Background:
The President’s Task Force on Preventing and Responding to Sexual Violence and Sexual Assault recommended developing a comprehensive training and education plan for all populations (student, staff and faculty) throughout the system. Implementation began September 2015. Implementing this recommendation for a system as expansive and diverse as the University of California required a multi-pronged effort with several critical steps. The objective was to develop a “core content” framework and implement it consistently across the system. Our campus cultures are diverse and have specific needs which were a consideration in the implementation strategy by allowing variance to the method chosen to deliver the training at each site. The overall goal for implementing this recommendation is to encourage behavioral change to prevent/reduce sexual violence and sexual assault (SVSA), to build a culture of trust and, most importantly, to increase the safety for all populations on campus.

The Education and Training Framework: Based on the culmination of comments and feedback from the numerous Task Force and Work Group meetings convened since July 2014, the Training and Education Framework (“Framework”) was developed. This Framework is consistent with Federal and State regulations (including the Violence Against Women Act) and can be applied to all populations systemwide. The Framework consists of six core concepts that comprise a baseline curriculum for students, staff and faculty:

- Definitions of Violence
- Social Norms – attitudes and beliefs that normalize violence
- Bystander Intervention
- Trauma Informed Response
- Support Resources – including confidential resources and respondent services
- Reporting Rights & Options

From the advice and experience of prevention education staff on each campus, we recognized the need to deliver information in smaller, frequent educational and training sessions rather than one large session. In developing the Framework, we also recognized the need for consistency with adult learning theory related to the timing of information, adult learning principles, the need to provide a variety of learning modalities, and the ability for retention of information. In reviewing each population’s needs, the Framework incorporates three levels of population specific content for each core concept. As a reminder, we have described the training requirements for your reference:

I. **Undergraduate Students and Graduate Students:** All incoming students receive a minimum of “three points of education” by the last day of the first six weeks of school each academic year. We agreed that the method for delivery of these three points of education could vary by campus but the education content must include the “six core concepts” listed above. The method of delivery may include, but is not limited to, welcome letters, online education, policy reading, and orientation but in-person education must occur within the first six weeks of school.

Ongoing, each campus will continue to provide multiple opportunities for education each academic year to ensure students receive additional information on sexual misconduct prevention and response topics. In-person, online courses, individual 1:1 sessions, case scenarios for group discussion, etc., are some of the methods campuses can utilize. Online training, Law Room/Campus Clarity: “Think About
it”, for undergraduate and graduate students is available systemwide through the Learning Management System (LMS), to all campuses who wish to utilize this module for ease of tracking and accessibility. Tailored training should also occur with specified student populations, including Greeks, athletics, underrepresented minorities, and others each academic year. Since these groups have been identified as an area of focus, more tools will be provided to assist with the “tailored” training in the coming year.

II. **Staff:** As of January 2016, all incoming staff are required to complete an initial training within the first six weeks of their start date with the University and then required annually. Online courses for non-supervisors, Law Room/Campus Clarity: “Intersections”, and for supervisors/faculty,”AB1825”, were provided though the LMS at all campus locations. These modules convey a baseline of legal obligations and scenarios applicable to our University environment. Trauma-informed training and appropriate responses in referring survivors and respondents to the right resource, etc. are also included. The services of an onsite live theater performance group (Life Theatre) have also been made available as an additional employee training option at no cost to the campus.

III. **Faculty:** All incoming faculty receive mandatory trauma-informed education within the first two months of the start of their UC service date as required by AB1825. Training can be online or in-person. At campus discretion, training may be offered during events such as faculty, divisional, or department meetings. Additional training will be made available to specific faculty and academic personnel who may work directly with complainants and respondents; for example, those who serve as faculty graduate advisors and faculty undergraduate advisors. The content and delivery method was developed in consultation with an Academic Personnel workgroup with feedback from Academic Senate leadership and faculty representatives.

**Online Training Modules – Law Room/Campus Clarity (a three year contract provided by the President for campus use):** It has been almost one year since the roll out of “Think About It” (students) and “Intersections” (faculty and staff), the online education modules by Law Room/Campus Clarity. We have received many positive comments as well as suggestions for improvements. Our goal is to ensure these modules contain the most updated information and the training is meaningful to our UC community. Since its implementation, we have been collecting feedback and comments from different populations and are now revising the training based on that feedback by making the following updates:

- **Undergraduate “Think About It” course:** This course will be updated with content revisions requested by campuses, Title IX, and student users. *Estimated roll-out date: October 2016.*
- **Graduate “Think About It” course:** We are developing a comprehensive new module for graduate students by combining and enhancing the content. There was a requirement duplication when employed graduate students were obligated to take both the graduate “student” course and the supervisory or non-supervisory “staff” course. Due to the dual roles of teaching assistants and other graduate students who are also University staff, these individuals previously had to complete both online modules. With this new course, **ALL** graduate students (employed or not) will be able to take this one new course and it will satisfy all legal requirements for employees but still retain its graduate student focus. In the meantime, until the current module is completed, employed graduate students will continue to take both the graduate student course and the non-supervisory employee course. *Estimated roll-out date for new course: October 2016.*
- **Staff and Faculty “Intersection” Courses:** These two courses will be updated with content suggestions requested by campuses, Title IX, and users. In addition, as requested, we are contracting with the vendor to develop the training into three languages: Spanish, Mandarin, and Tagalog. Other languages
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may be added as the need arises. These translations are not an easy task due to underlying technical specifications, but will be available in the fall. **Estimated roll-out date: October 2016.**

**Tracking:** Completion of education related to SVSA is the responsibility of each location. Title IX officers have historically received completion reports of the mandatory supervisor course and worked with campus schools, divisions, and departments to complete the requirements to achieve 100% compliance, however, this does not cover all the training identified above. With the new education requirements for all UC populations, each location should have some method to track their efforts and assign responsibilities for ensuring that all training requirements are met. The California State Auditor identified this as an area in need of improvement at UC.

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