

President's Initiative to Prevent Sexual Misconduct Accomplishments, Impacts, and Lessons Learned

1. Launching the Initiative

Responding to recommendations from an ad hoc task force in March 2017, University of Minnesota President Eric Kaler launched the President's Initiative to Prevent Sexual Misconduct (PIPSM) to enhance and expand the institution's efforts to prevent sexual misconduct and sexual violence throughout the University system. Driving the effort was an agenda to improve university approaches to this most serious challenge afflicting campuses nationwide.

The president's task force specifically recommended training all faculty and staff about sexual misconduct; requiring undergraduate and graduate education beyond the first year alone; launching a campaign to raise the visibility and profile of the issues in the University community; forming a president's committee to plan, develop and oversee implementation; and tracking outcomes through a range of evaluation techniques.

In short, the task force recommended organizing a sustained community public health intervention, an approach heretofore rarely tried by large academic institutions in addressing challenges related to sexual misconduct. Such an approach works "upstream" by changing multiple factors that converge to create complex challenges such as sexual misconduct (Refs 8, 9). This approach is informed by the state of the science, recognizing that multiple strategies of risk reduction, prevention, health promotion, institutional change, and sustained intervention are required to succeed long-term (Refs 1-3, 5, 7-11, 17). Borrowing from "design thinking," it can involve prototyping of strategies and tactics for which strong scientific insight is lacking (Ref 4). Its processes are iterative and involve goal setting, strategy, planning, development, implementation, evaluation, and reassessment.

At President Kaler's request, the dean of the University's School of Public Health (John Finnegan) served as chair of the PIPSM for the Twin Cities campus. PIPSM also connected with system campus leadership to provide support and consultation as they pursued local initiatives.

The first major task was building the PIPSM Coordinating Committee. With the president and his leadership team visibly driving the initiative, a small team composed of the SPH dean, a professional public health coordinator, and staff from the President's Office and Boynton Health began contacting key University community stakeholders to request their participation on the committee (Ref 12). We ensured that the Coordinating Committee comprised committed positional faculty, staff, and student leaders. Their influence was

Vision: The Initiative envisions a University community that promotes a culture of health and wellness in relationships, commitment to the welfare of others, and protection of human rights and due process, and that is free of sexual harassment, sexual violence, and sexual misconduct.

Goal: To create a University of Minnesota community whose members act to prevent sexual harassment, sexual assault, or sexual misconduct of any kind.

based on their community representation, experience, leadership roles, and/or expertise in topics and skills directly related to intervention planning, implementation, and evaluation. In this process, Professor Karen Miksch, College of Education and Human Development (CEHD), accepted appointment as PIPSM co-chair with President Kaler's concurrence. She is an expert in higher education law, policy, and institutional accountability.

Beginning in May 2017, more than 300 faculty, staff, and students directly assisted in planning the initiative with the intention to deliver an intervention plan to the president by October. With the help of University Libraries and contributions from committee members, research documents and other resources were compiled in an online folder accessible to the group. These included reviews of the state of the scientific literature, experiences of other academic institutions, news reports, and related information. In addition, the committee identified Alan Berkowitz, a national expert on sexual misconduct prevention with specific expertise in bystander engagement and a social norms approach. Berkowitz also brought expertise and experience working with academic institutions, and we engaged him to educate and train academic leaders, faculty, staff, students, Gopher Athletics, and the committee itself.

During this period, the committee also established five working groups to focus on important elements of an integrated plan for the president: Student Education and Engagement (undergraduate and graduate); Required Faculty and Staff Training; Department Development and Training; Public Health Awareness Campaign; and Outcomes Evaluation and Research.

Working group recommendations were integrated into [the report submitted to the president in October 2017](#) (PDF).

The president established a 30-day systemwide comment period that concluded in December. Key thematic feedback included: 1) ensure that faculty and staff training effectiveness is measured; 2) ensure that victims/survivors of sexual harassment or assault understood the nature of the training and that a victim/survivor trauma-centered approach was incorporated; 3) affirm that "culture change" is central and address root causes in power dynamics; 4) address inclusivity in the development process and messaging, and include consideration of employee groups and departmental culture, not only an emphasis on leaders; and 5) attend to re-traumatization awareness and responsiveness.

Feedback informed and strengthened the initiative's goals, aims, and processes, in several ways especially. First, the Coordinating Committee recognized the issue of "Institutional Responsibility and Accountability" in terms of processes and policies (or the lack thereof) that had in the past contributed to a culture that often did not effectively address sexual misconduct. Rather than establish a separate working group, the Coordinating Committee agreed this should be in its own purview.

Second, the committee recognized the potential for faculty research experts to join with the evaluation team to develop outcomes analyses that could contribute to the somewhat sparse scientific literature on prevention and health promotion in this space.

Third, the University's new requirement for basic online training for all faculty and staff utilized a commercial product (Everfi), which was vastly improved before the official launch with the help of faculty and staff reviewers (students were already required to take online training).

Fourth, student government leaders collaborated with University Relations staff to craft the strategy for the on-campus public health campaign. This included assistance with focus groups, development of the theme ("It Ends

Here”), propelling a “bystander intervention” message of “Step Up,” and student review of campaign material prototypes.

President Kaler approved the intervention recommendations with revisions and addenda in January 2018.

2. Vision and Values for a Healthy Culture: A Narrative Framework

During the launch phase, the Coordinating Committee and working groups engaged in deep discussion about the values and creation of a healthy culture in the academy. A narrative began to emerge. It was based in concepts of the human right to be free from violence, intimidation, and fear, and the need for support of an organizational climate that affirms self-actualization, respect, safety, and the realization of one’s potential and aspirations. Both are crucial to the accomplishments of the University’s land-grant mission of discovery, learning, and outreach.

