

To: UMass Lowell Executive Cabinet

From: Task Force on Sexual Harassment

Date: Dec. 13, 2019

Re: Recommendations from the Task Force on Sexual Harassment

INTRODUCTION

Sexual harassment and assault occur at every college and university in the United States, as well as in the culture at large. UMass Lowell is no exception. The university has made progress in addressing sexual harassment, sexual violence and gender-based discrimination over the past decade by dedicating more resources to the Equal Opportunity and Outreach office (EEO) and the office of Student Conduct. However, we still have work to do in creating a welcoming, safe and inclusive environment for everyone.

To that end, Chancellor Jacquie Moloney convened the Task Force on Sexual Harassment on April 16, 2019, to review the university's Title IX policies and procedures, educational efforts, climate and culture, and our communication on these issues. The chancellor's decision came in response to concerns within the campus community. Anticipation of changes to the U.S. Department of Education's Title IX regulations and a state law requiring sexual harassment education added urgency to this effort.

We finalized our recommendations at the last full task force meeting on Dec. 11, 2019. We view them as a first step, knowing that implementation will require participation from the employee unions, the UMass President's office and the UMass general counsel. We also strongly recommend that leadership solicit ongoing input from the wider university community, in part through a permanent advisory council (see the first recommendation by the full task force).

We all agree that implementation of these recommendations should be a priority for the university. We are also aware that this will require a significant investment of additional resources. As the chancellor and executive cabinet move forward with a cost analysis and funding decisions, we ask that they consider the cost of failing to commit the resources necessary to effect serious change. We also ask that, as they evaluate internal and external resources that can be dedicated to this work, they consider the existing workload of faculty and staff.

Task Force Structure

The task force is broadly representative of the university. Its members include: a representative from each of the eight employee unions; a faculty member from each of the six colleges; mid-level administrators and staff from a cross-section of business units; representatives from Athletics, Advancement and the UMass Lowell Police; several students; and the university's professional Title IX staff. The task force is also diverse in age, gender, sexual orientation, race and ethnicity. A full list of members can be found at the end of this report and on the task force website. <https://www.uml.edu/Prevent/Sexual-Harassment/Task-Force/Members.aspx>

The task force is led by three co-chairs: Joanne Yestramski, senior vice chancellor for finance, operations and strategic planning, who oversees Human Resources and the office of Equal Opportunity and Outreach (EOO); James Kohl, dean of Student Affairs and enrichment; and Keith Mitchell, associate professor of English.

The task force steering committee includes the three co-chairs and five advisory members: Clara Reynolds, director of Equal Opportunity and Outreach (EOO) and the university's Title IX coordinator; Annie Ciaraldi, associate dean of Student Affairs for compliance and violence prevention, who oversees Student Conduct; Meg Bond, a psychology professor and distinguished university professor whose research focuses on sexual harassment and workplace diversity; Michelle Haynes-Baratz, a professor of organizational psychology who specializes in workplace diversity; and Lauren Turner, senior associate vice chancellor for Human Resources and organizational strategy and effectiveness.

The steering committee asked task force members to serve on one of four subcommittees, each chaired by one of the task force co-chairs and advised by one or more of the advisory members. The subcommittees are: Policies and Procedures; Communication; Training and Education; and Culture and Climate. Membership is included on the task force website.

<https://www.uml.edu/Prevent/Sexual-Harassment/Task-Force/subcommittees/>

The task force co-chairs hired consultants to educate task force members on the current status of Title IX, anticipated changes under the forthcoming regulations, and best practices in preventing and addressing sexual harassment, sexual violence and gender discrimination in higher education. The consultants came from ATIXA, a professional association for Title IX coordinators, investigators and administrators, and The NCHERM Group, a legal consulting group specializing in risk prevention at higher education institutions. In our work, we also referred to the Sexual Harassment Risk Factors & Recommendations for Intervention based on the Equal Employment Opportunity Commission's 2016 report (see Appendix C).

