



Creating a *Climate of Respect*
at the University of Minnesota
to *Prevent Sexual Misconduct*

Welcome PIPSM Members!

9:00-9:20 Welcome from the PIPSM Co-Chairs!

- Our hopes for the year (Karen Miksch)
- Institutional support (Patty Franklin)
- Why this matters (John Finnegan)

9:20-9:35 Key Values

9:35-10:45 2019-2020 Strategic Priorities

- Public Health Approach & Prevention (John Finnegan)
- Capacity building/Organizational Climate (Karen Miksch)

10 Minute Break: Greet & Eat

- Committees: Goals, Action Priorities (Committee Co-Chairs)

10:45-10:50 Our Work Together

10:50-11:00 Chime-in/Concluding Thoughts

ChimeIn PIPSM!!



What three words describe your hopes for **YOUR work with PIPSM** this coming year?

awareness inspire justice authentic learning change improve commitment accountability

impact eliminate contribute campus create cooperation safety resonance engaging

act disciplinary strengthen fun transformative supportive programming resources

meaningful intersectionality action community acquiesce sustainable

innovative progress proactive dedicated

collaborative input guidelines well-being brave partnership

respectful students policy intentional



Moving Forward Together in 2019-20

“Every member of our community should expect to feel safe and respected at the University of Minnesota, free from sexual harassment and intimidation. This commitment to our students, faculty and staff is cornerstone to our values and to the advancement of the University’s land-grant mission of discovery, learning and outreach.”

-President Joan T.A. Gabel

SEXUAL COERCION

promising professional rewards in return for sexual favors

threatening professional consequences unless sexual demands are met

UNWANTED SEXUAL ATTENTION

rape

sexual assault

unwanted groping or stroking

PUBLIC CONSCIOUSNESS

GENDER HARASSMENT

relentless pressure for sex

unwanted sexual discussions

nude images posted at work

relentless pressure for dates

sexually humiliating acts

offensive sexual teasing

sexual insults
e.g. "for a good time call...";
calling someone a whore

sexist insults
e.g. *women don't belong in science*

offensive remarks about bodies

obscene gestures

sabotage of women's equipment

vulgar name calling
e.g. "slut," "bitch," "c**t"

gender slurs
e.g. "pu**y"

insults to working mothers
e.g. "you can't do this job with small kids at home"

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Our Hopes for the Year

What our Advisory Committee tells us about PIPSM.....

- We want to be a national leader, role model for the nation*
- We want substantive changes*
- We tackle real issues*
- We have many **values** that guide our work.....*

Key Values

Value 1

▪Responsibility belongs to all of us (faculty, staff, students, alum)

Q: Can you envision taking this work back to your unit?

How and in what ways will you share this work with your unit and receive feedback to bring back to the committee/s you are working on?

Value 2

▪University's commitment is not just a patch on the problem; we are closing the gap, working towards outcomes and creating real change.

Members have noted that the work of this initiative is 'organic' and that has been important to its success.

Q: What do you think are the most important factors that will keep PIPSMs work truly community driven?

Key Values

<p>Value 3</p> <p>-This is truly community driven and we are actually doing something</p>	<p>Q: What motivates you to do this work?</p> <p><i>How can PIPSM help sustain your motivation?</i></p>
<p>Value 4</p> <p>-Initiative is attuned to sexual misconduct at all levels; system, student, staff, faculty</p>	<p>Q: What are the unique needs we should attend as we work to reach these different levels of our UMN community?</p> <p>System: Student:</p> <p>Staff: Faculty:</p>

Key Values

Value 5

▪No one is being left out; we want to reach all on our campus (in consideration of different risk profiles, marginalized groups, etc.)

Q: Please write down your ideas for how we best work to incorporate inclusivity and diversity in our work.

Value 6

▪Pair with our Higher Education mission

Q: How do we best align PIPSM work with the UMN mission?

