

CONSENSUS STUDY REPORT

Sexual Harassment of Women

Climate, Culture, and
Consequences in
Academic Sciences, Engineering,
and Medicine



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www.nationalacademies.org/sexualharassment

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Plans for the Presentation

- Brief overview of the origins and background on the study
- Summary of the report findings and recommendations
- Response to the report and next steps following the report's release
- Information on how MIT has responded to the report
- Discussion with you all about the report and about how you envision your institution implementing the report's recommendations

Committee on Women in Science, Engineering, and Medicine

Chair: **Joan Bennett**¹, Rutgers, The State University of New Jersey

Cristina Amon²

Nancy Andrews^{1,3}

Gilda Barabino²

May Berenbaum¹

Emery Neal Brown^{1,2,3}

Ana Mari Cauce

Valerie Conn

Machi Dilworth

Paula T. Hammond

Evelynn M. Hammonds³

Hilary Lapin-Scott

Ed Lazowska²

Valerie Taylor

Susan R. Wessler¹

Sheldon Weinbaum^{1,2,3†}

Jane E. Henny^{3,†}

Julia M. Phillips^{2,†}

¹ NAS Member ² NAE Member ³ NAM Member † *Ex-Officio Member of CWSEM*

Study Statement of Task

The Committee will undertake a study of the influence of sexual harassment in academia on the career advancement of women in the scientific, technical, and medical workforce, which will include the following:

- Review of the research on the extent to which women in the fields of science, engineering, and medicine are victimized by sexual harassment on college and university campuses, in research labs and field sites, at hospitals/medical centers, and in other academic environments;
- Examination of existing information on the extent to which sexual harassment in academia negatively impacts the recruitment, retention, and advancement of women pursuing scientific, engineering, technical, and medical careers, with comparative evidence drawn from other sectors such as the military, government, and the private sector;
- Identification and analysis of policies, strategies, and practices that have been the most successful in preventing and addressing sexual harassment in these settings.

Study Committee Members

Co-Chair: **Paula Johnson**¹, Wellesley College

Co-Chair: **Sheila Widnall**², Massachusetts Institute of Technology

Alice M. Agogino²

Nicholas Arnold

Gilda A. Barabino

Lisa García Bedolla

Kathryn Clancy

Lilia Cortina

Amy Dodrill

Liza H. Gold

Melvin Greer

Linda C. Gundersen

Elizabeth Hillman

Timothy R.B. Johnson¹

Anna Kirkland

Ed Lazowska²

Vicki J. Magley

Roberta Marinelli

Constance A. Morella

John B. Pryor

Billy M. Williams

¹ NAM Member

² NAE Member

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Key findings

- There is extensive sexual harassment
- Gender harassment is the most common form of sexual harassment
- Sexual harassment undermines research integrity, reduces talent pool, and harms targets and bystanders
- Legal compliance is necessary but not sufficient to reduce harassment
- Changing climate and culture can prevent and effectively address sexual harassment

