Working Group on Faculty and Staff Sexual Misconduct  
Phase 1 Report  
Submitted April 27, 2018

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EXECUTIVE SUMMARY

Sexual misconduct in the workplace is at the forefront of the national conversation. The University of Michigan (UM) is dedicated to academic excellence for the public good, and deeply connected to that mission is an unwavering commitment to diversity, equity, and inclusion. This includes ensuring that UM is doing all it can to prevent and respond to reports of sexual misconduct across the entire University community.

Training and education play a crucial role in encouraging appropriate behavior and appropriate responses to incidents of misconduct, and we are at a point in time where the University must reinforce and strengthen its commitment to its sexual misconduct education and prevention efforts.

The University's current training and education offerings are multiple but limited. They are not consistent, mandatory, tracked or measurably effective in increasing knowledge and changing behavior. **The institution must invest in a strategic, multi-layered sexual misconduct training and education approach that includes baseline mandatory training for all faculty and staff and more in-depth programs for certain populations.**

The Working Group’s discussions, research and recommendations contained in the following report highlight several themes regarding our sexual misconduct training efforts:

- **Commitment of leadership and of resources.** Culture change and effective educational programs will require explicit, visible leadership support at all levels as well as an ongoing commitment of resources.

- **Coordination, consistency and centralization.** The University needs to ensure a coordinated training approach with consistent expectations, values, messages and content. In order to do so, the Working Group recommends a centralized administrative home to oversee these efforts as well as a centralized portal to house and/or point to policies, procedures, key contacts and training opportunities in the area of sexual misconduct. The Group further recommends that the University's efforts around sexual misconduct be coordinated, and integrated to the appropriate degree, with our Diversity, Equity and Inclusion (DEI) strategies and plans. The Working Group emphasizes the pervasiveness and intractability of sexual harassment and misconduct in many institutions and advises that sustained focus on issues of sexual harassment and misconduct will be needed in order to ensure a genuinely safe and welcoming environment for all.

- **Leverage existing resources and act now.** While not perfect for all audiences, the University has a plethora of information, materials and resources that should be
organized and leveraged in the short-term while longer-term plans and materials are developed.

- **Strategic, multi-layered approach to education and training.** The Working Group’s primary recommendation regarding education and training is to develop and implement an institution-wide, strategic, layered approach to sexual misconduct training that considers audience, content, frequency and modality and that includes tracking and measurement mechanisms. This approach should include required baseline training for all faculty and staff.

It is important to note that training and education are just one part of what needs to be direct and concerted attention on the culture and climate of our campus community. The recommendations for Phase 1 from the Working Group focus on training and education, per the Group’s charge. But, we must also work on the things that enable a culture where harassment is tolerated and/or not reported. Issues such as power distribution and gender imbalance will be further explored in the Group’s Phase 2 work.
SUMMARY LIST OF RECOMMENDATIONS

Leadership Vision and Values Recommendations

Recommendation 1: Formally establish an institutional commitment to a harassment-free, safe and healthy learning environment.

Recommendation 1A: As a part of this effort, we recommend coordination of efforts around sexual misconduct with the University’s Diversity, Equity and Inclusion (DEI) strategy and plans.

Recommendation 1B: As part of this commitment, begin steps to effect culture change by equipping broader campus leadership with the information, skills and expectations they need.

Recommendation 2: Set criteria to encourage the hiring of faculty and staff who support a culture of inclusivity at the University of Michigan.

Training and Education Recommendations

Overarching:
Recommendation 3: Develop and implement an institution-wide, strategic, layered approach to sexual misconduct policy and prevention training and education.

Short-Term Quick Wins:
Recommendation 4: Identify and create a centralized web location to compile information, resources, and training related to sexual misconduct, and to clearly identify where to direct questions.

Recommendation 5: Identify and leverage currently available resources and training materials and encourage their use, while a longer-term, comprehensive education approach is being developed.

Recommendation 5A: Require all new faculty and staff to take the Haven online training currently provided by Everfi (or an equivalent program designed for appropriate target audiences) as well as the Responsibilities at Michigan training.

Recommendation 5B: Incorporate basic sexual misconduct information into Orientation for faculty and staff on all three campuses and Michigan Medicine.

Recommendation 5C: Strongly encourage existing faculty and staff to complete the Haven online training currently provided by Everfi as well as the Responsibilities at Michigan training.
Longer-Term:

**Recommendation 6:** Appoint one organization to serve as the single administrative oversight of all training and education for faculty and staff across the Ann Arbor, Dearborn, and Flint campuses, and Michigan Medicine.

**Recommendation 7:** Develop a holistic education and training strategy, including baseline required training for all faculty and staff.