Everyone who learns, works, and plays in our University community has a right to expect a climate and culture that drives and sustains the conditions that make this possible. Any kind of physical or psychic violence in our community undermines our missions and belies our core values.

We are concerned about a spectrum of behavior related to sexual misconduct. Rape and sexual assault reflect the criminal end of the spectrum. The physical and psychic violence survivors experience is horrific (Ref 17). Also concerning are the incivility, bullying, berating, and less obvious forms of sexual harassment and misconduct that not only do psychic violence to the individual but also toxify the culture and mental health of our community.

The goal of the initiative is to build a University community culture as free from sexual violence and related misconduct as possible. We recognize that this is a journey that requires long-term institutional and personal commitment of all members of the University community: faculty, staff, students, alumni, friends, and visitors. The continued visible commitment of senior University leaders and administrators to a respectful organizational culture is essential to success (Refs 12, 15).

Our University community has reached a point where the spectrum of this kind of behavior, as well as the conditions that give rise to it, are no longer tolerable.

Many in the University of Minnesota have been addressing these issues for a long time. What is different today, perhaps, is an even deeper community commitment to take our prevention and health promotion activities to the next level. The voices of those who have challenged these behaviors for so long are being heard at last. Engagement and empowerment across University communities are a powerful force.

3. Preventing Sexual Misconduct: What the Sciences Tell Us

The University of Minnesota’s work to prevent sexualized violence, sexual harassment, and other forms of sexual misconduct is informed by the research literature. This section provides a brief thematic review of the sexual misconduct prevention research. Three dominant themes are repeated in the literature: (1) research on the need for, and strategies to propel, culture and climate change; (2) components of effective prevention programs; and (3) the need to evaluate policies and programs to ensure they are moving beyond legal compliance and preventing sexual misconduct.

Culture and Climate Change Key to Prevention

After an extensive review of the literature, the National Academies of Science, Engineering, and Medicine (Ref 15) found that “Organizational climate is the single most important factor in determining whether sexual harassment is likely to occur in a work setting. The degree to which a particular organization’s climate is seen by those in the organization as permissive of sexual harassment has the strongest relationship with how much sexual harassment occurs in the organization” (p. 121). Recent reviews of scholarship on the prevention of sexual assault and sexualized violence on college campuses have also determined that culture change is key to prevention (Refs 5, 13).

According to the research, universities with the following characteristics are more likely to promote, rather than prevent, sexual misconduct:

- Perceived risk to victims for reporting
- Lack of sanctions against offenders
- The perception that one’s complaints will not be taken seriously

The National Academies of Science, Engineering and Medicine (2018) recommend six approaches that can improve the organizational climate and thereby prevent sexual misconduct:

- Create a diverse, inclusive, and respectful environment
- Diffuse the power structure and reduce isolation
- Develop supportive structures and systems for those who experience sexual harassment and other forms of sexual misconduct
- Improve transparency and accountability
- Ensure there is diverse, effective, and accountable leadership that is unambiguous about its commitment to reducing and eliminating harassment
- Develop and use effective sexual misconduct training

The literature details that sexual misconduct is a complex problem and cannot be prevented by only one tactic; rather, a multifaceted approach is needed to create a healthy campus culture.

Components of Effective Sexual Misconduct Prevention Programs

The following nine characteristics have been identified as critical components of effective prevention programs: comprehensive, use varied teaching methods, provide sufficient dosage, driven by theory, foster positive relationships, offered at appropriate times, socio-culturally relevant, have well-trained staff, and conduct outcome evaluations (Ref 14). In addition, research highlights the need to view training “as a means of providing the skills needed by all members of the academic community, each of whom has a role to play in building a positive organizational climate focused on safety and respect, and not simply as a method of ensuring compliance with laws (Ref 15, p. 180).”

In particular, effective sexual misconduct prevention programs on university campuses must:

- Provide a comprehensive approach to prevention, with multiple intervention components in a variety of institutional settings

- Design trainings for specific populations (students, staff, faculty, and those in leadership), and while online training may be one aspect of a comprehensive approach, online training alone is not enough
- Provide prevention programs relevant to community norms and ‘sub-norms’ that take into account the diversity of genders, ethnicities, and marginalized populations on campus
- Conduct a comprehensive and ongoing evaluation of campus policies and prevention strategies (Ref 5)

Universities should utilize prevention programs that develop the skills of students, staff, faculty, and leadership to interrupt and intervene when sexual misconduct occurs. These same programs should be evaluated to determine whether they are effective and what aspects are key to changing culture (Refs 5, 15).

Evaluation of Policies and Prevention Programs

Rigorous evaluation of prevention efforts is crucial. For example, an integrative review of sexual misconduct policies found that many lack transparency and there is a dearth of research on promising practices to inform students about campus policies (Ref 13). Scholars agree that more research is needed on the potential relationship between awareness of sexual misconduct policies and culture change.

According to the research literature, campus climate surveys are one important aspect of a campus evaluation plan. Climate surveys can assess prevalence, attitudes, awareness, and willingness to intervene; this information helps fine-tune the design of a comprehensive sexual misconduct prevention program (Refs 5, 6). Campus climate surveys also ensure that prevention efforts are tailored to a particular institutional context. Climate surveys alone, however, are not enough to provide a comprehensive evaluation. In order to be proactive, rather than reactive, outcomes of sexual misconduct prevention programs must be rigorously evaluated.

