October 2, 2017

TO: Eric W. Kaler, President
FROM: John Finnegan, Chair
RE: Recommendations for the President's Initiative to Prevent Sexual Misconduct

The initiative you established in May 2017 envisions a University that promotes a learning, work and play environment that is <u>as</u> safe and free from sexual harassment, violence and other sexual misconduct as we, the University community, can make it. This is a journey (not a destination) that affects all of higher education and, indeed, every institution in our society.

The University of Minnesota is neither different nor worse than other large institutions of higher education in this regard, but we emphatically reject complacency. Whether harassment or assault, one act of sexual misconduct is one too many. Prevention of sexual misconduct and promotion of a culture that supports the health and welfare of all is an absolute necessity for every individual in our community to thrive and for us to fully achieve our three-fold mission of discovery, learning and service.

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.

This report summarizes planning and recommendations to date. More than 300 faculty, staff and students have been engaged in this first phase of the initiative. Many have participated in the workgroups you commissioned in the domains of coordination; student education and engagement; required faculty and staff training; public health awareness campaign; and , research and evaluation of outcomes (**Attachment A**). Others have attended public and small group meetings. All are learning much from the available research, from University of Minnesota faculty and staff, and from others outside the University community providing input and recommendations intended to achieve our shared goals.[1]

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[1] Engaged groups have included: TC and system campus leadership, faculty, staff, students, University public safety, collegiate health care and student counseling providers, University offices and organizations devoted to assisting survivors of sexual assault, housing and residential life, international student and scholar service, collegiate athletics, representatives of student governance and student organizations, leaders of University Relations, and University Library research staff.

Importantly, the prevention strategies and activities included in the recommendations were developed to be mutually reinforcing, synergistic and comprehensive in order to foster a campus environment of change that reduces sexual misconduct. The plan we present herein covers the period of the next 24 months as the first phase of the University's long-term commitment to this work.

The first 12 months will include key development work in each of the work groups. It, will also yield key immediate deliverables focused on faculty, staff and students, including required Everfi training for faculty and staff and the implementation of HavenPlus and Haven for new students.

It will be the responsibility of the coordinating committee, assisted by the responsible working groups, to track and evaluate the Initiative's progress along the way. Based on such analysis, the coordinating committee will propose in late 2019 a plan for a second phase, for 2020-21.

Finally, in examining the published research and in consultation with Dr. Alan Berkowitz, one of the nation's pre-eminent experts in this domain, we note the potential that a successful campaign may initially increase reported incidence of sexual misconduct. The reasons are that, first, sexual misconduct across the spectrum of behavior is generally under-reported by those who experience it. This means that we do not know the true "denominator" in terms of incidence and prevalence. This is apparently true both in the realm of criminal conduct as well as in non-criminal conduct, including many forms of harassment experienced in the workplace. Second, in the former case, some survivors may not report out of fear of stigma, of engaging the University student conduct process, if not the criminal justice system, perhaps of blaming themselves, and of perceiving the cultural environment as not supportive of survivors and questioning their veracity when they come forward. In the latter case, workplace harassment may go unreported where there is a power differential between the perpetrator and the target in which fear of retaliation predominates. This would also apply to those graduate and professional students who experience abuse from some faculty. The point is that an uptick in reported incidents is possible if not likely in a successful campaign. However, it would not likely point to a true increase in sexual misconduct but rather a growing sense of safety and support to report by those who experience it. This scenario, of course, anticipates the need for clear communication within and outside the University community as to outcomes and what they mean.

Intervention and Planning Framework

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" (Institute of Medicine, 1988). Public health considers populations and subgroups; factors and risks that affect them; systems; and environments and how they

10/02/2017

interact. A public health approach is community assessment-based and evidence-driven. It makes use of many strategies, including education; interpersonal, group and media communication; technology; system change; culture change; and policy, to catalyze, grow and sustain measurable culture change. In the prevention of campus sexual misconduct, we draw from the "social ecological" model that informs the public health approach. A recent 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 shapes campus norms, culture and behavior (see **Attachment B**).[2] From this model, considerations that form our initial recommendations fall into five action areas arising from the CDC approach:

Comprehensive Prevention   Infrastructure   Audience   Partnerships & Sustainability   Evaluation

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

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 in order for them to be more sustainable over time.

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

Exemplar programs and most promising practices in campus sexual misconduct prevention and health promotion are listed in **Attachment C**.

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[2] Dills J, Fowler D, Payne G. Sexual Violence on Campus: Strategies for Prevention. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2016.

Recommendations

Public Health Awareness Campaign Workgroup
Leaders: Matt Kramer and Dave Golden

> *President's Charge*:
>
> •Evaluate existing campaigns nationwide that meet the criteria of public health/public awareness and that have been used in the higher education community
> •Determine applicability of existing campaigns to the University system and evaluate and establish whether a new campaign should be created
> •Develop a production schedule and implementation plan, along with estimate of the budget required
> •Consult with University resources, including faculty, with expertise in public health, sexual violence and misconduct prevention, and related issues to validate your analysis and recommendation

- Evaluate existing campaigns nationwide that meet public health/awareness criteria

    o Performed review of public awareness campaigns, looked specifically at larger universities with a similar student body who have created sexual assault awareness campaigns, larger non-profit entities who have developed campaigns, and national sexual assault awareness campaigns

    o Interviewed Ologie, a marketing communications agency commissioned by the Ohio Department of Education to develop best practices for creating successful public awareness campaigns; Ohio State University and Bowling Green State University who have led successful sexual misconduct awareness campaigns by adopting the national "It's On Us" model

    o Reviewed Big Ten University campaigns from University of Michigan, Michigan State, University of Wisconsin – Madison, University of Illinois, Indiana University, as well as Harvard University, University of California – Los Angeles, and University of New Hampshire

    o Reviewed other nationwide programs from the CDC, US Department of Justice, and US Department of Education

    o Reviewed campaigns utilizing specific strategies such as social norms, bystander education, targeted populations and comprehensive reviews highlighted in the Berkowitz "Best Practices in Sexual Assault Prevention"

- o Conducted literature review of public health/awareness campaigns to identify campaigns that helped establish documented effectiveness in the general population, secondary educational institutions and on college campuses

- o Researched evaluation frameworks from programs utilizing established public health strategies.