- Research and Discovery
- Teaching and Learning
- Outreach and Public Service

A Public Health Approach

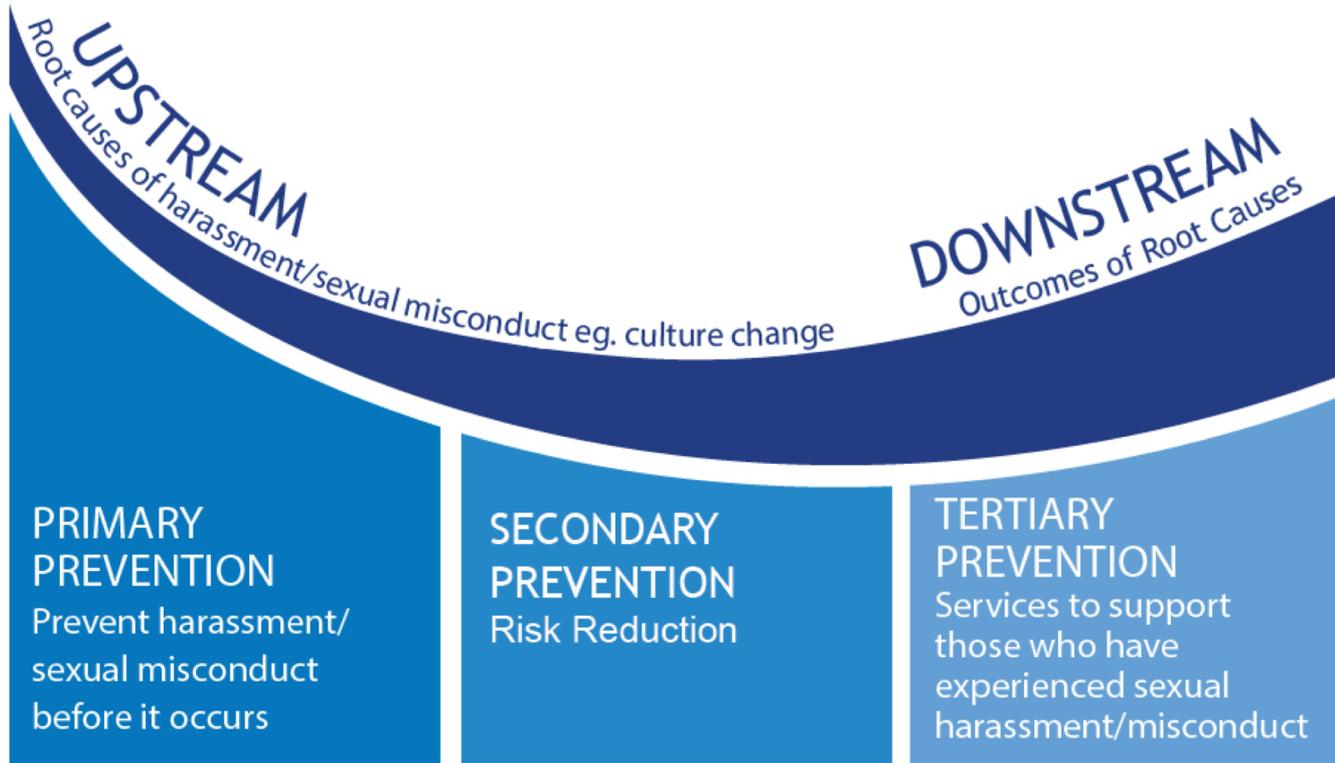
“What we as a community and society do collectively to assure the conditions in which people can be healthy”.

(Institute of Medicine, 1988)

A Public Health Approach

Public health approach supports *long-term culture change*, *focuses on prevention*, and is...

- *community-based* and promotes collective action;
- *comprehensive* with strategies from the individual to the community to promote change in campus norms, values, culture, and behavior;
- *evidence-based* in understanding causes of sexual misconduct and the conditions that enhance safety, welfare and healthy relationships; and
- *focused* on outcomes and continuous quality improvement.



(Source: modified from <https://www.thecommonwealth-healthhub.net/prevention/>)

Comprehensive Prevention Plan Implementation

Develop mutually reinforcing, synergistic programs across the social-ecological model to foster a comprehensive environment of change that reduces and prevents sexual violence.



- Complex interplay between individual, relationship, community, and societal factors.
- Range of risk/protective (experiencing or perpetrating) factors for violence.

