

# Report of the Boston University Working Group on Gender-Based Harassment Prevention October 24, 2019

## Executive Summary and Key Recommendations

The 2018 National Academies report on *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine* laid bare the harsh impact of gender-based harassment in higher education. Half of women faculty and staff in academia experience harassment, and studies at several universities show that between 20 and 50 percent of students in STEM fields experience sexual harassment from faculty and staff. The evidence shows that gender-based harassment drives people out of higher education and leads to “work withdrawal” for those who stay.<sup>1</sup>

Our Working Group recommends Boston University take a leadership role in preventing and remediating harassment through a comprehensive social norms campaign to address our campus culture and climate. As the Academies’ report states, research “suggests that the most potent predictor of sexual harassment is organizational climate—the degree to which those in the organization perceive that sexual harassment is or is not tolerated.”

As part of the effort to address culture (our stated values) and climate (the lived experience of people in our community), we propose that the University modify our existing education and prevention efforts, make reporting and adjudication more transparent, incentivize change within the BU community, and measure and publicize our progress through multiple methods of evaluation. We recommend the University:

### 1. Culture and Climate

- a. Adopt a social norms campaign to promote BU values that prioritize gender equity as a human right and an expectation of civil and welcoming behavior for all, guided by a standing University committee that is chaired by the Associate Provost for Diversity & Inclusion or their designee.
- b. Create a statement of BU values, and find repeated opportunities to restate it.
- c. Establish a code of conduct and require BU affiliates and visitors to affirm it.
- d. Create a deliberate hiring effort to have more women in leadership at all levels.

### 2. Education and Prevention

- a. Require skills-based training on creating a culture of respect, inclusion, and equity for all new members of the BU community—including students at all levels, faculty, staff, fellows, and postdoctoral associates—and reinforce it throughout the academic year.
- b. Diffuse the hierarchy between faculty and trainees through team-based advising, contingency funding models that allow graduate students to switch advisors, and codes of conduct for research groups and laboratories.

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<sup>1</sup> National Academies of Sciences, Engineering, and Medicine. 2018. *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24994>

- c. Require BU-led field sites and Study Abroad locations to have mandatory education on gender equity and inclusion, and a required code of conduct for the trip.

*3. Reporting and Adjudication*

- a. Create easier web-based and in-person navigation for BU’s gender-based harassment resources for those who report harassment, respondents, and supervisors.
- b. Broaden and amplify the work of the offices that support reporters, respondents, and supervisors, through an infusion of budgetary and staff resources.
- c. Expand the University’s gender-based harassment data collection and make it transparent and publicly available.
- d. Expand the reporting options for victims.
- e. Revisit the University’s existing sexual misconduct policies and create a defined menu of consequences for violating sexual misconduct policies.
- f. Create a specific funding stream for a resource designed to help respondents.

*4. Incentivizing Change*

- a. Embed anti-harassment strategies in hiring and promotion by recognizing contributions that uphold institutional values, and considering a University policy to prevent “passing the harasser.”
- b. Develop a culture of gender equity among students through grants and events.
- c. Develop a culture of gender equity among faculty, staff, and postdoctoral associates through events, awards, recognition, and research.

- 5. *Measuring Progress:* Utilize climate surveys, focus groups, exit interviews, and other methods to assess progress and make the results public.

<b>PRIORITIZED LIST OF KEY RECOMMENDATIONS</b>
1. Adopt a social norms campaign to promote BU values that prioritize gender equity and an expectation of civil and welcoming behavior, guided by a standing University committee chaired by the Associate Provost for Diversity & Inclusion or their designee.
2. Create an institutional statement of values and ask the BU community to affirm a code of conduct.
3. Diffuse the hierarchy between faculty and trainees.
4. Expand data collection on the incidence of and response to gender-based harassment, and make the data public.
5. Continuously measure our progress, and make the results public.
6. Focus resources on graduate students, postdoctoral associates, international students, LGBTQIA+ individuals, and members of the BU community who are studying or researching off-campus.
7. Prioritize gender equity in hiring and promotion.

## Members of the Working Group

- **Jennifer Grodsky**, Vice President for Federal Relations (*Chair*)
- **Karen Antman**, Dean, School of Medicine; and Medical Campus Provost
- **Emily Barman**, Associate Dean, Graduate School of Arts & Sciences; and Professor of Sociology, College of Arts & Sciences
- **Victor Coelho**, Professor of Music; and Chair of Musicology & Ethnomusicology, College of Fine Arts
- **Hyeouk “Chris” Hahm**, Associate Professor and Chair of Social Research, School of Social Work
- **Aviva Lee-Parritz**, Associate Professor of Obstetrics & Gynecology, School of Medicine
- **Naomi Mann**, Clinical Associate Professor of Law, School of Law
- **Elise Morgan**, Professor of Mechanical Engineering, Materials Science & Engineering, and Biomedical Engineering, College of Engineering
- **Emily Rothman**, Professor of Community Health Sciences, School of Public Health
- **Julie Sandell**, Senior Associate Provost for Faculty Affairs (*ex officio, departed BU in July 2019*)
- **Christopher Schmitt**, Assistant Professor of Anthropology, College of Arts & Sciences
- **Michael Sorenson**, Senior Associate Dean of the Faculty, Natural Sciences; and Professor of Biology, College of Arts & Sciences
- **Mounika Vutukuru**, President, Graduate Women in Science & Engineering
- **Gloria Waters**, Vice President and Associate Provost for Research (*ex officio*)
- **Muhammad Zaman**, Professor of Biomedical Engineering, College of Engineering