- o Reviewed national "It's On Us" campaign, a collaboration between the U.S. Department of Education and Civic Nation, a nonprofit organization that works with public and private partners to address the nation's most pressing problems

- Determine applicability of existing campaigns to UMN and recommend model for UMN campaign.

After review of various models using a public health framework and campaign approaches, as well as interviews with colleagues from higher education institutions across the country, and a thorough literature review, we have determined that the model with the greatest potential for implementation and adaptability for University of Minnesota use is "It's On Us" model.

As mentioned in Dean Finnegan's introductory memo, there appears to be a correlation between the launch of the national campaign model and the increased reporting of sexual misconduct as documented in the College Student Health Survey from 2015. In 2013, 22.0 percent of University of Minnesota women reported one or more sexual assaults in their lifetime. In 2015, the rate had risen to 32.4 percent. Similar increases were reported among other schools in Minnesota and across the country. Among national college health professionals there is general consensus that the increase is related to the national campaign and the increased efforts on college campuses. Increased awareness of sexual assault and community support are thought to have contributed to the increased reporting rather than an increase in new sexual assaults.

While the components of the "It's On Us" model are aligned with the University's objectives and needs, it is our recommendation to develop a new theme and unique visual expression to ensure the campaign speaks to our entire community -- faculty, staff, and students. To be clear, we are not recommending the use of the words, "It's On Us," but rather the messaging behind the national campaign.

At its core, this approach invites everyone to step up and realize that the solution begins with us. The model works to educate, engage and empower students, faculty, and staff to take responsibility, big or small, to end sexual assault.

The model aims at fundamentally shifting the way we think and talk about sexual assault and harassment. The components include:

- o Recognizing that non-consensual sex is sexual assault,
- o Identifying situations in which sexual assault may occur,
- o Intervening in situations where consent has not or cannot be given, and
- o Creating an environment in which sexual assault is unacceptable and survivors are supported

The campaign's framework aligns with key public health messaging strategies, which include:

- o An implicit call to action,
- o Themes, messages, and visuals customized for specific and varied University audiences,
- o Messages aligned with Initiative strategies such as bystander intervention and,
- o Creating a new social norm or expectation for everyone to take responsibility for helping to prevent sexual misconduct.

The resulting campaign will integrate easily with existing university programs. The approach will include the same components as other successful awareness campaigns, which have been effective. The campaign will be flexible enough to allow for audience targeted messages, as well as messages related to social perceptions about healthy sexual relationships, bystander education and other strategies as part of the overall communication strategy. The campaign is well suited to support the work being developed by the other initiative groups.

- Consult with University resources, including faculty, with expertise in public health, sexual violence and misconduct prevention, and related issues to validate your analysis and recommendation.

  We conducted interviews pre-recommendation to gather insights and expertise from faculty who work in related fields. The faculty provided insights on a number of potential components and messages that should be included in a public health awareness campaign.

- **Faculty consulted in the development of the Public Health Awareness Campaign strategy include:**

  - o Carolyn Porta, Associate Professor, School of Nursing
    Dr. Porta is a mixed method prevention scientist committed to improving the health and wellbeing of vulnerable young people and their families. She is an expert in sexual violence risk behaviors. She is also a practicing Sexual Assault Nurse Examiner.

  - o Ruby Nguyen, Associate Professor, School of Public Health
    Dr. Nguyen is an expert in the field of sexual assault and violence. She has been active working with community groups, particularly Asian women and the Minnesota Department of Health.

10/02/2017

- Simon Rosser, Professor, School of Public Health
  Dr. Rosser is the Director of the HIV/STI Intervention and Prevention Studies Program. He is an expert in behavior health and has broad experience in sexual assault including work with perpetrators.

- Rebekah Nagler, Assistant Professor, Hubbard School of Journalism and Mass Communication
  Dr. Nagler specializes in health communication campaigns, interventions and the effect of mass media on behavior.

- Marco Yzer, Professor, Hubbard School of Journalism and Mass Communication, Adjunct Professor, School of Public Health
  Dr. Yzer specializes in evaluation of mass media campaigns and impact on behavior with emphasis on health related behavior. He is an expert in understanding and predicting health message outcomes.

- **University leaders consulted:**

  - Katie Eichele, Director, Aurora Center

  - John Finnegan, Dean, School of Public Health, and Chair, President's Initiative Coordinating Committee

  - Alan Berkowitz -- independent consultant assisting colleges, universities, public health agencies, military organizations, and communities design programs that address health and social justice issues

  - All faculty previously consulted

  - Trish Palermo -- MSA President

  - Lauren Mitchell -- COGS President

Both student leaders indicated the need to create a fresh theme and visual expression in order to engage students, empower them to know their rights and see it as their responsibility to take action.

- **Develop a production schedule and implementation plan, along with estimate of the budget required**

o **Campaign Overview**

Year 1 Objective: Focus on building awareness and understanding among campus audiences of students, faculty, and staff. The primary audience is students and the secondary audience is faculty and staff.

Essential Message: The purpose of the campaign is multifaceted but focuses on a broad audience and their responsibility to do something, big or small, to prevent it. We'll ask individuals to first take a pledge committing to end campus sexual assault.

Tactics: The campaign tactics will be informed by University students, faculty and staff with expertise and committed interest in sexual assault and harassment awareness efforts, as well as University Relations' experience communicating with internal audiences.

A toolkit will be developed for use by campus partners and the broader campus community. The toolkit will include: information on students' rights, tips for being active bystanders, key facts about sexual assault and harassment, campaign tone and language, how to share the campaign and get involved, a guide for campus leaders, and campaign graphics and templates.

The campaign components will establish the expectations for students, faculty and staff and create the environment for capacity-building among groups on campus. Under the campaign theme, groups on campus such as student organizations, Office for Student Affairs departments, faculty groups, academic departments etc. will develop greater capacity for effective intervention by using the tools and recommended strategies.

