

1. Sexual Harassment Taskforce Recommendation Proposal

Date Proposed: 12/10/2019

Proposal Sponsored By: (sponsoring subcommittee and list membership)

The Training and Education Subcommittee: James Kohl (Chair), Cailin Beattie, Annie Ciaraldi, Henry Cornu, Michelle Haynes-Baratz, Erin Keene Crouse, Elizabeth Pellerito, Nick Piscitello, Shaima Ragab, Clara Reynolds, Kristy Shockley

Recommended Action (Exact wording of the proposed recommendation):

Recommendation 1: Provide sexual harassment and other sexual misconduct training and education to all university community members and adapt the training to address unique needs/issues of diverse groups.

Summary of Principle Ideas and any Background that might help the Taskforce to better understand the Proposal:

- When appropriate, engage leaders of the group to participate in the delivery of the education/training as co-facilitators
- Prioritize in-person training opportunities for faculty, students and staff as a best practice
- Continue to offer online Title IX Training and seek alternatives to the current online training system
- Provide trauma-informed training for all staff and ambassadors working with campus community members on this issue.
- Adhere to the guidelines for training offered in the 2016 EEOC report and guidance from ACHA (2008) and CDC (2004) reports.
- Ensure that training process and substance are tailored to the needs of varied groups on campus
 - Investigate how training can most effectively support different groups
 - Design training that incorporates attention to the ways that issues and responsibilities may vary based upon participants' positionality, e.g., leadership responsibilities, specific job responsibilities, background, and social identity.
 - When appropriate, engage respected members of the varied subgroups to participate in the delivery of the education/training as co-facilitators
 - Address particular dynamics that can emerge for members of underrepresented and protected groups such as (LGBTQ+, international students) that may be at high risk

Justification/Goals (What the proposal is trying to accomplish):

Goal: To provide training and education concerning sexual harassment policies, practices, expectations, skills, resources and values to all members of the campus community designed.

Justification: The subcommittee reviewed existing literature, research and guiding documents, conducted a cursory review of current education and training initiatives on campus, and reviewed workplace and student experience risk factors for sexual harassment (See attached). The results of this exploration revealed the following key concepts related to effectively training and educating individuals and communities about sexual harassment and other forms of sexual misconduct. Education and training efforts should:

- Engage the entire campus community
- Be delivered across three groupings:
 - Universal: aimed at groups or population regardless of risk for perpetration or victimization
 - Selected: Target groups who have a heightened risk to be the victims of and/or perpetrators of sexual harassment and other sexual misconduct
 - Indicated: Target groups or individuals
- Tailored to the needs of specific individuals and groups
- Address the dynamics of power in content and consider dynamics of power when determining who to target
- Use multiple modalities
- Use trainings whose content and delivery methods are supported by evidence to be effective

The subcommittee reviewed existing literature, research and guiding documents including:

American College Health Association (2008). *Shifting the Paradigm: Primary Prevention of Sexual Violence*. [Linthicum](#), MD: American College Health Association.

Centers for Disease Control and Prevention (2004). *Sexual Violence Prevention: Beginning the Dialogue*. Atlanta, GA: Centers for Disease Control and Prevention.

CDC, "Risk and Protective Factors," October 10, 2019, CDC.gov:
<https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html>

Dahlberg, L.L., Krug, E.G. (2002). A Global Public Health Problem. In Krug, E.G., Dahlberg, L.L., Mercy, J.A., Zwi, A.B., Lorenzo, R Eds. *World Report on Violence and Health*. Geneva, Switzerland: World Health Organization

National Institute of Justice, "Factors That Increase Sexual Assault Risk," September 30, 2008, nij.ojp.gov: <http://nij.ojp.gov/topics/articles/factors-increase-sexual-assault-risk>

Van Brunt, B., Murphy, A. & O'Toole, M. (2015). The Dirty dozen: Twelve Risk Factors for Sexual Violence on College Campuses. *Violence and Gender*, 2, 1-16.

