016

In the Fall of 2015, the Chancellor and Provost charged the Commission on Diversity & Inclusion with making recommendations to implement a 12-point action plan designed to make Washington University in St. Louis a more diverse and inclusive community. The Commission requested a working group explore and consider how to best implement action item 6: "The university will institutionalize Diversity and Inclusion training across the campuses for students, staff and faculty…" In consultation with the working group, the Commission on Diversity and Inclusion makes the following recommendations.

BACKGROUND

We seek to change the University culture by building awareness, knowledge, and skills related to diversity and inclusion. Diversity and Inclusion training works to increase awareness and promote greater appreciation of cultural differences and different social identities and can encourage dialogue and discussion that reaffirms the University core values[1] for building academic excellence within a diverse, inclusive, and welcoming community for faculty members, staff and students of all backgrounds.[2] Diversity and Inclusion training also helps to create a framework for reflection on both professional and personal perspectives, and helps shape beliefs, attitudes, and behaviors.

When done well, training creates safe places for introspective reflection where participants can identify unconscious and personal biases, and with facilitated guidance, move past these biases. Training provides a model for managing conflict and builds the skills needed to recognize, respect, and appropriately treat others of different backgrounds. Taken together, these cultural attributes foster the creation of a collaborative workforce where diverse ideas thrive. Research has shown that organizations that embrace diversity and inclusion are more innovative[3] and have higher return on equity.[4] As such, diversity and inclusion efforts have the potential to help organizations to manage the complexities they are facing currently and create a better work outcome. Effective training can also contribute to building the University's external reputation within the community as an institution where diversity is celebrated and inclusion is cultivated. Collectively, these elements contribute to an organization's ability to attract and retain a diverse workforce.

For training to be most effective, the content and delivery should align with existing organizational values that are reinforced through multiple avenues. In particular, the values of mutual respect and inclusion must be fully supported and modeled by senior leadership. Actively engaged University leaders will help reinforce culture change within the organization by participating directly in workshops, seminars and trainings themselves and by motivating, recognizing, and rewarding those they supervise to do so as well. Although such participation is critically important across the institution, in general it is not beneficial to require it.

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[1] In his message on diversity, Chancellor Mark Wrighton says "Diversity strengthens our sense of community, and is vital to our knowledge creation, problem solving and productivity — all of which are essential to our mission as a world-class university. Enhancing our diversity, while making Washington University a more inclusive place, is not an option. It is an imperative." https://diversity.wustl.edu/framework/chancellor-statement/

A key priority stemming from the University's comprehensive planning process, PLAN FOR EXCELLENCE, is to "strengthen diversity and improve gender balance and inclusiveness in all segments of the university community." https://provost.wustl.edu/wp-content/uploads/2015/09/Diversity-and-Inclusion-Report-2015.pdf

[2] "I, along with Provost Holden Thorp and university leadership, am dedicated to ensuring faculty and staff from all backgrounds can study, learn and work in a diverse, academic environment." Quotation from Chancellor Mark Wrighton included in Human Resources Diversity and Inclusion training.

[3] Diverse cities are more productive, diverse boards of directors make better decisions, the most innovative companies are diverse because diverse groups of problem solvers outperform groups of the best individuals at solving problems. Source: "In Professor's Model, Diversity = Productivity," The New York Times / Claudia Dreifus, January 8, 2008, http://www.nytimes.com/2008/01/08/science/08conv.html?_r=0.

[4] Studies show that having three women on the board of directors can directly improve the bottom line (53% higher return on equity). Source: "The Impact of Senior Leadership Commitment on Diversity and Inclusion," IRConcepts, Summer 2008, http://www.ircounselors.org/downloads/IRConcepts-08-Summer.pdf. Bersin Report D&I Benchmarking and Best Practices Report - Deloitte May 2014

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Research has shown that mandating Diversity and Inclusion training can be counterproductive and generate more of the attitudes it is designed to ameliorate.[5] A more effective strategy is to make the case for how a diverse and inclusive institution is more innovative, productive and successful. Rather than require participation, we want to create an environment where those who choose to do this professional development work are recognized and rewarded for bringing additional knowledge and skills to their positions. It is also important to acknowledge that there may be role or discipline specific educational requirements that do mandate diversity courses for students or training for faculty and staff members. Finally, training must be evaluated to identify and assess its impact on the knowledge, skills, attitudes, and behaviors of participants and the organization.

