

## Career Readiness Workgroup Report

The University of Iowa 2018-2021 Anti-violence Plan outlines a tactic in the prevention and education section to, “Explore the creation of a career readiness workshop and other resources for students about sexual harassment prevention in the workplace.” To meet this goal, the Career Readiness Workgroup (herein Workgroup), including stakeholders from various colleges and student support from University of Iowa Student Government (UISG) and Graduate & Professional Student Government (GPSG), was charged with “recommending content, format, and assessment plan for a workshop to support undergraduate, graduate, and professional students in preventing sexual harassment in the workplace” (See Appendix i).

Deliverables include a workshop, additional resource recommendations, and a communications plan.

### Process

To inform content and decision making, the Workgroup considered documents from the National Sexual Violence Resource Center, the National Association of Colleges and Employers (NACE), as well as the Iowa 11 competencies and NACE Competencies. Scope creep was a challenge that the group faced with many questions regarding content, logistics, incentives, and tracking. In order to keep the charge moving forward, the Workgroup developed a list of recommendations to supplement the deliverables, as well as broke into two sub-committees with one addressing the assessment of video content and the other addressing the creation of the workshop. The sub-committees independently completed their tasks and communicated via email, while still discussing and reaching consensus on their recommendations with the Workgroup.

Before creating content, the Workgroup assessed current efforts on campus as well as what students would find most useful. A small survey for faculty/staff was sent to areas of campus that were not represented on the Workgroup (with responses from College of Education Director of Student Teaching, School of Social Work Director of Field Education, and TCOB undergraduate Pro Prep instructors). In addition, two focus groups were conducted for students with the help of the Office of Assessment, Improvement, and Research. The data was used to inform the objectives and content for the workshop, as well as recommendations for delivery. Students wanted to learn more about how to identify sexual harassment, next steps to take, and how to navigate power dynamics they encounter. Some students reported completing compliance videos at their internships or co-ops, and most had interest in delving into real-life scenarios.

Other influences on the objectives and content included: the Workgroup charge; the typical, repeat scenarios that are reported to the Office of the Sexual Misconduct Response Coordinator (herein OSMRC); and the patterns that Workgroup members have seen in their work. Each member of the Workgroup also submitted a scenario from their area in order to tailor the workshop for its audience based upon level of school or academic program. These scenarios were edited and checked for diversity by staff and students before being submitted to the workshop planners for inclusion.

## **Video Training**

The committee researched three online sexual harassment trainings and were provided demo access for two—EVERFI and JJ Keller. The third training program, Transform Workplaces, highlighted in a recent NACE article, focuses specifically on college students engaging in experiential learning opportunities (internships, externships, etc.). The product is not yet ready for sale, but the committee recommends its consideration once available. After reviewing currently available products, the committee agreed that JJ Keller's *Sexual Harassment Prevention* aligns best with the training goals articulated by the Workgroup. The training is well-organized, clearly articulates learning objectives, provides an online learning environment that requires active listening and engagement, and provides periodic feedback in the form of section quizzes. Currently, the workgroup recommends purchasing JJ Keller's *Sexual Harassment Prevention* online training for use with students at the University of Iowa.

JJ Keller provided the following pricing structure:

- 0-300 students: \$2,995
- 301-750 students: \$5595
- Additional discounts with bulk purchases

If purchased, the Workgroup recommends housing the video in an ICON site where introductions from OSMRC, Deans, or the President can be included, as well as resources for support if students experience a problem.

If the video is made into a requirement, tracking via ICON or by data sharing from JJ Keller will be essential so that students do not need to repeat the requirement if they participate in more than one course or experience that mandates it. If required for undergraduates in registered field experience courses (internships, practicums, co-ops, clinicals, etc.), the committee estimates initial student use at 4,500<sup>1</sup> annually. However, the committee recommends working individually with departments to assess the appropriateness of such a requirement based upon their specific circumstances. For instance, while a requirement could most likely work for the 0-credit internship courses across campus (reaching approximately ~840<sup>2</sup> annually), it may be inappropriate for a shorter-term Education Practicum. In addition, some colleges, like the College of Public Health have been addressing the issue through their own workshops and may want to have options between the video, the workshop designed by the Workgroup, or to continue with their own workshop.