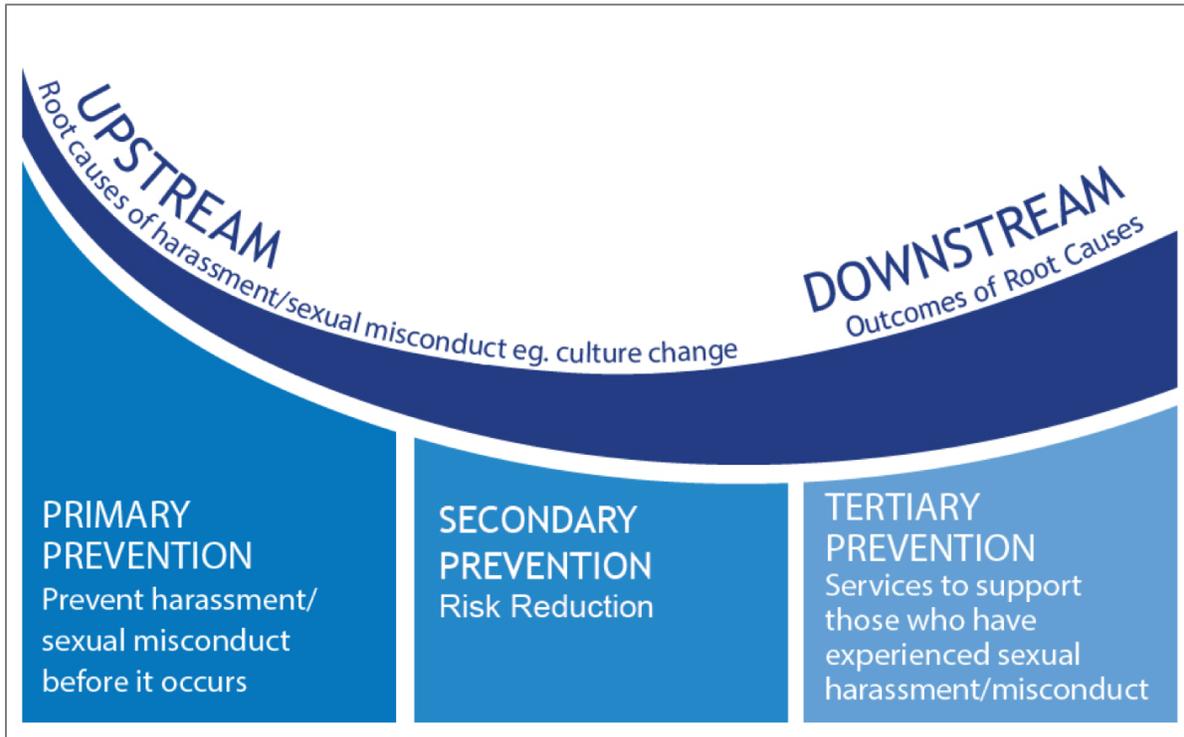
When evaluating outcomes it is important for evaluators, and campus members, to understand a paradox. That is, as prevention efforts increase on a campus, in the short term, reporting of sexual assault, sexual harassment and other forms of sexual misconduct may also increase (Ref 16). This does not mean there are more incidents of sexual misconduct, but rather that the prevention program has brought about more awareness regarding policies prohibiting sexual misconduct. Coupled with awareness, trust that sexual misconduct will not be tolerated also leads victim survivors to come forward. Thus, in the short term, increases in reporting may be one indication that prevention efforts are effective.

Unfortunately, culture change does not happen overnight. It is imperative that a variety of outcome measures be assessed, short and long term, to continue to strengthen prevention efforts. All of the research reviewed also underscores the need for more research studies to be disseminated. One goal of the PIPSM is to add to this collective knowledge with rigorous evaluation and research on our prevention efforts.

4. A Public Health Approach

The challenges of preventing sexual misconduct and promoting a healthier culture in an institution as large and diverse as the University of Minnesota requires a “public health” approach. This approach permits us to encompass the complexities of prevention and health promotion on a community and population level over time. This approach has been described as “what we as a community and society do collectively to assure the conditions in which people can be healthy” (Ref 11). Our public health and primary prevention approach incorporates the science, theory, and components of effective prevention programs (Refs 5, 14).

Public health considers populations and subgroups, factors and risks that affect them, systems, and environments and how they interact. We use the terms “upstream” and “downstream” to characterize the public health approach and inform the intervention. Farther “upstream” are the root causes of sexual violence, harassment, and other misconduct, whereas farther “downstream” are our responses to support survivors. PIPSM approaches root causes as primary prevention: What can we, the community, do to alter these causal conditions or, farther “downstream,” to reduce their risk before sexual misconduct occurs?



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

In the case of sexual violence, for example, we know that bystanders are often in a position to intervene to prevent sexual assault in the moments prior to perpetration. We need to create an environment where intervention is encouraged and people have the skills and confidence to intervene.

Finally, farther “downstream,” we provide support and recovery services to those who have experienced sexual violence, harassment, or other misconduct.

Two Key Prevention Strategies: Social Norms Approach and Bystander Intervention

Norms are standards and patterns of social behavior that are common expectations in a society, community or other social group. They stem from societal values and are an integral part of “culture,” that is, “... the 'way of life' of groups of people ... the way they do things ... an integrated pattern of human knowledge, belief, and behavior; the outlook, attitudes, values, morals, goals, and customs shared by a society” (Ref 18, p. 118). How we *perceive* norms in a social setting importantly shapes behavior. In the case of sexual violence as in other areas, research shows that people tend to *underestimate* healthy attitudes and behaviors within their social groups and *overestimate* unhealthy ones.

For example, misperceived social norms are often used by perpetrators of sexual violence to justify their behavior. But those norms also affect non-perpetrating men and others who may choose NOT to intervene

because of their misperception of what is “normal” or acceptable for their group. Misperceived norms lead to a conspiracy of silence that must be broken. This applies not only to perpetrators of sexual violence, where the goal is dominance and oppression using sex as a weapon, but also to the harassment, bullying, and denigration of others, where the goal is dominance and oppression through psychic violence. Addressing social norms (especially their misperception) is an important component of prevention intervention (Ref 2).