In consideration of the many benefits training can provide, the working group examined the following issues: (i) What training is currently provided at Washington University; (ii) What we know about current efforts to assess its effectiveness; and (iii) Ways to make training more impactful. As a result of our discussions, the working group respectfully submits the following recommendations:

RECOMMENDATION #1

- Training should be strongly encouraged and available for all new and existing members of the University community. Both fundamental core courses as well as continued learning and role-specific topics need to be available to all community members. Standard introductory courses include:

  - Title IX – Sexual Assault and Sexual Misconduct – Staff, Post-doctoral Fellows, Faculty and Students

  - Diversity & Inclusion 1.0 through 4.0 (Awareness, Understanding, Commitment, and Action) – Staff and Faculty (Students upon request)

  - SafeZones - Peer-to-Peer for Faculty, Staff, Graduate Teaching Assistants and students

  - The Center for Diversity & Inclusion Training for Student Groups – Undergraduate and Graduate Students

  - The Teaching Center Seminars to Support Faculty in Learning Environments

  - Facilitating Inclusive Classrooms - Graduate School Training for Teaching Assistants

  - Green Dot – Bystander Intervention Training

A brief description of these trainings can be found in the Appendix.

- University leaders are encouraged to use their roles and influence to support diversity and inclusion workshops and skill building. Active participation and communication about their personal investment in these issues is critical. We recommend that leaders:

  - Attend and actively participate in Diversity and Inclusion training offered by the organization.

  - Prioritize their personal time to attending trainings and workshops.

  - Sponsor such trainings for their units, departments and schools.

  - Allow staff to use work time to attend relevant trainings and workshops.

  - Develop incentives to recognize and reward members of their team who invest in building such knowledge and skills.

- It is important to provide additional training that meets specific needs of target audiences. We recommend that a staff member affiliated with the HR training team be allotted time to focus on the following responsibilities:

  - Catalogue workshops across campus, by topic, area, relevance, and audience to make trainings easily accessible.

  - Periodically survey students and faculty and staff members to assess their needs and design training programs to address those unique needs.

- Training designers should give thoughtful consideration to course design, content, and labeling. Not all offerings should be labeled "training" - appropriately designing and labeling sessions as "workshops", "panels" or "open

[5] Frank Dobbin & Alexandra Kalev, Why Diversity Programs Fail, Harvard Business Review – July 25, 2016. https://www.jbhe.com/2016/07/study-finds-that-mandatory-diversity-training-is-ineffective/.

sessions" may be more likely to attract an academic audience. Through technology, other avenues of gaining knowledge are possible beyond physical attendance in a classroom setting. Trainers must be creative in responding to requests to deliver materials in various ways using different media and with flexible time frames and settings.

- Diversity & Inclusion training - 1.0 (Awareness, 2.0 (Understanding), 3.0 (Commitment) and 4.0 (Action) should be adapted to fit the needs of the various populations across all campuses, especially the faculty members, staff, and students on the Danforth Campus.

RECOMMENDATION #2

A more consistent approach should be taken to assess and evaluate the impact of current and future training. This working group recommends the following:

- Assign one office or group the responsibility to track all offered training, collect and analyze appropriate feedback, and deliver 3 to 4 times per year a training assessment report to upper management. Summary reports could also be shared periodically with the University community in order to promote accountability and transparency in training effectiveness and impact.

- Training should be assessed in terms of its alignment with the University's mission and its stated commitment to diversity and inclusion as found on the Diversity and Inclusion website.

- Align training offered and course objectives with Higher Learning Commission Standards, found under "Mission", "Teaching and Learning", and "Quality, Resources and Support."

- Data collection should be automated where possible to make analysis easier.

- Attendance should be tracked for each training session and summarized by role, title, and demographic populations. Training should be calculated in terms of its reach over time to determine if attendance is increasing, decreasing, or stagnant and assessment for next steps for

correction can be made.

- Data should be consistently collected for each training session offered to include:

  - Information on the roles, titles and demographics of participants so that data can be stratified and thoroughly assessed.

  - Participant evaluations of course content, delivery, speaker, and relevance of training presented.

  - Questions that require participants to demonstrate their understanding of key concepts and ideas and achievement of course objectives.

- Future assessments of the impact of training on work behavior and culture should be undertaken:

  - Standard questions should be developed to evaluate how well course material is retained at predetermined intervals following training as well as to assess whether knowledge is being used and transferred to behaviors in the job setting. A standard framework for assessing retention and transference should be developed.