## Process

The Provost announced the formation of the Working Group on February 26, 2019. The group met in person 14 times between March 1 and October 24, 2019. We interviewed University officials, researched how other campuses and non-academic sectors are addressing harassment, and broke into subgroups to write portions of the report. The list of campus stakeholders we met with includes:

- **ARROWS** (Advance, Recruit, Retain & Organize Women in STEM): Joyce Wong, Inaugural Director
- **Dean of Students:** Kenneth Elmore, Dean
- **Equal Opportunity Office:** Kim Randall, Executive Director of Equal Opportunity and University Title IX Coordinator
- **Faculty & Staff Assistance Office:** Director Bonnie Teitleman, Employee Assistance Counselor Karen Brouhard, and Administrative Coordinator Colleen McGuire
- **Office of the General Counsel:** Lisa Tenerowicz, Associate General Counsel
- **Global Programs:** Debbie Miller, Director of Enrollment Services, and Adeline Wong, Managing Director of Operations
- **Ombuds:** Francine Montemurro, University Ombuds
- **Professional Development & Postdoctoral Affairs:** Sarah Hokanson, Assistant Provost, and Erin Kane, Postdoctoral Associate
- **Office of the Provost:** Crystal Williams, Associate Provost for Diversity & Inclusion
- **Student Health Services:** Carrie Landa, Associate Clinical Director, Behavioral Medicine, and Maureen Mahoney, Director, Sexual Assault Response & Prevention
- **Other:** Dr. Chelsey Bowman (SPH'19), expert in the efficacy of bystander intervention training

## Introduction

Sexual harassment is frighteningly common in higher education. The National Academies report on *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine* indicates that half of women faculty and staff in academia experience harassment. For students in STEM fields, between 20 and 50 percent experience sexual harassment from faculty or staff. For both victims and witnesses, harassment threatens professional and educational success, as well as mental and physical health. This has major implications for a research university, reducing the talent pool and diminishing productivity and creativity through “work withdrawal.”<sup>2</sup>

Sexual harassment includes sexual coercion, unwanted sexual attention, and gender harassment. The National Academies indicates that gender harassment—“verbal and visual conduct that conveys hostility, objectification, exclusion, or second-class status about members of one gender”—is the most common form of sexual harassment. The Academies further states that “severe or frequent gender harassment has the same professional and psychological damage as an isolated instance of sexual coercion.”

While US universities have traditionally focused on sexual coercion and unwanted sexual attention by increasing support services for victims or mandating prevention training for employees, this response is not sufficient to stem gender harassment. In fact, most people do not report their harassment. Only one-third of women informally discuss their harassment experience with someone within their organization, and even fewer make formal reports.<sup>3</sup> Therefore, universities need to focus on creating the climate and culture that prohibit the “disease” of harassment from spreading in the first place.

As the Academies report states, research “suggests that the most potent predictor of sexual harassment is organizational climate—the degree to which those in the organization perceive that sexual harassment is or is not tolerated.”

The Working Group on Gender-Based Harassment Prevention was charged with “identifying best practices in preventing gender-based harassment, understanding the efforts underway by the National Academies and other national groups, and developing a set of recommended action steps to cultivate the culture and climate across all disciplines at BU that reject gender-based harassment.” While the Group’s goal was to address gender-based harassment for all members of the BU community, the report occasionally focuses specifically on women. This is because the available research suggests that people in male-dominated workplaces experience more harassment, and, therefore, increasing the number of women is a strategy to prevent harassment.<sup>4</sup>

We recognize there can be “administration fatigue” as the University creates new offices, rules, and compliance obligations. As a result, we hope the recommendations in this report are integrated into the University’s existing structures whenever possible.

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<sup>2</sup> *ibid*

<sup>3</sup> *ibid*

<sup>4</sup> *ibid*

The heart of our recommendations is a focus on improving BU's culture (our stated values) and climate (the lived experience of people in our community) so we can prevent harassment before it begins. As importantly, we recommend measuring and publicizing our progress as we embark on the change.

BU has a longstanding commitment to gender equity, as one of the first universities to open all divisions to female students, the first coeducational medical college in the world, and the first American university to award a PhD to a woman. Between 2006 and 2008, the BU Council on Faculty Diversity & Inclusion assessed the University's climate for women and underrepresented minorities. In 2018, the University welcomed its first Associate Provost for Diversity & Inclusion. Today, nearly half of our academic deans are women, and women hold the key roles of Provost, Vice President and Associate Provost for Research, General Counsel, Chief Investment Officer, and Senior Vice President for Development & Alumni Relations.

This year, BU joined the National Academies Action Collaborative on Preventing Sexual Harassment in Higher Education. Along with more than 50 peer institutions, we have committed to "share and elevate evidence-based policies and strategies for reducing and preventing sexual harassment." The recommendations in this report will help us achieve the goals of the Action Collaborative.

Building on BU's historic and recent commitment to equity and inclusivity, we are well poised to enact a data-driven, comprehensive approach to stopping gender-based harassment on our campus.

## Recommendations

### Culture and Climate

According to the National Academies, academic environments have four characteristics that increase the risk of sexual harassment: male-dominated community, institutional tolerance for sexually harassing behavior, hierarchical and dependent relationships between faculty and trainees, and isolating environments.<sup>5</sup> As a result, harassment is shockingly common in higher education.

However, “Environments with organizational systems and structures that value and support diversity, inclusion, and respect are environments where sexual harassment behaviors are less likely to occur. Sexual harassment often takes place against a backdrop of incivility, or, in other words, an environment of generalized disrespect.” While an organization may not be able to influence attitudes and beliefs (and may not wish to), it can communicate clear behavioral expectations.

To address gender-based harassment, our top priority must be to create a climate and culture that do not tolerate harassment. We should acknowledge that the current culture does not fully reflect our core values, identify the causes, and proactively address them. If done well, BU can be a leader in academia, attracting excellent faculty, staff, and students who want to be part of a collegial, respectful community.