Pros and Cons (Three possible benefits of the proposal and 3 possible drawbacks):

Pros:

- Groups get specialized training that supports their needs
- Training is in person allowing dialog and engagement that is specific to the individuals in attendance
- Increased attendance and awareness by community members, and all employees are educated.

Cons:

- Cost to develop specific training is higher
- Developing specific trainings could take more time and resources
- Mandated trainings are not the most effective method
- Requires additional human and financial resources if we are requiring all employees to attend in person training

*Please attach any additional materials to this proposal if the space provided is not sufficient.

2. Sexual Harassment Taskforce Recommendation Proposal

Date Proposed: 11/27/2019

Proposal Sponsored By: (sponsoring subcommittee and list membership)

Training and Education Subcommittee: James Kohl (Chair), Cailin Beattie, Annie Ciaraldi, Henry Cornu, Michelle Haynes-Baratz, Erin Keene Crouse, Elizabeth Pellerito, Nick Piscitello, Shaima Ragab, Clara Reynolds, Kristy Shockley

Recommended Action (Exact wording of the proposed recommendation):

Recommendation 2: Establish an “Ally-like” program of support, embedded in departments/divisions/colleges to share resources and information in a comfortable and “safe” environment so individuals can digest information and make informed decisions about how they want to proceed.

- Provide specific and specialized training for “Allies” to ensure thorough understanding of the role and responsibilities.
 - Provide information and resources for “Allies” to share with employees who meet with them.
 - Offer the Ally trainings during work hours and provide release time to attend.
- Provide a means for identifying these staff & faculty via a door/window sign.
- Recommend exploring the pros and cons of a subset of these individuals being non-mandated reporters or engaging non-University Staff and Faculty to serve in this role.

Summary of Principal Ideas and any Background that might help the Taskforce to better understand the Proposal:

The Subcommittee discussed launching a program placing staff and faculty members in the position of a resource person (Ally) who could offer colleagues and students information on reporting Title IX violations, as well as resources. Currently staff and faculty serving in this role for other staff and faculty are mandated reporters while students have access to counselors and campus ministers who are not mandated reporters. Establishing a resource for faculty and staff on campus comprised of non-mandated reporters would allow our community members to make an informed decision prior to committing to becoming involved in an investigation and adjudication process.

Potential Allies would be nominated by their departments and/or colleges, and selected by a committee.

Justification/Goals (What the proposal is trying to accomplish):

The Subcommittee discussed current programs in the University community that have been successful. Specifically, the “Ally” Program is designed to provide individuals with training to become a resource for individuals wishing to discuss LGBTQ concerns or support needs; the “Harbormaster” Program trains faculty to become a resource for students who need assistance with resource needs such as food and housing. The goal would be to replicate this model for this Title IX resource role.

Pros and Cons (Three possible benefits of the proposal and 3 possible drawbacks):

Pros:

1. More community members would be trained in the resources and reporting process associated with the Title IX violations / processes.
2. Community members would potentially have a familiar face to talk with instead of needing to speak with staff in EOO or Student Conduct / Student Affairs to get information about their options.
3. The visibility of the door signs indicating a resource person would be a passive yet potentially powerful message of how seriously the University takes these issues and the care of our community.

Cons:

1. Misinformation can become more likely with a large number of community members delivering the information.
2. There may not be as many faculty and staff interested in participating in this program in all areas, causing a void of information in some areas of the campus.
3. There has been some discussion that this would have a stipend attached to it; this will require additional resources.
4. Since currently all faculty and staff who could serve in this role would be mandated reporters:
 - a. There is the possibility that specific information about the concerns would be shared with these individuals and they would have to report it which limits the protection of the parties privacy.
 - b. Individuals in this role may want to keep information confidential which they can't.

Alternatives to proposal:

The alternative would be to have a smaller group of trained faculty / staff that can be accessed on the website and contacted via phone or email. This would provide more control over messaging.

