

Cultivating a Culture of Respect

The following is the Cultivating a Culture of Respect training. For questions on this training, please contact: ol.sexualmisconduct.request@umich.edu. In order to register completion for this training, please follow the directions at the end of the training module transcript.

Slide 1: Important Notes

[Slide Narration]

The landscape of sexual misconduct and harassment is always changing. Our own university policies are in the process of review and revision. As new policies are set you can expect updates to this module. Over the course of this module, you will be encountering a number of topics that you may find emotionally challenging, even difficult. If sexual misconduct or harassment at work has affected you, or you think that you may have been the victim of a crime, you can seek immediate help by selecting the M icon at any time.

If at any time while completing this module you feel you need immediate help:

- Faculty and Staff Counseling and Consultation Office: 734-936-8600
- Michigan Medicine Office of Counseling and Workplace Resilience: 734-763-5409
- Sexual Assault and Prevention and Awareness Center 24-hour crisis line: 734-936-3333

Slide 2: Introduction

[Slide Narration]

[Light Instrumental Music]

Voiceover 1: Did you hear she's pregnant? I'm guessing her attention won't really be at the office for a while.

Voiceover 2: She keeps teasing me about not having been on a date in a long time. It's hard enough going through a dry spell. I don't want to have to live with it at work too.

Voiceover 3: Did you hear he actually cried after that meeting? That may work for women, but...

Narrator: None of these comments belong in our working or learning environments at The University of Michigan. But we know sexual and gender-based misconduct, from comments to acts of sexual violence, has happened in our community. When this happens, we have resources to address these situations. We can also help one another by stepping in when we see or hear something wrong.

Slide 3: Course Title

[Slide Narration]

The bottom line is that, collectively, we can build the culture we want. A culture of respect.

Slide 4: Ensuring a Safe and Respectful Community video

[Slide Narration]

[\[Ensuring a Safe and Respectful Community Video Plays\]](#) [Light Instrumental Music] [Setting: University leaders take turns speaking to the camera in different buildings across the university campuses.]

We're committed to a safe and supportive environment where all people can study, work, and live. This is a core value of the University of Michigan. Sexual assault, harassment, discrimination or any form of

sexual misconduct have no place on our campuses or in our society. The only way we can fully achieve our mission of education, research, and patient care. As well as fulfill our commitment to the people we serve is by working to eliminate sexual, and gender-based misconduct. This is a promise we make to our community and a promise we must all live up to. Our policies prohibit all forms of misbehavior. Including sexual assault sexual, and gender-based harassment. Intimate partner violence stalking and retaliation. Across University of Michigan campuses and Michigan medicine. We are committed to preventing this type of behavior from taking place. We are committed to addressing all reports of this conduct. We will support those who reported anonymously or not. To show that they are not alone. That they are not powerless. And we will not tolerate retaliation against those who report. This is a responsibility that is shared by every member of our community. From our leaders to our faculty, staff, and students and to our patients, and community partners. It's up to each and every one of us to report sexual misconduct. To support those who come forward. To participate in education and training programs. To be an advocate in every situation. To create an inclusive culture. The message is clear. Sexual misconduct has no place at the University of Michigan. It's up to all of us to make sure our students, faculty, staff, patients, everyone is safe, respected, and valued. It's our commitment, it's our promise. It's a deeply held value of the University of Michigan. [Light Instrumental Music]

Order of speakers:

- President, Mark S. Schlissel
- Provost and Executive Vice President for Academic Affairs, Martin A Philbert
- Associate Vice President for Human Resources, Laurita Thomas
- Executive Vice President and Chief Financial Officer, Kevin P. Hegarty
- Chancellor U of M-Flint, Susan E. Borrego
- Chancellor U of M-Dearborn, Domenico Grasso
- Vice President for Student Life, E. Royster Harper
- Executive Director of the Division of Public Safety and Security, Eddie L. Washington
- Vice Provost for Equity and Inclusion & Chief Diversity Officer, Robert M. Sellers
- Donald R. Shepherd Director of Athletics, Warde J. Manuel
- Director of Office for Institutional Equity U of M-Dearborn, Pamela Heatlie
- Chief Human Resources Officer of Michigan Medicine, Deloris Hunt
- Kevin P. Hegarty
- Laurita Thomas
- Warde J. Manuel
- Executive Vice President for Medical Affairs, Marschall S. Runge
- Martin A. Philbert
- Mark S. Schlissel
- E. Royster Harper
- Marschall S. Runge
- Pamela Heatlie
- Robert M. Sellers
- Eddie L Washington
- Deloris Hunt
- E. Royster Harper
- Domenico Grasso
- Marschall S. Runge
- Pamela Heatlie