- **Recommendation 7A:** Establish clear and consistent learning objectives for sexual misconduct education and training.

- **Recommendation 7B:** Develop new content to achieve the newly developed learning objectives and overall education strategy, and evaluate and update existing content as needed.

- **Recommendation 7C:** Implement a comprehensive tracking system.

- **Recommendation 7D:** Develop measures and/or metrics to evaluate the effectiveness and impact of the education programs.
Working Group – Phase 1 Full Report

I. Background and Charge

The University of Michigan has a decades-long history of work in developing prevention and education programs combating all forms of sexual misconduct, and the institution remains committed to doing even more. As the problem of sexual misconduct continues to come to light nationally, the University must reinforce and strengthen its commitment to education and prevention efforts and have clear reporting and accountability in instances of misconduct.

Recent efforts at UM have focused on student sexual misconduct, and while we will continue to work hard in that regard, the University requires a broader look at our entire community.

In March of 2018, President Schlissel (with sponsorship from Kevin Hegarty, Executive Vice President and Chief Financial Officer, Martin Philbert, Provost and Executive Vice President for Academic Affairs, and Marschall Runge, Executive Vice President for Medical Affairs) charged the “Working Group on Faculty and Staff Sexual Misconduct” (Working Group). The Working Group’s charge was to develop recommendations for a more equitable and inclusive workplace climate by improving awareness, training, reporting and accountability regarding all forms of sexual misconduct on the Ann Arbor (including Michigan Medicine), Flint and Dearborn campuses.

The Working Group was tasked with developing and making recommendations to the President and Executive Vice Presidents for enhanced programming and other activity with the aim of decreasing sexual misconduct in the University’s faculty and staff populations. The work was broken down into two phases, with the primary objectives of each phase as follows:

Phase I (report and recommendations due April 27, 2018):
• To gather data and assess the current state of programming and activity (amount and effectiveness); and
• To develop recommendations for increasing faculty and staff education and training to include raising awareness of existing policy, reporting obligations and channels, bystander intervention, one’s own behavior and its impact on others

Phase 2 (report and recommendations due June 30, 2018):
• To develop recommendations for improving reporting and accountability in instances of misconduct; and
• To develop recommendations for improving overall workplace culture and awareness regarding sexual misconduct

What follows is the Working Group’s report for the Phase 1 work; the full charge to the Working Group can be found in Appendix A.
II. **Approach and Process**

The Working Group began its official work on March 22, 2018 with its first meeting. Prior to that date, background materials (current policies/SPGs) were shared (See Appendix B for a list of relevant policies), and the membership of the Working Group was encouraged to familiarize themselves with the Haven training for faculty and staff, an online training program covering student sexual and gender-based misconduct and other forms of interpersonal violence (See Appendix C for a description of the course). The training can be accessed here: [https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/education-training-programs](https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/education-training-programs). Several of the members of the Working Group also attended the President and Provost’s winter semester “All Chairs” meeting on March 19 where the topic was sexual misconduct in the workplace.

After the first meeting of the Working Group, the co-chairs set up four subgroups in order to meet the goals and timeframe of the charge. Staff support leads were assigned to each subgroup. The subgroups and their membership are as follows:

- **Subgroup A.** Review of current education and training portfolio. *(Staff Lead: Sonya Jacobs; Membership: Elizabeth Armstrong, Robert Ortega, Lori Pierce, Kaaren Williamsen)*

- **Subgroup B.** Propose goals/mission for sexual misconduct training. *(Staff Lead: Kathleen Donohoe; Membership: Carol Bradford, Gloria Hage, Dan Little, Ken Powell)*

- **Subgroup C.** Evaluation of training programs. *(Staff Lead: Brian Cole; Membership: Keisha Blevins, Beth Manning, Kim Saks McManaway, Anna Ruszkiewicz, Rob Sellers)*

- **Subgroup D – Behavior change education.** *(Staff Lead: Jennie McAlpine; Membership: Amy Byron-Oilar, Pam Heatlie, Matt Kaplan, Jennifer Linderman, Dave Reid, Rob Stephenson)*

The subgroups met in late March/early April and shared the highlights of their initial conversations at the second full Working Group meeting on April 4, 2018. Based on the discussions and feedback, the subgroups continued their work through the first half of April and developed a set of recommendations that were shared with the full Working Group via a draft report at the final Phase 1 meeting on April 24, 2018. The recommendations were subsequently finalized and included in this April 27, 2018 report.
III. Leadership Vision, Values and Recommendations

Sexual assault, intimate partner violence, and harassment happen more often than people realize and can jeopardize the mental, physical, and emotional welfare of all members of our community - students, faculty and staff. These forms of misconduct violate many individuals' personal values, as well as those of the University. Some forms of misconduct are also criminal and violate federal and civil rights laws. The presence of this behavior creates a barrier to fulfilling the University’s mission and creates a negative environment for all.