SEXUAL COERCION

using professional threats or rewards to get sexual favors

UNWANTED SEXUAL ATTENTION

sexual assault

rape

unwanted groping or stroking

~~~~~ PUBLIC CONSCIOUSNESS ~~~~~

**GENDER HARASSMENT**

relentless pressure for sex or dates

nude images posted at work

unwanted sexual discussions

sexually humiliating acts

sexual insults, gender slurs, and vulgar name calling  
e.g. "whore," "pu\*\*y," "slut," "bitch"

offensive sexual teasing or remarks about bodies

sexist insults  
e.g. *women don't belong in science*

sabotage of women's equipment

obscene gestures



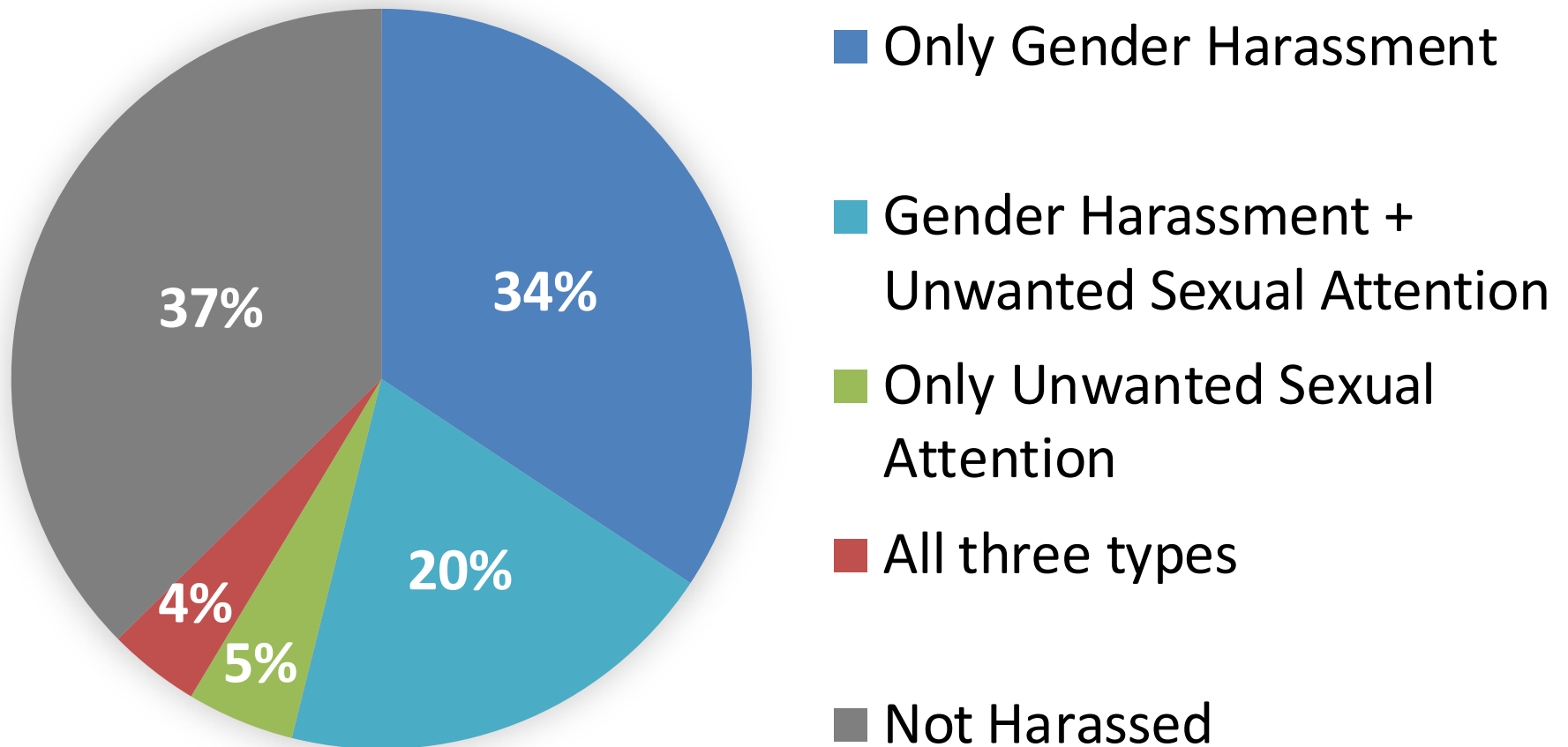
# Finding: Prevalence of Sexual Harassment

Sexual harassment is common in academic science, engineering, and medicine.

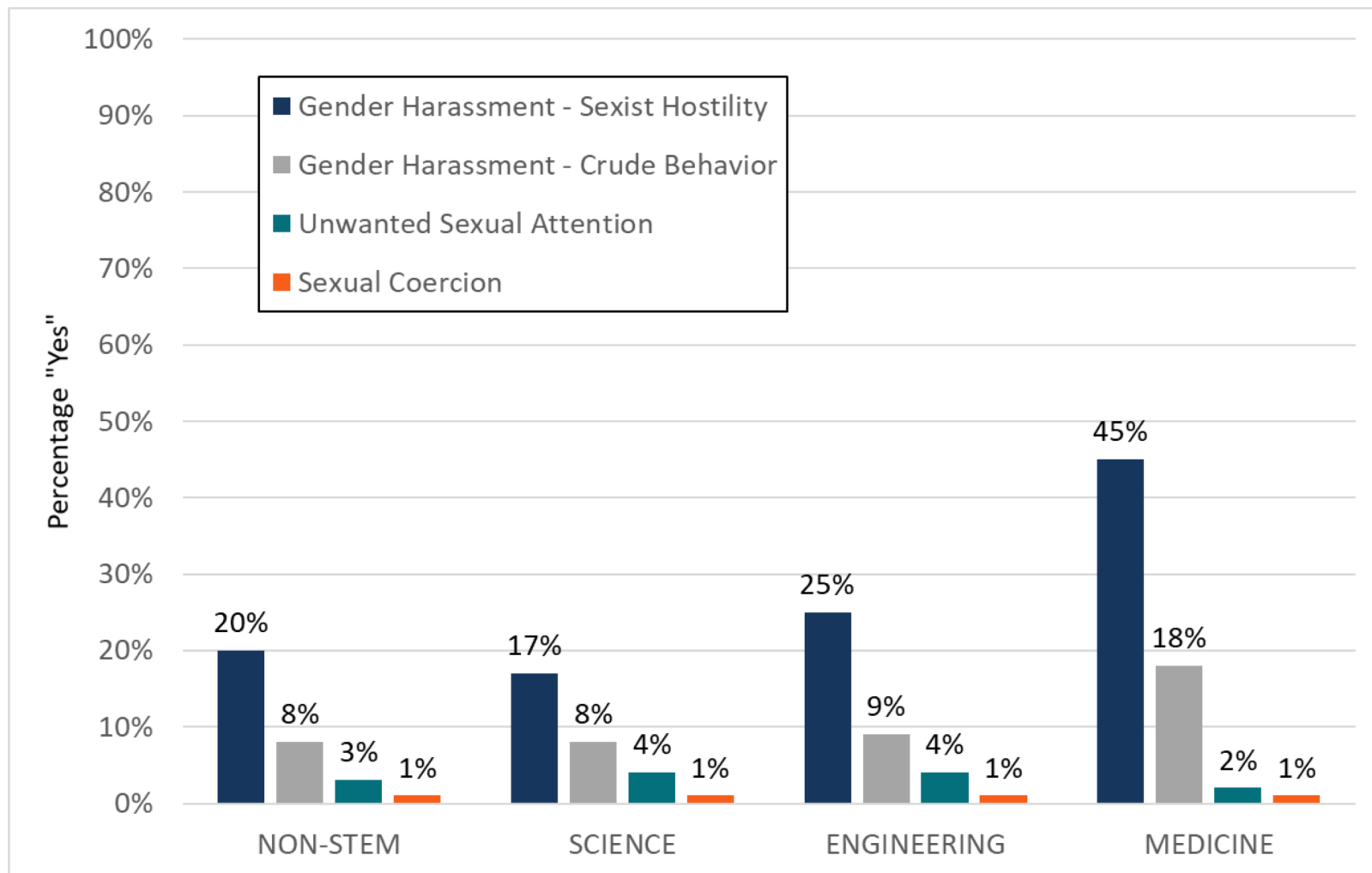
- Best available analysis to date shows that 50 percent of women faculty and staff in academia experience sexual harassment.
- Student surveys at a couple universities shows that between 20-50 percent of students in science, engineering, and medicine experience sexual harassment from faculty or staff.

# Finding: Sexual harassment is common

Example – Percent of women faculty/staff harassed by coworkers or supervisors at a large public university:



# Finding: Sexual harassment is common (cont.)



# Findings: Race, Sexuality, and Gender Identity

Women of color experience more harassment (sexual, racial/ethnic, or combination of the two) than white women, white men, and men of color do. Women of color often experience sexual harassment that includes racial harassment.

Sexual- and gender-minority people experience more sexual harassment than heterosexual women do.

# Findings: Impact on Targets and Bystanders

Sexual harassment undermines women's professional and educational attainment and mental and physical health.

Sexual harassment has adverse effects that affect not only the targets of harassment but also bystanders, co-workers, workgroups, and entire organizations.

# Findings: Legal System

Judicial interpretation of Title IX and Title VII has incentivized organizations to create policies, procedures, and training on sexual harassment that focus on symbolic compliance with current law and avoiding liability, and not on preventing sexual harassment.

Title IX, Title VII, and case law reflect the inaccurate assumption that a target of sexual harassment will promptly report the harassment without worrying about retaliation.

# Findings: Predictors of Sexual Harassment

Sexual harassment is most likely to take place in environments that are:

- Male-dominated in number, leaders, and culture
- Organizational tolerance of sexual harassment
  - Reporting is perceived as risky
  - Reports not taken seriously
  - Offenders escape sanction

*Organizational climate is, by far, the greatest predictor of the occurrence of sexual harassment.*