## **Workshop**

After considering the input of the Workgroup members and students, the committee developed 4 learning objectives for the workshop: what is legal in the workplace, how to maintain a welcoming environment through civility and respect, how to interrupt problematic behaviors, and how to report problematic behaviors. The committee devised content and activities to fill 90 minutes with a break in

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<sup>1</sup> Based upon Registrar enrollment in field experience courses in academic year 2018-2019. Contact Jennifer Noyce at [Jennifer-noyce@uiowa.edu](mailto:Jennifer-noyce@uiowa.edu) for access to the list of 191 courses.

<sup>2</sup> Based upon Tippie College of Business, Pomerantz Career Center, and Engineering 0-credit internship/co-ops in calendar year 2019.

content. The workshop can be delivered as two, separate 45-minute workshops or one stand-alone workshop. This flexibility allows enough time for the content and will allow faculty who teach courses of varying lengths to request or deliver the workshop. The number of scenarios devised (15 plus) also allow for flexibility on what scenarios and how many are used based upon the audience.

The workshop was piloted with professional students from the College of Law, and undergraduates associated with peer and intern programs at the College of Engineering and the Pomerantz Career Center. These students provided feedback on content and activities with most appreciating the community agreements and all finding the scenarios effective. Many were confused by the videos shown to try to connect the issue with pop culture examples and confused by the focus on professionalism and competencies at the beginning, wanting that time to be spent on addressing intervention and reporting more. In the finalized version of the workshop, the group removed the videos, made the connection between professionalism as harassment prevention more explicit, and provided more time to address bystander intervention and reporting. There is also a "Facilitator Guide" of directions, possible follow-up comments and questions that a presenter can use.

The workshop content includes (see Appendix ii for full workshop):

- Agreements
- Discussion of professionalism and boundaries
- Definitions of sexual harassment
- Guided and independent scenario analysis
- References to bystander actions and reporting resources

The workshop outcomes include (see Appendix ii for assessment):

- Students define sexual harassment, understand why it is a problem, and that it is illegal.
- Students understand the importance of professionalism and can identify one way to act professionally.
- Students can analyze a situation for problematic behavior and determine how a bystander could respond.
- Students can identify a reporting resource in the workplace or on UI's campus.

## **Communications Plan**

The Workgroup recommends that OSMRC work closely with academic Departments to identify key collaborations for requiring the video or workshop training. The Communications Plan includes two parts – one for faculty & staff as OSMRC works with them on adoption of a video training or a workshop, and then one for students after an adoption plan has been agreed upon. Regardless of if a requirement is put in place in certain departments, students will still need opt-in video access or workshops in order to meet the needs of students who are not required to register for courses related to their pre-professional experiences, or who are about to graduate and have not had an experience.

Faculty surveyed did not want a train-the-trainer model for the workshop. Thus, the Workgroup recommends that OSMRC houses and stewards the workshop with the Violence Prevention Coordinator. Currently, the Violence Prevention Coordinator has capacity to offer it 1 time a semester as an opt-in workshop and 1 time per semester as requested by an intact group. For others who want

to deliver the workshop, we recommend they work with the OSMRC and Violence Prevent Coordinator to assess their preparedness to act as a facilitator. If the OSMRC and Violence Prevention Coordinator deem they are skilled enough to deliver the workshop, then they can tailor the scenarios or professional competencies to their field and work with OSMRC to maintain the integrity of the rest of the content. Please note the Workgroup recommends having a few highly skilled trainers instead of many being trained in order to maintain the integrity and support the learning outcomes effectively.