Bystander intervention is also key to prevention. Whether regarding rape or other sexual assault, or harassment, bullying, or other sexual misconduct, bystanders empowered to intervene assertively and appropriately can change a culture and break the conspiracy of silence (Refs 1, 3). Targeted information, communication, and skills training can empower bystanders to take action to challenge disrespectful behaviors that constitute or could lead to sexual assault, harassment, or other misconduct. Theory and research suggest that effective promotions and communications foster context-specific attitudes, beliefs, norms, and skills such that bystanders: (1) are able to quickly and accurately identify a situation as intervention-appropriate; (2) experience action-motivating arousal (including empathy) in the face of the event; (3) have positive attitudes toward intervention and perceive the benefits of action as outweighing the perceived costs; (4) are empowered to act and feel confident in their ability to effectively intervene (bystander efficacy); and (5) are resistant to evaluation, apprehension, and norms contraindicating action. Effective bystander intervention promotion draws on social psychology and communications studies and is a best practice for health promotion and prevention programs (Ref 3).

Intervention Strategies must be mutually synergistic and reinforcing

A public health approach is based on community assessment and driven by evidence. It makes use of many strategies to catalyze and sustain culture change, which include education, communication on multiple levels, and changes to systems, policies and structures.

Research shows that a single intervention or disconnected interventions will not change conditions sufficiently to reduce violence and harassment. Instead, effective interventions include mutually reinforcing, synergistic intervention elements that integrate comprehensively to address the challenge at multiple levels. We also must recognize that individuals with marginalized identities in our community are at higher risk of experiencing sexual violence, harassment, or other sexual misconduct. Specifically, women (in particular women of color and immigrant women), disabled individuals, and members of the LGBTQIA+ community have a higher prevalence of experiencing sexual assault and other forms of sexual misconduct. PIPSM must include the insights of a diverse group of people in its planning efforts and develop strategies to support people in these targeted groups.

Implementation of a multicomponent prevention program

The 2016 CDC report on the prevention of sexual violence on campuses presents examples of program applications at each level, from the individual to the community, that shape campus norms, culture, and behavior (Ref 7). Considerations from this CDC approach/model that informed the PIPSM intervention planning model fall into five action areas:



Comprehensive Prevention



Infrastructure



Audience



Partnerships & Sustainability



Evaluation

Infrastructure: The basic organizational systems and structures needed to effectively implement sexual violence prevention strategies on a college or university campus.

Audience: Broadly refers to the targeted audience. This includes recipients and observers of the prevention messages, campaigns, or strategies.

Partnerships and Sustainability: Development of healthy working relationships with community stakeholders and partners can strengthen, coordinate, and align prevention efforts to render them more sustainable over time.

Comprehensive Prevention: Strategies and approaches that complement and reinforce one another across the social ecological model.

Evaluation: Essential public health practice that identifies what is working and what is not working with the programs, policies, or practices.

5. Initiative Accomplishments

This section details PIPSM’s accomplishments to date within each of the comprehensive model domains.



Infrastructure

Infrastructure

Infrastructure is critical for effective health promotion programs and includes the basic organizational systems and structures needed to effectively implement sexual violence prevention strategies on a college or university campus.

I. Established Initiative Framework and Committee Structure

- Coordinating Committee: Co-Chairs are John Finnegan and Karen Miksch
- Membership includes faculty, staff, students, positional roles, key offices
- Four working groups
- Prevention and Compliance Training (Systemwide, Faculty, and Staff): Co-Chairs are Brian Burnett and Karen Hanson
- Evaluation and Research: Co-Chairs are David Golden and Lincoln Kallsen
- Student Education & Engagement: Co-Chairs are Maggie Towle and Julie Sanem
- Public Health Awareness: Co-Chairs are David Golden and Matt Kramer
- Three new working groups formed
 - Institutional Accountability & Responsibility (Formerly Coordinating Committee): Co-Chairs are John Finnegan and Karen Miksch
 - Department Development: Co-Chairs are Rebecca Ropers and Chris Uggen

- Research Sub-committee: Co-Chairs are Katie Lust and Carolyn Porta

II. Advanced Key Stakeholder Partnerships



Partnerships & Sustainability

Development of healthy working relationships with community stakeholders and partners can strengthen, coordinate, and align prevention efforts in order to make them more sustainable over time. PIPSM continues to build strong relationships with key stakeholders, including but not limited to the following:

- Senior leadership (chancellors/deans)
- Unit Engagement (Office of Equity and Diversity, Office of Human Resources, Office of Institutional Technology, Office of Institutional Engagement, Boynton Health, University Relations, Office of Student Affairs)
- UMPD
- Athletics
- Greek Life
- Systemwide prevention network
- Student Governance (Minnesota Student Association/Council of Graduate Students/Professional Student Government)

The implementation of Bystander Intervention during Year 1 of the PIPSM provides an example of how key stakeholders have collaboratively advanced this work across the system:

The “It Ends Here” student-focused Bystander Intervention campaign launched in fall 2018. This campaign evolved from an initial campaign developed by the Minnesota Student Association that then was adopted by University Relations. Additional comprehensive formative work conducted with faculty, staff, and students across numerous units and campus organizations shaped the eventual full campaign. Leaders from Boynton Health, the Aurora Center, the School of Public Health, the Minnesota Student Association, the Council of Graduate Students, and Professional Student Government were consulted to validate the recommendations. Faculty experts in evaluation of large-scale mass communication campaigns developed the assessment measures for inclusion with the online student sexual misconduct prevention training in fall 2018. Bystander Intervention was developed and implemented with academic department leaders systemwide, under leadership from the Provost’s and Vice Provost’s Offices and through collaboration with the PIPSM Department Development Committee. That committee’s membership includes key units such as the Office for Equity and Diversity, the Aurora Center, the Office of Human Resources, Gender and Women and Sexuality Studies, the Center for Educational Innovation, the Humphrey School of Public Affairs, the Institute for Global Studies, the Minnesota Student Association, and the Disability Resource Center, as well as additional faculty, staff, and student representation.