- Warde J. Manuel
- Laurita Thomas
- Kevin P. Hegarty
- Robert M. Sellers
- Eddie L. Washington
- Domenico Grasso
- Susan Borrego
- Martin A. Philbert
- Laurita Thomas
- Deloris Hunt
- E. Royster Harper
- Kevin P. Hegarty
- Mark S. Schlissel

Slide 5: Why?

[Slide Information]

Why?

- To affirm our commitment to a respectful, inclusive and equitable working and learning environment
- To ensure awareness of options and resources
- To ensure understanding of how to support one another

[Slide Narration]

Why are we asking you to complete this education and training? We don't expect to eliminate all sexual misconduct with a 15 minute online module. However, it opens the door to meaningful conversations and it helps to affirm our collective commitment to a respectful, inclusive and equitable environment for working and learning that is free of sexual or gender-based misconduct. This is an opening conversation, but it is not the last. You can expect more resources to follow about how we can further cultivate a culture of respect. We want to ensure that every faculty and staff member is aware of options and resources available to them should they experience sexual or gender-based misconduct. We also want help every faculty and staff member understand how to support each other and provide tools and guidance when sexual or gender-based misconduct occurs.

Slide 6: Research

[Slide Information]

Research

Sexual Harassment of Women

Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine (2018)

- There are types of misconduct that many don't recognize as such
- These include discussions about sexual topics, offensive jokes, vulgar language and more

[Slide Narration]

Most of us think we know what sexual or gender-based misconduct is. However, there are types of sexual or gender-based misconduct that many people don't recognize as such, and they are far more destructive than initially thought. A 2018 study by the National Academy of Sciences, Engineering and

Medicine, in which faculty from University of Michigan participated, has shown that there are other behaviors that arise in the workplace far more frequently. We may not ordinarily consider these behaviors sexual harassment and may not realize the damage they can cause. Behaviors may include unwanted discussions amongst co-workers about sexual topics, offensive and demeaning jokes or pictures of a sexual nature in the workplace, and use of vulgar sexual terms in conversation. The NASEM research highlights how unaware we may be of these types of behaviors that can cause significant and long lasting harm.

Slide 7: Research Continued – Iceberg

[Slide Information]

Research, continued

The iceberg image comes from the National Academy of Sciences, Engineering, and Medicine (NASEM) report.

It labels the surface of the water as the Public Consciousness.

Above the water, or what is referred to as “the tip of the iceberg”, are the following phrases:

1. Promising professional rewards in return for sexual favors.
2. Threatening professional consequences unless sexual demands are met.
3. Rape.
4. Sexual assault.
5. Unwanted groping or stroking.

Below the surface of the water are the following phrases:

1. Relentless pressure for sex.
2. Unwanted sexual discussions.
3. Relentless pressure for dates.
4. Nude images posted at work.
5. Sexually humiliating acts.
6. Sexual insults (e.g., “for a good time call...”, calling someone a whore).
7. Offensive sexual teasing.
8. Sexist insults (e.g. women don’t belong in science).
9. Offensive remarks about bodies.
10. Obscene gestures.
11. Sabotage of women’s equipment.
12. Vulgar name calling (e.g. “sl*t,” “b*tch,” “c**t”).
13. Gender slurs (e.g. “pu**y”).
14. Insults to working mothers (e.g. “you can’t do this job with small kids at home”).