Once video training and basic workshops have been implemented, the committee recommends further collaboration to deliver the workshop to key professional development-related classes, perhaps using more violence-prevention educators. Potential courses could include: UI STEP (Student to Employed Professional), Career Leadership Academy, Career Center Program Courses, Tippie College of Business Undergraduate Pro Prep courses and Graduate Pro Prep courses, College of Public Health Applied Practicum course and Professional Seminar course, as well as internship & practicum seminars that are delivered in person. Non-course opportunities include the College of Law's Career Development Summer Orientation, the College of Public Health's doctoral students' weekly meeting, and Workforce Development sessions conducted by UI STEP.

Please view the full Communications Plan for Faculty/Staff and for Students, including Outreach Methods, Audience, Content, Avenues, Contact person, and Timeline, in Appendix iii.

### **Challenges and Additional Recommendations**

Each college and level of student has different needs when learning how to address the prevention of sexual harassment. The Workgroup attempted to meet these needs by creating a variety of scenarios so that the workshop can be tailored. However, inquiring with colleges and students provided more feedback that did not align with the scope of the Workgroup or that was not necessary to address in the planning phase. It behooves us to share the needs identified and recommendations made for OSMRC to address during implementation or in additional efforts of the Anti-Violence Council.

- Tippie College of Business's Business Communication and Protocol and ProPrep courses (which reach ~700 students annually) could add content regarding sexual harassment prevention to their curriculum or work with OSMRC to arrange multiple facilitators for the workshop created by the Workgroup. The large number of students in the course prevents the implementation of the workshop during this class as is.
- The College of Education student teachers, Health Management & Policy, Law, Social Work, and Dentistry are already addressing sexual harassment in some way. OSMRC may need to work with them individually to assess whether they are addressing the issue at enough depth.
- Some form of content (video or in person workshop) is highly encouraged for any student registered in an internship, co-op, practicum, clinical or legal externship. If a requirement is made, ensure a tracking mechanism is in place so students do not have to repeat the training multiple times.
- If a requirement is put in place for field experiences, inform the workplace supervisors that students have participated.
- Add incentives for any opt-in video or workshop opportunities

- Students from the Graduate and Professional Student Government who reviewed the JJ Keller training for the Career Readiness Workgroup preferred that training instead of the current bystander intervention training completed by graduate students.

## **Assessment**

In order to evaluate the efficacy of our efforts, the Workgroup recommends assessing the outcomes of the workshop and video. The workshop can be assessed each time it is delivered using the questions in appendix ii. During the first two years of the workshop, we recommend making changes to the content to make it more effective based upon the assessment results each semester. After the 4th semester, we then recommend analyzing assessment data based upon demographics in order to identify populations where the workshop is not as effective and to identify gaps where specific sub-sets of students are not being reached. In addition, as the workshop is delivered, the Workgroup recommends paying attention to feedback from younger students in order to make sure it is not skewed towards older students as the pilot group participation was skewed.

Similarly, we recommend working with the video vendor, JJ Keller, for regular reports in order to analyze what percent of UI students are effectively meeting outcomes as well as to identify populations for further outreach. The video does include quiz questions, which could be analyzed individually if there are specific outcomes that OSMRC hopes to emphasize. If OSMRC finds the quiz questions to be insufficient data, the Workgroup recommends working with an assessment coordinator in the Division of Student Life to develop tailored questions for UI's needs that can be housed in the ICON site with the video.

## **Career Readiness Workgroup Report – Appendix**

### **Appendix i – Charge**

#### **Career Readiness**

#### **Work Group Charge**

The University of Iowa 2018-2021 Anti-Violence Plan outlines a tactic in the prevention and education section to, “Explore the creation of a career readiness workshop and other resources for students about sexual harassment prevention in the workplace.” in order to meet the overall strategy, “Expand student prevention and education so every student develops the knowledge and skills to engage in healthy relationships, serve as active bystanders, respond effectively to disclosures, and report problems.” The work group is charged with recommending content, format, and assessment plan for a workshop with the goal of supporting undergraduate, graduate, and professional students in preventing sexual harassment in the workplace.