# INTERVENTIONS FOR PREVENTING SEXUAL HARASSMENT

## Create Diverse, Inclusive, and Respectful Environments

**Hiring and Promotion:** Take explicit steps to achieve greater gender and racial equity in hiring and promotions, and improve the representation of women at every level.

- The University of Michigan Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) offers Faculty Recruitment Workshops for faculty members with an important role in faculty recruitment.

**Civility-Promotion:** Combine anti-harassment efforts with programs to promote civility.

- The 2016 EEOC Task Force on the Study of Harassment in the Workplace recommends workplace training focused on respect and civility.
- The Civility, Respect, and Engagement at Work (CREW) program is an intensive 6-month intervention geared to enhance employees' interpersonal awareness and communication skills.

## Interrupt and Intervene in Inappropriate Behavior:

Utilize training approaches that develop skills among participants to interrupt and intervene when inappropriate behavior occurs.

- Bystander intervention training such as Confronting Prejudiced Responses (CPR) and Behavior Modeling Training (BMT) is designed to train participants to recognize and report problematic behavior.

## Training that Aims to Change Behavior:

Training should focus on changing behavior, not on changing beliefs.

- Programs should clearly communicate behavioral expectations and specify consequences for failing to meet those expectations. Training programs should not be based on the avoidance of legal liability.

## Improve Transparency and Accountability

**Clear Policies:** Develop and share clear, accessible, and consistent policies on sexual harassment and standards of behavior. Make clear that people will be held accountable for violating the policies.

- Include a range of clear disciplinary actions that correspond with the severity of the harassment.
- Engage the academic community in policy and practice reviews. Some institutions have created student advisory boards and forums for students to meet with the Title IX Steering Committee.

## Transparency about Handling Reports:

Be as transparent as possible about how the institution is handling reports of sexual harassment.

- Yale University publishes a semiannual Report of Complaints of Sexual Misconduct and an annual campus safety report to inform the campus community.

**Assess Climate:** Utilize climate surveys to further investigate and address systemic sexual harassment.

- The results of climate surveys should be shared publicly to demonstrate to the campus community that the institution takes the issue seriously. The Administrator-Researcher Campus Climate Collaborative (ARC3) survey has been used by more than 150 higher education institutions.

**Research Integrity:** Consider sexual harassment equally important as research misconduct in terms of its effect on the integrity of research.

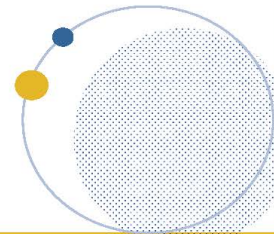