Decision-making Process

Over the course of eight months, each subcommittee researched and discussed issues and proposed recommendations within its area, first adopting them in the subcommittee and then bringing them to the entire task force for discussion and approval. To address gaps, three recommendations were also brought forward by individual task force members and adopted at the final task force meeting on Dec. 11.

The task force used a deliberate consensus process in deciding whether to adopt the recommendations. Members could choose to accept a recommendation, block it, stand aside, or recuse themselves. (A full description of the consensus process is in Appendix D). As a fallback, the task force also agreed that if one or more members continued to block a particular recommendation after thorough discussion, the recommendation could be adopted by a vote of 75 percent of task force members present. However, this did not prove necessary, as all of the recommendations were approved by consensus.

The task force also held two listening sessions to solicit input from the wider university community: one for faculty and staff, and a separate one for students. Top university administrators, including Chancellor Moloney, Provost Joseph Hartman and other members of the executive cabinet came and listened respectfully, without responding. In addition, faculty, staff and students were invited to submit comments to the task force anonymously through a pair of web portals: one for students and another for faculty and professional (non-student) staff. The comments, suggestions and questions discussed at these listening sessions and through the anonymous web portals have been considered by the subcommittees and incorporated into our recommendations. To see a summary of these concerns and questions, please view Appendix B.

RECOMMENDATIONS

Introduction

Because of the process we used, there is some overlap and redundancy in the recommendations from the different subcommittees. This should be read as placing a high value on certain key areas identified for improvement.

There are also occasional inconsistencies (for example, in the values language used by the Communications Subcommittee vs. the Culture and Climate Subcommittee). However, these inconsistencies are minor, and we have not made adjustments because we want to honor and fully represent the work of each subcommittee. We are leaving the process of reconciliation to further discussion and implementation of the recommendations by the university administration, with broad input from the university community as well as the UMass president's office, the UMass general counsel and the employee unions, guided by the proposed permanent council.

In the summary portion of this report, some of the exact wording of the recommendations was edited by the report's authors, but this editing was minor and did not change the substance or meaning of the recommendations as they were approved and, occasionally, amended. Changes in wording have been made for greater brevity and clarity, context and fine-tuning only.

The recommendations are numbered to make it easier to refer to the full text. For the exact language of each recommendation as it was presented during the meeting in which it was approved, and for more details on the intent, justification, goals, pros and cons, and possible alternatives to each recommendation, as well as the resources the subcommittees drew upon, please refer to Appendix A. The language in the actual resolutions may vary in minor ways from the summary report because of amendments or changes in phrasing agreed upon during the meeting when each resolution passed.

FULL TASK FORCE

Immediately establish a permanent Council on Gendered Violence, Harassment and Discrimination to provide leadership and guidance during implementation of these recommendations and to identify and follow up on continuing and future issues.

- 1) This council should monitor and assess the implementation of the task force's recommendations, identify and address additional needs or challenges, and help maintain communication with the broader campus community.
- 2) This council should be comprised of volunteers, who should include (and these categories may overlap):
 - a. One representative of each employee union.
 - b. One member of each task force subcommittee, for full context and continuity, and to take advantage of acquired knowledge.
 - c. Other community members and experts who did not have an opportunity to serve on the original task force.

POLICIES AND PROCEDURES SUBCOMMITTEE

- 1) Invest in a case management system for EOO that would allow professional staff to digitize records, run reports, review trends and verify employees' disciplinary histories.
- 2) Adopt or maintain best practice standards for Title IX proceedings when permitted to do so under the Department of Education's forthcoming Title IX regulations, working with the UMass system, the UMass general counsel, and the employee unions, including:
 - a. Continue requiring all or most employees to report possible Title IX violations, except for nonsupervisory maintenance staff and "confidential employees" (health and mental health personnel, campus ministry, etc.).
 - b. Set up a well-publicized telephone hotline to the Title IX office, and clearly label and prominently display on our website a "button" for reporting incidents through the anonymous web portal. Look at setting up a box on each campus where people can submit anonymous complaints on paper.
 - c. Investigate all Title IX complaints affecting the safety of the university community and/or a particular individual's ability to work or study here free of sexual harassment, sexual violence or gender discrimination, whether or not the university is legally liable for the behavior.
 - d. Continue to use the "preponderance of the evidence" standard (more likely than not) in deciding whether someone has violated university policy.
 - e. If the new regulations require trial-like hearings, ensure that new procedures and training for hearing panel members include a focus on minimizing secondary trauma caused by the adversarial process.
 - f. If advocates are allowed to act for the parties in a trial-like hearing, the university should provide trained advisors when needed to maintain equity between the parties to a complaint.
 - g. As the Title IX professional staff updates the university's guidelines to comply with the forthcoming regulations, they should draw on the diverse perspectives represented by the proposed Council on Gendered Violence, Harassment and Discrimination and the broader university community.

