President's Initiative to Prevent Sexual Misconduct (PIPSM)

Committee Progress: July–December 2019

1) **Faculty and Staff Sexual Misconduct Prevention Systemwide Online Training Committee**

The key aim of the faculty and staff sexual misconduct prevention training is to help our community grow the skills and knowledge necessary to promote a healthy campus climate and culture that is free from discrimination and harassment.

Goal	Activities	Accomplishments
Increase awareness and knowledge to change UMN culture to one that does not tolerate sexual misconduct and supports victims to safely report.	Ongoing online training implementation	- Assigning training on a monthly basis to new hires (completion required by the end of the month). - Training completion rates shared monthly with University executive leadership.
	Development process for 2020–21 faculty and staff sexual misconduct prevention required online training implementation.	- Updated systemwide campuses at in-person campus visits (Crookston, Duluth, Morris, Rochester) on development and consultation process for new training. - Reviewed national workplace trainings for consideration. - Reviewed new Everfi training modules for academic institutions. - Developed recommendations for Everfi workplace training modules modifications and revisions for UMN.

		· Developed plan for stakeholder review and response.
		· Preparing for the technical work required to deliver the training and to track completions
		· Expanding reach of employee training to reach undergrad student workers and certain nonemployee Persons of Interest.

2) Department Development Committee

During 2019–20, the Department Development Committee is focusing on developing capacity within academic units to prevent and respond appropriately to misconduct. Toward that end, we have three sub-committees with specific, yet overlapping charges. The first committee is focusing on developing resources to ensure that department leaders have what they need to proactively and reactively strengthen their units' capacity around climate issues. The second committee is convening a Climate Support Network to build community and capacity related to enhancing academic climates. The third committee is developing resources to foster positive relationships between graduate students and their advisors. Throughout this work, we are continuing to focus on sexual misconduct while broadening our scope to include other kinds of harassment as well, recognizing that academic climates are influenced by the intersectional experiences of all of their members.

Goal	Activities	Accomplishments
Create resources for academic leaders to prevent and respond appropriately to sexual misconduct	· Scan existing resources to determine needs. · Initiate a video project and other decision-making supports to complement existing resources. · Create a "life cycle" to help leaders look proactively at how to create a healthy environment, as well as	Compile university resources and create a website for academic leaders.

	handle things as they arise and after they are handled.	
Create Resources for Academic Leaders to Prevent and Respond Appropriately to Sexual Misconduct	• Develop a Climate Support Network that includes members from across the Twin Cities campus. • Solicit CSN members from colleges. Approximately 45 people have agreed to participate. • Conduct a needs assessment with CSN members to inform meetings and future efforts. The CSN will: • Share and discuss university policy related to academic culture • Share and discuss university resources that support a positive academic culture • Share knowledge about effective practices in creating and sustaining a positive academic culture - be concrete with tasks/suggestions/approaches • Provide support for network members to refer/support people with concerns • Provide support for network members to promote positive organizational climates • Increase capacity of entire university to assess and strengthen culture Benefits to participants: 1) Become part of a network of people with resources/common aims; 2) Have easy access to university resources related to positive academic	• Our efforts thus far have been positive, and need to be expanded to ensure they have high potential for culture/climate change within academic units. • Many people are expressing concern about the lack of attention being paid to issues related to culture/climate other than sexual misconduct. • We know that "Attending to an organization's climate is crucial to preventing and addressing harassment because organizational climate is the greatest predictor of sexual harassment" (National Academies of Science, Engineering and Medicine, 2018). The first meeting of the Climate Support Network will be on January 29th.

	cultures; 3) Have in-house resources to consult when issues arise (or to prevent issues from arising) Benefits to institution: 1) More knowledge/skills/motivation to take appropriate proactive and responsive action; 2) Making the University an inclusive place to work/learn; 3) Protecting our reputation.	
Develop resources to promote positive relationships between graduate students and advisors that are free from harassment		Creation of guidelines in three sections: 1) Breakdown of risky scenarios/contexts that (may) produce sexual misconduct; 2) List of recommendations for academic units to address these contexts; and 3) List of resources (e.g., academic articles, inclusive and ethical mentoring approaches, information about mandatory and confidential reporting, etc.) that may be useful to unit members.