Year 2 Objective – Expand campaign objective to focus on reaching segmented audiences such as victims, RAs and counselors who can support victims, perpetrators, and bystanders.

Considerations
The campaign will connect to the other elements of the President's Initiative to Prevent Sexual Misconduct, such as training and student education and engagement, in ways most relevant to the target audiences.

The campaign will rely on visible and ongoing support from University leadership, as well as active participation from student groups.

Essential Campus Partnerships
- Senior leadership

- Faculty governance
- Minnesota Student Association
- Council of Graduate Students
- Professional Student Government
- Student organizations
- Office of Student Affairs
- Aurora Center
- Office for Equity and Diversity
- Orientation and First Year Programs
- Fraternity and Sorority Life

Measurement
The measurement goals and evaluation framework will be determined in coordination with the President's initiative measurement group. Consider including questions to benchmark awareness (of specific goal) in next health survey, Feb 2018, and then measure increases every three years. Faculty from the School of Journalism and Mass Communication have expressed interest in taking on this campaign evaluation.

- **Develop production schedule and implementation plan**

October 2017
Campaign recommendation submitted as part of overall President's Initiative to Prevent Sexual Misconduct

November 2017
Request UMN leadership support for campaign (President, Provost, Student Affairs, Athletics); develop and test proposed theme and visual expression

January 2018
Identify campaign partners and seek their input on potential tactics and overall plan

February 2018
Include benchmark questions in health survey

April 2018
Develop campaign rollout and tactical plan

May 2018
Determine measurement plan

Summer 2018
Socialize campaign and test messages with campus stakeholders; develop media and legislative plan; produce all campaign tactics, ensuring integration with other facets such as training and reporting

Fall 2018
Launch

Recommendations

Student Education & Engagement Workgroup
Leaders: Maggie Towle and Julie Sanem

President's Charge:

- Convene a cross-functional committee comprised of academic, student affairs and EOAA professionals, as well as undergraduate, graduate and professional students
- Develop a structured programming and education plan for second-, third- and fourth-year undergraduates as well as graduate and professional students
- Create a robust plan to educate and engage student leaders who are more likely to encounter both reporters and respondents
- Improve upon the current completion rate (86%) for first-year and transfer students who take our incoming student online training module
- Create a feasible implementation timeline
- Determine a budget

The recommendations focus on developing a comprehensive plan for ongoing training and skills development for students that promote social norms that protect against sexual misconduct, teach and promote healthy interaction skills, empower marginalized identities, utilize trauma-informed risk reduction, and target at-risk and underserved populations. This comprehensive plan would drastically expand the scope of current efforts, including existing bystander intervention training.

Recommendation #1 -- Identify and convene a cross-functional sexual assault prevention work group to inform, develop and implement a coordinated prevention programming plan.

The structure of this work group will be modeled after the University's Alcohol Policy and Abuse Prevention (APAP) Committee with a smaller work group and a larger committee that includes representation from and/or consultation with the:

- Office of the President
- Office of the Executive Vice President and Provost
- Athletics
- Office for Student Affairs
    - Aurora Center
    - Boynton Health
    - Office for Fraternity and Sorority Life

- o Student Conflict Resolution Center
- o Multicultural Student Engagement
- o Off-Campus Living
- o Parent and Family Program
- o Student Legal Service
- o Housing and Residential Life
- o International Student and Scholar Services
- o Office for Community Standards
- Office for Equity and Diversity
  - o Disability Resource Center
  - o Equal Opportunity and Affirmative Action
  - o Gender and Sexuality Center for Queer and Trans Life
  - o Student Counseling Services
  - o Women's Center
  - o Multicultural Student Engagement
  - o Conflict Resolution
- University of Minnesota Police Department
- University Relations
- Office of General Counsel
- Office of Institutional Compliance
- Risk Management and Insurance
- Department of Public Safety
- Security Monitor Program
- Student Behavior Committee
- Student Sexual Misconduct Subcommittee
- Center for Educational Innovation
- Office of the Registrar
- Office of Undergraduate Education
  - o Orientation and First-Year Programs
  - o Second Year Advisory Group
  - o Transfer Student Advisory Committee
  - o Academic Advising Network
- Graduate School
- Faculty who teach and/or conduct research on related topics (e.g., gender, identities, masculinity, public health)
- Graduate students
- Professional students
- Undergraduate students

10/02/2017

Recommendation #2 -- Require all new students to complete online sexual assault prevention training using Haven and HavenPlus.

This would include all first-year and transfer undergraduates, first-year and transfer graduate and professional students, PSEO students, and non-degree seeking students. To achieve 100% completion rates, the communication plan should be enhanced, departments should encourage compliance (e.g., including completion information in APLUS), and a disincentive should be instituted for non-completion (e.g., placing holds on student registration).

Recommendation #3 -- Develop and implement a comprehensive plan for ongoing training for students.

The plan will promote social norms that protect against sexual misconduct, teach and promote healthy interaction skills, empower marginalized identities, utilize trauma-informed risk reduction, and target at-risk and underserved populations (e.g., first-year students, graduate/professional students, Greek students, LGBT students, male students, prior victims, student athletes, students from racially/ethnically marginalized backgrounds, and students with disabilities).

Development will include:

- Collaborating with the, Research, and Evaluation Committee to review current data on victims and perpetrators (anonymous) to determine priorities for training.
- Comparing existing training and educational programming to Initiative objectives to identify new strategies that need to be developed, and outlining the strategies that will address each objective (see Attachment D).
- Developing bystander training and social norming to support and reinforce the efforts of the Public Health Awareness Campaign Workgroup and the Required Faculty and Staff Training Workgroup.
- Reinforcing and strengthening the message of the Public Health Awareness Campaign Workgroup.
- Collaborating with the Public Health Awareness Campaign Workgroup to personalize the campaign for specific groups of students (e.g., first-year students, athletes, Greeks) to reinforce sexual assault prevention to campus populations.
- Collaborating with the Required Faculty and Staff Training Workgroup to identify how staff and faculty can infuse appropriate messaging and expectations into their classrooms and departments to reinforce culture change on campus.