- 3) Create a “Sanctions Panel” or panels to recommend sanctions for faculty and professional (non-student) staff found to have violated the university’s Title IX policies.
 - a. Sanctions should be considered by peers of both the reporting and responding parties to a complaint. This can be achieved through a pool of trained faculty and staff who can be teamed up for panels on particular cases involving a faculty member and staff member, two faculty members, a staff member and student, etc.
 - b. The panel(s) should represent both tenured and non-tenured faculty and supervisory and nonsupervisory staff.
 - c. All faculty and staff members serving on these panels should be well-trained and appropriately compensated for their service. The university should also indemnify them for any actions they take in the performance of these duties.
- 4) Clarify our procedures for reviewing Title IX complaints and notifying the parties of the outcome.
 - a. Clarify that statements by both the reporting party and the responding party will be reviewed and considered, including in the absence of supporting information, documentation or witnesses.
 - b. Notify both parties by email when a Title IX review has concluded, and attach a letter describing the findings and the appeal process. The letter should be as explicit as possible under state and federal privacy laws, and should also explain what cannot be disclosed, and why, under state and federal privacy laws.
 - c. Phone the parties the same day or earlier, if possible, to alert them that the email and attached letter are being sent. Also notify one or more of the parties by mailing a registered letter, if requested by that party or if the party is external (donors, sponsors, and businesses or agencies where students work and volunteer through university programs). It is the parties’ responsibility to inform EOO of the best phone number, email and mailing address to reach them.
 - d. Extend the window for an appeal to 10 calendar days.
- 5) Revise language on antidiscrimination policies and procedures to be consistent among all of the UMass Lowell and union collective bargaining agreements (CBAs).
- 6) Move forward with the unions to strengthen and approve the proposed Consensual Amorous Relationship Policy and incorporate it into all of the collective bargaining agreements.
 - a. The proposed policy strongly discourages and requires disclosure to EOO of any amorous (dating, sexual, romantic) relationship that involves a direct professional responsibility – supervision, advising, teaching, support role – between the parties.
 - b. We further recommend that the policy also strongly discourage relationships between any faculty member and a student, as well as any professional (non-student) staff member and a student. Disclosing such relationships to EOO would be strongly encouraged, but not required.

- c. We also recommend that the policy strongly discourage any relationships between faculty and/or professional staff within the same department or business unit. Disclosing such relationships would be strongly encouraged, but not required.
- 7) Reevaluation, with broad input from the campus community, of EOO's resource allocations, including staff and budget; its physical space; and its administrative location within Human Resources.
- a. Administrative location: We recommend a reconsideration of EOO's administrative location within Human Resources to instead give it a direct line of report to a vice-chancellor, the chancellor or the provost.
 - b. Physical location: EOO's offices should be located in a more private space, separate from Human Resources.
 - c. Resource allocation: To implement the task force recommendations and the new Title IX regulations, EOO and Student Conduct will need more resources, including personnel with a legal background, investigative experience, experience with Title IX, and/or a counseling background and experience with trauma-informed care.

