Spring 2018 Alpha Development
- Developed using a backwards design, where the authors began by de/fining what undergraduates should know, understand, and be able to do.
- Activities, aligned with these outcomes, selected from existing materials (e.g. Anderson et al., 2009) or developed. Activities were connected through a learning cycle to create a cohesive institutional package, that engage the learner actively, relate new ideas to experiences, and integrates these ideas into a framework for understanding.

Spring 2018 Beta Development
- Revised and expanded to include a bystander intervention component (Hollaback!, n.d.; Cornell Health n.d.), in the spring of 2019.

Revised Spring 2019
- A discussion session on "Inclusive Interactions".
- A video – though the reviewer noted that "students are quite shy to discuss this topic".
- A discussion session on "Sexual Harassment".
- A discussion session on "Discrimination".
- To communicate expectations and behaviors aligned with community norms.
- Undergraduates are among the most vulnerable and targeted populations in academia and are engaging them now as bystanders.
- REU students are likely to be unfamiliar with students, staff, or the local culture, and don’t have their normal support systems with them.

Results

Expert Review (n = 3)

Is there anything we have missed or that you would like to add?
- Reviewer noted that even if they wanted to add more or change things up, the curriculum provides a good baseline to begin discussions with students.

Discussion

Discussion participant notes on the吻 harassing/discrimination components.
- Student participants appeared to appreciate many aspects of the curriculum and described it as engaging, of high-quality, and should be maintained.
- Expert reviewers perceive a need for the curriculum, would use it with their students, and recommend it to peers.

Curriculum Impact: Pre (n=19) and Post (n = 13)

- Post instruction, participants agree that they know how ways they could respond should they witness harassment or discrimination.
- Most respondents arrived with a reasonable understanding of behaviors that are discriminatory and harassing vs. those that are not.
- Participants had a clear understanding of who is responsible for creating the work environment described above.
- Participants had a handbook with policies on discrimination and harassment.
- Students and faculty in my department (this program).
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