Student Education and Engagement Workgroup Timeline

July 2017 - January 2018
- Compare existing programming to Initiative objectives to identify new strategies; outline strategies that will address each objective.

November 2017 - January 2018
- Hold focus groups for target student groups.
- Review existing data from past two years of sexual assaults to inform planning for training.
- Collaborate with the , Research and Evaluation Workgroup to determine baseline data (current) and benchmarking for the future. Prepare for second AAU survey to be implemented in 2018.
- Review best practices for education, training and social norms to inform curriculum for trainings, individualizing per population.
- Identify common tracking method for trainings to be used institution-wide.

February - May 2018
- Develop training content for specific target audiences and discuss implementation plan.
  - June-August 2018
- Start bystander campaign and initial training with first-year students.

August-October 2018
- Implement Haven and HavenPlus for new students.

September-December 2018
- Implement education, training and social norming for target student populations.

January-March 2019
- Hold focus groups for student groups not previously targeted (e.g., upperclass students) to get input on effective training and education strategies.

April-May 2019
- Develop curriculum, training and social norming for upperclass. Review best practices from other institutions (e.g., Dartmouth).

September-December 2019
- Begin training and social norming.

Attachment D includes:
Student Engagement Committee Outcomes (Knowledge, Attitude, Behavior) and Example Activities

Recommendations

**Required Faculty and Staff Training Workgroup
Leaders: Brian Burnett, Karen Hanson, Katrice Albert, Boyd Kumher and Tina Marisam**

President's Charge:

• Determine and charge a unit with delivering the training
• Consult with faculty and faculty governance to create an atmosphere of collaboration that will create an optimal environment for successful implementation and, ultimately, culture change
• Consult subject matter experts on campus, such as Katie Eichele and Tina Marisam, to determine the type of training most suited to our needs
• Ensure the training can be implemented system-wide, at all five of our campuses, while recognizing that a one-size-fits-all approach may not be possible
• Develop an implementation plan
• Work closely with our Chief Compliance Officer, recognizing that, once the training begins, we must be able to track our rates of compliance

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Recommendation – Two-Phase Approach to Required Faculty and Staff Training

Following from the University Senate's recommendation in April 2017 that all faculty and staff should receive required training in sexual misconduct prevention, and the President's concurrence, we recommend a two-phase approach: an in-depth eLearning strategy that can be easily accessed by all faculty and staff; and an ongoing, departmentally-based strategy engaging faculty, staff and graduate and professional students in group discussions of departmental workplace climate, culture and behavior.

The dual strategy of eLearning reinforced and continued with a departmental level group interaction strategy reflects our commitment to workplace culture change in the academic environment. We envision this as a synergistic process made visible by the "It's On Us" awareness campaign model, but deepened through online training and scenarios with respect to sexual misconduct challenges and prevention, appropriate bystander response, reinforcement of learning, and group discussion about behavioral norms and work climate. Many University units already have ongoing discussions regarding equity and diversity issues and improving the academic climate concerning race, culture and inclusiveness. These provide a model for parallel discussions regarding sexism, micro-aggressions and sexual harassment.

Phase I: eLearning/Online Training

The University's Office of Institutional Compliance (OIC) and its Office for Equity and Diversity and Equal Opportunity and Affirmative Action have selected **Everfi**, an external content vendor, to develop the appropriate training that will fit the University's needs in required training for all faculty and staff in the prevention of sexual misconduct. While there are a number of such tools available, the Everfi product is regarded by experts we consulted as the most thorough and best presented material currently available for the large-scale learning and training the University requires.   The vendor has a particular specialty in assisting institutions of higher education with compliance training needs. The company's website is: http://everfi.com/higher-ed/

Everfi Training

Goal: Increase awareness and knowledge in order to change the culture to one that does not tolerate sexual misconduct or harassment and supports any victim to safely report any misconduct or harassment.

Content: The training will be tailored to provide elements required by law, case studies, questions that require interaction, details about the role of bystanders, and a summary of key takeaways. It is designed to keep the learner engaged.

On-going training development: For future iterations of the training, the inclusion of follow-up materials to on-line modules to facilitate post-training discussion are also being considered. Content should be refreshed every 2-3 years.

Implementation: The goal is to launch the Everfi training on the University platform in January 2018. It will be required for all new and continuing faculty and staff. A detailed plan to assist colleges and departments in tracking compliance is in development.

Implementation will be phased across the University system and overseen by OIT and OHR, with a suggested rollout as follows:
Current University Employees:
- Senior leaders, compliance partners (<100 individuals)

- Senior Vice President Burnett's units—one at a time: OHR, Finance, OIT, and University Services

- 2-3 college pilots

- System campuses (including the remainder of the Twin Cities campus)

At the present the following timeline is anticipated:

- The rollout initiation date will be in December 2017 or January 2018. The exact date is dependent on the implementation schedule for the new employee education management system.
- Rollout to trainees will occur in cohorts of increasing size. Percentages of training population noted below are only approximations and actual percentages may vary based on size of units assigned to any given cohort.
- Rollout will be broken into the following timeline (represented in days) and training groups:
    - Time 0 (zero): Beta Test Group (Senior Leadership Team, OGC and OIC, volunteers from faculty governance committees). The beta test group will be given 2 weeks to complete the training. An additional 2 weeks will be allowed for the project team to review information gathered from the beta test group and make any required changes.
    - Time 30: Cohort #1 (5% of training population, including all of SVP Burnett's areas)
    - Time 37: Cohort #2 (additional 20% of training population)
    - Time 44: Cohort #3 (additional 25% of training population)
    - Time 51: Cohort #4 (all of the remaining training population)
    - Time 51: Ongoing training population maintenance begins (new employees, employees entering or returning from leave, etc.)

New University Employees:
Required of all new employees as soon as the training modules are ready; targeting January 2018.