**The work group will include:**

- Jenny Noyce, Pomerantz Career Center
- Teri Schnelle, Division of Student Life
- Gwen Archibald, College of Public Health
- Carin Crain, College of Law
- Jill Tomkins, College of Business
- Josh Frahm, Pomerantz Career Center
- Travis Greenlee, College of Engineering
- Martha Pierce, Women’s Resource & Action Center
- Martha Kirby, College of Liberal Arts & Sciences

**Sponsor:** The work group is sponsored by the Anti-Violence Coalition.

**Project Support:** Jenny Noyce will serve as the work group chair and Teri Schnelle will serve as project manager.

**Deliverable:** The work group is responsible for delivering the following:

- A ready to implement workshop that supports students in preventing sexual harassment in the workplace.
- Other resources, including videos, which support students in preventing sexual harassment in the workplace.
- A communication plan to share the workshop with stakeholders and students.

**Timeline:** Amended due date for above deliverables: Spring 2020

## **Appendix ii**

**Workshop:** [https://iowa-my.sharepoint.com/:p/g/personal/tschnelle\\_uiowa\\_edu/ESnT7c4LKrFKkF7jdWv-yVYBr0MeBiah4jpSH8vdLtDTNA](https://iowa-my.sharepoint.com/:p/g/personal/tschnelle_uiowa_edu/ESnT7c4LKrFKkF7jdWv-yVYBr0MeBiah4jpSH8vdLtDTNA)

**Scenarios:** [https://iowa-my.sharepoint.com/:w/r/personal/tschnelle\\_uiowa\\_edu/Documents/Career%20Readiness%20Work%20Group/Scenarios/Updated%20Scenarios/Scenarios%20for%20Workshop.docx?d=we89981062f894f3ca20061f89da96c37&csf=1&e=SzXyF7](https://iowa-my.sharepoint.com/:w/r/personal/tschnelle_uiowa_edu/Documents/Career%20Readiness%20Work%20Group/Scenarios/Updated%20Scenarios/Scenarios%20for%20Workshop.docx?d=we89981062f894f3ca20061f89da96c37&csf=1&e=SzXyF7)

**Assessment:**

[https://uiowa.ca1.qualtrics.com/jfe/preview/SV\\_b0Y8lIPx49s6lxD?Q\\_SurveyVersionID=current&Q\\_CHL=preview](https://uiowa.ca1.qualtrics.com/jfe/preview/SV_b0Y8lIPx49s6lxD?Q_SurveyVersionID=current&Q_CHL=preview)

## Appendix iii

### Communications Plan - Faculty

Outreach Method	Audience	Content	Avenues	Current Contact Person	Timeline	Recurring?
Email - from OSMRC	Deans	Information about Video Option & Workshop; strong encouragement to discuss with faculty field experience instructors and decide what works best for students in their department embarking on internships/practicums/clinicals, etc.; encouragement to share workshop option with all faculty as a professional development option for their students; encouragement to respond if there is already a robust requirement in place that addresses sexual harassment prevention.	DDDEO - List		Spring & Summer 2020; After decision to purchase training video has been made and workshop facilitators have been decided	No
1:1 Follow-up	Deans	Short Overview & Answer Questions; are there other influencers in their colleges that OSMRC should talk to about implementation?	Phone			No
In person Group Meeting	Internship, Co-op, Practicum, etc. Instructors/Preceptors	Provide opt-in open-house meeting with broad overview of workshop content and video content; logistics of completion tracking of the video	DDEO-List -->DEO's send to instructors/coordinators		Spring & Summer 2020; After decision to purchase training video has been made and workshop facilitators have been decided	No
Email -from OSMRC	Faculty & Staff	Broad information about video option & workshop; provide context of Career Readiness Workgroup	SST Listserv		Spring & Summer 2020; After decision to purchase training video has been made and workshop facilitators have been decided	No
			DDDEO - List			No
			DGS – List (Director of Graduate Studies)			No
			Grad Coordinator List Serv			
			Dean's Offices			No
Email - from UI Step	Student Staff Supervisors (both GROW & UI Step)	Broad information about video option & workshop; provide context of Career Readiness Workgroup; option for their student's professional development		Josh Frahm, Associate Director, Student Employment Programs (josh-frahm@uiowa.edu)	August 2020; After decision to purchase training video has been made and workshop facilitators have been decided	1x yearly
Email - from ICRU	Research Supervisors	Broad information about video option & workshop; provide context of Career Readiness Workgroup; option for their grad & undergrad lab assistant's professional development		Bob Kirby, Director of ICRU (bob-kirby@uiowa.edu)	January 2021; After decision to purchase training video has been made and workshop	1x yearly