The institution must decide what principles it holds most important and must communicate these values clearly. How we act on those values creates our climate.

We recommend the University:

1. Adopt a social norms campaign to promote BU values that prioritize gender equity as a human right and an expectation of civil and welcoming behavior for all, guided by a standing University committee.
  - a. The committee should be chaired by the Associate Provost for Diversity & Inclusion or their designee and comprised of representatives from the Associate Provosts for Faculty, Graduate Affairs, Research, and Global Programs; Marketing & Communications; Behavioral Medicine; Faculty & Staff Assistance Office; Ombuds; faculty with expertise in gender equity and/or behavior change; students; and postdoctoral associates.
  - b. Components can include a statement of values, messages from leaders at all levels of the institution, a media campaign to convey BU’s commitment to equity and inclusivity and opposition to harassment, and a network of champions who will promote behavior change through example.
2. Create a statement of BU values regarding gender inclusivity and equity, and find repeated opportunities to restate it.

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<sup>5</sup> ibid

- a. Core values are the guiding tenets of an institution. They are timeless, enduring, and intrinsically important. Core values support the vision, shape the culture, and reflect the institution’s identity.
  - b. A values statement could include: “Gender equity and safety is a basic human right and will be prioritized and protected at BU. At BU everyone is intrinsically valued and has the right to be safe (from harassment and assault).”
  - c. The message should come from the top and from every level of leadership so everyone knows what is expected.
  - d. Leaders, such as the President and Provost, should refer to their support for gender equity in their public remarks and writing.
  - e. The values statement can be included in faculty offer letters, BU’s employment website, class syllabi, residence hall posters, class registration, meeting agendas, announcements from the Board of Trustees, etc.
  - f. Some BU entities are already pursuing this strategy. For example, the BU School of Medicine uses this values statement in its faculty offer letter: *“Boston Medical Center and Boston University School of Medicine are committed to a work environment that is professional, collegial, supportive of all personnel, and conducive to providing the best possible patient care, teaching, and research. The Department of [DEPARTMENT] places a very high priority on maintaining a work environment for staff, trainees, and faculty characterized by generosity, integrity, constructive interactions, mentoring, and respect for diversity and differences among members of our community. All physicians are also expected to model Boston Medical Center’s behavioral attributes—responsibility, empathy, service excellence, problem solving and continuous improvement, efficiency, cultural competency, and teamwork.”*
3. Establish a Code of Conduct and require BU affiliates and visitors to affirm it.
- a. Require BU faculty and staff to annually renew their commitment to these ideals, by signing a code of conduct—similar to the required annual completion of the University’s conflict of interest form.
  - b. Give the BU community concrete examples of how the code of conduct will be implemented and what the consequences will be for violations.
  - c. The code can be shared with participants across the full range of BU-affiliated programs, including, for example, varsity athletics, student organizations, on- and off-campus research groups and initiatives, summer and academic year outreach and education programs, and BU-hosted conferences.
  - d. Consider sharing the code of conduct with campus visitors (conference attendees, visiting scholars, prospective students and their families, etc.).
  - e. Codes of conduct are becoming more common, and many of our faculty already affirm these codes with their scientific societies. Sample codes of conduct include:
    - a. BU Questrom School of Business offer letter: *As a Questrom community member, you are expected to adhere to the School Conduct Code. To this end, you are expected to adhere to teaching norms, treat faculty and staff with dignity and respect, act with integrity, maintain a presence on*

*campus, be available and responsive to department and administrative communications, participate in relevant faculty and department meetings and retreat events, attend School and University graduation ceremonies and convocation exercises, and engage in experiential activities that build community and contribute to the intellectual life of your Department and the School. Performance vis-à-vis Questrom's Code of Conduct is considered in the annual merit review process and has implications for merit raises and faculty support. Questrom's Code of Conduct can be found on the Questrom Faculty Website:*

<http://questromworld.bu.edu/faculty/ongoing-business/#codeofconduct>

b. National Academies:

[http://www.nationalacademies.org/about/NA\\_186023.html](http://www.nationalacademies.org/about/NA_186023.html)

c. American Geophysical Union: <https://www.agu.org/Plan-for-a-Meeting/AGUMeetings/Meetings-Resources/Meetings-code-of-conduct>

f. The code could build upon the University's existing Code of Ethical Conduct (<http://www.bu.edu/policies/code-of-ethical-conduct-2/>)

4. Create a deliberate hiring effort to have more women in leadership at all levels.

- a. The National Academies found that sexual harassment is most likely to occur in environments that are male-dominated in numbers, leaders, or culture—such as the military and academia.
- b. Implement meaningful training for faculty and staff on creating gender-equity job searches, and how implicit bias affects hiring. Utilize the diversity and inclusion trainings offered by the Associate Provost for Diversity & Inclusion, which have different models for different audiences, to directly engage participants and meaningfully address these issues.
- c. Offer leadership development and skills-building opportunities for female faculty and staff, building on offerings by ARROWS, Faculty & Staff Assistance Office, and the BU Women's Guild.

## Education and Prevention

We recognize that in order to prevent gender-based harassment at Boston University, we must foster a change in culture regarding how gender and sex are treated and negotiated by every member of our community. An important component will be educational offerings that help the BU community develop the skills they need to promote respect, inclusion, and equity.

Mandatory training on the prevention of sexual misconduct, harassment, and discrimination has become common in academic settings, state agencies, and the private sector. While training programs, ranging from workshops to online courses (as is the case at Boston University), have raised awareness about the many shapes and forms that unacceptable and discriminatory conduct can take, a large body of evidence questions the effectiveness of “compliance training.”