*Please attach any additional materials to this proposal if the space provided is not sufficient.

3. Sexual Harassment Taskforce Recommendation Proposal

Date Proposed: 11/27/2019

Proposal Sponsored By: (sponsoring subcommittee and list membership)

Training and Education Subcommittee: James Kohl (Chair), Cailin Beattie, Annie Ciaraldi, Henry Cornu, Michelle Haynes-Baratz, Erin Keene Crouse, Elizabeth Pellerito, Nick Piscitello, Shaima Ragab, Clara Reynolds, Kristy Shockley

Recommended Action (Exact wording of the proposed recommendation):

Recommendation 3: Employ evidence-based education and training methods for faculty, staff and students, for a variety of topics including, but not limited to, the following:

- Definitions of sexual assault, sexual harassment, dating and consent; confidential campus and community resources; reporting options on campus
- Discussion groups for men on masculinity and patriarchy, similar to the Men's Project
- Anti-bullying
- Self-awareness, sensitivity, and civility
- Bystander training and microaggressions
- Intimate partner violence and stalking
- LGBTQ issues, including pronoun usage, gender identity and gender expression
- Other cultural competencies

Summary of Principal Ideas and any Background that might help the Taskforce to better understand the Proposal:

The Subcommittee discussed the difference between "education" and "training" and wanted to make sure our recommendations encompassed both categories. Whereas "training" provides individual learners with mastery over specific skills, "education" provides a new set of ideas and outlook - it requires a shift in perspective and thinking. We want to train our community members about what to do if they or someone they know encounters harassment or assault. We also want to provide education that allows all of us to see why these issues are so important and what harm they can do if left unaddressed. Thus we have included a set of issues in these targeted trainings that do not fall under the strict legal definitions of harassment and assault (i.e. masculinity and patriarchy, LGBTQ issues and other cultural competencies, etc), but that we believe will help to change the campus culture that allows harassment and assault to proliferate.

Justification/Goals (What the proposal is trying to accomplish):

The Subcommittee also reviewed the methods currently used to offer these trainings, and, where available, the response rates for "required" trainings. Evidence-based methods will, we hope, result in high participation rates and high retention of the material. We know that face-to-face small group trainings are more effective than online trainings, but most of our campus community does not currently have the opportunity to participate in these models of training.

Pros and Cons (Three possible benefits of the proposal and 3 possible drawbacks):

Pros:

1. A wider sector of campus will be exposed to education about these issues
2. We will expand the current conversation about sexual harassment to include other forms of harassment and bullying, creating a more collegial campus atmosphere
3. Using evidence-based methods means we will be using the best pedagogical methods available

Cons:

1. It's possible that some groups could fall through the cracks
2. The issues we want to address could shift over time and we need a mechanism to revisit these categories so they evolve strategically
3. Expanding the categories for education will require additional resources

Alternatives to proposal:

Instead of providing trainings, offer a list of resources where employees and students could find more information about these issues. This alternative is far less effective and is not likely to result in cultural change.

*Please attach any additional materials to this proposal if the space provided is not sufficient.

4. Sexual Harassment Taskforce Recommendation Proposal

Date Proposed: 12/10/2019

Proposal Sponsored By: (sponsoring subcommittee and list membership)

Training and Education Subcommittee: James Kohl (Chair), Cailin Beattie, Annie Ciaraldi, Henry Cornu, Michelle Haynes-Baratz, Erin Keene Crouse, Elizabeth Pellerito, Nick Piscitello, Shaima Ragab, Clara Reynolds, Kristy Shockley

Recommended Action (Exact wording of the proposed recommendation):

Recommendation 4: Ensure that proper human and other resources are allocated to support prevention efforts.