Additional examples of partnerships:

- Faculty and staff online training development involved collaborations among many key stakeholders, including the President’s Office; Equal Opportunity and Affirmative Action; the Faculty Consultative Committee; the Offices of Compliance, Human Resources, and Institutional Technology; and the School of Public Health. Many people in the PIPSM also collaborated to advance the undergraduate and graduate student training.
- Collaboration with Gopher Athletics led to the implementation and evaluation of a peer-facilitated, small group discussion-based Bystander Intervention workshop utilizing a social normative approach for all student-athletes in spring 2019.

III. Engaged UMN Faculty

We worked closely with the Faculty Consultative Committee, and sought to include faculty in all working groups to tap into critical expertise, create feedback loops, and facilitate action.

IV. Hired Program Manager

Coordination and facilitation of work across and between the Coordinating Committee, working groups, and key stakeholders is critical to advance the work.

V. Enlisted Consultation

Alan Berkowitz has served as an expert consultant and conducted Bystander and Social Norms trainings on three separate campus visits for the UMN Community (open session), senior leaders (deans, chancellors), systemwide partners, working groups and committees, Athletics, and individual units.

Comprehensive Prevention and Health Promotion Strategies

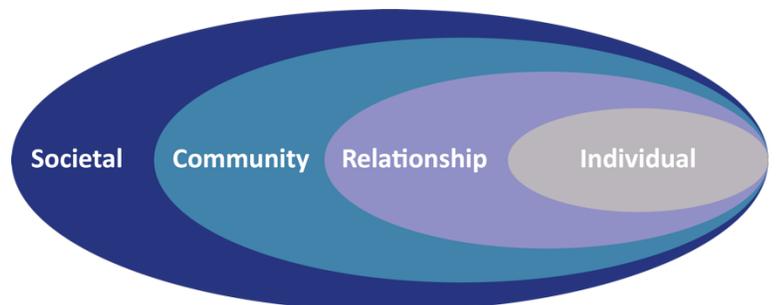


Comprehensive Prevention

In the prevention of campus sexual misconduct, we draw from the “social ecological” model (www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html) that informs the public health approach and the comprehensive prevention strategies and activities being developed and implemented by the Coordinating Committee and working groups. This model considers the complex interplay between individual, relationship, community, and societal factors. It allows us to understand the range of factors that put people at risk for violence or protect them from experiencing or perpetrating

violence. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

Besides helping to clarify these factors, the model also suggests that in order to prevent violence, it is necessary to act across multiple levels of the model at the same time. This approach is more likely to sustain prevention efforts over time than is any single intervention.



Source: www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html

The working groups are implementing activities that address the various factors at the different levels to be synergistic and mutually reinforcing.

Individual: Promote attitudes, norms, beliefs, and behaviors that support equity, respect, and nonviolence.

Relationships: Promote healthy communication and behaviors through skills building and modeling of healthy relationship norms. Correct misperceived norms that promote sexual misconduct.

Community: Promote a respectful climate in the community by targeting processes or policies.

Societal: Promote social norms, policies and laws that promote equitable, safe and respectful relationships and culture change.



<https://president.umn.edu/pipsm-committee-rosters>

The 'charge' letters issued by President Kaler provided a foundation for the development of the Coordinating Committee and working groups. Each group established its goals, set objectives, and implemented a constellation of activities to begin the work of long-term culture change.

The key accomplishments of each group are listed here. More details of progress over the course of PIPSM can be found at:

- [December 2018](#) (docx)
- [June 2018](#) (docx)
- [March 2018](#) (docx)
- [January 2018](#) (docx)

Coordinating Committee

Goal: To develop institutional accountability & responsibility strategies to promote a culture that is serious about prevention and accountability when individuals violate those expectations.

February 2018: Coordinating Committee formally adopts focus on institutional accountability and responsibility.

June 2018: Review and support of revised accountability processes in collaboration with EOAA (Appeals, Process for sanctions, Additional question on employee applications, Redaction of key documents).

June-August 2018: Developed and piloted an inventory in three University academic and administrative units that assesses information about the nature of current practices in training, procedures, monitoring, and policies to identify gaps. This framework will provide a foundation for addressing gaps and needs to advocate for more funding and support with department development.

December 2018: Reviewing and establishing metrics to measure short- and long-term sexual misconduct prevention outcomes.

January 2019-Present: Continuing development of the inventory to guide academic units with questions that scaffold a department's self-assessment, engage department leaders, and stimulate communities to assess their knowledge, practices, and processes.

February-April 2019: Developed a sustainability charter that includes an organizational model to guide the PIPSM's future work.

Working group 1: Faculty and staff sexual misconduct prevention online training

Goal: To increase awareness and knowledge to change UMN culture to one that does not tolerate sexual misconduct and supports victim/survivors, helping them to safely report.

March-June 2018: Faculty/staff Everfi training rolled out to approximately 43 systemwide campus units. A total of 22,229 out of 22,399 people, or 99.2%, completed training by the due date.

December 2018: "Sweep" to assign training to those who were hired after March 30, 2018. From now on, newly hired employees will be assigned the training upon employment and given one month to complete.

Working group 2: Public Health Awareness Campaign: 'It Ends Here'

Goal: To educate, engage, and empower students, faculty, and staff to take responsibility to end sexual harassment and assault.

September 2017: Evaluation of national campaigns completed.