COMMUNICATIONS SUBCOMMITTEE

- 1) Redesign and relaunch the university's "Prevent" website to inform members of the campus community more clearly about our values and our Title IX policies, procedures, and resources.
 - a. Use language and visual aids that make the information readily accessible to all members of the community, including on mobile devices. It should include clickable links that make it easy to find information and report. Consider offering the site or downloadable documents in different languages.
 - b. Clearly state the university's values and define sexual harassment, sexual violence, gender discrimination and bullying.
 - c. Clearly communicate the options for reporting a possible Title IX violation, the review process that follows, the rights and responsibilities of the parties (see recommendation No. 6, below) and the process for sanctions and appeals.
 - d. The "Report a concern" or "Report sexual harassment or violence" button should be featured prominently on the EOO and Human Resources web pages, as well as the web page for Student Affairs. The names and contact information for the Title IX coordinator (currently Clara Reynolds) and head of Student Conduct (currently Annie Ciaraldi) should be prominently displayed. Consider adding the report button to the NOW dashboard, MyUML, and other parts of the university website.
- 2) Train university leaders, managers, and supervisors and create a structure of accountability across the university.
 - a. All employees in leadership and supervisory roles, including faculty, should undergo mandatory, documented training in Title IX and the university's policies, procedures and resources.

- b. Increase standards and expectations for top leadership through better and varied training opportunities.
 - c. Leaders and managers should be role models, setting and communicating clear expectations about the university's values and a culture of care and accountability.
 - d. Leaders and managers should hold each other and members of their teams accountable for participating in training and education and acting accordingly. They should also foster ongoing conversations about sexual harassment, sexual assault, gender discrimination and bullying.
 - e. Leaders should work with the unions to make participating in Title IX training and related efforts part of each worker's annual performance evaluation. Leaders and managers could also be held accountable for providing training and programming.
 - f. Consider asking the provost's office to include more information about Title IX violations and how to report them in the recommended syllabus language sent to faculty.
- 3) Align our policies and processes with our values and increase the university community's trust in our commitment to equity, inclusion and a safe learning and working environment through messaging, campaigns and visibility.
- a. All members of the UML community should commit to a culture of care and accountability.
 - b. Create a value statement for the university that emphasizes and communicates this commitment.
 - c. Communicate our values internally and externally through ongoing campaigns that are aspirational.
 - d. Communicate our efforts to keep reports of Title IX violations and any subsequent proceedings as private as the review process allows.
 - e. Be as transparent as possible about our policies, procedures and accountability mechanisms.
 - f. In our communications, work to shift the paradigm from, "If we talk about sexual harassment, sexual violence and gender discrimination, there must be a big problem at UMass Lowell," to "We recognize that this happens everywhere, and we're committed to preventing and addressing it."
 - g. Reach out to student athletes to increase awareness through programming and training opportunities.
- 4) Create mechanisms for ensuring that all members of the university community participate in a basic online training or workshop on sexual harassment, sexual assault, gender discrimination, and bullying. Prioritize in-person trainings. Offer extended opportunities for additional learning, training and campus dialogue.
- a. Document completion of the basic training for accountability.
 - b. Increase leadership prioritizing, accountability, and expectations for education and training, in collaboration with the unions.

- c. Offer periodic roundtable discussions on sexual harassment, sexual assault, gender discrimination and bullying for employees and, separately, students.
 - d. Increase messages about the importance of reporting suspected violations.
 - e. Broadly communicate the importance of training and education, and commit resources to more in-person training and education opportunities, including for residential life staff and student leaders.
 - f. Train more students as peer educators.
 - g. Take advantage of Stall Street Journals in residence halls and other bathrooms where they now appear (University Crossing) to promote messages about sexual harassment and violence, training opportunities, and related events.
- 5) Commit resources to support a culture of care and accountability and make such efforts more visible.
- a. Consider establishing a distributed network of trained “ambassadors” to act as resources within colleges, departments and business units. Start with a smaller, pilot group.
 - b. Construct a mechanism for nominating or appointing these ambassadors, and compensating them appropriately (service credit for faculty, allocation of staff time, pay for students, etc.).
- 6) Identify and clearly communicate the rights of all individuals involved in the reporting and review process. Currently, these rights are not spelled out in one place on the website and in linked documents. All such rights should be identified, decide upon, guaranteed and communicated, both verbally before starting interviews and in writing on the Prevent website and in other documentation. These rights already include or may include:
- a. To have a support person present during interviews or questioning.
 - b. To ask for a break during questioning.
 - c. To decide on when the questioning will take place.
 - d. Include and clarify other existing and potential rights. Examples include the right to discuss a concern confidentially when speaking with certain university employees; the right to report a possible crime to police at any time, including during a Student Conduct or EOO review; and the right to an appeal under certain circumstances.
 - e. Under the forthcoming federal Title IX guidelines, the right to an advocate (in addition to the support person) and other rights may also need to be specified.