Compliance and Tracking with Training Requirement
The training delivery mechanism will provide for the tracking of all employees who complete the training and will be **m**anaged by the Office of Institutional Compliance. OIC will:
- Provide a maximum 6-month timeframe for each individual to complete training

- Develop regular reports on compliance

- Deliver email notifications:

    - 1 month before deadline

    - 1 week before deadline

    - 3 days before deadline

    - Last day to complete

- Then:

  o Notice to supervisor of an individual's failure to complete the training after 2 weeks

  o Notice to department head, or director, or manager after 1 month

  o Notice to dean or vice president

Consultation Plan

- SVP Burnett will consult with System campuses. It is anticipated that all campuses would complete the training module, and each campus could tailor additional activities.

- The Office of Executive VP and Provost will consult with faculty governance groups, and faculty and college leadership.

- The VP of the Office for Equity and Diversity will consult with staff governance groups and staff.

- OHR and OIT will consult on the training management system and requirements.

Phase II: Departmental Level Training

We anticipate that development and implementation of a departmental level group discussion approach addressing academic work climate will require several critical elements as follows:

1) Development of resources and formats: Specifically, such internal discussions of workplace climate can benefit from trained facilitators who have the tools and capacity to stimulate discussion and reflection, and ideas for improving workplace climate and engagement. Facilitators from outside the department may be preferable because of their "neutrality," but some departments may have those with the expertise able to facilitate effectively. Other formats may include speakers with specific expertise in this domain as part of a department's ongoing lecture or presentation series.

   A plan in this domain will require assistance from University Human Resources, the Office for Equity and Diversity and perhaps other University organizations, including the Aurora Center and Boynton Health Service.

2) Collegiate/Departmental Plans for Implementation: It should be noted some colleges and departments already engage in discussions surrounding academic work climate. To formalize this and assure compliance, deans and department chairs should be asked to create an annual plan surrounding such attention to work climate, and include them as part of their annual merit review process. The Provost might do the same with deans to monitor progress and challenges.

Deans and department chairs will also need support and clarity from University leadership on options available to them to ensure compliance with the training requirement especially where faculty are concerned.

3) Twin Cities Deans and the Faculty Consultative Committee (FCC) should also be engaged in further development of Phase II strategies.

10/02/2017

Recommendations

Research & Evaluation Workgroup
Leaders: Linc Kallsen and Dave Golden

President's Charge:

- Convene a representative committee
- Inventory evaluative tools already in use
- Determine what will be measured
- Develop new metrics for evaluating our performance
- Measure our progress

Introduction

Based on the review of current literature and consultation with other institutions and review of current University efforts, the Evaluation workgroup has compiled a series of recommendations for the President's Initiative to Prevent Sexual Misconduct. The recommendations provide evaluation of the components of the initiative and seek to fill existing gaps related to our efforts to prevent sexual misconduct.
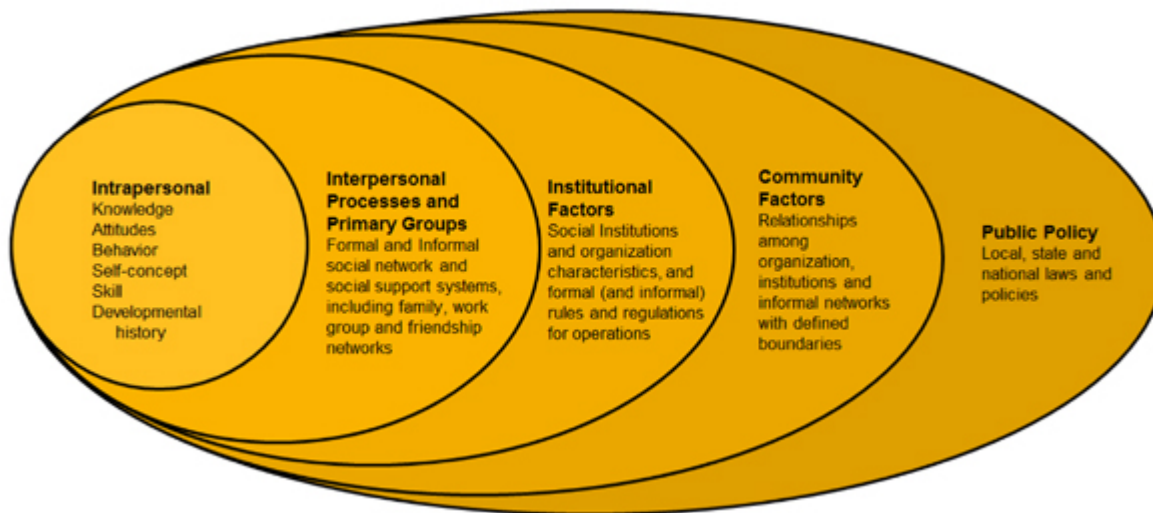
To date:

- A represented committee has been established to provide input on the project

- An inventory has been started to establish existing data sources designed to measure components of sexual misconduct.

- Additional data sources have been identified as potential new sources of information when analyzed

- A framework has been laid out for the development of new metrics to be gathered and in part will fill in some of the gaps in information

- A structure is recommended for the coordination of information-sharing for all the workgroups, with special considerations for the evaluation and monitoring of the Public Health Awareness Campaign

Recommendation #1 – Use the Social Ecological model and workgroup plans to serve as the framework for assessment and evaluation of the essential components that will lead to a reduction in sexual misconduct on campus

A very broad approach should be taken to capture individual, interpersonal, institutional, community and public policy data to provide survey and evaluation information. In addition, objectives of the workgroups will need evaluation strategies to be included in the overall evaluation and assessment plan.

Creating a measurable impact on sexual misconduct will require a multifaceted approach. Too many efforts have relied on education or awareness campaigns alone to effect change in communities. The objectives of the workgroups will be designed to impact the University community at all levels and will fit into the overall evaluation scheme.