However, creating educational and skill-building opportunities for members of the BU community has the potential to raise awareness of gender-based harassment, shift cultural norms, and set the expectation that the BU community will collectively work to prevent harassment.

Research indicates that most victims of gender-based harassment do not report their harassment. Our colleagues in Behavioral Medicine told the Working Group that students are more likely to informally report sexual misconduct to peers or family than to file a formal University complaint. Since most harassment goes unreported, it is insufficient to address harassment solely by focusing on reporting and adjudication mechanisms. Instead, prevention needs to be a primary focus.

Preventing harassment before it happens is a solid investment that will improve student and employee morale, enhance BU’s reputation, and reduce legal battles. For example, the National Academies finds that both people who experience harassment and those who witness it report lower well-being and engage in work withdrawal. With regard to reputation, preventing harassment can help BU attract the best students and faculty because people want to be part of a community that prioritizes collegiality. Economically, investing in skills-building and prevention is more cost-effective than responding to lawsuits from victims or respondents.

Prevention is particularly important when members of the BU community are off campus at conferences, field sites, and studying abroad. A 2014 study of field scientists found that nearly two-thirds of women and men had experienced harassment at a field site.<sup>6</sup> At BU, students engaged in internships around the world through Study Abroad have experienced harassment at work sites located in countries with different norms around appropriate workplace behavior.

A focus on prevention is also necessary in an academic environment because of the hierarchical and dependent relationship between trainees and faculty. Graduate students and postdoctoral associates are particularly vulnerable because their academic and professional success can rest in the hands of one mentor. Universities can structure their environments to lessen this power differential and prevent harassment.

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<sup>6</sup> Clancy, K, Nelson, G, Rutherford, J, Hinde, K. Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. 2014. *PLOS One*. <https://doi.org/10.1371/journal.pone.0102172>

We recommend the University:

1. Require skills-based training on creating a culture of respect, inclusion, and equity for all new members of the BU community—including students at all levels, faculty, staff, and postdoctoral associates—and reinforce it throughout the academic year.
  - a. Special attention should be paid to graduate students and non-employee postdoctoral associates, who are currently missed by our training offerings.
    - i. Require mandatory skills-based training on creating a culture of respect, inclusion, and equity for new graduate students and postdoctoral associates, as well as annual refreshers.
    - ii. Ensure that graduate students serving as teaching fellows or teaching assistants are provided with skills-building specific to working with undergraduates in the classroom and laboratory settings, including conflict resolution, creating a welcoming environment, and implicit bias.
    - iii. Ensure that graduate students and postdoctoral associates conducting field-based research receive context-specific, in-person education on behavioral expectations and remediation options prior to their travel and again at their research site, in conversation with their principal investigator and someone from the Faculty & Staff Assistance Office, Behavioral Medicine, and/or Global Programs. See item (3) below for more details.
  - b. Use the natural rhythm of the academic year to provide regular opportunities for the BU community to reaffirm its commitment to education and prevention.
    - i. For example, Behavioral Medicine or the Faculty & Staff Assistance Office can discuss gender-based harassment with departments during their first faculty meeting of the year.
    - ii. Faculty who wish to host a postdoctoral associate should be asked to create a plan for ensuring effective mentoring and creating an inclusive academic environment.
    - iii. Beyond the existing mandatory online harassment-prevention training, consider adding “doses” of ongoing education (either in-person or online) throughout the natural cycle of the academic year (i.e., department meetings). Educational offerings can include conversations about bystander intervention, creating inclusive lab environments (such as the Inclusive Lab Leaders workshops at the University of Illinois: <https://21centurysci.beckman.illinois.edu/inclusive-lab-leaders/>), conflict resolution, etc. By creating an ongoing training culture, the length of the current mandatory online training might be reduced—thereby increasing acceptance of the tool.
    - iv. Those in leadership positions should be provided with additional education opportunities relevant to their positions (e.g., departmental directors of graduate study) and should be asked to ensure departmental accountability. These programs can include what a consciously inclusive

- culture looks like, including training on how implicit bias affects culture, conflict resolution, and handling difficult situations.
- v. Create opportunities for participation in educational opportunities related to creating a culture of respect, inclusion, and equity, beyond the training offered at orientation. Topics could include sexual misconduct prevention, bystander intervention, healthy relationships and sexual behavior, University resources, and reporting.
  - c. Support continued assessment of LGBTQIA+ individuals, underrepresented minorities, and international students' experiences at the University and use this information to target prevention efforts accordingly. Survey data and our conversations with campus stakeholders make clear that more anti-harassment resources are needed specifically for centers and student groups serving these populations.
2. Diffuse the hierarchy between faculty and trainees.
    - a. Promote team-based advising or mentoring networks for graduate students, in order to reduce the likelihood that someone's career is in one person's hands.
    - b. Create a funding mechanism that allows research funding to be given directly to the trainee, and not just the principal investigator. For example, MIT's Department of Mechanical Engineering gives every graduate student one semester of contingency funding so they can change mentors once during their academic career for any reason.
    - c. Require lab leaders to implement codes of conduct for all BU-affiliated research groups and members of the lab to affirm it, similar to the way lab members must complete safety training before working in the lab. These can be filed with the Office of Research.
  3. Require BU-led field sites and Study Abroad locations to have mandatory education on gender equity and inclusion, and a required code of conduct for the trip.
    - a. Require BU faculty, researchers, students, and staff who are participating in BU-supported field research or an off-campus BU program (e.g., at locations where they will represent the University) to review and sign a code of conduct when making their travel arrangements through the University's online portal.
    - b. Require travelers to affirm the code of conduct prior to approval for funding related to conference or research travel.
    - c. Office of Research, Global Programs, Faculty & Staff Assistance Office, and Behavioral Medicine should work collectively to develop guidelines and/or training for faculty and staff leaders of off-site activity. These can include:
      - i. Helping group leaders engage participants in discussions about harassment and broader questions of inclusion, equity, and respect. These discussions should take place prior to departure and again upon arrival to the field site.
      - ii. Creating site-specific plans for promoting equity and inclusivity prior to specific travel.

