

Year 1 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education

Carnegie Mellon University

Faculty Leadership Engagement and Training

This Action Applies to Rubric Item(s):

3 and 8

Description of Work:

During the past year, Carnegie Mellon's work to prevent sexual harassment built upon efforts previously identified by the community as priority areas. Through this, we made intentional strides to intertwine sexual harassment prevention with broader work related to diversity, equity, and inclusion as well as work on faculty leadership training. We believe this strategy best acknowledges the multi-faceted nature of sexual harassment and how it manifests itself among community members and also directs engagement with the faculty.

In 2016, CMU leadership convened an internal campus-wide task force to closely examine the CMU student experience. (see: <https://www.cmu.edu/cmuexp-taskforce/>) Hundreds of faculty members, staff, students, alumni, and senior administrators engaged in initiative teams related to health and wellness, academic policies, and faculty and staff development over the course of three years. The final report of the Task Force, released in November 2019, articulated a plan to continue this work at all levels of the institution, outlining stewardship commitments for the future, including the continued development and dissemination of faculty leadership engagement and training. These recommendations form the foundation for the faculty professional training under development. In 2019-2020, this program focused on faculty supporting students with mental health issues (see below). In 2020-2021, this program is focused on civility and anti-racism. Improving understanding of appropriate responses to gender-harassing behavior is integrated into these two trainings.

In 2018, CMU leadership convened an internal campus-wide task force to closely examine CMU's culture and climate (see <https://www.cmu.edu/campus-climate/>). Again, the campus community came together through dozens of town-halls and hundreds of community members engaged through teams to develop recommendations to support a climate that is more diverse, inclusive, fair and respectful. In Fall 2019, a final report articulated a plan of action that included improved awareness and training on DEI issues. The VPF along with the Office of Human Resources was tasked with development of expanded training for campus leadership at all levels and for faculty, staff and students. In Spring 2020, the university's Vice-Provost for Faculty (VPF), also a NASEM Action Collaborative representative, in collaboration with the University's Office of Human Resources, began development of leadership training

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programs to support a civil workplace. This systematic plan is designed to provide education and training to faculty and staff leadership on issues related to improving climate and culture. In parallel with this development, the VPF introduced an additional component to recently developed Department Head Professional Development. Tying to the 2018 NASEM report, which emphasized sexually harassing behaviors are less likely to occur in environments with organizational systems and structures that value and support diversity, inclusion, and respect, Carnegie Mellon department heads engaged in programming to better understand the role they can play in addressing harassing behaviors.

In July, 2019, in response to numerous studies and with the strong support of the Task Force on the CMU Experience, the Provost convened a committee charged with creating professional development to provide tools for deepening the engagement of faculty in student support within the Carnegie Mellon community. This committee's charge was directly based upon research studies conducted by CMU faculty to identify CMU-specific and general challenges for students related to stress and mental health. The result was a one-hour faculty professional development which provides a broad overview of how best to recognize and assist students in distress at Carnegie Mellon University. Ideally following this training, faculty should be able to: 1) articulate key findings about the CMU student mental health experience, 2) describe the vital role of faculty in supporting students, 3) identify the appropriate methods to assist students and 4) describe the available support resources on campus. This training includes content on how to access assistance and how to direct students for assistance in the case of sexual harassment or sexual assault. In addition to this new program, subject matter specific professional development programs were presented to faculty, including officials from the Office of Title IX Initiatives, which presented programs focused on preventing and responding to sexual harassment.

In light of the COVID-19 pandemic and the emergent need for campuses to transition to remote and/or hybrid models of learning, the phase one module of the faculty professional development training has transitioned to a synchronous/ asynchronous model. Moving into Fall, 2020, the committee intends to include additional data relating to the impact of the pandemic on student mental health, as well as additional resources for supporting students who may be learning online only.

Further building upon these new program initiatives, CMU's Incoming Faculty Orientation (IFO) program has necessarily and successfully been updated to accommodate new modalities and ensure faculty feel informed and supported by the university as we continue to innovate to face new challenges. CMU will now offer both a 3-day orientation seminar, and provide yearlong "orientation" programming. New programming for IFO 2020 includes support for transitioning to the hybrid model, the above referenced training, "Recognizing and Assisting Students in Distress", an anti-racism workshop, and multiple asynchronous resources around

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anti-harassment and DEI. All orientation programming involves post-training surveys to assess the content and delivery. Faculty are invited to provide open-ended comments as well as numerical scores on the effectiveness of each module.

Additional medium and long range planning around faculty leadership development is underway. Future work will involve offering professional development courses and coaching for faculty on mentoring from both CMU's Eberly Center for Teaching Excellence and the VPF, as well as leadership training efforts on prejudice, anti-racism, misinformation and bias.

Further professional development for faculty will be developed or purchased, evaluated and shared broadly across campus.

In parallel with the selection and development of these training programs, the office of the VPF will develop post-training surveys designed to assess perceived effectiveness. These indirect measures will provide input to program modification to increase acceptance and uptake of training. Long-term direct assessment tools have not yet been developed.

Website for further information (if applicable): <https://www.cmu.edu/faculty-office/index.html>;
<https://www.cmu.edu/cmuexp-taskforce/>;

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