- The U.S. Geological Survey and the Department of the Interior have broad scientific integrity policies that apply to employees, appointees, volunteers, grantees, and contractors. Some scientific societies such as the American Geophysical Union have developed new ethics policies that explicitly call out sexual harassment and discrimination.

## Diffuse the Hierarchical and Dependent Relationship Between Trainees and Faculty

**Mentoring Networks:** Adopt mentoring networks or committee-based advising that allows for a diversity of potential pathways for advice, funding, support, and informal reporting of harassment.

## Independent Research Funding:

Develop ways research funding can be provided to the trainee rather than just the principal investigator.



## Provide Support for the Target

**Access to Support Services:** Provide means for the target of harassment to access support services (social services, health care, legal, career/professional).

**Informal Reporting:** Provide alternative and less formal means of recording information about the experience and reporting the experience.

- Provide anonymous, confidential reporting systems. Callisto is an online system that allows targets to control the disclosure of information, access supportive services, and share information on alleged perpetrators.
- Provide confidential reporting channels outside of the faculty or usual workplace hierarchy, such as an ombudsperson.
- Explore the use of restorative justice processes. The Campus PRISM (Promoting Restorative Initiatives for Sexual Misconduct) Project calls for accountability through collaboration and prevention through education.

**Prevent Retaliation:** Develop approaches to prevent the target from experiencing or fearing retaliation in academic settings.

- Be prepared to take action to ensure the target of the harassment is able to continue his/her academic work. This could include using mutual no contact orders between the accused and accuser, changing class schedules, changing the locks at the housing facility or workplace, rescinding building access for the accused, and reassigning advisors, mentees, and supervisors.

## Strive for Strong and Diverse Leadership

**Make it an Explicit Goal:** College and university presidents, provosts, deans, department chairs, and program directors must make the reduction and prevention of sexual harassment an explicit goal of their tenure.

**Develop Leadership Skills:** Support and facilitate leaders at every level (university, school/college, department, lab) in developing skills in leadership, conflict resolution, mediation, negotiation, and de-escalation, and ensure a clear understanding of policies and procedures for handling sexual harassment issues.