## Reporting and Adjudication

Although the majority of victims of harassment do not formally report their experience, effective formal reporting mechanisms are essential. According to the National Academies, harassment is more likely to occur in climates where reporting is perceived as risky, reports are not taken seriously, and offenders escape sanction.<sup>7</sup>

The University currently fragments discussion of BU's gender-based harassment policies, processes, and resources by BU population (e.g., faculty and staff versus students) across multiple web pages. Policies, processes, and resources are often not tailored to different populations, such as faculty who supervise or visiting scholars. Relevant BU websites are wordy and use legalese; they are not clear or user-friendly.

The University does not currently have enough data, or make enough data public, to help the BU community understand the nature of harassment on campus or the University's commitment to address it. For example, our climate survey on sexual misconduct does not cover non-student populations (i.e., postdoctoral associates, faculty, and staff). No data is collected on complaints to the Equal Opportunity Office (EOO) that are not subsequently classified as Title IX violations, but might be of use in monitoring organizational culture and individual behavior. There is no aggregate public reporting on how long it takes EOO to adjudicate a case or the types of responses taken on Title IX complaints, leading BU community members to question whether, when, and how BU responds to sexual harassment.

Respondents and supervisors told members of the Working Group that the Equal Opportunity Office currently takes too long to resolve complaints – frustrating reporters, respondents, and supervisors. The Faculty & Staff Assistance Office does not have the resources to offer timely and comprehensive support to reporters, respondents, and supervisors. For postdoctoral associates and visiting scholars, the appropriate avenue for support services is unclear or non-existent.

In addition, the University's policies themselves need to be revisited.

We recommend the University:

1. Create easier web-based and in-person navigation for BU's gender harassment resources for those who report harassment, respondents, and supervisors.
  - a. Create a single website that clearly and succinctly outlines policies, processes, and resources. Use visuals such as a flow-chart. Northwestern University's website can be a model, see: <https://www.northwestern.edu/sexual-misconduct/>
    - i. Ensure material is relevant to and tailored for each population, expanding to include guidance for supervisors, visiting scholars, and others.
    - ii. Use language suitable for a non-legal reader.

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<sup>7</sup> National Academies of Sciences, Engineering, and Medicine. 2018. *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24994>

- iii. Ensure consistency of policies, processes, and resources across websites.
  - b. Identify a “resource navigator” who can help complainants and witnesses determine whether and how to report an incident of harassment and guide them as they interact with campus resources.
    - i. This person might be someone on the Ombuds staff.
    - ii. While EOO is designed to investigate and adjudicate, it is not intended to offer support or to remediate issues which do not violate Title IX. As a result, individuals who experience harassment that does not fall under EOO’s jurisdiction may feel that there is no place at the University for them or that their concerns are not being heard.
- 2. Broaden and amplify the work of offices that support reporters, respondents, and supervisors, through an infusion of budgetary and staff resources.
  - a. Faculty & Staff Assistance Office. Provide additional funding to expand the services offered and to reach a broader population at Boston University. Examples could include:
    - i. Increase staff to respond to employees who want to discuss incidents of harassment, but aren’t certain whether they wish to speak with EOO. For example, see this position from the Vanderbilt Medical Center: *“As part of the SHARE Program, this position supports individuals and Vanderbilt University Medical Center on matters of sexual harassment. This position also provides psychological evaluation and counseling services to Work/Life Connections-EAP clients. The SHARE (Sexual Harassment Awareness, Response, & Education) Program is a place where employees and others working within the Vanderbilt University Medical Center (VUMC) community can share concerns about sexual harassment incidents or behavior when they may not be ready to share details or move forward on an investigation. The SHARE program is a resource for anyone who, in connection with VUMC activities and programs, experiences sexual harassment that interferes with or limits the ability of a member of the community to participate in or to receive benefits, services, or opportunities from the VUMC activities or programs.”*
    - ii. Dedicate staff to address department climates *after* the adjudication of a harassment case. We learned that people who have witnessed harassment or who are confused as to why a member of the community has left the University are unsettled and their work climates can feel unsafe and unsupportive. However, the Faculty & Staff Assistance Office is rarely invited to help departments in this instance.
    - iii. Dedicate staff to work with postdoctoral associates and visiting scholars, who fall through the gap between Sexual Assault Response & Prevention (SARP) and the Faculty & Staff Assistance Office.
    - iv. Dedicate staff to help faculty and staff supervisors build their skills.
    - v. Dedicate staff assigned to partner with units that are not able to successfully build a safe and inclusive culture. This staff would play a similar role to the planned Director of Learning and Training in the Office

of Diversity & Inclusion. From the job description: *“The Director’s role will be to both help address unit-level D/E/I-related challenges (individuals and teams) and to create programmatic platforms focused on skill development, knowledge transmission, and operationalization of the University’s D/E/I goals.”*