October 2017: Marketing firm hired to help create and test three different concepts for the public awareness campaign (“I step in,” “Let’s end this,” “United against misconduct”). Following input from Minnesota Student Association, “Let’s end this” was altered to “It ends here.”

June 2018: Focus groups held for undergraduate and graduate student input.

July 2018: Online survey developed to test the two preferred concepts. Survey sent to random sample of 7500 students/faculty/staff. Received 874 responses. The preferred concept was “It Ends Here.” Survey feedback used to refine the messages for stakeholder groups and shared with them for feedback.

July 2018: Campaign evaluation developed and baseline survey implemented.

- Partnered with MSA, COGS, PSG to amplify and promote through their channels
- Partnered with Orientation and First-Year Programs, Admissions and high school counselors to arm with information
- Included rotating safety messages in undergraduate and graduate student updates, and MyU
- Provided campaign toolkit to UMPD, OSA, Fraternity/Sorority Life, Residential Life, U Services departments, Boynton, Aurora, OED, Community Relations, Student Government Leadership (MSA, COGS, PSA), communications directors across campus and system campuses

August 2018: Baseline campaign evaluation survey implemented through Everfi Haven Survey.

September 2018-January 2019: Launched student-focused Bystander Intervention campaign called ‘It Ends Here,’ through a coordinated strategic marketing communications plan. The plan included a message from President Kaler, posters and digital sign distribution across campus, bystander tip cards to guide students in ways to step up, social media messages, and a new Safe Campus website with resources for stepping up and an order form for materials to extend the campaign reach in other channels across the University and sidewalk messages. The campaign assets were also shared with the other system campuses for use on their campuses.

Working group 3: Department Development Committee

Goal: To support academic units in developing respectful cultures that promote individual and departmental achievement

To accomplish this, we will:

- Surface local efforts (in and outside the University) and policies already in place and make those resources known to the University community
- Establish ongoing attention to a key issue
- Create institutional change by providing various options to change a culture that tolerates sexual harassment and sexual assault

March 2018: Committee members recruited, with membership representing a diverse constellation of University departments. Development meetings began.

March 2018: Alan Berkowitz conducted systemwide Bystander and Social Norms training.

July-October 2018: Illusion Theater works with committee and UMN community in workshop development.

September 2018:

Goals for 2018-19 DDC work:

- Host a forum for academic unit leaders that helps them understand their roles in preventing and addressing sexual misconduct in their units and increases their knowledge of power dynamics, gender, and intersectionality as they affect sexual misconduct
- Learn from academic leaders about what more they need to promote respectful academic units
- Enhance the programmatic and skill-building resources (e.g., workshops, skill-focused guidance, possibilities for bystander interventions) available to academic leaders to develop respectful academic cultures, including the prevention of and response to sexual misconduct
- Identify and collaboratively address barriers embedded in policies and procedures that impede the development of respectful departmental cultures
- Develop resources to support academic leaders in (re)building respectful cultures when someone in their units has been found responsible for sexual harassment
- Report on our activities to University communities

October-December 2018: Implemented seven Academic Leaders' Workshops with chairs, heads, directors, associate deans, deans, and President Kaler. The committee partnered with Illusion Theater, and the workshops focused on understanding leaders' roles in preventing and responding to sexual misconduct.

UMN Academic Leaders' Workshop; Preventing and Responding to Sexual Misconduct Workshop feedback

Participants felt the Illusion Theater workshop model and delivery facilitated learning in an impactful way. The workshops were overwhelmingly viewed as an opportunity to build skills and knowledge and an important step in supporting department leaders in responding to and preventing sexual misconduct.

President Kaler, deans, assistant deans, department chairs and heads, and other academic leaders attended one of the seven sessions offered. Of the 267 attendees, 77% completed the evaluation form.

Participants were asked to rate, on a scale from 1 to 10, three key aspects of their experience. Their answers indicate a high confidence in each of the areas:

Question #1: Was the workshop helpful in providing you with knowledge/skills in responding to sexual misconduct situations? Mean = 8.9

Question #2: How likely are you to take action to address a situation that you believe to be sexual misconduct? Mean = 9.4

Question #3: How capable do you feel in responding to sexual misconduct situations in your leadership role? Mean = 8.1

Thematic comments from the three open-ended questions included the following:

How capable do you feel in responding to sexual misconduct situations in your leadership role?

- This is difficult and complex work
- Feel able to support someone/know what to do/have resources and can access/feel support from above
- Effective training/watching situations and role plays was helpful
- Want more strategies/need more training
- The skits and watching the different scenarios were very helpful
- Workshop helpful in demonstrating the challenges
- The session was well planned and executed.

Which prevention strategies do you think you will use in your department/unit?

- Training/Education
- Faculty/routine discussion/meetings
- Prevention/Early Intervention
- Setting clear expectations/stating values
- Bystander Intervention
- Policies and Procedures
- Proactive/Open discussion
- Create Positive Climate

What additional resources regarding creating a healthy and respectful unit culture would you like to have the University provide to support your work as an academic leader?

- Skills/Examples/Strategies
- Training
- Climate/Culture: focus more on breeding a respectful community and preventing misconduct, more about chair responsibilities, continued work on how to foster strong student-faculty relations that are respectful

November 2018-January 2019: Facilitated three Listening Sessions for Academic Leaders' Workshop attendees to provide space for sharing ideas about creating respectful department cultures that facilitate generative relationships and inhibit harassment. Input will inform additional resource development.

Working group 4: Student Engagement & Education

Goal: To develop a structured program and education plan for first through fourth year undergraduates, as well as graduate and professional students.