We find ourselves at a time when we must reinforce our values and expectations as an institution and better equip our community to prevent, report and respond to sexual misconduct activity. This starts with the leadership of the institution.

What follows in this section of our report are recommendations regarding establishing, communicating and reinforcing our leadership’s vision and values and for enabling the broader leadership across campus to be effective proponents of change, inclusivity and an improved workplace culture. (Detailed recommendations regarding our education and training programs that are needed to support and educate our community, in line with the Working Group’s charge, can be found in Section V. And, the Working Group’s continued effort through Phase 2 of its charge will further address accountability and workplace culture.)

Recommendation 1: Formally establish an institutional commitment to a harassment-free, safe and healthy learning environment.

We suggest the University launch this campaign/initiative by the Fall of 2018. Specific components of this effort to consider include:

- A Presidential email (or similar communication) to all faculty, staff and students, describing the institution’s commitment to a campus environment that places a priority on personal dignity and that includes training and resources.
- Ensuring that all new faculty, staff and students receive this communication within a few weeks of their arrival and that this institutional commitment be mentioned, and materials distributed, at new employee orientation. Another alternative is to add this content to all “Welcome/Orientation” letters received by new faculty and staff.
- Through additional messaging (possibly a series of videos/PSAs), reinforce expectations for faculty, staff and students that their voice, actions, perspective and personal well-being all matter in ensuring a positive University climate. Two examples include:
  - The Swarthmore College “It’s On Us” video: https://www.swarthmore.edu/share
  - And the Beaumont Hospital video: https://www.youtube.com/watch?v=V8_9gklvGDk&feature=youtu.be
- Executive Leadership must be vocal in their resolve to prevent sexual misconduct and foster a positive environment, and communicate their shared commitment routinely.
Recommendation 1A: As a part of this effort, we recommend coordination of efforts around sexual misconduct with the University’s Diversity, Equity and Inclusion (DEI) strategy and plans.

It is important to ensure coordination and consistency in our efforts around inclusivity and the promotion of a culture that values intellectual exchange, civil debate and individual dignity. At the same time, we must ensure that our efforts around sexual harassment training and education get the attention they need in our current environment. The Working Group emphasizes the pervasiveness and intractability of sexual harassment and misconduct in many institutions and advises that sustained focus on issues of sexual harassment and misconduct will be needed in order to ensure a genuinely safe and welcoming environment for all. As a result, the level of integration of these efforts needs to be thoughtfully planned, but coordination is viewed as essential.

Recommendation 1B: As part of this commitment, begin steps to effect culture change by equipping broader campus leadership with the information, skills and expectations they need.

This effort will require some time and a longer-term strategy to achieve a culture of accountability – but must go hand and hand with a commitment and value statement from executive-level leadership. Below are some initial ideas, and the Working Group will continue to discuss workplace culture during its Phase 2 work, including a look at environmental features.

- Create a clear sense of responsibility and accountability for unit leadership to take action on all issues of sexual misconduct - from seeking advice to working on culture and climate change to reporting.
- Provide clear and timely mechanisms for leadership to understand all forms of harassment, reporting processes, how to get advice and strategies for culture and climate change.
- Include a commitment to a positive, respectful culture and climate, and change management skills, in the hiring/appointment process for campus leadership positions, particularly for department chairs, deans, supervisors and directors.

Below is the type of language that could be leveraged in the execution of these recommendations (1, 1A and 1B) regarding leadership commitment and the supporting communication efforts. It is important to start with our non-discrimination policy and the broader context of DEI and then, within that context, put sexual misconduct at forefront of the current effort. Note that the specific language used would need to be further vetted, including by the Office of the General Counsel, for consistency with policy.

- The University of Michigan supports its educational mission by fostering a diverse, equitable, and inclusive environment.
• The University is committed to fostering a safe and nondiscriminatory learning, living, and working environment for all members of the University community.

• It is the policy of the University of Michigan to maintain an academic and work environment free of discrimination and harassment for all students, faculty, and staff (from SPG 201.89-1)

• It is the policy of the University of Michigan to maintain an academic and work environment free of sexual harassment for students, faculty, and staff. (from SPG 201.89-0)

• The University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities.

• University policy prohibits sexual assault, sexual and gender-based harassment, intimate partner violence, stalking, and retaliation.

• The University is committed to fostering a supportive working and learning environment free of sexual misconduct activity.

Recommendation 2: Set criteria to encourage the hiring of faculty and staff who support a culture of inclusivity at the University of Michigan.