CLIMATE AND CULTURE SUBCOMMITTEE

- 1) University leadership should move quickly to establish a values statement that prioritizes integrity, equity, fairness, safety, inclusivity, consistency, and transparency in all interactions among community members, making clear what behaviors are acceptable and what are not.
- a. This should happen in two stages:

- i. University leadership should immediately put forward a values statement reflecting the above values.
 - ii. Leadership should engage the university community in a longer process of refining and embracing these values. (See recommendation No. 7, below.)
 - b. Communicate the commitment to core values clearly to both internal and external audiences in multiple ways, such as through leadership behaviors, the website, the reporting and investigation processes, and the university's response to breaches of these values.
 - c. Ensure this commitment is sincere, and extends beyond legal compliance with Titles VII and IX.
- 2) Establish multiple avenues for faculty, staff, and students to safely and confidentially discuss and address behavior not aligned with the university's core values. That includes establishing and making visible mechanisms that fall outside of Human Resources and/or EOO for people who want to discuss problematic experiences and to understand when and if a formal report should be pursued.
 - a. Set up an ambassador network made up of well-trained employees, and potentially students, who can act as resources for people not comfortable going directly to HR/EOO.
 - i. Employees who serve in these roles should be appropriately compensated.
 - ii. Coordinate the ambassador network with existing and parallel efforts on campus, including Making WAVES (Women Academics Valued and Encouraged in STEM), the Allies programs, and others.
 - iii. Explore having some ambassadors serve as confidential employees (not required to report to EOO).
 - b. Establish an ombuds office that includes at least one confidential employee, with guidance from experts including the International Ombudsman Association.
 - c. Make complaint boxes available, both physically and online, to increase opportunities for anonymous reporting.
 - d. Explore partnerships with local organizations that are not mandated reporters, such as the Center for Hope and Healing, to provide additional resources and support on campus.
 - e. Research which mechanisms do and don't work for graduate students, who are often divided in their roles as students, faculty and staff. (See recommendation No. 8 below.)
- 3) Put into place short-term and long-term assessments of organizational climate at the university, both as a whole and within different units and subgroups, and take action to ensure that the climate aligns with the core values of being harassment-free.
 - a. Conduct biennial organizational climate surveys, collect data, and share the results for faculty, staff, and students within the university community.