Intrapersonal
Knowledge
Attitudes
Behavior
Self-concept
Skill
Developmental history

Interpersonal Processes and Primary Groups
Formal and Informal social network and social support systems, including family, work group and friendship networks

Institutional Factors
Social Institutions and organization characteristics, and formal (and informal) rules and regulations for operations

Community Factors
Relationships among organization, institutions and informal networks with defined boundaries

Public Policy
Local, state and national laws and policies

Examples of the evaluation application of the model:

- Intrapersonal
    - Knowledge of the definitions of sexual assault on an individual level
    - Identification of individual risk factors leading to perpetration of sexual misconduct or victimization
    - Skills developed to reduce risk of sexual assault or perpetration
- Interpersonal Processes and Primary Groups
    - Close friends, work groups, teams, roommates, family ties that can influence some of the risk factors for sexual misconduct
    - Cultural context of immediate groups and level of tolerance of attitudes that may increase or decrease the likelihood of sexual misconduct, such as sports teams, fraternities, single gender work groups
- Institutional Factors
    - Campus climate and attitudes related to sexual assault or sexual harassment that reflect the institution's commitment or apathy related to the prevention of sexual misconduct
    - University structure and policy related to assistance to victim survivors or assault or harassment

- Community Factors
  - Local communities surrounding campuses and their interaction with the university environments that help reduce the risk of victimization
  - reducing levels of high risk drinking
  - coordination of investigation of reports of sexual misconduct that involve University offices and local law enforcement
- Public Policy
  - Local, state and federal policies or guidelines for the handling of sexual misconduct reports.
  - Local, state and national organizations that impact the areas of the University through shared governance such as professional organizations or greek life.

As the various efforts of the workgroups start to reach across the University Community, it is expected that capacity-building will take place and initiatives outside of the President's Initiative will also impact the campus community. Using surveying and monitoring methodologies, all efforts will be picked up using broad measurement tools. These will include assessment of the different components of the Social Ecologic Model.

The responsibilities for the specific measurable objectives and components of the evaluation plan will be negotiated between the workgroups and the evaluation committee.

Recommendation #2 -- Catalogue significant external required reporting

To assure a complete inventory of data collected across campuses, a central catalogue or index with information from required reporting sources should be established. It is understood the University is decentralized and no "golden source" is in existence for reporting. Creating a system-wide catalogue will allow more complete reporting of sexual misconduct on campus.

- Inventory all University departments, system-wide, with reporting responsibilities related to all types of sexual misconduct
  - Identify the responsible University office(s)
  - Identify the purpose, agency receiving the information and cadence
  - Create data definition dictionaries (high level)
  - Inventory data location and responsible parties for access to data
  - Assure all data is de-identified to assure anonymity of individuals involved in the reported incidents
- Use EDMR (Enterprise Data Management and Reporting) governance principles for University data definitions

Recommendation #3 -- Catalogue significant surveying, monitoring and evaluation tools that capture data related to sexual misconduct.

Several instruments such as the College Student Health Survey and the AAU Climate Survey on Sexual Assault and Sexual Misconduct 2015 have been conducted at the University of Minnesota, and plans are in place to assure the continuation of the surveys. Other measurement tools that contain information helpful for the evaluation of the President's initiative should be assessed and catalogued. Examples may include departmental surveys or assessments that measure climate around sexual misconduct. (Appendix A)

- Inventory all University departments, system-wide, to identify instruments used that contain information pertinent to sexual misconduct.
    - Identify the responsible University office(s)
    - Identify the instruments utilized
    - Target population
    - Identify and quantify the relevance to the President's Initiative, including significant variables such as
        - Measure of academic impact (GPA)
        - Mental health status
        - High risk drinking
        - Demographic information
    - Identify the purpose of the survey and monitor tool
    - Identify the frequency of administration
    - Inventory data location and responsible parties for access to data
- Determine if there is an ongoing role for the survey/monitor/evaluation tools related to the project and if it is to be incorporated into the overall structure of the Initiative.

Recommendation #4 -- Catalogue all areas of reporting for students, staff and faculty and identify potential data sources to help measure the impact of the President's Initiative.

Departments within the University currently share different roles related to sexual misconduct. As a result, each department documents reports, investigations and outcomes in formats unique to the needs of the department. The information in the departments may be considered as possible data sources for the evaluation and monitoring of sexual misconduct on campus. (Appendix B)

- Inventory all University departments system-wide to identify areas retaining records that involve sexual misconduct but may not be included in any sort of required reporting requirements.
    - Identify the responsible University office
    - Review the type of information reported
        - Sexual Assault
        - Sexual Harassment
        - Location of incident

10/02/2017

- ▪ Demographics of individuals involved
- ▪ Services provided to the individual reporting
- ▪ Risk factors associated with the report
  - o Ensure all information is de-identified
  - o Identify follow up to the reported incident
- Develop a system to evaluate the data collectively to identify larger risk factors or contributing environmental factors on campus.

Recommendation #5 – Develop a "single source" of system-wide student survey data

Institutionalized, single source survey data will help provide consistency, shared language and shared analysis. The following criteria are recommended to help establish the recommendation:

- Develop a unique survey designed to incorporate measurement of the impact of the President's Initiative to Prevent Sexual Misconduct.
- The survey will be used for all students, staff, faculty, alumni and parents, system-wide, to provide the same data and measurement across all campuses
- Utilize existing instruments and data sources such as the AAU, SERU, Boynton College Student Health Survey, and surveys used on system campuses, but gaps exist in current instruments that need to be resolved.
- Use SERU survey design principles
  - Core, with modules for undergraduate students, graduate students, staff, faculty, individual campuses and other identified subgroups
  - Create survey design workgroup (system-wide participation) – overlap with data governance group(s)
  - Establish critical variables to be measured in all groups, such as attitudes about sexual misconduct, victim survivor identification, perpetrator identification, bystander engagement and likelihood of engagement, etc.
  - Use OMS/Qualtrics resources to administer the surveys and data access
- Establish calendar and cadence to improve data quality, coordination of survey samples and methodology.
- Create consensus on definitions of sexual misconduct to help align interpretation when possible. The same definitions should be used whenever possible with other measurement tools applied during the project.
- Coordinate efforts with the workgroups and campus efforts such as public awareness campaign, student engagement activities, staff and faculty training.
- Establish a schedule of survey administration and reporting of every two years.
- Establish guidelines and allow for broad access to the data collected, including the identification of the data owner(s) to ensure appropriate use of the data and analysis.