- Allocate additional professional staff, space and fiscal resources to support prevention efforts for faculty, staff and students.
 - Design initiatives such that all community members feel connected to others, foster a sense of belonging, and reinforce that they matter and are important to the university
 - Enhance current offerings and provide additional resources so that they are responsive to the different needs of faculty, staff, and students
 - Enhance peer education programs and train the trainer programs focused on proactively supporting a respectful working, living and learning environment and University values.
 - Prioritize small group, in-person sexual harassment and other sexual misconduct prevention training and education as a best practice
- Create and expand “safe” physical spaces with informational resources dedicated to those whose identities put them at greater risk in our community (LGBTQ, trans people, people of color)
 - Identify what spaces currently exist on campus and make them better known to community members
 - Create dedicated separate physical spaces for students, faculty and staff.
 - Identify and further develop safe “event and situations” to augment physical spaces that that are recurring (e.g., the annual luncheons sponsored by VOWW – voices of working women networking for all women employees and LGBTQ Network)

Summary of Principal Ideas and any Background that might help the Taskforce to better understand the Proposal:

The Subcommittee discussed the need to have additional professional staff who are trained experts in the issues covered under Title IX sexual harassment, misconduct, violence, domestic/dating violence, & stalking. This staff should have the space and budget to accomplish the education and training of our community. Given the needs are different between employees and students there should be prevention staff for both demographics.

The Subcommittee discussed the need to create and / or expand safe spaces for LGBTQ community members as well as others in other risky communities. An example is the expansion of the LGBTQ Resource Center to meet the needs of this community, as well as the Office of Multicultural Affairs who provides support and services to our students of color and international community. There should be

separate but similar spaces and services for employees and students. Again, these spaces need to be properly staff and resourced.

Justification/Goals (What the proposal is trying to accomplish):

The Subcommittee discussed the lack of prevention staff members who are dedicated to the issues of sexual misconduct, harassment, etc. and the need to create these positions and activities for our community to increase the knowledge and understanding of the issues and to prevent them.

The Subcommittee discussed the research demonstrating that members of the LGBTQ and communities of color, as well as international students, as the more often targeted and lacking in knowledge of the supports and resources available for assistance.

Pros and Cons (Three possible benefits of the proposal and 3 possible drawbacks):

Pros:

1. Prevention efforts would be increased, and proper evaluation and assessment of the community could be conducted to provide data on what is needed.
2. Community members would have space where they would feel comfortable receiving information.
3. With increased prevention efforts there would be an increase in reporting of incidents, and eventually a decrease in violations of Title IX.

Cons:

1. There will be a need for human resources, space, and budget to accomplish the goals.
2. With increased prevention efforts there will be an increase in reporting, and a potential need for additional staff to work through cases.

Alternatives to proposal:

The alternative is to add staff and resources to existing offices, like Health Education and EOO, who are currently involved in prevention efforts at a much reduced output.

*Please attach any additional materials to this proposal if the space provided is not sufficient.

5. Sexual Harassment Taskforce Recommendation Proposal

Date Proposed: 12/10/2019

Proposal Sponsored By: (sponsoring subcommittee and list membership)

The Training and Education Subcommittee: James Kohl (Chair), Cailin Beattie, Annie Ciaraldi, Henry Cornu, Michelle Haynes-Baratz, Erin Keene Crouse, Elizabeth Pellerito, Nick Piscitello, Shaima Ragab, Clara Reynolds, Kristy Shockley

Recommended Action (Exact wording of the proposed recommendation):

Recommendation 5: Engage in ongoing and continuous assessment of the effectiveness of Education and Training programs to ensure evidence-informed initiatives are in place.