- i. The survey should be conducted by a group with the appropriate expertise and knowledge, taking advantage of internal and external expertise.
 - ii. The survey and the process of administering it should be carefully designed to represent all voices in the community.
 - iii. The subcommittee could not come to a consensus on the role(s) of Human Resources, Student Conduct, the Center for Women and Work, or any other internal entity. We recommend further exploring the appropriate role of internal entities and the pros and cons of internal vs. external entities in the creation and administration of the assessment.
 - b. Review and analyze the resulting data as appropriate, including looking at subgroups across the university and identifying areas and/or units that need improvement. Devote resources to support that improvement.
 - c. Evaluate roles, jobs, and settings across the university to identify those that are particularly at risk for harassment – such as events with alcohol, solo assignments, residence halls, significant power or seniority differences – and restructure or add support as needed.
- 4) Review ongoing processes and procedures at the university-wide, departmental, and business-unit level on a regular basis to ensure that everything we do aligns with our values of equity, diversity, and a harassment-free environment. Adjust these processes and procedures as needed.
 - a. Identify practices that may embody values that are contrary to our core values or that unwittingly embody biases (such as, “The customer is always right,” or making exceptions for “high-value” income generators, athletes, etc.).
 - b. Share best practice protocols for conducting the routine business of the university in ways that align with core values (such as onboarding new members, running inclusive meetings, reducing bias in personnel decisions, providing mentoring, etc.).
 - c. Review the ways in which the university rewards members of the community to ensure that those receiving recognition have a record of behaving in ways consistent with university values, both university-wide and within business units, departments and colleges.
 - d. Review actions to be included in the next university-wide strategic plan (after the 2020 Strategic Plan) to ensure they are consistent with our stated values for a harassment-free work and educational environment.
 - e. Encourage departments and business units to incorporate the values in their goal-setting and planning discussions.
- 5) Put into place supports/systems to ensure accountability for equitable treatment of all members of the community, regardless of role, power, or seniority – including additional support for marginalized groups.
 - a. Ensure that sanctions incorporate attention to power differences and job security, so that those with less power can come forward.

- b. Establish protocols and/or standard responses that are automatically triggered when people do not adhere to university policies and priorities, as articulated in the formal values statement (such as supervisor training, diversity hiring plans, etc.).
 - c. Ensure policies are clear, understandable, and well-communicated (for example, share a clear map of how complaint procedures work) and that they are consistently applied.
 - d. Expand, clarify, and communicate what sanctions can be imposed on faculty who have tenure.
 - e. Develop ongoing and informal supports, mentoring, and retention plans for marginalized groups.
- 6) Adopt and offer training and development opportunities to support community members and encourage the community to adhere to the core values.
- a. Expand bystander/microaggression and anti-bias training to all university employees and students.
 - b. Provide specialized anti-bias training, with a focus on selection biases, to all hiring managers, search committees, and personnel committees.
 - c. Provide leadership training for all department chairs and supervisors that includes detailed information on leadership responsibility and strategies for promoting inclusion, respect and civility.
 - d. Ensure all students and employees, regardless of background and previous experience, understand harassment-related norms and U.S. and state laws.
 - e. Provide training for those involved with reporting to better understand how to work from a trauma-informed perspective.
 - f. Continue to sponsor community-wide workshops to raise awareness among the entire university about bias and cultural competence.
- 7) The university community should engage in a process to articulate a statement of core community values, and should establish a code of ethics about how all community members are expected to treat one another, based on those values.
- a. Engage in a facilitated, participatory process with the university community to articulate core values.
 - b. Establish participatory mechanisms for the periodic review of the values statement.
 - c. Develop communication, socialization, and training strategies to convey core values.
 - d. Create ways, such as ceremonies and awards, to honor valuable contributions and recognize exemplary behavior that upholds core values.
 - e. Engage community members in a sustained, long-term dialogue about values and their implications for the university as a whole, as well as for each unit and department within the university.
- 8) Establish specific strategies to meet the needs of graduate students, who often serve in multiple roles: their primary role as students and mentees of graduate advisors/professors, who have tremendous power to influence their future careers;

and additional roles supervising undergraduate students in research/academic settings and as classroom instructors.

- a. Explore ways to provide assistance to graduate students, outside of and in addition to traditional and existing student and employee resources.
- b. Identify and enact mechanisms to diffuse concentrated power and dependencies in individual relationships between graduate students and faculty advisors, so that students and junior researchers are not dependent on a single senior researcher for advancement and access to grants. Draw on approaches and best practices suggested by the National Academies of Sciences, Engineering and Medicine, such as using mentoring networks and committee-based advising, and providing graduate students with independent funding.