The footnotes at the bottom include the logo for The National Academies of Science Engineering Medicine (NASEM). Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine. <http://www.nationalacademies.org/sexualharassment>

[Slide Narration]

The NASEM report suggests that when many people encounter the term “sexual harassment,” they think of sexual assault, unwanted sexual attention, or sexual coercion. These kinds of behaviors pierce the public consciousness, much like the tip of an iceberg breaks through a body of water, because they are widely understood to be inappropriate, harmful, and illegal. However, research

has shown that there are other situations that arise in the workplace far more frequently that are also considered sexual harassment, but we may not ordinarily think of. These may include unwanted discussions amongst co-workers about sexual topics, offensive and demeaning jokes or pictures of a sexual nature in the workplace, use of vulgar sexual terms in conversation, and others that you may see here on the iceberg graphic. Although these behaviors are widely considered to be less harmful, research indicates that this is not the case. Gender harassment creates inequitable environments, which detrimentally affect individuals who are directly targeted by these behaviors and negatively impacts the communities in which they are situated. What is gender harassment? Gender harassment is behavior that devalues people based on their gender. People of all genders can and do experience gender harassment, but women, people who don't conform to a gender binary, and members of the LGBTQ community are at particular risk for being targeted by gender harassment. Whereas other forms of sexual harassment might be understood as "come-ons," gender harassment most commonly takes the form of putting people down or pushing them out. People who experience gender harassment in their professional environments may feel belittled, isolated, invisible, hypervisible, or like a "second-class" member of their working group. Under these conditions, it is difficult for people to work to their full potential. People who engage in gender harassing behaviors may be driven by unconscious biases against particular groups and/or by intentional animus. Tolerating gender harassment in the workplace or accepting it as the norm is the status quo in many spaces. People may not recognize gender harassment because that's "just the way it is." They may not feel they have the skills to effectively intervene when they see problematic behavior. They may fear the negative consequence of pushing back against the status quo. Creating a culture of respect, though, requires a critical mass of individuals who not only avoid engaging in these behaviors themselves but actively work to intervene to address these behaviors when they do appear. What would that look like? How could you do that?

Slide 8: How?

[Slide Information]

How?

- Speak up when we notice behaviors that shouldn't be happening, when doing so is safe
- Know how to provide initial support if somebody comes to us for help
- Know how to get help for ourselves or others when these behaviors occur

[Slide Narration]

How do we encourage behaviors in the working and learning environment that are respectful, safe, and supportive? Here are three effective practices we can implement. First, we speak up when we notice behaviors that shouldn't be happening, when doing so is safe. Second, we know how to provide initial support if somebody asks us for help. Third, we know how to get help for others or ourselves when these behaviors occur. We will be walking through examples that will give you tools to help others and yourself should you need them.

Slide 9: Speak up

[Slide Information]

Speak up

Tiffany's Story

[Slide Narration]

One of the most direct ways we can eliminate sexual and gender-based misconduct from our community is to make it unacceptable. Sometimes we see something that we know isn't right, but we aren't sure how to address the situation. Click the play button to listen to Tiffany's story.

Slide 10: Tiffany's Story

[Slide Information]

Tiffany's Story

[Slide Narration]

It started with "compliments." He would make comments about my clothing like, "That dress really shows off your body." At first, I brushed it off as me being too sensitive, or as him being socially awkward. One day, someone brought donuts to the office to celebrate a colleague's new promotion. When he saw me with one in my hand, he said, "Are you sure you want to eat that?" When I asked, "Why?" he said, "I love how you fill out a sweater, but those pants can only stretch so far." He said it in front of three other people and started walking away. I was shocked, hurt and embarrassed. A fast-thinking coworker stepped in and told him that the comment was not only rude, but completely inappropriate for a work environment. He got flustered and apologized. My other colleagues tried to make me feel better and after talking for a bit, we discovered that he has said similar things to some of the other women too. It was an uncomfortable situation, and I'm really glad someone said something, and hope things will change for the better.

Slide 11: What Can You Do? (Part 1 of 3: Bystander Intervention, 4Ds – Direct, Delay, Delegate, Distract)

[Slide Information]

What can you do?