**Move Beyond Legal Liability:** Leadership training programs should include training on how to recognize and handle sexual harassment issues, and how to take explicit steps to create a culture and climate to reduce and prevent sexual harassment—and not just protect the institution against liability.

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This brief is based on the findings and recommendations in *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine* (2018). Copies of the Report are available from the National Academies Press, (800) 624-6242; <http://www.nap.edu> or at [www.nationalacademies.org/sexualharassment](http://www.nationalacademies.org/sexualharassment).

Available at [www.nap.edu/sexualharassment/#resources](http://www.nap.edu/sexualharassment/#resources)

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Recommendations Video:  
<https://youtu.be/juJu2mg5y5M>

<http://nationalacademies.org/SexualHarassment>  
[#ScienceToo](#)

# Key Recommendations

## **Create diverse, inclusive, and respectful environments**

- **Hiring and Promotion:** Take explicit steps to achieve greater gender and racial equity in hiring and promotions, and improve the representation of women at every level.
- **Civility-Promotion:** Combine anti-harassment efforts with programs to promote civility.
- **Interrupt and Intervene in Inappropriate Behavior:** Utilize training approaches that develop skills among participants to interrupt and intervene when inappropriate behavior occurs, such as bystander intervention.
- **Training that Aims to Change Behavior:** Training should focus on changing behavior, not on changing beliefs.

# Key Recommendations

## **Diffuse the hierarchical and dependent relationship between trainees and faculty**

- **Mentoring Networks:** Adopt mentoring networks or committee-based advising that allows for a diversity of potential pathways for advice, funding, support, and informal reporting of harassment.
- **Independent Research Funding:** Develop ways research funding can be provided to the trainee rather than just the principal investigator.

# Key Recommendations

## Provide support for targets

- **Access to Support Services:** Provide means for the target of harassment to access support services (social services, health care, legal, career/professional) without making a formal report.
- **Alternative and Informal Reporting:** Provide alternative and less formal means of recording information about the experience and reporting the experience.
- **Prevent Retaliation:** Develop approaches to prevent the target from experiencing or fearing retaliation in academic settings.

# Key Recommendations

## Improve transparency and accountability

- **Clear Policies:** Develop and share clear, accessible, and consistent policies on sexual harassment and standards of behavior. Make clear that people will be held accountable for violating the policies and using a range of escalating disciplinary consequences.