Recommendation #6 – Coordinate and/or develop evaluation from other workgroups

The Evaluation group will develop a guide for the workgroups to assure a consistent evaluation plan for each group. It will be important to provide consultation for the appropriate evaluation methodology and evaluate objectives and broader goals of the project. Evaluation plans should be shared among the workgroups and with the overall Coordinating Committee. The Evaluation group will be able to identify if and where data sources may already exist and help coordinate unique data sources. Centralizing and coordinating evaluation plans will help reduce overlap and duplication of efforts.

- Reduce the number and size of surveys needed
- Create a consistent reporting structure
- Identify consistent methodology for analysis
- Identify gaps in the understanding of the campus
- Create consistent definitions for the measurement of sexual misconduct

Recommendation #7 – Integrate process evaluation into the overall evaluation and documentation of the project.

Very little information about sexual misconduct prevention programs exist. Along with the shortage of outcome evaluations, there is also a shortage of process evaluations. Each workgroup should be required to include process evaluation as part of their deliverables. Process evaluation will help replicate the efforts for other institutions, identify qualitative information that can help identify barriers or challenges to the implementation, and provide solutions to the barriers. Process evaluations can also help determine if the programs or efforts were implemented as intended. Process evaluations will:

- Begin at the start of the implementation of the project and during the project
- Be reviewed at predetermined points of the implementation
- Identify efforts that are going well and areas experiencing difficulties
- Determine areas where the program can be improved
- Share results with other work groups and the Coordinating Committee

Recommendation #8 -- Create a criteria, process and ongoing schedule for the reporting of results and recommendations

Reporting cycles will include annual and biennial intervals and regular updates of key outcomes from the efforts of the various workgroups. The reporting structure will require input from the workgroups as their plans become more formulated. The purpose of reporting will be to:

- Provide an update on progress toward the goal of preventing sexual misconduct
- Create reports and update for the greater University Community
- Help provide information for the modification of strategies and tactics
- Establish criteria for the broader research community to utilize data and results

10/02/2017

- Provide annual updates and full biennial reports to Coordinating Committee

Recommendation #9 -- Create a Research Subcommittee to facilitate coordinated efforts to access existing data and support original research.

During the development of this set of recommendations, it is clear there is a lack of research that has been conducted to direct evidence-based best practices for the prevention of sexual misconduct. The President's Initiative to Prevent Sexual Misconduct is positioned to serve as a potential source for research opportunities to expand the body of knowledge in the field of prevention of sexual misconduct. The work required will overlap with the efforts of the Evaluation Committee, but faculty-driven research would provide critical information to contribute to evidence-based best practices.

The creation of a Research subcommittee will:

- Create criteria and coordination for access of existing data

- Serve as a central source to help keep researchers informed of other research projects to avoid duplication

- Coordinate requests for additional data such as new questions to that could be added to existing surveys or new analysis of existing data sources

- The committee will be composed of a multi-disciplinary team of faculty aided by staff and may include participation of University system campuses faculty and staff according to their needs and interests. The Coordinating Committee will be responsible for assembling the committee and designating leadership.

Research and Evaluation Workgroup Timeline

October 2017 - December 2017

- **Complete inventory of existing data sources**

October 2017 - October 2018

- N**ew survey development, administration and reporting**

  o Review recommendations from all workgroups
  o Complete inventory of existing data sources system-wide
  o Establish definitions of sexual misconduct
  o Determine metrics to measure indicators of prevention
  o Establish schedule for implementation
  o Identify target audiences
  o Identify modules needed for groups such as staff, faculty, graduate, undergrad students

- o Determine baseline information metrics to be used
- o Create survey questions and testing of question
- o Establish survey schedule and methodology
- o Survey Administration
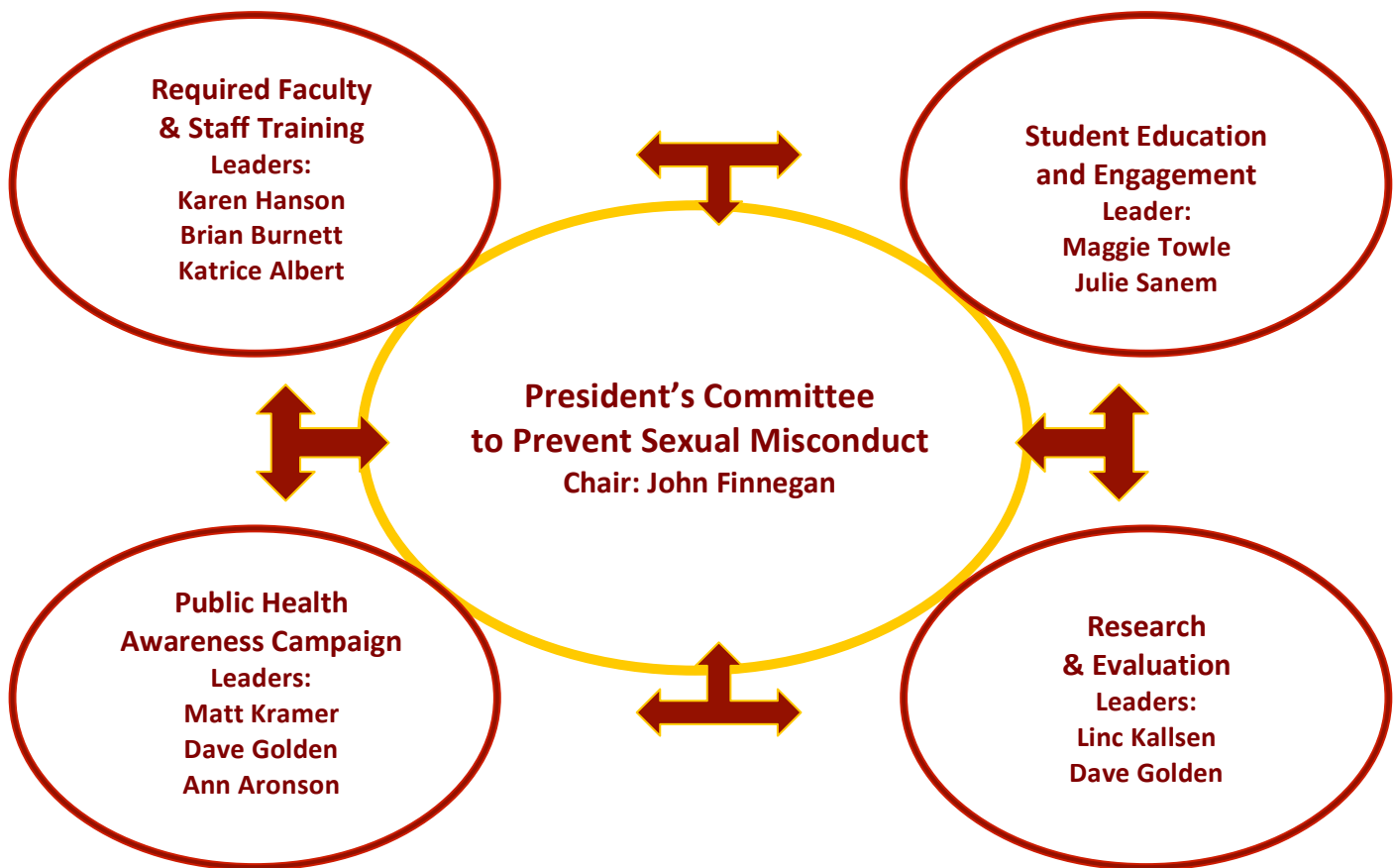- o Data Analysis
- o Initial report