July 2017: Working group began meeting. The cross-functional sexual assault prevention working group will inform, develop, and implement a coordinated prevention programming plan. Initial working group tasks included identifying outcome objectives, comparing existing campus programming to the outcome objectives, and exploring new strategies to effectively address the outcome objectives.

Spring 2018: The University started requiring new undergraduate students to complete sexual misconduct prevention online training in fall 2013. We started requiring new graduate/professional and PSEO students to complete sexual misconduct prevention online training in fall 2016. In spring 2018, working group members and campus partners reviewed the process and provided input on:

- inclusion criteria to use each semester to generate a list of new students required to complete online sexual assault prevention training
- effective strategies to promote compliance with completing the course

An implementation plan for fall 2018 was developed, based on this input.

July-August 2018: On July 13, launched Sexual Assault Prevention for Undergraduates and Sexual Assault Prevention for Adult Learners for fall 2018 new undergraduate and adult students. On August 10, launched Sexual Assault Prevention for Graduate Students for all fall 2018 new graduate and professional students.

Completion rates for fall new students at the end of the fall semester:

- Sexual Assault Prevention for Undergraduates: 90.4% (first-year students: 94.7%, transfer students: 78.8%, PSEO students: 84.5%)
- Sexual Assault Prevention for Adult Learners: 83.5%
- Sexual Assault Prevention for Graduate Students: 84.9%

September 2018: Hired health promotion specialist, who leads the development, implementation, management, evaluation, and institutionalization of campuswide student engagement programs and activities to prevent sexual misconduct. Alan Berkowitz visited campus and met with MSA and Greek student leaders.

November 2018-present: The health promotion specialist is identifying and recruiting additional committee members to represent our target at-risk and underserved student populations.

December 2018-March 2019: Partnered with Gopher Athletics to implement and evaluate a peer-facilitated, small-group, discussion-based Bystander Intervention workshop utilizing a social normative approach for all student-athletes.

January 2019: Launched Sexual Assault Prevention for Undergraduates, Sexual Assault Prevention for Adult Learners, and Sexual Assault Prevention for Graduate Students for spring 2019 new students on January 2.

January 2019: The committee has identified five focus areas:

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

With input from students, we are in the process of developing a comprehensive plan for each of these focus areas.



Evaluation

Evaluation

Collecting data in our community is an essential public health practice. It allows us to identify gaps and informs us of where we need to go to further build skills and develop policies to address and prevent sexual misconduct in our community.

Working group 5: Evaluation and Research Committee

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

The work of the Evaluation Committee includes four key objectives: 1) Create inventory to establish existing data sources designed to measure components of sexual misconduct; 2) Develop framework for new metrics to be gathered and start to fill in some of the gaps in information; 3) Create structure for coordination of information sharing for all the working groups, with special considerations for the evaluation and monitoring of the Public Awareness Campaign; and 4) Create a Research Subcommittee to facilitate coordinated efforts to access existing data and support original research.

January-August 2018: Faculty and Staff Online Training Evaluation: Effectiveness and Self-Reported Sexual Harassment Data was created and administered.

A survey was designed to evaluate the effectiveness of the online staff and faculty training and to quantify rates of sexual harassment among staff and faculty. In addition, the survey includes questions about campus climate related to the confidence individuals have in the University's response to sexual harassment.

A pre- and post-survey was designed to evaluate the impact of the training and to provide a snapshot of self-reported sexual harassment by staff and faculty while employed at the UMN. All staff and faculty were invited to take the survey two weeks after completion of the training.

Notably, this is the first survey of its kind to collect self-reported harassment data of UMN employees (faculty and staff). With this important data, the UMN can start to monitor how change is occurring on our campus over time. The survey results were released to the UMN community Dec 12, 2018. To view: <https://president.umn.edu/content/faculty-staff-sexual-misconduct-prevention-training-pre-and-post-survey-data>.

February 2018: Additional questions incorporated into the College Student Health Survey (2018) to establish rates at which students experience sexual harassment.

July 2018: Additional questions were added to the student EverFi courses and a small separate survey to measure the overall penetration of the campaign and its impact at three points during the academic year.

December 2018-Present: Survey data is being utilized to focus initiative resources on institutional accountability, including continued and increased support for victim survivors, transparency of the complaint process and ensuring a lack of retaliation, and additional tools for active bystander intervention.

January 2018-Present: Staff are engaged in cataloging existing University data and researchers.

January 2018-Present: Conducted meetings with offices on campus currently collecting data related to sexual misconduct to determine the type of information collected, possible access, database platform, and reporting options. Additional data sources have been identified as potential new sources of information when analyzed.

February 2019: The AAU survey was administered in February. Additional questions had been added to establish a rate for lifetime sexual misconduct, rate for those who have committed sexual misconduct, social norms, military status, gender harassment, and professional boundaries with staff and faculty.

Research Subcommittee

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

December 2018: Held its first meeting for interested researchers. Subcommittee will promote cross-disciplinary collaborative research and provide access to existing and new data as it is compiled.

February 2019: Identified members who will serve on the subcommittee and proposed next steps for advancing collaborative analytic efforts. Also focused on using existing data here at UMN to perform tasks, including:

- Describing the individual- and institutional-level factors associated with sexual misconduct, using the UMN-TC pre-intervention sexual misconduct survey data
- Reviewing the pre-post results of the UMN-TC faculty/staff training survey
- Informing the development and administration of a post-post survey administered to UMN-TC faculty/staff to assess longer-term impact of the training and measure new constructs not yet assessed on the existing pre or post surveys
- Describing students' reports of harassment using the 2018 CSHS data, as well as the SERU Survey, and the Incivility surveys
- Generating relevant policy recommendations based on these analyses, which could include white papers, policy briefs, and peer-reviewed publications

6. Sustainability of the President's Initiative to Prevent Sexual Misconduct



Partnerships & Sustainability

This initiative is about long-term, committed, sustained action. It requires us to think in terms of a spectrum of behavior that shapes our community and its culture. It requires us to examine how our University community and aspects of its culture have themselves built and sustained a culture of sexual violence and other misconduct. This is a journey (not a destination) that affects all of higher education and every institution in our society.

