

Summary Report
Sexual Violence Prevention Task Force
Faculty Topical Work Group

October, 2014

- Co-chairs: Barry Ritchie, Vice Provost for Academic Personnel and Professor
Helene Ossipov, Senate President and Chair of the UAC
- Members: Leah Doane, Assistant Professor, Department of Psychology
Mary Margaret Fonow, Professor, School of Social Transformation
Leonard Gordon, Senator, Emeritus College
Judith Homer, Clinical Associate Professor, College of Letters and Sciences
Paul LePore, Associate Dean, College of Liberal Arts and Sciences
Linda Lederman, Professor and Director, Hugh Downs School of Communication
Myles Lynk, Professor, Sandra Day O'Connor College of Law
Georgeana Montoya, Dean of Students, ASU Downtown

The Faculty Topical Working Group (FTWG) of the Sexual Violence Prevention Task Force was charged with reviewing (1) processes and policies regarding faculty members that deal with sexual violence (i.e., faculty members as victims, perpetrators, or recipients of reports of incidents of sexual violence), (2) support services for faculty members who are victims of sexual violence, and (3) education, training and referral initiatives specifically aimed at faculty. Following three meetings of the full work group and individual subgroup activities, FTWG developed the following response to the charge given [with FTWG members specifically working on these items identified in brackets]:

1. Processes and policies regarding faculty members that deal with sexual violence (i.e., faculty members as victims, perpetrators, or recipients of reports of incidents of sexual violence)
 - o Review of current policies [Fonow, Ossipov] – The basic policy framework at ASU is sufficient for prohibiting and sanctioning sexual violence, and includes sanctions up to

dismissal for faculty members engaged in inappropriate relationships. These policies include a code of ethics (ACD 204), and also prohibit discrimination, harassment, or retaliation (ACD 401) , and govern amorous relationships between faculty and students. ACD 402 is proceeding through University Senate, moving from a consent approach to a professional standards expectation; ACD 401 will be revised next. ACD 204-07 protects faculty and staff who report sexual or other violence. The myriad number of policies in existence represents a communication hurdle, however, and many faculty members may not be aware of the existing policies. There is also no clear policy for faculty who are either victims or accused of sexual violence to report the incident.

- Review mechanisms for reporting incidents [Lynk, Ritchie] Reporting mechanisms provide rapid response paths (contacting ASU PD, Counseling Services, crisis support lines, and the LiveSafe app), investigative avenues (ASU PD and the Office of Equity and Inclusion), and an anonymous reporting line for general questions not needing rapid response (ASU Hotline). Concerns were expressed about a lack of clarity in terms of how responsive these channels were intended to be and the relative silence on how anonymous complaints are handled, as well as how confidentiality can be protected. It is also not clear how responsive ASU PD and OEI can be given current resources.
- Review adjudication processes and procedures [Lynk, Ritchie] Internal investigations are conducted by the Office of Equity and Inclusion. Matters that might rise to dismissal of a faculty member include due process procedures through the Committee on Academic Freedom and Tenure and permit leave with pay upon approval by the Provost. When events are reported to ASU PD, the criminal court system can be engaged.

- Recommend changes and improvements for processes and policies:
 - Improve communication of policies to faculty members, coupling knowledge of policies to resources available to deal with events.
 - Clarify for the user the various channels' likely response times for reporting events and concerns.
 - Clarify for complainants, witnesses, and respondents the limits of confidentiality in such processes.
 - Include the LiveSafe application in any list of resources available.
 - Structure a sexual violence prevention website to provide information and assistance to be more event/victim focused.
 - Audit how well “fast/first responders” response channels are performing and determine if the staffing is adequate and sufficiently responsive.

2. Support services for faculty members who are victims of sexual violence [Homer, Lederman, LePore]

The Faculty and Staff subcommittees of the Sexual Violence Prevention Task Force met to review our groups' deliberations and to share areas of common concern. Overall, the two committees were pleased with the various reporting mechanisms and range of services available to employees who are victims of sexual violence. In addition to support found in individual academic and administrative units, university offices that provide assistance and a list of current services available to faculty and staff related to sexual violence can be found here:

- Human Resources
 - <https://cfo.asu.edu/hr-eao> – overview of resources available through HR

- <https://cfo.asu.edu/hr-eaocounseling> – specific link to counseling services
- <https://cfo.asu.edu/hr-wellness> – ASU’s employee “wellness” programming
- Office of Equity and Inclusion
 - <https://cfo.asu.edu/hr-equityandinclusion> – investigates charges of discrimination, provides workplace training to managers/administrators
- Title IX Compliance
 - <https://cfo.asu.edu/hr-titleIX> – monitors and oversees the overall implementation of Title IX compliance at ASU, coordinates training, education, communications and administration of grievance procedures for faculty, staff, students and other members of the university community
- Sexual Violence Information
 - <https://eoss.asu.edu/wellness/sexualassault> – site that compiles information and resources related to sexual assault and sexual violence

Unfortunately, while there are a number of ways to report incidents of sexual violence and an extensive list of services available to victims, the manner in which this information is shared to faculty and staff is both disorganized and at times confusing. Where resources are housed organizationally and how they are communicated to ASU employees on the web largely reflects the way our institution is structured and not based upon the needs of victims.