In order to reinforce this leadership commitment and the institution’s values, we must also make a conscious effort in our general hiring practices. The University should strive in its recruitment of new faculty and staff and in its appointments of deans, chairs, directors, and other leaders to recruit individuals who understand and support the University’s goals with respect to ensuring a harassment- and misconduct-free educational environment.

This effort may include:

• Incorporating a statement of our values and commitment to diversity, equity and inclusion and a harassment-free environment into all hiring materials and processes

• Seeking out potential employees that support inclusivity and a contribution to a positive culture via carefully-crafted interview questions

• Effective reference checking as part of every hiring process

• Making use of existing best practices for search committees and hiring professionals

• Updating job descriptions to indicate Responsible Employee (RE) or Campus Security Authority (CSA) designation
IV. **Assessment of Current State of Programming and Activity**

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<th>Charge for the Phase 1 work of the Working Group:</th>
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<td>• To gather data and assess the current state of programming and activity (amount and effectiveness);</td>
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<td>• To develop recommendations for increasing faculty and staff education and training to include raising awareness of existing policy, reporting obligations and channels, bystander intervention, one’s own behavior and its impact on others.</td>
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A preliminary review of currently available sexual misconduct education for faculty and staff was conducted across the University of Michigan Ann Arbor, Dearborn, and Flint campuses, as well as Michigan Medicine, with a focus on faculty and staff training programs.

In general, some high-quality sexual misconduct training exists; however, participation in these classes is largely voluntary, and there is a lack of knowledge of existence of these offerings. In addition, anecdotally we found that individual faculty and staff members are not clear on what their responsibilities are with respect to sexual misconduct reporting and how that relates to their role at the University.

The information below was primarily obtained through comprehensive online searches and interviews. An inventory of all sexual misconduct training continues to be compiled, organized, and differentiated by audience and sponsoring department. The inventory to date can be found in Appendix D. Below is a summary of our current findings.

**A. Mandatory Education**

There is no standardized, mandatory sexual misconduct education for employees that is enforced across the Ann Arbor, Dearborn, and Flint campuses, and Michigan Medicine. Mandatory sexual misconduct education appears irregular and contingent upon the role and department into which the employee is matriculating.

Sexual misconduct and discrimination **policies** are reviewed at New Employee Orientation on the Ann Arbor, Dearborn, and Flint campuses as well as Michigan Medicine, though the level of detail reached is unclear. These sessions, while strongly encouraged, are not mandatory for all populations.

For Michigan Medicine, sexual harassment is not explicitly discussed at Orientation; rather methods for reporting general concerning behavior are introduced (e.g. during the presentation from Regulatory Affairs and Compliance and during the Office of Clinical Affairs and the Medical Student Education sections of Orientation). Though a majority of faculty at Michigan Medicine attend Orientation, participation is not required. For those who miss Orientation, the faculty member’s department is responsible for delivering pertinent information and the degree to
which sexual misconduct is covered is unknown, as a standard delivery of Orientation information across departments in Michigan Medicine does not exist. Within Michigan Medicine, all faculty and staff members must additionally review and sign the University of Michigan Health System Code of Conduct Attestation upon hire and, subsequently, on an annual basis.

Each year, the Office for Institutional Equity (OIE), Student Life, and the Department of Public Safety and Security (DPSS) partner to offer Responsible Employee training to Athletic Coaches, Leadership, and Housing staff. However, this is not mandatory for all units (in some cases it is pushed out as "advised training").

Each year, OIE, DPSS, and the Sexual Assault Awareness and Prevention Center (SAPAC) offer Responsible Employee and Campus Security Authorities (CSA) training to all new Student Life Staff.

A variety of other units request annual Responsible Employee or general misconduct training from OIE, often in partnership with the Office of the General Counsel.

B. Optional Education and Additional Resources

Opportunities for additional sexual misconduct prevention and awareness education exist, with customized in-person presentations and two online modules available from the Office for Institutional Equity.

Online education on sexual misconduct policy and prevention currently provided by online training product, Haven, is offered via an email invitation to new faculty and staff, in compliance with the Clery Act, as amended by the Violence Against Women Reauthorization Act of 2013 (Clery/VAWA). See Appendix C for a description of the Haven course. Since August 2017, over 3,000 new and current faculty and staff have registered to take the course, with nearly 1,400 of those in direct response to the email invitation.

While SAPAC offers some training opportunities that are open to faculty and staff in addition to students, it is unclear how often employees avail themselves of these opportunities.

Supportive confidential resources for survivors of sexual harassment, assault or intimate partner violence are available through Faculty and Staff Counseling and Consultation Office (FASCCO), SAPAC, and the Michigan Medicine Office of Counseling and Workplace Resilience (formally Michigan Medicine Employee Assistance Program or EAP).