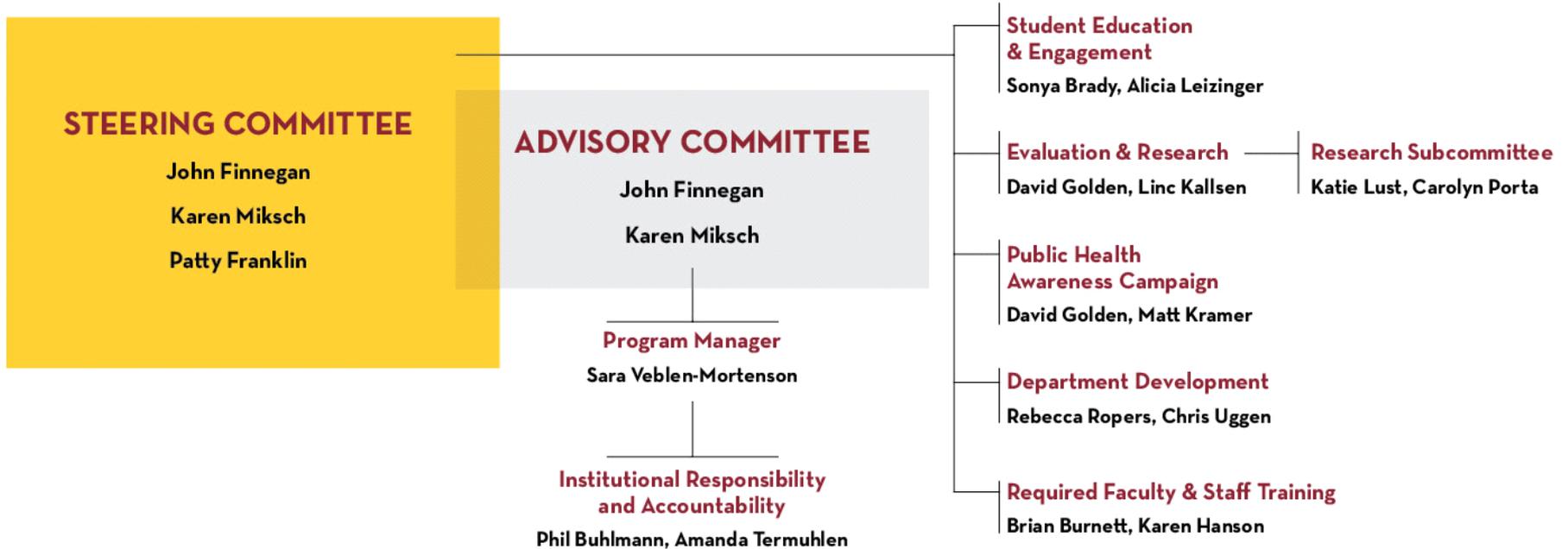


Culture & Climate Change: Capacity Building

- **Organizational culture** is defined as “the collectively held beliefs, assumptions, and values held by organizational members” (Stamarski and Hing 2015, 7; see also Trice and Beyer 1993, Settles et al. 2006, and Schein 2010).
- **Organizational climate** is defined as the shared perceptions within an organization of the policies, practices, and procedures in place (i.e., why they are in place; how people experience them; how they are implemented; what behaviors in the organization are rewarded, supported, and expected) (Schneider, Ehrhart, and Macey 2013).
- **The key is that climate and culture must be addressed together**, because efforts to build a good climate will flounder if they conflict with the beliefs, assumptions, and values of an organization; conversely, only having the “right” culture will not result in the desired result if the processes and procedures are not organized around the collective and shared goals and beliefs (Schneider, Ehrhart, and Macey 2013).



Organizational Structure



Student Education and Engagement Committee

Objectives:

- Developing, implementing, and evaluating strategies designed to:
Increase bystander intervention behavior among students
- Increase use of and respect for affirmative consent among students
- Decrease belief in rape myths and empower students to dismantle rape culture
- Increase students' ability to respond supportively to a disclosure of sexual misconduct
- Ensure the University responds appropriately to reports of sexual misconduct

Student Education and Engagement Committee

2019-20 Action

1. All incoming students required to complete online sexual assault prevention training.
2. Student-led discussion-based bystander intervention training model.
3. Conducting one-on-one interviews with Greek students to learn more about the barriers they face to using affirmative consent within the context of a hook-up and where alcohol is involved.
4. Developing assessment(s) to better understand the experiences of students who have experienced sexual violence, and especially survivors who are students with disabilities, students who identify as LGBTQIA, students of color and international students.

Department Development Committee

Objectives and Accomplishments

The DDC will support academic units in developing respectful cultures that promote individual and departmental achievement.