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## Communications Plan – Students

Outreach Method	Audience	Content	Avenues	Current Contact Person	Timeline	Recurring?
Email - from Student Group Advisors	Student Leaders	Information about Workshop and its importance; inclusion of contact to request workshop for student group	Leadership, Service, & Civic Engagement	Erika Christiansen, Assistant Director, erika-christiansen@uiowa.edu	After facilitator capacity is assessed	1x Yearly
			Student Engagement & Campus Programs -Nellie Link	Nellie Link, Associate Director, nellie-link@uiowa.edu	After facilitator capacity is assessed	1x Yearly
Digital Poster	All Students	Information about opt-in workshop dates, times, location	"Events" section of CampusLabs.com aka Engage		2 weeks before workshop	2x yearly
			Digital Kiosks in academic buildings, IMU, Main Library and PCC	Various	2 weeks before workshop	2x yearly
			After Class event	<a href="https://afterclass.uiowa.edu/about-after-class/">https://afterclass.uiowa.edu/about-after-class/</a>	Month before workshop	2x yearly
Digital Poster	All Students	Information on how to access video (if not in an internship/coop/practicum course or are a senior about to graduate)	Digital Kiosks in academic buildings, IMU, Main Library and PCC	Various	November, April	2x yearly
Social Media File	All Students	Information on how to access video (if not in an internship/coop/practicum course or are a senior about to graduate)	Social Media Accounts: Departments, PCC, Division of Student Life, UISG, GPSG	Various	November, April	2x yearly
Email from Academic Advisors	Seniors	Information on how to access video if they have not completed it yet	Self-determined by advisor	Various	Upon return to school in the Fall	1x yearly (late August)
Email - from field experience course instructors	Registered Interns, Co-ops, Practicum Students, etc.	Information about workshop dates, times, location or directions on accessing the video training	MAUI Class lists	Various -can get robust list of courses and instructors from the Registrar	2 weeks before workshop	2x yearly (Nov. and April)
Email - from coordinators and/or Academic Advisors	Unregistered interns, co-ops, etc.	Information about workshop dates, times, locations AND directions on accessing the video training	Self-determined by coordinator/advisor	Paul Jensen (Journalism)	2 weeks before workshop	2x yearly (Nov. and April)
				Erin Litton (Health & Human Physiology)		
				Nicholas Kavanaugh (Tippie RISE)		
				Meghan Davis (Tippie, Graduate Pro Prep)		

				Carin Crain (Law)		
				Scot Reisinger (Public Health Director of Student Services)		
				Gwen Archibald (Public Health, Director of Student Services –Health Management & Public Policy)		
				Travis Greenlee (Engineering)		
				Keri Neblett (Social Work)		
				Diane Hauser (CLAS - Academic Advisors)		
				Lisa Ingram (Academic Advising Center)		
				Anna Jensen (Sport & Rec Management)		
				Heidi Lung (Museum Studies)		
				Jenifer Vick (Fundraising & Philanthropy)		
				Tracy Hufford (Event Management)		
				Michaela Ruppert (Sociology & Criminology)		
				Andrew Willard (Honors - Experiential Education)		
				Monica Ernberger (Study Abroad - Internships)		
				Julie Heidger (Education - Teaching)		
				Jennifer Noyce (Pomerantz Career Center)		