- vi. Offer proactive opportunities for faculty and staff to address gender equity without needing a “flare up” to access resources. For example, regular lunch & learn sessions, department-level meetings, educational opportunities to develop campus leaders, etc.
  - b. Equal Opportunity Office. Measure EOO’s effectiveness and speed in investigating and adjudicating cases through publicly available metrics. EOO may need more resources to meet its efficacy goals.
  - c. Behavioral Medicine.
    - i. Ask SARP to proactively market their resources to graduate students, international students (in collaboration with the International Students & Scholars Office), LGBTQIA+ students (in collaboration with the planned LGBTQIA+ center), and students who will study or research abroad. These populations are more likely to experience harassment, but may not be aware of what resources are available to them.
    - ii. Ask SARP to evaluate their prevention and response efforts, including their bystander intervention training, and to make the evaluation data public.
3. Expand the University’s gender-based harassment data collection and make it transparent and publicly available.
- a. Collect data on the number and type of gender-based harassment complaints to the Faculty & Staff Assistance Office, Behavioral Medicine, Ombuds, EOO, or any University source—including both those that are and are not subsequently classified as Title IX violations.
  - b. Make public the aggregate data on the disciplinary actions taken, mode of adjudication, and timeline of investigation. For example:
    - i. Yale University reports twice a year on the number, type, and adjudication of Title IX cases. The reports include both quantitative and qualitative data: <https://provost.yale.edu/title-ix/reports>
    - ii. Georgetown University provides annual reports on complaints received, cases adjudicated, and clients served in its health center: <https://sexualassault.georgetown.edu/annual-reports>
    - iii. BU School of Medicine sends a memo to students describing the actions taken as a result of the incidents reviewed by its “Appropriate Treatment in Medicine Committee.” Actions can include things like: faculty referred to sensitivity training, clinical policies revised and communicated to faculty, staff reprimanded or terminated for unprofessional interactions with students, or a department put under review for its learning environment.

- iv. There should be a formal and transparent data tracking system for cases that reach Judicial Affairs and the data should be easily available to a wider set of administrators from a central portal. Presently, Judicial Affairs data is only available from one staff member's spreadsheet.
  - c. Disaggregate the data by population, when it is possible to do so without identifying individuals, in order to assess who is experiencing harassment at BU.
  - d. Use the data to identify populations or departments that need special intervention to create a climate of inclusivity, respect, and equity.
  - e. Improve and expand the current sexual misconduct climate survey.
    - i. Make a deliberate effort to increase the response rate.
      - 1. In 2019, the response rate to BU's survey was approximately 13 percent and in 2015 it was 22 percent. While unbiased estimates can be achieved using web-based campus climate surveys, and it's even possible that surveys with such low response rates may reflect true estimates of harassment victimization, the confidence level is low.
      - 2. Efforts might include using survey incentives, lengthier fielding periods, or randomly selecting a subset of University students as the sampling frame and making more extensive efforts to have this smaller pool of individuals respond to the survey.<sup>8</sup>
    - ii. Include faculty, staff, and postdoctoral associates.
    - iii. Analyze the data in order to see how gender intersects with other identities (race, citizenship status, disability, etc.) so that BU can determine how to tackle these issues in a more holistic manner.
    - iv. Disseminate the results of the survey and offer opportunities for community discussion.
    - v. Consider "pulse surveys" in between official survey cycles in order to get qualitative metrics.
    - vi. Consult with students to determine that the survey is in fact addressing the issues that they are facing.
4. Expand the reporting options for victims. Given concerns over retaliation, uncertainty over the process, and the long time to investigate and adjudicate, many do not report incidents of sexual misconduct. (The National Academies report indicates that less than 30 percent of victims of harassment choose to report.<sup>9</sup>)
- a. Create and advertise a "safe space" where individuals can discuss their experiences, without mandatory reporting. This could be an expanded Faculty & Staff Assistance Office or Ombuds.

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<sup>8</sup> Berzofsky ME, Langton L, Krebs C, Lindquist C, Planty M. Methods for Improving Representativeness in a Web Survey on Sexual Assault Among College Students. 2019. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/0886260519871526>

<sup>9</sup> National Academies of Sciences, Engineering, and Medicine. 2018. *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24994>

- b. Consider implementation of anonymous reporting software, such as Callisto Campus, or a home-grown anonymous reporting system, such as the one offered at Harvard University (see: <https://titleix.harvard.edu/disclose>).
  - c. Create mechanisms for BU to address a problematic culture in a holistic manner that doesn't require the individual to make complaints in different places for different identities (race, citizenship status, disability, etc.). Different identities can affect how gender discrimination occurs and is experienced; this intersectionality should be considered when BU addresses harassment. For example, reporters may choose to share their experience with Diversity & Inclusion or Global Programs, and those offices may need to be included when EOO considers a case.
5. Revisit the University's existing sexual misconduct policies.
- a. Consider updating the "Consensual relationships with students" policy so it explicitly prohibits such conduct rather than stating faculty "should avoid" such conduct.
  - b. Create a defined menu or guidelines for the consequences for violation of the "Sexual Misconduct/Title IX" policy, rather than leaving it up to individual departments and schools to determine the punishment for a policy violation.
    - i. A variation in response to harassment across departments can lead members of the BU community to believe the University does not adjudicate claims fairly or care about complainants.
    - ii. Per the National Academies report, "A person more likely to engage in harassing behaviors is significantly less likely to do so in an environment that does not support harassing behaviors *and/or has strong, clear, transparent consequences for these behaviors* (emphasis added)."
6. Create a specific funding stream for a resource designed to help respondents with their emotional health. This work is currently done on an *ad hoc* basis by the Center for Psychiatric Rehabilitation, although it is not formally part of the University's expectation for the center.

## Incentivizing Change

Recognizing that culture and climate are key to preventing harassment, how does one provide incentives for culture change that is successful, impactful, and relevant to the individual and the institution?

The following recommendations are drawn from the Working Group's discussions, current research, and both institutional and government reports. Moving beyond legal compliance, which should be our baseline, we suggest BU develop holistic professor- and student-driven ideas that incentivize culture change. Given the power dynamic that can exist between students and faculty, these groups should be engaged separately whenever possible.