3) **Student Education and Engagement Committee**

The Student Education and Engagement Committee seeks to engage students in developing, implementing, and evaluating strategies that support a campus free of sexual misconduct, including (but not limited to) comprehensive training programs.

Goal	Activities	Accomplishments
Increase bystander intervention	**Athletics** • In July 2019, Dr. Alan Berkowitz visited campus and conducted training with the men's football and men's	Our goal with all of the activities happening within the Athletics Department is to increase the likelihood that student-athletes will intervene when they encounter a

| behavior among students | basketball coaching staff, impressing upon them the important role they play in setting expectations and norms of their team's culture, including one that is respectful towards people of all genders and one where people intervene when they encounter a situation that concerns them. Dr. Berkowitz also conducted a bystander intervention training with the students enrolled in the summer first-year student athlete OUE course.
• To support the all-athlete training that occurred in the Spring of 2019, Athletics worked with University Relations to tailor the It Ends Here Campaign posters for student-athletes. Those tailored posters were hung throughout athletic spaces this fall.
• In fall 2019, Athletics began a student leadership group called Athletes Supporting Advocacy and Prevention (ASAP). The group has 16 members representing 7 different teams, meets 1-2 times per month, and informs sexual misconduct prevention within Athletics.
• In fall 2019, ASAP led a bystander intervention training for first-year student athletes enrolled in an OUE course that was peer-facilitated and involved small group discussions about intervening in realistic scenarios. Research on bystander intervention for sexual violence prevention indicates that peer-led, small group discussion based training is an effective strategy for increasing bystander intervention behavior. | situation that concerns them. We know that increasing students' skills and confidence in intervening, and increasing community support for intervening are key to achieving this goal. Our evaluation results indicate the training we conducted with first-year student athletes enrolled in an OUE course was effective at increasing skill, confidence and community support to intervene. |

	- ASAP is leading the development and implementation of the all-athlete training scheduled for February 3, 2020. - ASAP is also actively working on additional strategies to prevent sexual misconduct and support victim-survivors within the Athletics Department.	
	Greek Life - Bystander Intervention We piloted a peer-led bystander intervention training within Greek Life in Fall 2019, similar to training we conducted with athletics. Just under 200 fraternity and sorority members attended in-person training to facilitate bystander intervention discussions within their chapters. The training which was entirely student-led and held within each chapter was completed by: - 12 of 29 IFC Chapters - 13 of 14 PHC Chapters NPHC opted to hold one training for all its chapters together. MGC did not participate.	Evaluation results indicate that students in those chapters who participated in the training experienced an increase in knowledge and confidence to intervene, and increased community support to intervene.

Increase bystander intervention behavior among students and increase the use of and respect for affirmative consent among students.	We continue to administer the Sexual Assault Prevention online training to all incoming students (i.e., new undergraduate, graduate, and professional students).
	- Sexual Assault Prevention for Undergraduates (new undergraduate students age 24 or under): 78.9%
	   o First-year students: 86.3%
	   o Transfer students: 56.7%
	   o PSEO students: 73.0%
	- Sexual Assault Prevention for Adult Learners (new undergraduate students age 25 or over): 72.5%
		Results for the 2019-2020 course are not yet available; however, we have results of the same course for 2018-19 school year. For the course *Sexual Assault Prevention for Undergraduates,*
		- 82% of students agreed that the course made them more confident in their ability to intervene when they see concerning behavior
		- 90% of students agreed that clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity.

	• Sexual Assault Prevention for Graduate Students (new graduate and professional students: 74.5%
	    ○ Graduate students: 75.0%
	    ○ Professional students: 73.5%
	
	We launched the courses in January 2020 for new students who start during the spring semester.	

Increase the use of and respect for affirmative consent among students.	In order to better understand barriers to the use of affirmative consent among Greek students in the context of a hook-up where alcohol is involved, we conducted in-depth interviews with 42 Greek undergraduate students.	Currently analyzing the results to inform prevention strategies.

4) **Institutional Accountability & Responsibility Committee: National Academies of Sciences, Engineering, and Medicine: Action Collaborative on Preventing Sexual Harassment in Higher Education: (NASEM AC)**

The NASEM AC serves to facilitate leadership and key action from involvement with academic institutions and key stakeholders to work toward targeted, collective action on addressing and preventing sexual harassment across all disciplines and among all people in higher education.