Additional education is also provided through the Center for Research on Learning and Teaching (CRLT) as well as in the Foundations of Supervision course offered by Learning and Professional Development.
C. Identified Gaps in the Current State

**Tracking Systems:** An organization measures what it values, yet currently there is no single centralized tracking system regarding sexual misconduct training for staff and faculty, and completion of training is not required. As a result, there is no institution-wide system to identify which employees have been trained, when they have been trained, what trainings they have attended and/or which employees need training. Currently graduate students are managed through First Year Experience as a temporary measure, but there is a need to determine where this population should be managed long term.

**Inconsistency of Policies and Materials:** The three campuses have different policies for students, and current sexual misconduct policies haven’t been reviewed recently. At times, there appears to be an inconsistent use of language and understanding of definitions, policy implications and processes. Resources will be required to ensure that all materials and trainings are consistent and current. There is also an inconsistent level of training offered and received across units and individuals with uneven guidance as to what should be offered to whom and when.

**Barriers to Reporting:** Most often, victims of sexual misconduct fear nothing will happen if they come forward. Many say their worst fear is that they won’t be believed. Students are often ashamed and may not know how to tell others. Faculty and staff may fear retaliation, including job loss. At Michigan Medicine, there is a common perception that the reporting of instances of possible sexual misconduct is inhibited by fear of retaliatory action due to the current power imbalance between non-physicians and physicians. In addition, anecdotally, there appears to be a lack of understanding regarding the process for notifying victims of the status of complaints.

**Unclear Reporting Responsibilities and Processes:** To create a safe community, it is important to educate about confidential and non-confidential reporting options so that this information can be provided to others who need it. There appears to be an inconsistent understanding across our faculty and staff populations related to reporting responsibilities and processes. This will be addressed further in Phase 2.
V. Recommendations for Faculty and Staff Education and Training

**Charge for the Phase 1 work of the Working Group:**

- To gather data and assess the current state of programming and activity (amount and effectiveness); and
- To develop recommendations for increasing faculty and staff education and training to include raising awareness of existing policy, reporting obligations and channels, bystander intervention, one’s own behavior and its impact on others.

Faculty and staff education and training on sexual misconduct is not a ‘one size fits all’ issue. Instead, the institution needs to provide a multi-dimensional, strategic approach to education and training that addresses culture change and the three stages of Lifelong Learning: 1) Awareness, 2) Skill Building, and 3) Behavior Change. This learning model is also in alignment with Kirkpatrick’s Evaluation Model that adds an important fourth dimension that should be built into the University’s education strategy, measuring positive Impact on the organization.

In order to do so, we need to have multiple, cascading training opportunities available – online, in-person, with scenario-based, experiential concepts, materials and resources, for various learning styles and design accessible complaint procedures to encourage people to come forward.

**Recommendation 3: Develop and implement an institution-wide, strategic, layered approach to sexual misconduct policy and prevention training and education.**

This is the Working Group’s overarching recommendation for increasing faculty and staff education and training. We envision that this plan would include required awareness training for everyone, more specialized and intensive training for deans, chairs and directors (and possibly other leaders), and multiple modalities of training. Specifically, the University should explore ways of capitalizing on CRLT’s expertise in designing engaging and interactive training in these areas to see whether there are potential designs for hybrid training experiences that extend the scope of the CRLT methods to a broader segment of the University community.

**This effort should begin immediately.**

Details for how to approach and achieve this goal are laid out in our subsequent recommendations in the sections that follow. Work needs to be done to make content and processes consistent and clear, additional programs developed and coordinated, and systems and resources put in place. This holistic effort will take some time, though with the appropriate resources and attention, the University can make significant progress in the coming months. As a result, we’ve organized our detailed recommendations for faculty and staff education and training into short-term and longer-term buckets, with the first set of recommendations below viewed as “quick wins”.

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A. Short-Term Quick Wins

Recommendation 4: Identify and create a centralized web location to compile information, resources, and training related to sexual misconduct, and to clearly identify where to direct questions.

A lot of information exists – policies, procedures, key contacts, and training opportunities. But it is not housed in one place, can be difficult to find, and in some cases, it is not consistent. We recommend that the University immediately invest (with a commitment of funding and resources) in creating one portal that will serve as the central location for information, resources and training opportunities regarding sexual misconduct. This portal can and should point to existing resources and websites, possibly including MyLinc which could be leveraged in the short-term as the central training location for access, scalability and analytics. *(Note that currently, the Everfi Haven training cannot be added to MyLinc because it is not SCORM compliant. The vendor anticipates Haven to be SCORM compliant within the year and then it could be added to MyLinc.)*

Recommendation 5: Identify and leverage currently available resources and training materials and encourage their use, while a longer-term, comprehensive education approach is being developed.