TRAINING AND EDUCATION SUBCOMMITTEE:

- 1) Provide evidence-informed sexual harassment and other sexual misconduct training and education to all university community members, and adapt training to address the unique needs and issues of particular groups.
 - a. Prioritize in-person training opportunities for students, faculty, and staff as a best practice.
 - b. Continue to offer online Title IX training and seek alternatives to the current online training system.
 - c. Provide trauma-informed training for all staff and ambassadors or “Allies” working with campus community members on this issue.
 - d. Adhere to the guidelines for training offered in the 2016 Equal Employment Opportunity Commission report, as well as guidance from the 2008 American College Health Association and 2004 U.S. Centers for Disease Control and Prevention reports.
 - e. Ensure that the process and content of trainings are tailored to the needs of different groups.
 - i. Investigate how training can most effectively support different groups (for example, student-athletes, adjunct faculty, Residence Life staff, etc.).
 - ii. Design training that pays attention to the ways that issues and responsibilities may vary, based on participants’ leadership responsibilities, job responsibilities, background and social identity.
 - iii. Address particular dynamics that can emerge for members of underrepresented and protected groups that may be at higher risk, such as international students and LGBTQ, trans and nonbinary people (LGBTQ+).
 - iv. When appropriate, engage respected members of the various subgroups to participate in the delivery of education/training as co-facilitators.

- 2) Establish an Ally-type program of support, with Allies embedded in departments, divisions, colleges, and business units who can share resources and answer questions in a comfortable and safe environment, so that individuals can digest the information and make informed decisions about how they want to proceed.
 - a. Explore the pros and cons of making a subset or all of these Allies confidential staff (not mandated reporters), or engaging non-university personnel to serve as confidential sources of support and information.
 - b. Provide specific and specialized training for Allies, to ensure a thorough understanding of their role and responsibilities. Offer trainings for Allies during work hours and provide them with release time to attend.
 - c. Provide a means for identifying these Allies.
 - d. Provide information and resources for Allies to share with employees who meet with them.
 - e. Coordinate with similar, existing programs on campus, such as Allies, Harbormasters, and WAVES Equity Leaders.
- 3) Employ evidence-informed education and training methods for faculty, staff and students on a variety of topics, including but not limited to:
 - a. A basic workshop that includes: definitions of sexual assault and sexual harassment; university policies, expectations and norms; dating and consent; confidential campus and community resources; and reporting options on campus.
 - b. Discussion groups for men on masculinity and patriarchy, similar to the Men's Project.
 - c. Anti-bullying.
 - d. Self-awareness, sensitivity and civility.
 - e. Bystander training and microaggressions.
 - f. Intimate partner violence and stalking.
 - g. LGBTQ+ issues, including pronoun usage, gender identity, and gender expression.
 - h. Other cultural competencies.
- 4) Ensure that proper human and other resources are allocated to support prevention efforts.
 - a. Allocate additional professional staff, space, and fiscal resources to support prevention efforts for faculty, staff, and students.
 - i. Design initiatives so that all community members feel connected to others, to foster a sense of belonging and reinforce that they matter and are important to the university.
 - ii. Enhance current offerings and provide additional resources so that they are responsive to the different needs of faculty, staff and students.
 - iii. Enhance peer education and "train the trainer" programs focused on proactively supporting university values and a respectful working, living and learning environment.

- iv. Prioritize small group, in-person sexual harassment and sexual misconduct prevention training and education as a best practice.
 - b. Create and expand “safe” physical spaces with informational resources dedicated to those whose identities put them at greater risk in our community (LGBTQ+, people of color).
 - i. Identify spaces that currently exist on campus and make them better known to community members.
 - ii. Create dedicated, separate physical spaces for students, faculty and staff.
 - iii. In addition to physical spaces, identify and further develop as “safe spaces” recurring events and situations (such as events sponsored by Voices Of Working Women, the LGBTQ+ network, etc.)
- 5) Engage in ongoing and continuous assessment of the effectiveness of education and training programs to ensure that evidence-informed initiatives are being used.
 - a. Ensure that appropriate needs-assessment surveys are conducted for individuals and groups participating in various prevention and intervention programs, and analyze annually.
 - i. Employ a formal needs assessment before working with individuals and groups, depending on the program.
 - ii. Connect the initial needs assessment to individuals’ and groups’ post-training assessment, as well as overall feedback on the effectiveness of the training or intervention.
 - iii. Track assessments through database systems that allow for analysis of findings.
 - b. Capture outcomes through assessment of prevention and intervention initiatives on a yearly basis.
 - i. Determine what “effectiveness” means or looks like for each prevention and intervention program.
 - ii. Utilize pre- and post-assessments for all prevention and intervention initiatives employed, appropriately adapted by individual, group, and training type.
 - iii. Connect and track these results in a database system that links this to the reality of the campus and which sectors of the campus community are utilizing Title IX processes and services.
 - c. Consider previously developed prevention and intervention trainings that already incorporate data collection and analysis of results.
 - i. Examine the possibility of purchasing an online training system with modules that would allow for system-wide data collection and sub-analyses for different groups and demographic characteristics.
 - ii. Document findings on the effectiveness of trainings/programming as it relates to the needs of individuals, groups and the campus. Document utilization of processes and services.

