

University of Michigan

CREATING CLIMATES RESISTANT TO SEXUAL HARASSMENT: A TOOLKIT FOR LEADERS

This Action Applies to Rubric Item(s): #2, #8, #3, #4, #16, #5, #7

Description of Work:

1. Purpose and Goal

This is an all-day workshop for campus leaders on sexual/gender harassment. All U-M leaders (Deans, Directors, Chairs, Staff Managers and Administrators) are required to attend as a team. The all-day workshop has multiple components: review of the evidence to support the prevalence and negative outcomes associated with gender/sexual harassment, based largely on the NASEM report; presentation of different tactics of strategies leaders can use to intervene when such behaviors take place; and working session of leaders in a unit to develop concrete changes in their units to mitigate harassment.

The workshop is developed and facilitated by U-M's Organization Learning unit, a group that develops professional development resources for U-M's employees.

The first two components of the workshop—overview of evidence and intervention tactics—are also accompanied by theatrical presentations of gender/sexual harassment behaviors developed and performed by [U-M CRLT Players](#). In the first component, there is a theatrical presentation of a staff member talking about her experience as a target of sexual/gender harassment. The script is based on actual cases that have been reported. This presentation, together with the data from the NASEM report, underscores the forms and harm of sexual/gender harassment. In the second component, there is a presentation of a scenario where one staff member engages in a harassing behavior directed to another staff member. Here, workshop participants practice using each intervention tactic to address the problematic behavior in real time. The CRLT players then enact how each tactic works in the scenario.

The third component is a facilitated, small group working session of the leadership team within each unit. Here, the leadership team engages in a multi-step process where they identify a problem associated with harassment within their unit, and apply a subset of the tactics to create structural changes they can implement.

In all, the goal of the workshop is to educate campus leaders about the prevalence/effect of sexual/gender harassment, to equip leaders with skills to intervene when such behaviors take

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place, and to facilitate the development of structural changes within units that can prevent sexual/gender harassment.

2. Alignment with NASEM report recommendations

This all-day leadership workshop aligns with multiple NASEM recommendations. The intervention tactics presented focus on gender/sexual harassment specifically, but addresses issues of civility and respect (recommendations #2, #8). The main purpose is leadership education and skill development (recommendation #3). Some of the skills that are presented and practiced are drawn from bystander intervention training (recommendations #4, #16). The workshop uses the NASEM report to highlight the harms of sexual/gender harassment, focus on “under the iceberg” gender harassment behaviors, and uses “live” facilitators in an in-person format (recommendation #5). The workshop presents a tool kit of 8 tactics leaders can use to prevent gender/sexual harassment (recommendation #7).

3. Current Status

Multiple sessions of the workshop were presented in Fall 2019 and early Winter 2020, with a total 382 participants over 6 sessions. (One session was cancelled due to COVID-19 campus closure).

4. Novelty of Program

The program is new to U-M. It is not clear how common this type of training is within higher education, though the scale (all leaders required), length (one-day), intensity, and design is unique.

5. Evaluation

Participants’ responses were collected at the end of the workshop. Analysis is ongoing.

6. Involvement of Stakeholders

The workshop was developed by Organizational Learning in partnership with CRLT Players. Both are part of central administration within U-M and thus have close relationships with leadership within each school and college. The scenarios/vignettes developed by CRLT are drawn from

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actual cases at U-M. (Note: CRLT Players also have a short version of this program—2 hours—that are open to all faculty. This program is similar to the first component of this all day leadership workshop).

7. Next Steps

8. Contact Information

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