- **Transparency about Handling Reports:** Be as transparent as possible about how the institution is handling reports of sexual harassment, such as by providing annual report.
- **Assess Climate:** Utilize climate surveys to further investigate and address systemic sexual harassment.

# Key Recommendations

## Strive for strong and diverse leadership

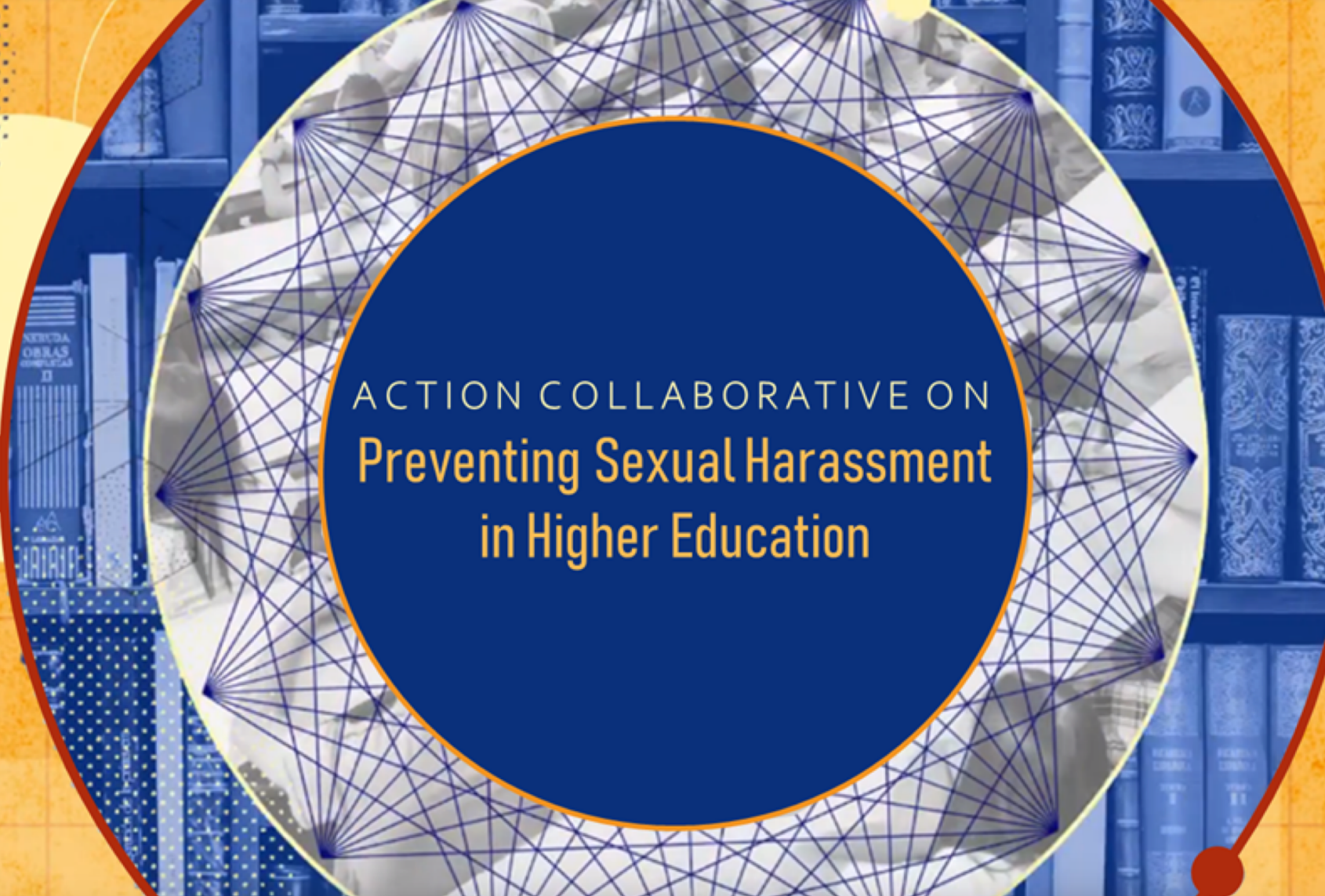
- **Make it an Explicit Goal:** make the reduction and prevention of sexual harassment an explicit goal of your leadership tenure.
- **Develop Leadership Skills:** Support and facilitate leaders at every level in developing skills in leadership, conflict resolution, mediation, negotiation, and de-escalation, and ensure a clear understanding of policies and procedures for handling sexual harassment issues that is not just about protecting institutional liability.

# Response to the Report

▶ ▶ ▶ *TOGETHER*

*we can do better*





ACTION COLLABORATIVE ON  
**Preventing Sexual Harassment  
in Higher Education**

<http://nationalacademies.org/SexualHarassmentCollaborative>

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# Action Collaborative on Preventing Sexual Harassment in Higher Education

## Main goals:

1. Raise awareness about sexual harassment, its consequences, and preventing it
2. Share and elevate evidence-based policies and strategies for reducing and preventing sexual harassment
3. Contribute to setting a research agenda, and gather and apply research results across institutions
4. Develop a standard for measuring progress toward reducing and preventing sexual harassment in higher education

# Action Collaborative on Preventing Sexual Harassment in Higher Education

Working Groups

## Prevention

Develop, implement, evaluate, and compile approaches for creating environments and organizational climates that prevent sexual harassment from occurring

## Response

Develop, implement, evaluate, and compile approaches for responding to sexual harassment so that it contributes to creating an organizational climate that sexual harassment is not tolerated

## Remediation

Develop, implement, evaluate, and compile approaches for systemic changes that can limit the damage caused by experiencing sexual harassment, and support those who experience it

## Evaluation

Develop and implement approaches for measuring the campus climate and gauge effect of policies and actions implemented by other working groups; identify the most effective ways to measure and monitor the climate within an organization; and identify metrics for measuring progress across higher education

# Action Collaborative on Preventing Sexual Harassment in Higher Education

## Leadership Group

- Providing overall guidance and direction for the Action Collaborative.
- Includes leaders from the higher education community and leaders involved with the work of the National Academies of Sciences, Engineering, and Medicine.