- This office will utilize this data to ensure all the training programs, including workshops, panels or open sessions, are relevant and responsive to current issues as well as provide new offerings for continuing learning.

RECOMMENDATION #3

Participation can be increased through effective marketing and appropriate communication of University-endorsed training. To address this, the working group recommends the following:

- Work with Public Affairs to implement a multi-tiered approach to marketing and communication.

- Create and distribute a centralized calendar of scheduled training sessions and diversity and inclusion activities, keep it current throughout the year.

- Capitalize on current events (national/local news, community and campus related) to emphasize the relevance of available University training. Run feature stories in University and community publications that highlight work on campus related to diversity and inclusion.

RECOMMENDATION #4

A well-designed incentive and formal recognition program can create a common framework for communicating and celebrating shared achievement of important skills and knowledge. This framework can be instrumental in motivating people to complete Diversity and Inclusion training.

Along with training, these activities can help shape behavior and build common values. The working group recommends the following:

- Design a set of incentives that effectively motivates various groups and their behavior.

- For faculty members and their academic units:

  - Provide modest contributions to research accounts or for use in supporting student activities such as research, conference travel, or publication. Contributions could be pegged to reaching specified levels of training.

  - Provide group incentives to promote departmental attendance at Diversity and Inclusion training or other events. Funds would be directed to the academic department/school for outside speakers, conferences, or other outside activities approved by the school's dean.

  - Provide an official acknowledgement, of individuals and departments, after the completion of a series or cluster of workshops/training or reaching a percentage of the unit trained.

  - Include students and staff who also may have teaching responsibilities, where appropriate and approved by the school dean.

- For staff:

  - Provide Bear Bucks or gift cards, pegged to reaching specified levels of training.

  - Provide an official acknowledgement, of individuals and departments, after the completion of a series or cluster of workshops/training or reaching a percentage of the unit trained.

  - Grant time during their regularly scheduled work hours to participate in workshops/training.

The working group recommends the following means of recognizing those who participate in Diversity and Inclusion training, including certificates and denominations that can be included on cv's. Such recognition should consider attendance, level of training attainment, and how well individuals apply new knowledge, awareness, or skills to their work and/or interactions with others.

- Provide certificates of achievement for completion of core, advanced, and other levels of established training. Record attendance in HRMS and use this information to formally recognize participants with established levels of attainment.

- Link records of training completion to other established processes such as annual performance evaluation, eligibility for promotion, where appropriate, and to career development in general. This data can be directly tied into annual performance evaluation and identified as a key development factor for all employees.

- Create a nomination process to recognize faculty members, staff, and students who have "made a difference" in terms of diversity and inclusion, equity and social justice, or similarly, within their immediate environment, department, school or University-wide. Those nominated would be recognized formally in some established forum. A committee could be tasked to select three to five individuals to be formally recognized at a reception or other important University event. Personal stories or narratives of those recognized would be broadly shared. (The Honors and Recognition Report also makes this recommendation; see Report 12).

- Create a "recognition" booklet of individuals who have completed various levels of established training and/or who have made an impact or made a difference within diversity and inclusion. Include names, photos, and narratives within the booklet and share it broadly.

- Create visible forms of recognition which could include desk or wall placards, pins, or other tangible awards.

In closing, the working group wishes to thank the Commission and the University for its work on this important aspect of organizational culture and for giving the working group an opportunity to contribute to this important initiative. Building awareness, knowledge, and skills for faculty members, staff, and students is crucial for changing the University culture related to diversity and inclusion. Active engagement and support from senior leadership, and ongoing learning and conversations, will help make Washington University in St. Louis a leader in this area.

APPENDIX

DIVERSITY & INCLUSION REPORT
TRAINING RECOMMENDED AS "CORE"

Title IX – Sexual Harassment/ Discrimination, Sexual Violence/ Assault, Domestic Violence and Stalking

Contact: Jessica Kennedy
Summary of Course Content:

Training provides participants with an increased awareness of University policy related to sexual harassment, sexual violence, domestic abuse, and stalking. General definitions and examples of the types of prohibited behaviors are covered as well as warning signs and management's responsibility to act when complaints arise. Participants will understand how to report an incident of sex discrimination, sexual harassment, sexual violence, domestic violence, dating violence, or stalking and are made aware of available resources to assist if anyone is a victim of such behavior. In particular, the session focuses on why discrimination/ harassment is bad, what it looks like and how to intervene or stop it. Finally, "responsible employee" is defined and reporting requirements discussed for those employees, including explanation of University policies.
This is legally required training under Title IX.