Sexual misconduct impacts every aspect of the University's health and culture, and we want to ensure that cross-functional, collaborative work continues.

In his [November 2017 response](#) (PDF) to Dean Finnegan's report, President Kaler wrote, "What is the organizational framework envisioned for the Initiative that will sustain our work over a long period of time? Part of the project over the initial two-year period needs to be finding an administrative home that will be responsible for this ongoing work." After consulting with leadership and co-chairs Finnegan and Miksch in fall 2018, President Kaler decided to assign business ownership to the Office of Human Resources (OHR) to facilitate the institutionalization of the PIPSM. The OHR will provide administrative continuity and long-term support for

the broad-based, community engaged, and collaborative work. There is recognition that there is a solid foundation of work that has been done, and OHR will provide a stable platform to continue to build on this work in the future.

The initiative is now transitioning from “ad hoc” status to formal status within the University to ensure its continuity, focus, and impact into the future. This transition involves two principal dimensions: 1) establishment of continuing University administrative and financial support, providing a stable platform for the initiative’s mission and activities; and 2) establishment of a formal leadership and governance structure to ensure the initiative’s continued success and effectiveness.

Since February 2019, the Coordinating Committee has been working with the OHR to develop a governance structure that will guide the initiative’s work moving forward and maintain and grow the collaborative partnerships needed for our comprehensive prevention programs.

7. Conclusion/Lessons Learned

The University of Minnesota strives to create a climate that inhibits and reduces sexual assault and sexual harassment. President Kaler issued a call to action, and the community responded. Since the advent of the original charge in May 2017, much learning has occurred to create the President’s Initiative to Prevent Sexual Misconduct.

We understand even more fully the key components and challenges of culture change. Long-term, committed, and sustained action is required, and there are no magic bullets. Training and skills-building are necessary for social norms correction and for communicating and modeling expected behavior. The University community needs to build accountability into systems, hold perpetrators accountable through consistently enforced action, and continue to recognize and address the spectrum of behavior that can perpetuate a toxic climate.

We have learned that our community can be **ably served by approaching sexual misconduct from a public health approach**, given the complexity of the issues, dynamics, and unique nature of academia. A public health approach affords us multiple strategies: education; interpersonal, group and media communication; technology; system and culture change; and policy to catalyze, grow, and sustain measurable culture change. Our community recognizes the value of this approach.

We know that effective prevention and response—involving content, theory, and participants—is what we do. How we do it—taking advantage of our delivery system, institutional readiness, buy-in, etc.—and the integration of “how” and “what” into a comprehensive, intentional, planned effort make for consistent and synergistic actions across programs and departments.

Our community recognizes that long-term culture change must focus on **learning about our own community and understanding the nature of sexual misconduct prevention on our campuses**. The **stellar response and completion rate** of our first universal sexual misconduct prevention training indicate our **state of readiness for continued work**. The training impact data show that members are **developing a common language, awareness, and understanding** of the complexity of sexual misconduct response and prevention and their role as bystanders. And while there is improvement in members’ confidence in how prepared the University is to respond to and protect people from retaliation, we have more work to do. **This is an important area of improvement for the UMN community.**

Equally important from our training evaluation, we **gathered baseline data on sexual misconduct victimization in our UMN community among faculty and staff**. This is the first data reflecting such behavior as a “baseline” for faculty and staff experience while employed at the University. It provides insight into the continuum of unacceptable behavior they have experienced and gives our community a starting point for addressing change. We have an opportunity and obligation to establish our own narrative and hold ourselves accountable.

Academic leader engagement has been an important component of PIPSM’s success to date. The president’s leadership has been central in engaging other senior University leaders, the regents, chancellors, faculty governance, deans, and department chairs. Leadership has recognized the need for training to address the gaps in competencies and skills, both to build the better academic culture envisioned above and to address the misconduct challenges that currently exist in University units. This is an achievement in that sustained culture change requires committed, educated leaders at all levels. For example, it has led in part to a recognition that institutional responsibility and accountability are important to such change. Recently, leadership addressed a flaw in the EOAA process that currently requires department chairs and deans to fully inform and obtain the provost’s approval when there is disagreement with a recommendation to dismiss a faculty member for sexual misconduct in violation of the faculty honor code. The change requires that such a decision not be made autonomously and ensures just and equitable institutional decision-making.

The successes and accomplishments of PIPSM as noted in this report extend beyond the formal charges and accomplishments of the working groups. **We learned that culture change is an organic process; others are engaging and taking ownership through their lens, perspective, and capacity for action.** For example, the Minnesota Student Association of undergraduates formed a Sexual Assault Task Force and are in Year 2 of creating actions for change in practices and policies. The Council of Graduate Students and Professional Student Governance hosted a Town Hall on Sexual Misconduct Policy and are calling for shifts in power dynamics in their relationships with faculty and looking at change as a vehicle to address key issues. Numerous other groups and departments are initiating their own efforts toward culture change by hosting forums and bystander intervention trainings and seeking ways to promote these conversations.

We call on our senior leaders to continue to create a sense of urgency regarding the importance of continued action around sexual misconduct prevention. We need to keep setting the bar higher as we raise it. Responsibility for this change belongs to all members of our University community: faculty, staff, students, and alumni. This requires an “all-hands-on-deck” approach for understanding the challenges, learning what we can do to change ourselves and our culture, and taking the short- and long-term actions to do so. The University of Minnesota community chooses to change, lead, and thrive in this crucial area.

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