[Slide Narration]

In this situation, a co-worker recognized an unacceptable comment and spoke up. We always want members of our community to speak up, because we cannot stop these behaviors if we do not know they are occurring. If it does not feel safe to intervene, physically, emotionally, or socially, there are avenues where community members can report concerns anonymously. Sometimes when we are in an uncomfortable situation, we feel we might only have two options, to either (a) do something right now or (b) do nothing at all. There are options that you can consider for taking action. Depending on the particular situation you may choose to use "The 4Ds". Direct, Delay, Delegate, and Distract. When we use the DIRECT option, we are acting immediately to address a situation that is making you or others concerned so that we can minimize the negative effects of the situation. Sometimes, the best option may be to DELAY responding. This can give you or others a chance to pause, reflect, and consider the best path forward. When you use DELAY, you are checking in with those who were involved in or affected by the situation to provide support and assist in generating and implementing solutions. At times, we might not feel we are the best person to intervene in the situation or that we might not have the skills that are necessary. In this case, we might use the DELEGATE option and seek out others who we feel might help us reach a positive conclusion. The DISTRACT option is helpful when you notice a situation that might be causing concern and wish to stop it, but you might not know exactly what to say. DISTRACT helps to draw attention and energy away from the situation.

The 4D options can be used in different ways whenever you want to change the energy in a particular situation. The 4D's can be used alone or in any combination with one another. Let's think about the situation Tiffany just described and consider how she or others in the room might have used the 4Ds to address the coworker's comments. Click on each of the 4Ds below to see examples of each of the four options in practice. When you are finished, click the next arrow at the bottom of your screen to continue.

[Slide Information]

Direct: Confront the situation right away.

Examples of this Option in Practice:

- Tiffany can confront her coworker immediately and say, "I imagine you didn't intend it, but that comment made me feel uncomfortable. Please don't make any more references to my appearance."
- The others in attendance can also confront the coworker immediately on Tiffany's behalf and say something similar. "Your comment to Tiffany was rude and inappropriate, and it made me feel uncomfortable."

Delay: Wait, and check in later with those who were involved in, or affected by, the situation.

Examples of this Option in Practice:

- Tiffany can ignore the comment for the moment and check in with the coworker later in private to let him know his comments are unwelcome.
- Others in attendance can also delay and confront the coworker later in private.
- Others could suggested the coworker check in with Tiffany and discuss the situation with her. He can then apologize.
- Others in attendance can check in with Tiffany and provide support to her, and ask her if she would like some support in confronting the coworker who made the comment or if there is anything else they can do.
- Others in attendance can check in with Tiffany and ask if she would like some support in bringing the situation up to their supervisor or if she would like help in identifying some additional resources.

Delegate: Tell someone else and ask them to help respond to the situation.

Examples of this Option in Practice:

- Tiffany can share her feelings with others about her coworker and test out ways she could confront him about her concerns.
- Tiffany can share her feelings with their supervisor and brainstorm solutions or ask that the supervisor address the behavior.
- Any of the others in attendance can let their supervisor know what they heard, and ask for guidance or ask that the supervisor follow up appropriately to ensure this situation is addressed.

- Tiffany could ask a coworker to accompany her to talk with him.
- Tiffany could talk to FASSCO, Michigan Medicine Office of Counseling and Workplace Resilience, or SAPAC confidentially to identify options for action.

Distract: Create a diversion to interrupt the behavior.

Examples of this Option in Practice:

- In real time, others in attendance could provide a diversion to interrupt the energy:
- “Tiffany, I had a question about the project, can you come over to my desk?”
- “Hey, can you move aside-I wanted to get a couple of donuts.”
- “Did you get a chance to read my email yet?”
- “Is there any coffee left?”
- “Excuse me, did I leave my cell phone over here?”

Slide 12: Support One Another

[Slide Information]

Support One Another

Alex’s Story

[Slide Narration]

Another way we build a culture that rejects sexual and gender-based misconduct is to support one another when these concerns arise. Would you know how to respond if a work colleague or friend told you they were being sexually harassed? Click the play button to hear Alex’s story.