Target audience: Staff, Postdoctoral Fellows, Faculty, Students

How many have attended (Reach): Title IX Training does not currently track attendance

Assessment/Evaluation Results: Title IX Training does not currently have an evaluation component.

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Diversity & Inclusion Training Sessions 1.0 through 4.0

Contacts: Denise DeCou/Daniel Blash
Summary of Course Content:

Diversity 1.0 (Awareness)
Examining Culture: The goal of this interactive training is to provide participants with a basic awareness of cultural diversity and to explore how culture influences the workplace, campus and clinical care environment at Washington University. Facilitators provide research and data that build the case for why all campus community members should support diversity and inclusion initiatives. The words "diversity" and Inclusion" are defined and the differences between the two are addressed.

Learning objectives: Participants are expected to exit the training with a heightened awareness of how diversity impacts the workplace and their role in creating a welcoming space for all people.

Diversity 2.0 (Understanding)
Examining Unconscious Bias: The goal of this interactive training is to highlight the concept of unconscious bias and how it influences individuals on campus.

Learning objectives: Participants are expected to exit the training with an understanding of how unconscious bias plays out in one's personal and professional life and how it can be mitigated. Participants will be encouraged to engage in self-reflection, individuation, direct contact, and working together on teams.

Diversity 3.0 (Commitment)
Examining Culture: The goal of this interactive training is to enable participants to describe what behaviors constitute "commitment" when working to create an educational, work, and clinical care environment that supports and welcomes a multitude of cultures.

Learning objectives: Participants are expected to exit the training with an understanding of how micro-aggressions and other actions that undermine the Washington University mission can be addressed in a way that does not cause blame or guilt. Participants will have an opportunity to practice 'speaking up' by using the following six specific techniques:

1. Assume good intent and explain impact
2. Ask a question
3. Interrupt and redirect
4. Broaden to universal human behavior
5. Make it individual
6. Say ouch

Diversity 4.0 (Action)

Facilitating Diversity: The goal of this interactive training is to provide participants with a plan of action for facilitating diversity and inclusion throughout the campus.

Learning objectives: Participants are expected to exit the training with a strong skill set and personal plan to be proactive in combating bias and prejudicial statements or behaviors made on campus. Participants will have a common language that empowers them to speak up and speak out when words or behaviors are not in alignment with the mission statement of the University.

Target Audience: Staff, Faculty and students (students by request only)

How many have attended (Reach): To date, 8,042 participants have attended 1.0-level training.
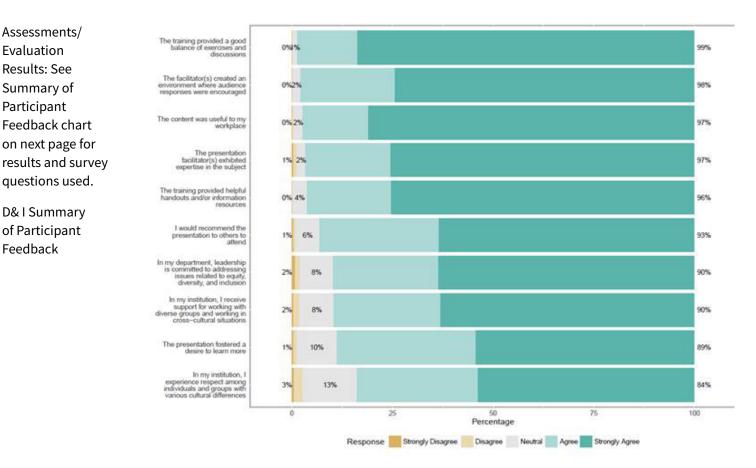
Medical School Campus-wide from 1-01-2014 to 8-01-2016
Medical School Departments and Programs

# of Participants Completing 1.0	6662
# of Participants Completing 2.0	1995
# of Participants Completing 3.0	1086
# of Participants Completing 4.0	515

Danforth, West and North Campuses from 5-01-2015 to 10-28-2016
Danforth Schools and Departments

# of Participants Completing 1.0 - 2.0	1380
# of Participants Completing 3.0 – 4.0	804

Assessments/ Evaluation Results: See Summary of Participant Feedback chart on next page for results and survey questions used.