Goal	Activities	Accomplishments

The UMN co-chairs serve on one of the four workgroups focused on:
Remediation: Limiting the Damage (UMN**)**
    • Support the target
    • Prevent retaliation
	Co-Chair attended first annual meeting June, 2019, Washington DC	• Wrote UMN Action Collaborative commitment statement
		• Presented UMN PIPSM and NASEM AC integrated model

	PIPSM engagement process	• Co-chair presented NASEM AC background and update at PIPSM Advisory Committee mtg; June 2019

• Reintegrate targets, bystanders, and the accused persons		• Co-chair facilitated Listening and Feedback session on Retaliation issues and strategies on UMN campus at PIPSM Advisory Committee mtg; Sept 2019
		• Co-chair presented Public Summit session highlights to PIPSM Advisory Committee; Dec 2019
	Co-Chairs and Program Manager attended November, 2019 Public Summit at UWA in Seattle, WA	• Wrote a UMN Community Engagement Plan to NASEM AC in October 2019 • Presented UMN PIPSM at Public Summit Poster Session

5) Public Awareness Campaign

The implementation of the faculty and staff public awareness campaign will take place in 2020-2021. University Relations is a key partner in the development and implementation phases.

Goal	Activities	Accomplishments
To create a sustainable public health/public awareness campaign to prevent sexual misconduct.	Development process for 2020–2021 faculty and staff public awareness campaign implementation.	• Met with University Relations to develop campaign messaging format, summer/fall 2019 • Listening Session with Advisory Committee, Nov 2019 • Met with mass communications expert to refine campaign strategy, Dec 2019

6) Evaluation and Research Committee

Collecting data in our community is an essential public health practice and allows us to identify gaps, informs future development and where we need to go to further skills building and policy development to address and prevent sexual misconduct in our community.

Equally important is establishing and maintaining a sustainable system to organize and catalogue existing and future data for purposes of program development, research, and evaluation.

Goal	Activities	Accomplishments
Create an inventory to establish existing UMN data sources designed to measure components of sexual misconduct.	• Met with systemwide sexual misconduct prevention teams on their campuses to discuss unique data on their campuses to include in the inventory. • Finished inventory for prominent surveys on the Twin Cities campus. Need to confirm results on the other campuses. • Developed and in process of completing a meta-data inventory of prominent questions across surveys. • Documented differences between Clery Act and EEOA reporting.	• Completed 90% of inventory and are now able to triangulate conclusions from multiple sources.
Serve other sub-committees to ensure consistent data usage and understand future data needs to be successful.	Met with all PIPSM committee Co-Chairs to understand their plans and future data needs to be successful in their work.	In process of organizing the results of those interviews to help inform future evaluation committee plans.
Advance analysis of two "golden source" student surveys – College Student Health Survey and the AAU Campus Climate Survey.	These two significant large surveys have required several staff to organize data and continue system and campus level analysis of results.	High level results are understood and are informing Spring 2020 work. Now set up to proceed with more detailed analysis.

| Develop metrics for evaluating our sexual assault and misconduct prevention, education, advocacy, and awareness activities on campus. | Consulted with PIPSM Steering Committee and Committee Co-Chairs to review data, develop appropriate metrics, and seek input on overall PIPSM evaluation plan. | Developed an Evaluation Plan that includes key evidence-based metrics that are indicators of culture and climate success. |

7) Research sub-committee

The Research sub-committee serves to facilitate coordinated efforts to access existing data and support original research

Goal	Activities	Accomplishments
To coordinate efforts to access existing data and support original research that advances sexual violence prevention, policy, and response.	Examine and describe the individual and institutional level factors associated with sexual misconduct, using the UMN-TC pre- and post-intervention sexual misconduct survey data.	• Faculty/staff post training data set--- received approval for data set access on December, 2019. • AAU data; seeking approval for access to data [DATE of last request was December, 2019] • Development of template tables to present findings
	Using College Student Health Survey (CSHS) data -examine cross-sectional relationships looking at risk/protective factors, victimization, and perpetration as THEY RELATE to sexual harassment among students.	CSHS data: exploring data to understand which students are at highest risk of experiencing sexual harassment. Using an innovative analytic approach to this.

	Generate relevant policy recommendations based on the results of our data analysis (white papers, policy briefs, peer reviewed publications, etc.).	Pending approvals/ data access and accomplishment of #1,#2.