This will involve leadership alignment and support as well as the engagement of department/unit leadership in order to leverage and promote existing programs, and to strongly encourage participation.

Some existing resources that should be leveraged in the short-term include (see Appendix D for the current inventory for additional options):

- **Responsibilities at Michigan** is a short, web-based program whose purpose is to identify who is a Responsible Employee and to educate on University policy, resources and the University’s response to sexual assault, sexual and gender-based harassment, intimate partner violence, stalking, violation of interim measures and retaliation. Under the University’s Policy and Procedures on Student Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence, faculty and staff in certain roles are considered “Responsible Employees” and are required to share information about suspected misconduct to the Office for Institutional Equity. The program seeks to provide information to those who are and are not Responsible Employees regarding what to do if a student discloses an issue of this nature. See: [https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/education-training-programs](https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/education-training-programs)

- **Haven Training for Faculty and Staff** is an online training program covering sexual and gender-based misconduct and other forms of interpersonal violence, as described in Appendix C. See: [https://hr.umich.edu/working-u-m/workplace-improvement/office-](https://hr.umich.edu/working-u-m/workplace-improvement/office-)
institutio
equity/education-training-programs

• **Change it Up!** is an existing program mandatory for students and available to faculty and staff through UM HR Learning and Professional Development. Departments can request this training to be held at their work location free of charge ([https://hr.umich.edu/working-u-
m/professional-development/courses/change-it](https://hr.umich.edu/working-u-m/professional-development/courses/change-it)). Change it Up! brings bystander intervention skills to the University of Michigan community for the purpose of building inclusive, respectful and safe communities. It is based on a nationally recognized four-stage bystander intervention model that helps individuals intervene in situations that negatively impact individuals, organizations, and the campus community.

• The **CRLT Players** use theatre to enhance teaching and learning and improve institutional climate. Sketches are based on a foundation of research to engage audiences in thoughtful consideration of issues, and reflect on strategies that might productively address these issues. Performances are paired with guided conversations led by a trained facilitator. Existing, relevant sketches include:

  ✔ **“No Offense”**, which centers on the relationship between advisor and advisee in a lab setting. Investigating one potential cause of the leaky pipeline, it explores the ways that sexual harassment-- both directly experienced and anticipated because of widespread cultural permissiveness-- can undermine the success of women graduate students. It asks the audience to consider what is at stake personally and professionally for individuals who encounter these kinds of problematic behaviors in their working/learning environments. It also prompts them to reflect on what role-specific responsibilities they have in supporting these students and in proactively cultivating a climate in which such behavior is actively discouraged. This sketch was developed in collaboration with the UM ADVANCE Program and the College of LSA and is appropriate for faculty and graduate student audiences. ([http://www.crlt.umich.edu/crltplayers/no-offense](http://www.crlt.umich.edu/crltplayers/no-offense))

  ✔ **Moving the Needle: Sexual Misconduct Vignettes** were recently developed for the All Chairs meeting in February of 2018. These vignettes include three short monologues that depict faculty or staff disclosing a range of concerns around sexual misconduct: a graduate student experiencing unwanted attention from her advisor, a staff member encountering explicit inappropriate comments around gender and sexual orientation from a co-worker, and a faculty member talking about his role in reporting on incidents of gender bias that have been shared with him. The session includes a presentation of the research on sexual misconduct in the academy, as well as conversations around the culture change needed to prevent such incidents and the challenges of reporting incidents once they have been disclosed.

This impactful programming is well-respected and popular; however, capacity is limited and scheduling is contingent on the availability of actors. Included below is a longer-term
recommendation to address how to make this programming available on a larger scale that can accommodate a higher demand.

- There are a number of existing brochures, documents and websites that can be made more readily available. One example is the Our Community Matters brochure which can be found on the Department of Public Safety and Security website: https://dpss.umich.edu/docs/community-matters-brochure.pdf

**Recommendation 5A:** Require all new faculty and staff to take the Haven online training currently provided by Everfi (or an equivalent program designed for appropriate target audiences) as well as the Responsibilities at Michigan training.

This is a short term solution to raise awareness of definitions and UM policies, but we acknowledge that it does not address issues with tracking, reporting, and assessing impact. We also acknowledge that the Haven training may not be appropriate for all audiences (note it was rolled out via Student Life to bargained-for staff, and there were issues with its reception, in part due to a lack of understanding of the language and materials). If an equivalent program is deemed necessary for specific audiences, we recommend it be developed within 6 months of funding being identified. We also acknowledge that the Responsibilities at Michigan training serves a specific purpose and is limited in its breadth and depth. Links to both training offerings can be found here: [https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/education-training-programs](https://hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity/education-training-programs)

**Recommendation 5B:** Incorporate basic sexual misconduct information into Orientation for faculty and staff on all three campuses and Michigan Medicine.