University leaders should be assisted with creating an inclusive culture within their unit and held accountable for that culture.

BU has already indicated its support of incentivizing change through our participation in the AAAS SEA Change program, which encourages self-reflection and continuous improvement on the topic of gender equity. The recommendations in this section can build upon our SEA Change activities.

The Rutgers University report on harassment prevention<sup>10</sup> and the US Equal Employment Opportunity Commission's Select Task Force on the Study of Harassment in the Workplace<sup>11</sup> have both influenced this section.

We recommend the University:

1. Embed anti-harassment strategies in both hiring and promotion.
  - a. Create a Faculty Annual Report (FAR) line item to recognize participation and contributions that uphold institutional values, including activities to promote gender equity. Just as we ask faculty to detail their student advising, we can ask them how they are upholding the University's values.
  - b. Require BU departments to evaluate their promotion and hiring standards and practices to determine whether they promote gender equity.
    - i. For example, are the proxies that departments use for excellence perpetuating gender inequities? BU School of Law realized that a prestigious fellowship that was prioritized in candidate hiring had only ever been awarded to one African American legal scholar; as a result, using that fellowship as a proxy for excellence locked out qualified African American faculty. Could the same be true for other signifiers that are disproportionately awarded to men?

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<sup>10</sup> Rutgers University. 2019. *Report of the Rutgers University Committee on Sexual Harassment Prevention and Culture Change*. [https://president.rutgers.edu/sites/president/files/Sexual\\_Harassment\\_Prevention\\_Committee\\_Report\\_-\\_April\\_2019.pdf](https://president.rutgers.edu/sites/president/files/Sexual_Harassment_Prevention_Committee_Report_-_April_2019.pdf)

<sup>11</sup> U.S. Equal Employment Opportunity Commission. 2016. *Report of Select Task Force on the Study of Harassment in the Workplace*. [https://www.eeoc.gov/eeoc/task\\_force/harassment/report.cfm](https://www.eeoc.gov/eeoc/task_force/harassment/report.cfm)

- ii. Ask faculty who write the department’s tenure and promotion recommendations to participate in implicit bias training, which is now required for new faculty hiring committees.
    - iii. Schools might adopt the model of the BU School of Medicine, which is participating in the Bias Reduction in Internal Medicine (BRIM) workshop pioneered by the University of Wisconsin–Madison School of Medicine (see: <https://brim.medicine.wisc.edu/>). The evidence-based approach has demonstrated increased hiring of female faculty.
  - c. Reward through salary increases or bonuses those who directly administer programs and faculty (i.e., chairs) for creating and maintaining a supportive and compassionate workplace environment. This can be demonstrated by participating in gender equity educational opportunities, employee evaluations, and other methods.
  - d. Consider a University policy to prevent “passing the harasser.” For example, BU could require all tenure-track applicants to disclose their involvement in any Title IX cases at a previous institution and waive any confidentiality agreements they have with previous employers. This policy exists at the University of California, Davis (see: <https://academicaffairs.ucdavis.edu/reference-checks>).
2. Develop a culture of gender equity among students through grants and events.
- a. Use Hub courses and Kilachand Honors College to address and build new models for changing campus climate. Provide starter grants that will inspire development of these courses, seminars, or conferences. Part of this work should include educating faculty on best practices for discussing gender harassment in a class setting, as this is not something every faculty member would be comfortable doing.
  - b. Employ the resources, space, and philosophy of the new Howard Thurman Center for Common Ground to host seminars, conferences, and conversations. Engage the Center for Gender, Sexuality & Activism, Global Programs, International Students & Scholars Office, Associate Provost for Graduate Affairs, and Professional Development & Postdoctoral Affairs.
  - c. Solicit and fund research by undergraduate and graduate students on anti-harassment topics via the Undergraduate Research Opportunities Program (UROP) or the Associate Provost for Graduate Affairs.
3. Develop a culture of gender equity among faculty, staff, and postdoctoral associates.
- a. Require every college to appoint a faculty coordinator, reporting to the Associate Provost for Diversity & Inclusion, to organize activities, speakers, projects, etc., that align with this topic. Identifying University leaders with responsibility for gender equity and preventing harassment contributes to changing our social norms about what behavior the University expects.
  - b. Provide faculty and staff awards and recognition for innovative and impactful contributions in this area, drawing on student input. This will allow the University to create leaders who can influence others. Awards should recognize

specific types of excellence in various settings: fieldwork, lab, studio, seminar, lecture, ensemble, etc.

- c. Create an award to recognize faculty who create a mentoring plan for their postdoctoral associates and demonstrate inclusive lab culture, similar to the University's advising award.
- d. Promote research into this area through the creation of new funding envelopes. For example, the Office of Research can seed a research competition into inclusive lab practices, effective mentoring, improving campus climate, etc.
- e. Create dinner workshops ("Socially Engaged Dialogues") throughout the year involving a mix of different groups to discuss equity, inclusivity, and respect. Notes taken from their discussions could be edited and published as an inclusive University report, with participants receiving authorship credit.
- f. Create a regular review process of climates in all units.

## Measuring Progress

In order to make progress on addressing culture and climate, education and prevention, reporting and adjudication, and incentivizing change, we recommend a regular evaluation of our strategies for change. Further, we recommend this measurement be made public, so the BU community sees that changing social norms on gender equity is a priority.

The National Academies indicates that some of the strategies used by universities to address sexual harassment are not evidence-based. It is essential that BU's approach be different. We must evaluate our work so we can be sure we are utilizing effective solutions, rather than merely well-meaning approaches.