- 6) Develop required education and training programs that prepare community members for new roles and experiences at critical moments of transition.
 - a. Require that all faculty, staff and students participate in education and training on sexual harassment and other sexual misconduct within the first semester of employment (faculty and staff) or attendance (students).
 - i. In-person, small group trainings are the best practice and should be prioritized, but online training is acceptable.
 - ii. Establish appropriate consequences for non-completion as well as incentives for completion.
 - iii. Authorize the use of on-the-clock time to complete training. Non-salaried employees (including, but not limited to, adjunct faculty and university police) should be compensated for participating in training when it takes place outside their scheduled hours.
 - iv. For students, consider incorporating mandatory training on sexual misconduct into all freshmen and transfer seminars across the university. Also consider incorporating education on sexual misconduct and harassment into classes that fulfill the Social Responsibility and Ethics ELO (Essential Learning Outcomes) requirement.
 - b. Require specialized training for individuals entering roles in which they will have formal or informal power over other individuals or groups. This training should be tailored to the dynamics associated with the role they are entering.
 - i. Require specialized training for employees hired or promoted into supervisory, management and executive positions at the time of their hiring or promotion.
 - ii. Require specialized training for faculty overseeing departments, employing graduate students, overseeing student research and receiving tenure.
 - iii. Require specialized training for students entering into leadership roles (employment or volunteer).
 - iv. Education and training should focus on actively establishing conditions that protect all community members and prevent harassment, including: sexual harassment policies and procedures; influence of power dynamics; retaliation; creating a culture of respect and civility; and risk reduction.
 - c. Engage students and families early to provide important information and messaging about values.
 - i. Enhance and deepen training and education at all new student orientations, Family Orientation, and during Welcome Week.
 - ii. Concentrate education and training efforts during the first six to eight weeks of the semester (especially in the fall, when most new students arrive on campus): the period referred to as the “Red Zone,” when sexual misconduct occurs at higher rates.

- d. Design education and training for implementation in departments or among groups in which incidents of sexual harassment and/or misconduct have occurred, to address the issues and foster healing.

Respectfully submitted by:

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James Kohl, co-chair, dean of student affairs and enrichment
Keith Mitchell, co-chair, associate professor of English

- Stanley Alves, student representative, Athletics
- Nancy Amedee, housekeeping services manager, Facilities Management
- A.J. Angulo, professor of curriculum and instruction, College of Education
- Cailin Beattie, student representative, Greek Council
- Michael Beers, assistant teaching professor of management, Manning School of Business
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- Hannah Casey, student representative, Student Government Association
- Michael Centola, director, Office of Institutional Compliance
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- Jeff Connors, UML University Police officer, and Teamsters union representative
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- Mignon Duffy, associate professor and chair, Sociology Department
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- Patricia (Bossi) O'Brien, senior adjunct faculty, Kennedy College of Sciences, and Union of Adjunct Faculty representative
- Elizabeth Pellerito, Labor Education Program coordinator, and MTA Grants & Contracts union representative

- Nick Piscitello, director, Administrative Services, and Service Employees International Union representative
- Christos Protonotarios, supervisor, Office Services, and MTA Classified and Technical union representative
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