Slide 13: Alex’s Story

[Slide Information]

Alex’s Story

[Slide Narration]

I was shocked when my friend and coworker showed me their personal social media page and what their colleague had posted on it. They said that when the connection request appeared, they tried to ignore it. But when the person asked point blank if they had received it, it felt like there was an unspoken obligation to be online “friends.” Then the posts started. Most of them were innocuous, but some were really offensive. Then this person started sending messages to my friend asking questions like “Why don’t you dress more like a woman?” or “What’s your real name, the one given to you at birth?” My friend has no interest in pursuing a friendship or anything else and feels trapped in a dysfunctional and unwanted social media relationship. They don’t want to unfriend or block this person because they see them at work every day and is afraid it would come back to hurt them.

Slide 14: What Can You Do? (Part 2 of 3: How to support your colleagues)

[Slide Information]

What can you do?

- Address any health or safety concerns first
- Be transparent
- Listen
- Offer support
- Identify available resources
- Remind your colleague it is not their fault

[Slide Narration]

In this scenario, a person experiencing harassment online. Here is how can you support a colleague in this situation: Address health and safety first. Call 911 with any immediate safety concerns. Be transparent. If you feel like you must (or should) tell anybody else about the matter, be clear to your colleague about your intentions. Listen, offer support, and encourage your colleague speak with one of the resources on campus as soon as possible. Individuals who experience sexual and gender-based misconduct sometimes blame themselves for what has happened. They may be asking themselves if they did something to lead the other person on or somehow caused the other person to think a business lunch was a date. Remind your colleague that it is not their fault. Remember to listen without judgement or questioning. Even well-meaning questions may seem judgmental and cause the person to withdraw rather than seek more help. While you should try not to ask questions about what happened, it is always okay to ask, "How can I help?" Your colleague may be frightened about being targeted if they tell someone about being harassed. Individuals often express concerns about retaliation. You can assure them that the university prohibits retaliation.

Slide 15: Available Help

[Slide Information]

Available Help

Shreya's Story

[Slide Narration]

A third way of building a safe, harassment free culture is learning about what resources are available to find help for yourself or others. Click the play button to learn about Shreya's story.

Slide 16: Shreya's Story

[Slide Information]

Shreya's Story

[Slide Narration]

When I started as an assistant professor, my department chair was supportive and offered to be a mentor to me. He gave me constructive feedback on my work and suggestions on how to navigate complex situations in academia. One day, when we were working late, he took my hand, held it, and said that our relationship was "his reason to get up in the morning." I pulled my hand away and told him that I appreciated his support and that our working friendship was important to me. He grabbed my hand again and stroked it. I was in shock. I stood up and left the office. I felt so betrayed. I didn't tell anyone. After that, he became distant and no longer showed any interest in my work. That was a

few years ago. Recently, he started “mentoring” a new assistant professor fresh off a post-doc. I don’t know if I should warn them about him or just mind my own business. I feel guilty and concerned. Should I talk to someone? Where would I go? Will this come back to haunt me? I’m coming up for promotion again soon, and I’m afraid that by speaking up now it will put a blemish on a career that I’ve worked very hard to achieve. But it doesn’t feel right to remain silent. I’d really like to know what resources are out here to help me through this.

Slide 17: What Can You Do? (Part 3 of 3: How do I seek help?)

[Slide Information]

What Can You Do?

- The university offers a variety of free, confidential advocacy, support, and counseling resources
- File a formal report
- You are in control

[Slide Narration]

If you are looking for support and information about what options are open to you, the university offers a variety of free, confidential advocacy, support, and counseling resources. These resources ensure that any information you decide to share is treated confidentially to the fullest extent of the law and will not be disclosed unless you give permission. You also have the option of speaking with one of the university’s reporting resources to file a formal report. While conversations with reporting resources are not confidential, they will handle any information that you provide with sensitivity and discretion. The University of Michigan is committed to advancing a respectful community where you feel supported to raise concerns, ask for help, or learn about your options before making any decisions. You are in control of deciding who you want to speak to and how much information you want to share.

Slide 18: Resources

[Slide Information]

Resources

Please click to see the resources available to you on your campus. When you are finished, click the next arrow to continue.