The Culture and Climate section of this report recommends "a standing University committee" to oversee the recommendations of this report. This evaluation section makes the assumption that such a committee will be designated and that there is a committee leader who can function as a point-person for assessing progress toward the ongoing implementation and evaluation strategies outlined here.

The overarching vision for evaluation is that, at regular intervals, there are different types of data collected for evaluation purposes, which would be reviewed by the standing University committee. The standing University committee would then base recommendations for the next year (or a several-year-long period) on them.

We recommend the University measure:

1. Culture and Climate.
  - a. Social norms campaign: This should be developed using evaluation research so that it aligns with a theory of behavior change and is an appropriate fit for the selected target subpopulations. It should further be evaluated using both process and outcome measures over a sufficiently lengthy follow-up period, so that it is possible to observe changes in self-reported gender-based harassment victimization.
2. Education and Prevention.
  - a. Educational opportunities: These should be developed using formative evaluation methods, and evaluated using process measures. Outcome evaluation should use two-group pre- and post-test design so that the effectiveness of the training can be assessed. If outcome evaluation results do not support the contention that the training is effective, it should be modified and/or replaced with a different approach.
  - b. Diffuse the hierarchy between faculty and trainees: Graduate students and postdoctoral associates should be surveyed before and after the change in advising and/or creation of a new contingency funding mechanism to see if the

experience of harassing behavior is reduced. The Office of Research should confirm that labs have affirmed their codes of conduct.

### 3. Reporting and Adjudication.

- a. Easier navigation for BU's gender harassment resources: This should be assessed via user feedback surveys.
- b. Broadening and amplifying the work of offices that support reporters, respondents, and supervisors: Funding resources could be made contingent on progress.
- c. Expand reporting options and mechanisms for victims: The University should utilize climate surveys to assess community opinion about reporting options and mechanisms.

### 4. Incentivizing Change.

- a. Embed anti-harassment strategies in hiring and promotion.
  - i. Require BU departments to evaluate their promotion and hiring standards: The University should make a self-evaluation tool available to departments. The standing committee should review the percentage of departments that have completed the task at regular intervals.
  - ii. Financial rewards for faculty/chairs who create and maintain a supportive workplace environment: Via surveys, determine whether departments with supportive chairs report fewer incidents and improved climate over time.
  - iii. Consider a University policy to prevent "passing the harasser": Utilize the climate survey to substantiate whether this has effects on behavior and/or climate.
- b. Develop a culture of gender equity among faculty and staff.
  - i. Use Hub courses and Kilachand Honors College: Utilize the climate survey to substantiate whether this has effects on behavior and/or climate.
  - ii. Research by students on anti-harassment topics: Students should present a brief final report on their funded research to the faculty mentor and a representative of the standing University committee. Determine whether there is increased interest in working on this topic over time based on the number of applications and also the increased visibility of work being done at BU as shown by conference abstracts, presentations, etc.
- c. Develop a culture of gender equity among faculty and staff.
  - i. Require every college to appoint a faculty coordinator: Each year evaluate the number and type of events sponsored, as well as attendance at the events and the effectiveness of the events as measured by a survey of the attendees.
  - ii. Provide faculty and staff awards for contributions in this area: Determine whether there is an increase in the number of faculty nominated each year, as well as whether nominees come from across the University and for work in a wide range of settings.

- iii. Create an award to recognize faculty who create a mentoring plan and demonstrate inclusive lab culture: Determine whether there is an increase in the number of faculty nominated each year, as well as whether nominees come from across the University and work in a wide range of settings.
- iv. Promote research into this area: Determine whether there is an increase in the number of applications for this funding, what products (publications, instruments, etc.) result, and whether there is visibility for work being done at BU. Assess whether there is a related improvement in climate as measured by surveys and a lessening of incidents as measured by reporting.
- v. Create dinner workshops: Success can be determined by the number of participants over time, as well as by the diversity of participants.
- vi. Create a regular review process of climates in all units: Determine whether there is an overall positive increase in the climate over time.

## Conclusion

Boston University has an opportunity to create meaningful change and end gender-based harassment in our community. We must move beyond a legal framework that “checks the box” and into a holistic approach that changes our community norms. Recognizing the many demands already placed on faculty, staff, and students, the recommendations in our report should be integrated whenever possible into existing policies and campus activities.

By adopting a social norms campaign guided by a standing University committee, the University can create community expectations for gender equity and collegiality. We can use our institutional voice to assert our values and remind the BU community of our responsibility to treat each other with respect. Since the evidence does not support training as a “silver bullet” for changing behavior, we must focus our efforts on systemic prevention. This includes: diffusing the hierarchy between faculty and trainees, expanding data collection on gender-based harassment and making the data public, and prioritizing gender equity in hiring and promotion. We should find additional prevention and response resources for populations who are particularly vulnerable, such as graduate students, postdoctoral associates, international students, LGBTQIA+ individuals, and members of the BU community who are studying or researching abroad. Finally, we must continually measure our progress through multiple methods and make the results public.

### *Attachments:*

Interventions for Preventing Sexual Harassment (National Academies)

The Iceberg of Sexual Harassment (National Academies)

# 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.

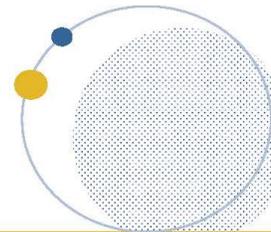
- The U.S. Geological Survey and the Department of the Interior have broad scientific integrity policies that apply to employees, appointees, volunteers, grantees, and contractors. Some scientific societies such as the American Geophysical Union have developed new ethics policies that explicitly call 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.nationalacademies.org/sexualharassment](http://www.nationalacademies.org/sexualharassment)

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**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