D& I Summary of Participant Feedback

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SafeZones

Contact: Brittany Harris (for Students); Anna Shabsin (for Faculty and Staff members) Summary of Course Content: (Program is currently in transition)

Undergraduate SafeZones is a peer facilitation group that educates and fosters discussion around LGBTQIA issues in order to promote the development of a more open and inclusive University community. Groups and communities that have been trained include undergraduate first-year floors, resident advisors (in the student residence halls), Greek Life organizations, sports teams, Pre-Orientation programs, and several others.

Safe Zones for Faculty and Staff: The primary aim of the Safe Zones Training for Faculty and Staff is to promote safer and more secure living, learning, and research environments for the University's LGBTQIA students.

Target audience: Peer-to-Peer trainings for Faculty, Staff, and Graduate Teaching Assistants across all University campuses.

How many have attended: Beginning in Spring of 2014 through May of 2016, 1,000 staff and faculty members have completed training. The Program is currently in transition and in need of a permanent home. In the meantime, Anna Shabsin, a Senior Lecturer in the Brown School, continues to actively conduct trainings, supported by the Offices of the Vice Provost for Faculty Advancement and Institutional Diversity and Vice Chancellor for Student Affairs.

Assessments/Evaluation Results: Training is being reviewed for possible expansion to meet additional requests and current needs.

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Center for Diversity and Inclusion Training for Student Groups

Contact: Emelyn dela Peña, Ed.D. Summary of Course Content:

The CDI is committed to training undergraduate, graduate, and professional students on a myriad of issues pertaining to diversity and inclusion. These sessions are designed to give students awareness, knowledge, and skills. These sessions enhance education and support for culturally diverse and marginalized communities; train students interested in becoming peer facilitators, and mentors; develop self-care strategies for activists and organizers; and create greater awareness of social justice issues.

Some examples sessions are:

- Implicit Bias
- Intersectionality
- Impacts of Interpersonal Violence on Marginalized Communities
- Mentoring across Difference
- Social Identity 101
- Privilege, Power, and Oppression
- Horizontal Oppression

Target audience: Undergraduate, graduate students, and professional students

How many have attended: 218

Assessments/Evaluation Results: Training is being reviewed for possible expansion to meet additional requests and current needs.

Teaching Center Programs to Support Faculty Members and Graduate Students in Learning Environments

Contact: Beth Fisher

The Teaching Center has developed an array of programs and resources to support the University faculty members, graduate students, and post-doctoral fellows in evidence-based approaches to fostering inclusion in teaching and learning.

- Faculty Workshops on Inclusive Teaching and Learning Throughout the academic year, The Teaching Center provides 1-1.5 hour workshops to Danforth and Medical School faculty members on an array of topics concerning inclusive teaching and learning. These workshops are multi-disciplinary and discussion-based. The Teaching Center also provides customized workshops to departments or schools, upon request by the sponsoring department or school.

- Inclusion and Diversity to Engage All: Faculty Institute on Teaching (IDEA FIT) is designed to spur innovations that can improve the learning environment, whether

in classrooms, laboratories, studios, or in community-based courses or field-research. IDEA FIT is supported by the Office of the Provost. IDEA FIT includes two days of interactive workshops and working-group sessions focused on evidence-based teaching strategies that foster inclusion. The institute offers faculty members the opportunity to collaborate with colleagues from across the disciplines to learn about research on inclusive teaching and learning, and to develop or refine course materials, assignments, and in-class activities that improve the learning environment for all. The institute concludes with a Gallery Walk, at which participants present and gather feedback on the inclusive-teaching approaches they have developed collaboratively during these two days. https://teachingcenter.wustl.edu/programs/faculty/symposia-institutes-and-speakers/idea-fit/idea-fit-2016/

- **Faculty Fellowship on Inclusive Teaching and Learning**
This two-year fellowship is designed to support instructors (or instructional teams) who are collaborating with The Teaching Center to develop, implement, and evaluate inclusive strategies in a course or supplemental academic program. With the goal of fostering sustainable and broad-based change, the fellowship supports instructors who co-teach a course or who teach related courses (such as introductory courses or courses that are gateways to specific majors). This fellowship is supported by The Office of the Provost. Fellows participate in a learning community focused on inclusive teaching and learning, and present their projects at IDEA FIT.