Recommend changes and improvements in services available –

- The presentation (especially through the web) of reporting mechanisms and services available to victims of sexual violence should take the perspective of the faculty and

staff employee. The use of clear and consistent language is critical. Multiple entry points into this communication channel must also be established to ensure that faculty and staff in need of services can find those resources quickly and efficiently.

- There needs to be a focused branding and marketing effort that includes a sophisticated launch and that is part of a larger, on-going communications campaign to combat this complex social problem.
- Regular training is needed both online and in-person for deans and other academic administrators, managers and supervisors, new and continuing employees through new employee orientation, chairs/directors retreats and workshops, annual online refreshers.
- Information on what resources are available and how to address incidents of sexual violence needs to be put into the hands of every ASU employee.
- A senior university administrator who is deeply familiar with work in this area and who can coordinate the messaging/marketing efforts and oversee the various stakeholders (Human Resources, Office of Equity and Inclusion, ASU's Health and Wellness, Counseling Services, and so forth) tasked with investigating allegations of sexual misconduct and serving to the needs of victims should be appointed.

3. Education, training, and referral initiatives specifically aimed at faculty [Doane, Gordon, Homer, Montoya]

- Determine what activities exist: The initiatives across colleges are spotty, in some cases episodic, and not coordinated with each other. Based on responses from colleges, the

following activities aimed at faculty education, training, and referral exist in the college noted:

Walter Cronkite School of Journalism and Mass Communication	Orientation session each year for adjunct faculty
College for Health Solutions	a. Student handbook (safety and sexual harassment), b. Educational Outreach program for faculty, staff and students
College of Nursing and Health Innovation	*None, but noted programming available to faculty and university faculty orientation
University College	a. One time violence prevention workshop presented in the past b. some educational material available to faculty
Herberger Institute for Design and the Arts	University websites: https://getprotected.asu.edu/training/hipaa-ferpa https://sexualviolenceprevention.asu.edu
Fulton School of Engineering	No formal training, Workplace Behavior training, faculty retreats and faculty meetings (could be discussed)
School of Sustainability	Nothing specific at college level, track Workplace Behavior Training for faculty

Honor's College	Two hour training at faculty retreat (sexual awareness /relationships between faculty and students).
New College of Interdisciplinary Arts and Sciences	"Faculty and Staff Guide: Assisting Students in Distress" given to faculty as a manila folder, printed with key components on sexual assault and violence

- Other observations:
 - The New College guide mentioned in the table above is a good model of how basic information can easily be disseminated to faculty members in a way that promotes better responsiveness and more accurate handling of events.
 - Chairs and directors play critical roles as sources of information and fast/first responders, but no formal leadership development activities at the institution level (or, in some colleges, at any level) exists. This leads to inconsistent and uneven knowledge about what behavior is problematic, what the proper responses should be, and what resources are available.
 - The current modular approach to providing skills and information through online training “courses” is uncoordinated and inefficient.
- Recommend changes and improvements for those activities
 - Develop a single list of all training expected of faculty members (Title IX, workplace behavior, information security, health and safety, etc.), coordinate those training exercises/webinars/etc., and streamline them so that a faculty

member can be reasonably expected to go through them in a finite and acceptable amount of time with appropriate periodicity

- Retreats and conversations are far more impactful than online presentations. Humans often speak more authentically to other humans than to computers. Faculty training programs should consider how to build in human interactions in training programs to explore, nuance, and relate to the topics related to sexual violence.
- Chairs and directors play critical roles in communicating and carrying out the policies and practices of the institution. This role should be recognized by providing appropriate training and mentoring programs for academic leaders. A yearly retreat or meeting where returning chairs and directors can mentor their incoming colleagues about policies and practices and to share their experiences/successes/problems with an eye toward continuous improvement is a possible option.

General concluding observations and recommendations:

- There are no clear “holes” in what ASU is doing with respect to resources, training, and policies. However, these are generally uncoordinated and not user-oriented. A single, cabinet-level person should be responsible for organizing, coordinating, and answering for the institution.
- ASU should implement recommendations regarding preventing sexual violence with an eye toward creating a long-term systemic change in the institution in order to head off the tendency for such attention to a serious topic to become episodic. Such a change

would benefit from beginning with a sophisticated and integrated branding campaign for ASU (e.g., the NFL's "No More" campaign) that also highlights policies and resources.

- Attention should be paid to how faculty are made aware of the existing resources and policies.
- There is a dearth of information about a number of critical questions related to the faculty. For example, such basic questions include:
 - While there is general agreement with the folk wisdom that sexual violence is underreported at ASU, what is the extent of underreporting?
 - How prevalent is sexual violence at ASU with faculty members as perpetrators, victims, or bystanders?
 - How extensive is harassment of faculty and staff members by faculty members?
 - Are the training and services currently available culturally sensitive?

A basic study of sexual violence at ASU would be very helpful in sketching the scope of the issues and assist ASU in both being transparent as an institution and credible as a university interested in making a real change.