Outline resources currently available, detail how to report instances of sexual misconduct, and reinforce that addressing sexual misconduct is an institutional priority. This information should be distributed to areas responsible for Orientation and shared with all departments so consistent information is delivered across all campuses and Michigan Medicine.

**Recommendation 5C:** Strongly encourage existing faculty and staff to complete the Haven online training currently provided by Everfi as well as the Responsibilities at Michigan training.

Before moving forward with this recommendation, we must first ensure that there is capacity to support this effort. Current technical infrastructure can manage the demand, though it would be prudent to stagger the promotion of the training over several days.

We ultimately recommend mandatory baseline training for all faculty and staff (See Recommendation 7), and we should also explore the possibility of tailoring the online Haven training to specific audiences and/or breaking it down into modules.
B. Longer-Term Recommendations

Several longer-term efforts will need to take place in order to achieve an organized, strategic, layered approach to sexual misconduct training and education.

As mentioned, it is important to ensure that our sexual misconduct education and training approach is multi-modal and addresses the three stages of Lifelong Learning: 1) Awareness, 2) Skill Building, and 3) Behavior Change and includes mechanisms to measure impact and effectiveness.

**Recommendation 6: Appoint one organization to serve as the single administrative oversight of all training and education for faculty and staff across the Ann Arbor, Dearborn, and Flint campuses, and Michigan Medicine.**

One option to achieve this goal of a central repository for sexual misconduct education is for Organizational Learning (OL) to take on this administrative role, in partnership with DEI and in collaboration with other expertise across campus.

Given that OL is responsible for enterprise-wide education and development related to DEI and Leadership Development, OL can assist with ensuring consistency, track participation, identify which employees are Campus Security Authorities (CSAs) and Responsible Employees to train accordingly, work with departments to establish policies that require training, ensure recommendations are executed accurately and appropriately, and serve as the primary office for questions.

OIE and SAPAC should maintain oversight of content for students, faculty, and staff.

We recommend that the administrative home, once identified, convene an ongoing committee consisting of primary stakeholders to develop the overall strategy (see Recommendation #7 below), to ensure appropriate development and administration of current and future trainings, and to determine longer-term solutions for training populations that straddle faculty, staff, or student roles (e.g. GSIs, graduate students, RAs, student work-study employees, student research assistants in laboratories, residents). This group should include, but not be limited to, OL, OIE, SAPAC, ADVANCE, and HR Representatives.

**Recommendation 7: Develop a holistic education and training strategy, including baseline required training for all faculty and staff.**

This strategy should make clear the training needs, requirements, modalities and frequencies by audience (including ally and bystander training, leadership and various levels of faculty and staff) and objective (awareness, skill-building, behavior change). Again, we recommend that this plan include **required** awareness training for everyone, more specialized and intensive training for deans, chairs and directors (and possibly other leaders), and multiple modalities of
training. The recommended, required awareness training could be developed fairly quickly with the appropriate allocation of resources.

As part of the strategy and plan development:

**Recommendation 7A: Establish clear and consistent learning objectives for sexual misconduct education and training.**

The three campuses and Michigan Medicine should come together to determine clear behavioral expectations and learning objectives by level and role so that training and education programs can be updated/developed/targeted/deployed in order to meet those objectives. We recommend that engagement should be at specific touch points of one’s career at Michigan, beginning at the Onboarding and Orientation process, and should be mapped to the DEI Lifelong Learning and Leadership Expectations Models. These models can provide examples of relevant behaviors and competencies. As part of this process, we need to identify level-specific expectations and skills to support these objectives.

**Recommendation 7B: Develop new content to achieve the newly developed learning objectives and overall education strategy, and evaluate and update existing content as needed.**

This work should also include:

- **Reviewing University policy** for faculty and staff as it relates to sexual misconduct.
- **Establishing common definitions** of sexual misconduct (i.e. what are the behaviors included under sexual misconduct, what is the University’s official definition of sexual misconduct).
- Aligning language with UM policies and ensuring uniformity throughout all trainings and materials.