Summary of Principle Ideas and any Background that might help the Taskforce to better understand the Proposal:

- Ensure that appropriate “needs-assessment” surveys are conducted for individuals/groups engaging in various preventative and intervention programs on yearly basis
 - Employ a formal needs assessment to be used prior to working with individuals and groups depending upon the prevention/intervention program
 - Connect formal needs assessment to the individual/group’s after-the-fact assessment of the prevention/intervention programming and overall feedback of effectiveness of the training
 - Track this information through database systems that allows for analysis of findings
- Capture outcomes through assessment of preventative and intervention programs/initiatives on yearly basis
 - Utilize pre and post assessments for all preventative and intervention initiatives employed; appropriately adapted by individual/group/training type
 - Need to make determination of what “effectiveness” means/looks like for each prevention and intervention program
 - Connect and track these results in database system that links this to reality of campus and who is utilizing Title IX processes and services
- Consider previously developed prevention and intervention trainings that already incorporate data collection and analysis of results for prevention/intervention methods
 - Examine possibility of purchasing an online system with modules in place that would allow for system wide data collection of preventative and intervention methods employed
 - Document findings of the effectiveness of programming as relates to needs of individual/group/campus and utilization of processes and services

Justification/Goals (What the proposal is trying to accomplish):

Goal: To understand the nature and effectiveness of training and education at UMass Lowell concerning sexual harassment policies, practices, expectations, skills, resources and values to all members of the campus community designed to prepare them for the experience they are about to have or role they are assuming.

Justification: The subcommittee reviewed existing literature, research and guiding documents including: a cursory review of current education and training initiatives on campus and their effectiveness, reviewed workplace and student experience risk factors for sexual harassment and reviewed the results of student listening sessions and a student focus group. The results of this exploration revealed the following key concepts related to effectively train and educate individuals and communities about sexual harassment and other forms of sexual misconduct. Education and training efforts should:

- Engage the entire campus community
- Be delivered across three groupings:
 - Universal: aimed at groups or population regardless of risk for perpetration or victimization
 - Selected: Target groups who have a heightened risk to be the victims of and/or perpetrators of sexual harassment and other sexual misconduct
 - Indicated: Target groups or individuals where
- Tailored to the needs of specific individuals and groups
- Address the dynamics of power in content and consider dynamics of power when determining who to target
- Use multiple modalities
- Use trainings whose content and delivery methods are supported by evidence to be effective

The subcommittee reviewed existing literature, research and guiding documents including:

American College Health Association (2008). *Shifting the Paradigm: Primary Prevention of Sexual Violence*. [Linthicum](#), MD: American College Health Association.

Centers for Disease Control and Prevention (2004). *Sexual Violence Prevention: Beginning the Dialogue*. Atlanta, GA: Centers for Disease Control and Prevention.

CDC, "Risk and Protective Factors," October 10, 2019, CDC.gov:

<https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html>

Dahlberg, L.L., Krug, E.G. (2002). A Global Public Health Problem. In Krug, E.G., Dahlberg, L.L., Mercy, J.A., Zwi, A.B., Lorenzo, R Eds. *World Report on Violence and Health*. Geneva, Switzerland: World Health Organization

National Institute of Justice, "Factors That Increase Sexual Assault Risk," September 30, 2008, nij.ojp.gov: <http://nij.ojp.gov/topics/articles/factors-increase-sexual-assault-risk>

Van Brunt, B., Murphy, A. & O'Toole, M. (2015). The Dirty dozen: Twelve Risk Factors for Sexual Violence on College Campuses. *Violence and Gender*, 2, 1-16.

Pros and Cons (Three possible benefits of the proposal and 3 possible drawbacks):

- Pros
 - Provides opportunities for understanding nature of these cases and potential predictors of effectiveness

- Ensures broader infiltration of education and training and the outcomes of such trainings
- Engages individuals at a time when the topic is of practical relevance, enhancing attention and learning
- Cons
 - Groups may be resistance to requiring training and education with outcomes captured
 - May be difficult to determine how to conduct and capture the effectiveness of training and education with varying groups
 - Additional resources necessary to effectively execute this strategy

Alternatives to proposal:

Offer training and education at the same critical transitions as voluntary opportunities. As part of this approach it will be essential to provide incentives that result in a high level of participation.

*Please attach any additional materials to this proposal if the space provided is not sufficient.