Ann Arbor:

Confidential Resources

- Sexual Assault Prevention and Awareness Center (SAPAC) 24-hour crisis line: 734-936-3333
- Faculty and Staff Counseling and Consultation Office (FASCCO): 734-936-8600
- Michigan Office of Counseling and Workplace Resilience: 734-763-5409
- Faculty Ombuds

Non-Confidential Resources

- Office for Institutional Equity: Discrimination, Discriminatory Harassment and Sexual

Misconduct Reporting Form 734-763-0235

- Division of Public Safety, Security Special Victims Unit: 734-763-1131
- Call 911 for emergencies
- Human Resources Representatives
- Supervisors
- Collective bargaining agreements: <https://hr.umich.edu/working-u-m/my-employment/union-contracts-wage-schedules>

Dearborn:

Confidential Resources

- Faculty and Staff Counseling and Consultation Office (FASCCO): 734-936-8600

Non-Confidential Resources

- Office of Institutional Equity: 313-436-9194
- UM-Dearborn Police and Public Safety Department- 313-593-5333
- 911 for emergencies
- Collective bargaining agreements: <https://hr.umich.edu/working-u-m/my-employment/union-contracts-wage-schedules>

Flint:

Confidential Resources

- Faculty and Staff Counseling and Consultation Office (FASCCO): 734-936-8600
- Center for Gender and Sexuality (CGS): 810-237-6648

Non-Confidential Resources

- Flint Institutional Equity Specialist (IES): 810-237-6517
- UM-Flint Department of Public Safety: 810-762-3333
- Call 911 for emergencies
- Collective bargaining agreements: <https://hr.umich.edu/working-u-m/my-employment/union-contracts-wage-schedules>

Michigan Medicine:

Confidential Resources

- Sexual Assault Prevention and Awareness Center (SAPAC): 24-hour crisis line: 734-936-3333
- Faculty and Staff Counseling and Consultation Office (FASCCO): 734-936-8600
- Michigan Medicine Office of Counseling and Workplace Resilience: 734-763-5409
- Faculty Ombuds

Non-Confidential Resources

- Office for Institutional Equity: Discrimination, Discriminatory Harassment and Sexual Misconduct Reporting Form 734-763-0235
- Division of Public Safety, Security Special Victims Unit 734-763-1131
- Call 911 for emergencies
- Human Resources Representatives
- Supervisors
- Collective bargaining agreements: <https://hr.umich.edu/working-u-m/my-employment/union-contracts-wage-schedules>

Slide 19: Main Take-Aways

[Slide Information]

Main Take-Aways

Sexual or gender-based misconduct at any level is never acceptable

- If you are experiencing sexual or gender-based misconduct, you can get help
- If you see it happening to others, speak up
- If somebody shares with you what they've experienced, you can help them by
 - Listening
 - Connecting them with resources

[Side Narration]

You have reached the end of the module. There is no quiz, but here are the main points that we hope you will take away with you to help build a culture of respect at the University of Michigan. Sexual or gender-based misconduct at any level is never acceptable. If you are experiencing sexual or gender-based misconduct, you can get help, including confidential help. If you see sexual or gender-based misconduct happening to others, you are encouraged to speak up when safe. If somebody shares with you that they have experienced sexual or gender-based misconduct, you can help them by listening and connecting them with the appropriate resources.

Slide 20: Want More Information?

[Slide Information]

Want More Resources?

- Visit the Sexual Misconduct Reporting and Resources page for more information
- Emailed resources are coming
- Check your MyLINC learning dashboard

[Slide Narration]

If you want more information, please see visit the Sexual Misconduct Reporting & Resources website. The resources discussed in this module will also be emailed to you. Finally, you can also find printable resources on your MyLINC learning dashboard. Thank you.

In order to certify completion of this training module, please respond to the [Credit for Mandatory Training - Accessibility Version questionnaire](#). Once you submit a response to this Qualtrics survey, your participation will be documented. If you have any questions, please contact

ol.sexualmisconduct.request@umich.edu. For more information, please visit the [Sexual Misconduct Reporting & Resources website](#).