Specific examples include:

- In alignment with institutional priorities around climate, **train Responsible Employees** on how to report sexual misconduct and empower them to do so, in order to shift responsibility from the victim to those who have a duty to report.
- Design a **“Sexual Misconduct Policy and Prevention 101”** to be incorporated into orientation for all faculty and staff to highlight basic responsibilities around sexual misconduct, and made available to departments to deliver to faculty and staff who are unable to attend orientation. This baseline training could also be leveraged as the required training for all existing faculty and staff and/or the Haven online training could be adapted to meet that purpose.
- Provide instructional design and other necessary support and resources to [duplicate the CRLT Players programming](#) to allow the delivery of these workshops on a wider scale. Ensure sketch topics and content are designed appropriately and facilitators are adequately trained in working with these issues. This type of interactive training is particularly effective at influencing leadership awareness, commitment and competency.
• Outline and widely communicate information about support resources, the reporting process and how complaints are processed, including the update notification process.
• Include in existing and new training information about how to build skills to prevent instances of sexual misconduct from occurring by changing behaviors that can contribute to sexual misconduct.
• Ensure training emphasizes the capability of behavior change to mitigate vilifying, disparaging, or assigning blame.

Recommendation 7C: Implement a comprehensive tracking system.

It is recommended that the University obtain one centralized Learning Management System (LMS) that can integrate existing learning platforms to identify which employees have taken what training, when the training took place, and to notify managers/HR/compliance accordingly. Again, consider leveraging MyLinc in the short term as the central training location for access, scalability and analytics. *(Again, note that currently, the Everfi Haven training cannot be added to MyLinc because it is not SCORM compliant. The vendor anticipates Haven to be SCORM compliant within the year and then it could be added to MyLinc.)*

Recommendation 7D: Develop measures and/or metrics to evaluate the effectiveness and impact of the education programs.

There currently is limited capacity and ability to measure the effectiveness of our training and education programs around sexual misconduct. Some pre/post test data for the Haven training exists and should be leveraged for those that have taken the class. There are a few questions from the Climate survey that can also be leveraged, though the frequency of the Climate survey varies by location. Nevertheless, there are no consistent measures or metrics to evaluate how effective or impactful these programs are. Institution-wide analytics do not currently exist regarding how to measure awareness, skill building, behavior change, and impact.

Ideas to consider include:

• The creation of pre- and post-tests, possibly with a 6-month follow-up to ensure retention is occurring, once core sexual misconduct classes and programs are identified.
• The establishment of shared institutional analytics and measures across UM.

Kirkpatrick’s evaluation model (in alignment with UM’s Lifelong Learning Model) can be leveraged to measure positive impact at UM. We acknowledge that there is limited information available about how to best measure the effectiveness of organizational efforts to reduce sexual misconduct, and we should include faculty with expertise in evaluation as we think through our best approach.

C. Behavior Change Education
Note that the Working Group (Subgroup D) did some preliminary work around defining the elements that need to be in place to create a culture and climate of respect and reduce sexual misconduct in all forms. This work will form the basis for the ongoing efforts of the Working Group through Phase 2.

The influencer grid from “Influencer: The Power to Change Anything” by K. Patterson, J. Grenny, D. Maxfield, R. McMillan and A. Switzler provides a useful framework to consider how to create those elements. The goal is to tap into at least four of the six sources of influence. See Appendix E for more information. Note that the grid is a work in progress and will continue to evolve as we move into Phase 2.
VI. **Key Considerations**

- Note that the University is also hiring an external consultant to conduct a review of the University’s sexual misconduct policies, procedures and compliance. Those goals are to independently assess the quality and organization of the University’s mechanisms for reporting, investigating and adjudicating sexual misconduct cases, especially as they pertain to faculty and staff. The output from this Working Group should be considered along with the recommendations of the external consultant, and action must be coordinated and consistent.

- There is a significant amount of thorough, useful information and resources across campus, housed on various websites and within different units. Those resources should be leveraged to the extent possible when refining materials and creating a centralized repository of information.

- All training and education efforts, and in particular required training, will require buy-in from the campus community using a positive approach. Change management approaches and techniques should be utilized, and unit leadership should be leveraged.

- The recommendations presented in this report will require the investment of additional resources. The necessary work should be done to quantify those needs and prioritize the University’s efforts before moving forward with these recommendations.
VII. **Next Steps**

Further work will be required in order to proceed with any of the Working Group’s recommendations, with additional working groups needed and the appropriate resources (including funding) allocated to the tasks. There may be a need to engage external assistance to achieve these goals in a timely manner.

In addition, the Working Group on Faculty and Staff Sexual Misconduct will continue its efforts to meet the objectives of the Group’s charge. Work on Phase 2 will begin immediately with a deadline of June 30, 2018. During this phase, the Working Group will seek:

- To develop recommendations for improving reporting and accountability in instances of misconduct; and
- To develop recommendations for improving overall workplace culture and awareness regarding sexual misconduct.