- **Consultations**
The Teaching Center's work in promoting a collaborative culture on teaching and learning includes consulting with individual faculty members and in instructional teams to develop, refine, and implement effective, evidence-based teaching strategies that can foster inclusion. Individual faculty members or instructional teams may contact The Teaching Center directly for these consultations.

- **Online Resources: Inclusive Teaching and Learning (teachingcenter.wustl.edu)**
The Teaching Center provides online resources to assist instructors in incorporating inclusive teaching strategies in their classrooms. These resources may be found at https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/

- **Graduate Student and Post-doctoral Fellow Workshops on Inclusive Teaching and Learning**
The Teaching Center has also integrated training on inclusive teaching and learning into introductory-level training for graduate-student Teaching Assistants (TAs) and advanced-level professional-development programs for graduate students and post-doctoral fellows.

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Graduate School Training for Teaching Assistants

Contact: Diana Hill Mitchell and Rachel Pepe
Summary of Course Content:

The Graduate School offers a training program for teaching assistants on Facilitating Inclusive Classrooms. The online training modules were developed in response to the top recommendation made in a Spring 2015 report published by The Diversity Committee of the Graduate Student Senate at Washington University.

With the training taking place in an online environment, graduate student teaching assistants have access to the training whether they begin their teaching assistantship in the fall or spring.

Importantly, they have the ability to revisit the training material as it becomes relevant and needed.

Target Audience: Graduate Teaching Assistants. Could be offered to others interested.

Assessments/Evaluation Results: The training initiative is still in pilot so evaluations will be assessed in the future. This fall was the first semester it was piloted.

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Contact: Kim Webb

Program Description: Green Dot is a bystander intervention training program backed by research and used by colleges across the country. The Green Dot strategy educates and empowers students and staff and faculty members to create a community where violence is not tolerated and everyone plays a part in creating a culture of respect. A Green Dot is any behavior, choice, word, or attitude that promotes safety and communicates intolerance for sexual assault, dating violence, and stalking. The undergraduate and graduate student training is six hours, and the staff and faculty member training is 90 minutes.

Greed Dot websites: GreenDot.wustl.edu (Washington University), livethegreendot.com (National Green Dot organization)

Number of trained students, staff, and faculty members:

- Students trained (student trainings started in 2011)
  - Since the program started, 922 total undergraduate and graduate students have been Green Dot trained
    - 2011-Spring 2015: 300 students trained
    - Spring 2015: 89 students trained
    - Fall 2015: 231 students trained
    - Spring 2016: 94 students trained
    - Fall 2016: 208 students trained
  - Currently there are 531 students enrolled at Washington University who have been trained in Green Dot
    - 509 undergraduate students
    - 22 graduate students
- Staff and faculty members trained (staff/faculty trainings started in July 2015): 153

Fall 2016 Training team: Katharine Pei (First Year Center), La'Rez Wilson (Gephardt Institute), Kim Webb (RSVP Center), Valronica Scales (Residential Life), Molly Pierson (Residential Life), Austin Sweeney (RSVP Center), Jess Carter (Residential Life), Ethan Goldstein (Residential Life), Laura Sandoval (Residential Life), Dean Choi (Campus Life), Brittni Smith (Washington University Police Department), Purvi Patel (Center for Diversity and Inclusion), Melissa Ruwitch (Student Health Services), Kelsey Burns (MSW Candidate, Brown School of Social Work), Jami Ake (Senior Lecturer and Assistant Dean, College of Arts and Sciences)

Primary contacts: Kim Webb – Director, RSVP Center (314-935-8761; kim_webb@wustl.edu); Austin Sweeney – Sexual and Relationship Violence Prevention Specialist, RSVP Center (314-935-4148; austin.sweeney@wustl.edu)

Assessment overview: The Green Dot program administers 4 assessments. Students take a pre- and post-test before and right after the 6-hour training. Additionally, last week the program administered its first longitudinal assessment focused on questions that seek to understand if and how students have enacted the Green Dot material since going through their training. There is a post-test administered to faculty and staff members.