2018-19 Focus on Academic Leaders: 7 workshops and 3 listening sessions



Department Development Committee

2019-20 Action

- 1) Promoting Positive Graduate Student Advising Relationships
- 2) Establishing an Academic Culture Network
- 3) Learning from and Providing Resources to Academic Unit Leaders

Research Sub-Committee

1. December 2018 –First meeting
2. February 2019 –Identified members who will participate
 - **Patricia Frazier**, Distinguished McKnight University Professor, Department of Psychology
 - **Michael Miner**, Professor, Family Medicine and Community Health and Research Director, Program in Human Sexuality
 - **Nicholas Newstrom**, Postdoctoral Fellow, Program in Human Sexuality
 - **Marizen Ramirez**, Associate Professor, School of Public Health and Director, Midwest Center for Occupational Health and Safety
 - **Simon Rosser**, Professor, School of Public Health
 - **Christopher Uggen**, Regents Professor & Martindale Chair in Sociology, Law, & Public Affairs

Research Sub-Committee

Goal: To facilitate coordinated efforts to access existing data and support original research

1. Examine the individual and institutional level factors associated with sexual misconduct, using the UMN-TC pre-and post intervention sexual misconduct survey data.
2. Using CSHS data -examine cross-sectional relationships looking at risk/protective factors, victimization, and perpetration as it related to sexual harassment among students.
3. Generate relevant policy recommendations based on the results of our data analysis (white papers, policy briefs, peer reviewed publications, etc.).

Institutional Responsibility & Accountability Committee

**National Academies of Sciences, Engineering, and Medicine (NASEM):
Action Collaborative on Preventing Sexual Harassment in Higher Education**

University of Minnesota

Representative #1: Amanda M. Termuhlen

- Associate Dean for Faculty Affairs
- University of Minnesota Medical School



Representative #2: Phil Buhlmann

- Vice Chair Faculty Consultative Committee
- DGS Chemistry

Meetings: June 9&10: Washington DC (first annual meeting)
November 19&20: Seattle (first annual public summit)
Ongoing working group meetings

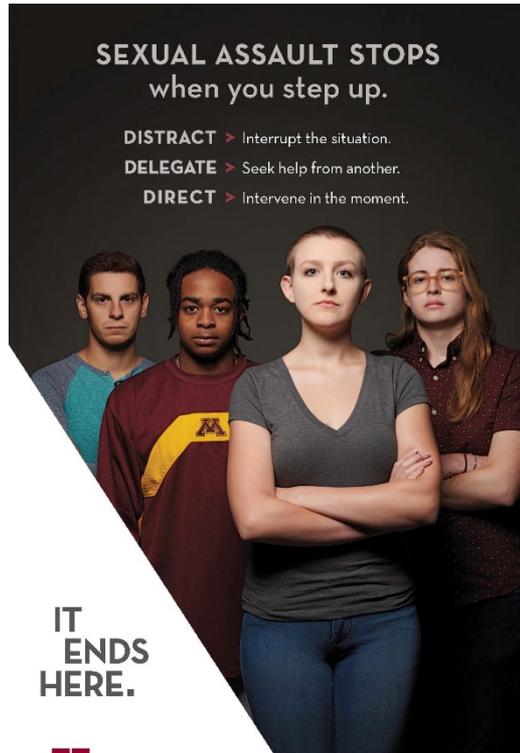
Institutional Responsibility & Accountability Committee

National Academies of Sciences, Engineering, and Medicine (NASEM):
Action Collaborative on Preventing Sexual Harassment in Higher Education

Four Working Groups

1. Prevention
2. Responding to Harassment
3. Remediation: Limiting the Damage (UofMN)
 - Support the target
 - Prevent retaliation
 - Reintegrate targets, bystanders, and the accused persons
 - => Guidelines for disciplinary action (related to interests of Vice Provost Ropers and the FCC–Faculty Consultative Committee)
4. Measuring Climate and Gauging Progress

Public Health Awareness Campaign



SEXUAL ASSAULT STOPS
when you step up.

- DISTRACT** > Interrupt the situation.
- DELEGATE** > Seek help from another.
- DIRECT** > Intervene in the moment.

IT ENDS HERE.

The poster features four diverse young adults standing in a row against a dark background. The text is white and positioned in the upper left quadrant. The 'IT ENDS HERE.' slogan is in the bottom left corner.