## Advisory Committee

- Providing advice and ensuring that the effort is grounded in research, inclusive of diverse voices, reflective of the experiences of victims, and consistent with the findings and recommendations of the National Academies report.

# Action Collaborative Membership

American University in Cairo  
Argonne National Laboratory  
Boston University  
Caltech  
Carnegie Mellon University  
Children's Hospital Los Angeles  
Cold Spring Harbor Laboratory  
Colorado College  
Columbia University and  
Columbia University Irving  
Medical Center  
Cornell University  
Dartmouth College  
Duke University  
Grinnell College  
Harvard University  
International Ombudsman  
Association  
Johns Hopkins University  
Los Angeles Community College  
District  
Michigan State University  
Mills College  
Massachusetts Institute of  
Technology

National Association of Graduate-  
Professional Students  
National Oceanic and Atmospheric  
Administration  
Northwestern University  
Olin College of Engineering  
Purdue University  
Rutgers University  
Salk Institute for Biological  
Studies  
Stanford University  
The Ohio State University  
University of Alaska system  
University of California Berkeley  
University of California Los  
Angeles  
University of California Merced  
University of California Riverside  
University of California San Diego  
University of California San  
Francisco  
University of California Santa  
Barbara  
University of California Santa Cruz  
University of Chicago

University of Cincinnati  
University of Illinois at Chicago  
University of Illinois at Urbana-  
Champaign  
University of Kansas  
University of Maryland School of  
Medicine  
University of Massachusetts  
Amherst  
University of Michigan  
University of Minnesota  
University of Tennessee, Knoxville  
University of Washington  
University of Wisconsin System  
University of Southern California  
Vanderbilt University  
Vanderbilt University Medical  
Center  
Washington University in St. Louis  
Wellesley College  
West Virginia University  
Yale University

# First Annual Summit of the Action Collaborative



**November 19-20, 2019 at the University of Washington**

**<http://www.nas.edu/ACSummit2019>**

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# MIT's Actions

Joined the Action Collaborative

Formed an Internal Working Group with a Board of Senior Leaders and Several Subcommittees

- Leadership and Engagement Working Group
- Training and Prevention Working Group
- Policies and Reporting Working Group
- Academic and Organizational Working Group

Group Chairs Meet Frequently with Senior Leaders To Discuss Progress and Programs

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# CONSENSUS STUDY REPORT

## *Sexual Harassment of Women*

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