All questions asked in the student pre-, post- and longitudinal surveys seek to assess how effectively the program is meeting its learning outcomes:

1. Students will be able to define bystander intervention, and will understand the important role that it plays in eliminating Power-based personal violence

2. Students will be able to define Power-based personal violence (dating violence, sexual assault, stalking)

3. Students will increase confidence in their ability to recognize acts of Power-based personal violence

4. Students will understand that Power-based personal violence is a problem that exists at their University, and will feel inspired to eliminate it

5. Students will increase their likelihood of intervening in an incident that clearly appears to be, or could be a precursor to, Power-based personal violence

6. Students will increase their awareness of their own personal obstacles that they face when confronted with incidents of Power-based personal violence

7. Students will know and be able to articulate the three bystander intervention strategies/approaches: Direct, Distract, Delegate

8. Students will increase their capacity to proactively create a culture that does not tolerate Power-based personal violence

Assessment - While we do not yet have information to report on for the longitudinal survey, or the completed fall 2016 pre- and post-test results, the prior year's pre- and post-test results convey that Green Dot is, overall, effective in advancing students' knowledge and beliefs with regards to the program's learning outcomes. The faculty/staff assessment conveys that the 90-minute training is well received and informative for participants.

Additional Trainings Targeted by Population

The following training is currently available and focused on specific populations. While not being considered core, we believe this training should continue and be subject to the same recommended practices for evaluations and assessment as stated here in for core training.

Other Student-Focused Training:

- Medical School – Dr. Doug Char – a stand-alone session provided to 1st, 2nd and 3rd year medical students. Covering the issues of health care disparities, provider self-awareness, and implicit bias.

- Brown School – Associate Dean for Diversity Tonya Edmond – a set of workshops provided during new student orientation that addresses culture, identity, micro-aggressions, SafeZones, unconscious bias, racism, and Green Dot Bystander training. These workshops are required for all incoming students. Additionally, all first year MSW students are required to take a course entitled Social Justice & Human Diversity.

- Danforth Campus, First Year Center – Katherine Pei – "Our Names, Our Stories," a performance and small group discussion open to all undergraduate first-year students during new student Fall orientation.

Other training under development for use with targeted populations:

Management Focused Training:

- Striving Toward Inclusive Excellence for Managers - Unconscious Bias in Hiring and Promotion – Denise DeCou/Daniel Blash (starting January 1, 2017) Training is designed to develop enhanced leadership skills needed to attract, hire, and retain a diverse workforce and to create a climate where all staff are encouraged to develop their talents and ideas. At the end of the session, managers will be knowledgeable and understand how to mitigate unconscious bias on key decision-points in the recruiting and selection process. Managers will also understand how to recognize, navigate, and/or mitigate biases on their teams and within their department. Upon completion, managers will know how to utilize best practices needed to create and sustain a more diverse workplace and leverage diversity into true "inclusion".

- (Dis)Ability Training - Accommodation of Disabilities – Denise DeCou/Daniel Blash (under development for July, 2017) (Dis)Ability Training is an interactive program designed to raise awareness of disability and the negative impact of unconscious bias. The training is designed to increase knowledge and positively affect the hiring and retention of individuals with disabilities while providing tangible tools for becoming an ally. (Dis)Ability discusses language and etiquette, and addresses stereotypes and assumptions commonly held regarding ability. Utilizing data and research, the program debunks myths about accommodations.

- Train-the-Trainer (T-t-T) Program for Staff and Faculty – Denise DeCou (under development for October, 2017)

This training program will be designed to increase the internal capacity of the University to deliver Diversity and Inclusion training to faculty and staff members utilizing the talents and passion of selected facilitators from various areas across the organization.

T-t-T training promotes a consistent message by teaching common concepts, content, style of delivery, and philosophy for engaging with diverse participant groups. Quarterly in-services will be provided to ensure the most current diversity trends and strategies are addressed and discussed. In-services will also help facilitators to refresh, practice enhanced skill building, and learn new curriculum. The program works to embed the value and importance of diversity and inclusion throughout the organization by involving others.

DIVERSITY TRAINING WORKING GROUP

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Associate Dean for Diversity; Associate Professor, The Brown School

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Gina Frey
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Anne Glowinski
Professor of Psychiatry; Director, Education and Training in Child and Adolescent Psychiatry, School of Medicine

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Jessica Kennedy
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Bruce Lindsey
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Julia Macias
Associate Director, Student Involvement and Leadership; Director, Annika Rodriguez Scholars Program

Purvi Patel
Assistant Director of the Center for Diversity and Inclusion; Coordinator of the Bias Report and Support System

Lisa Stevenson
Assistant Dean for Admissions; Director of Diversity Programs

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Alvin Zhang
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