October 2017 - February 2018

- **Coordinate development of workgroup evaluations plans**
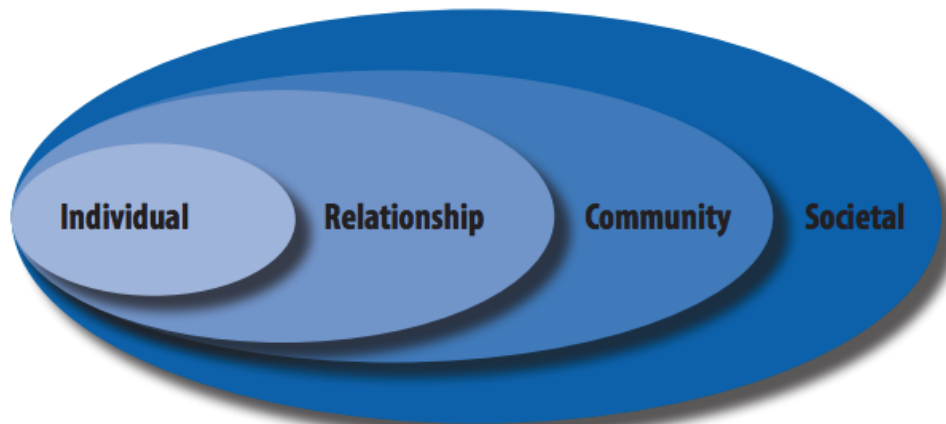
October 2017 - December 2017

- **Develop subgroup for research**

**Attachment A:
Work Groups and Coordinating Committee**

**Required Faculty
& Staff Training
Leaders:
Karen Hanson
Brian Burnett
Katrice Albert**

**Student Education
and Engagement
Leader:
Maggie Towle
Julie Sanem**

**President's Committee
to Prevent Sexual Misconduct
Chair: John Finnegan**

**Public Health
Awareness Campaign
Leaders:
Matt Kramer
Dave Golden
Ann Aronson**

**Research
& Evaluation
Leaders:
Linc Kallsen
Dave Golden**

10/02/2017

Attachment B:
Social Ecological Model and Examples of Applications
to Campus Sexual Misconduct Prevention
Source: CDC (2016) Dills, Fowler & Payne

Individual
- Build bystander intervention and healthy relationship skills and establish positive norms about gender, sexuality, and violence with evidence-informed interactive, multi-session intervention for incoming students

Relationship
- Coach-implemented intervention for male athletes addressing hyper-masculine peer norms that support or facilitate sexual violence
- Dorm-based intervention that reinforces positive norms and skills relate to bystander behavior and healthy sexuality

Community
- Engage campus leadership to promote culture of safety and respect
- Social marketing campaign to address norms related to sexual violence, gender, sexuality
- Hot spot mapping to identify and monitor unsafe areas on campus.

Societal
- Community initiatives to implement/enforce alcohol policy
- Efforts to reduce excessive alcohol use or problem outlets
- Strengthen/support enforcement, response, and reporting policies on and off campus

Consistent messages across campus policies and programs

Attachment C:
Exemplar Campus Programs and Most Promising Practices

In preparing our recommendations, we note several university programs for the prevention of sexual misconduct that stand out for most promising practices:

SUNY Albany: http://www.albany.edu/sexual-assault.php
University of Michigan: https://sapac.umich.edu/
Dartmouth: https://www.dartmouth.edu/~healthed/violence_prevention/svpp_overview.html

'Most Promising Practices' Program Elements, Characteristics, Components

Drawing both from the research literature and experience, we note the following important factors to be considered:

Areas, Characteristics:
Bystander/Ally Education
Faculty, Staff Education
Student Engagement (with peer-led component; e.g., student health educator network)
Greek community engagement/programming
Collegiate athletics engagement/programming
Recreational Sports engagement/programming (e.g., self-defense)
Coordinated evaluation and research process
Defining and requiring training/retraining for specific groups

Audience groups:
Males
Females
Undergraduate students (freshmen, transfers, upper division)
Graduate students
Faculty
Staff
Greek community
Athletes
LGBTQ/allies
International students
Veterans

Messaging:
Social norms (behavioral expectations; addressing normative myths)
Bystander education
Healthy relationships
Risk reduction (organizational and individual)
Resources (where to go for information, help, contact)

Channels:
Media and website
Social media
Peer-to-peer networks and education
Group interaction

Integration:
Coordinating and connecting University health promotion, prevention, treatment, public safety offices and units in a sustainable, long-term coordinated effort that becomes part of business-as-usual; campus-wide messages appearing across multiple channels of communication