Bystander tips: itendshere.umn.edu



SEXUAL MISCONDUCT
stops when you step up.

- DISTRACT** > Interrupt the situation.
- DELEGATE** > Seek help from another.
- DIRECT** > Intervene in the moment.

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79% of students are aware of the Universities efforts to prevent sexual misconduct.

Public Health Awareness Campaign

To create a sustainable public health/public awareness campaign to prevent sexual misconduct.

- Launched Fall: 2018
- Target Audience: Students
- Initial Evaluation:
 - Strong recognition of a program at the University
 - Post online training survey indicates improved perceived capacity to intervene
- Next up: Staff and Faculty
 - Listening Sessions to evaluate messaging

Evaluation Committee

To develop metrics for evaluating our sexual assault and misconduct prevention, education, advocacy and awareness activities on campus.

- Hunter Chavis-Blakely - Boynton Health, Research Assistant
- Katie Eichele - Aurora Center, Director
- Katie Lust, PhD– Boynton Health, Director of Research (Co-Chair, Initiative Research Sub-Committee)
- Cynthia Murdoch- Institutional Analysis, Business/Systems Analyst
- Krista Soria- Office of Institutional Research, Analyst
- Sofia Andersson-Stern, J.D. - Office of Equal Opportunity and Affirmative Action, Associate to the Director
- Brandon Sullivan- Office of Human Resources, Director of Leadership and Talent Development
- Bob Utke- Office of Institutional Research; Institutional Analysis, Administrative Associate
- Daniel Jones White- Office of Institutional Research, Analyst
- Shelly Wymer- Office of Measurement Services, Director

Evaluation Committee

Create an inventory to establish existing data sources designed to measure components of sexual misconduct.

- Sexual misconduct data sources
- Systemwide measures
- Survey sent to staff and faculty following the online training

First time measuring sexual harassment among University employees

Evaluation Committee

Increase the percentage of students, staff and faculty who experience or witness sexual misconduct that engage in an appropriate response to the misconduct.

Examples:

- **Climate:** increase the confidence that reports of sexual misconduct will be managed well by the University
- **Bystander Intervention:** Increase the acts of bystander intervention in potential sexual misconduct situations
- **Increase the perceived capacity** of supervisors, department heads, and deans to intervene in sexual misconduct situations

Faculty & Staff Required Web Based Training

Goals:

- Increase awareness & knowledge to change UMN culture to one that does not tolerate sexual misconduct and supports victims to safely report
- Support through learning the effort to articulate a climate and culture consistent with our UMN mission and values

Training completion rates:

- 99.2% of all employees (n=22,229) completed the training across 43 system-wide campus units (as of 6/30/18).

Data Highlights/Results: Survey Response: Pre-test: **53.6%** (2,144/4,001)/Post-test: Rate: **46.7%** (10,652/22,799)

- The majority of respondents reported the training course *was easy to understand, well organized, and the course examples were appropriate to their role as an employee.*
- Respondents reported that they felt the training course *helped in their ability to identify types of misconduct and take action when they observe it.*
- Respondents reported that the *training course improved their understanding in many areas some of which include; awareness of sexual harassment, resources and UMN Title IX policy, and confidence the University will handle reported cases properly and provide protection from retaliation.*

Confidence in the University's ability *to prevent retaliation and to respond properly* do not score as well as many of the other indicators. *This is an important area of improvement for the UMN community.*

Faculty & Staff Required Web Based Training

2019-20 Action

- Currently, continue to implement training on a monthly basis for new employees
- Fall 2019: Develop new training module recommendations for UMN customization
- Spring 2020: Consult with faculty and staff on recommendations and revise training based on those
- October 2020: Implement systemwide Prevention of Sexual Misconduct Training to all faculty and staff with a 60 day completion deadline

PIPSM Engagement

University of Minnesota
Colleges/Units/Departments/Associations

Stakeholders Formal List: **N=60**

How we work together is as important as what we accomplish

Reciprocal nature of the work



For your consideration:

- ***What are the most important considerations in doing this work as a committee member?***
- ***What do you expect of yourself? PIPSM?***
- ***How can we best support your involvement?***

ChimeIn PIPSM!

<https://chimein.cla.umn.edu/course/view/3110>

What three words describe your hopes for **OUR**
work collectively this coming year with PIPSM?





Thank you!

*We are excited to work with
you!*