6. Sexual Harassment Taskforce Recommendation Proposal

Date Proposed: 12/10/2019

Proposal Sponsored By: (sponsoring subcommittee and list membership)

The Training and Education Subcommittee: James Kohl (Chair), Cailin Beattie, Annie Ciaraldi, Henry Cornu, Michelle Haynes-Baratz, Erin Keene Crouse, Elizabeth Pellerito, Nick Piscitello, Shaima Ragab, Clara Reynolds, Kristy Shockley

Recommended Action (Exact wording of the proposed recommendation):

Recommendation 6: Develop required education and training programs that prepare community members for new roles and experiences at critical moments of transition.

Summary of Principle Ideas and any Background that might help the Taskforce to better understand the Proposal:

- 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).
 - In-person, small group settings are the best practice for sexual harassment and other sexual misconduct training, however may be impractical given the volume of new community members needing to be trained each year. Given that fact, online training is acceptable, but in-person training should be prioritized when possible.
 - Establish an appropriate consequence for non-completion in addition to establishing incentives for completion
 - Authorize the use of on-the-clock time to complete training and non-salaried employees should be compensated for their participation in training, when training is taking place outside of scheduled hours, including but not limited to adjunct faculty and campus police.
- Require specialized training for individuals entering into roles in which they will have formal or informal power over individuals or groups. Training and Education should be tailored to the dynamics associated with the role they are entering.
 - Require specialized training for employees hired/promoted into supervisory, management and executive positions at the time of hire/promotion.
 - Require specialized training for faculty overseeing departments, employing graduate students, overseeing student research and upon receiving tenure.
 - Require specialized training for students entering into leadership roles (employment or volunteer).
 - Education and training should address information on actively establishing conditions that protect community members and prevent harassment including: sexual harassment policies and associated procedures, influence of power dynamics, retaliation, creating a culture of respect/civility, and risk reduction.
- In addition to required education and training, engage students and families “early” to provide important information and messaging about values.
 - Enhance and deepen training and education at all new student orientations, Family Orientation, and during welcome week.

- Concentrate education and training efforts during the first 6-8 weeks of the semester during a period of time commonly referred to as the “Red Zone” when sexual misconduct occurs at higher rates.
- Design education and training to be implemented in communities where incidents of sexual harassment or other sexual misconduct have occurred to address those issues and foster healing.

Justification/Goals (What the proposal is trying to accomplish):

Goal: To provide training and education concerning sexual harassment policies, practices, expectations, skills, resources and values to all members of the campus community designed to prepare them for the experience they are about to have or role they are assuming.

Justification: The subcommittee reviewed existing literature, research and guiding documents including, conducted a cursory review of current education and training initiatives on campus, reviewed workplace and student experience risk factors for sexual harassment (See attached) and reviewed the results of student listening sessions and a student focus group. The results of this exploration revealed the following key concepts related to effectively training and educating individuals and communities about sexual harassment and other forms of sexual misconduct. Education and training efforts should:

- Engage the entire campus community
- Be delivered across three groupings:
 - Universal: aimed at groups or population regardless of risk for perpetration or victimization
 - Selected: Target groups who have a heightened risk to be the victims of and/or perpetrators of sexual harassment and other sexual misconduct
 - Indicated: Target groups or individuals where
- Tailored to the needs of specific individuals and groups
- Engage parents and families as additional resources for students
- Address the dynamics of power in content and consider dynamics of power when determining who to target
- Use multiple modalities
- Use trainings whose content and delivery methods are supported by evidence to be effective

The subcommittee reviewed existing literature, research and guiding documents including:

American College Health Association (2008). *Shifting the Paradigm: Primary Prevention of Sexual Violence*. [Linthicum](#), MD: American College Health Association.

Centers for Disease Control and Prevention (2004). *Sexual Violence Prevention: Beginning the Dialogue*. Atlanta, GA: Centers for Disease Control and Prevention.

CDC, “Risk and Protective Factors,” October 10, 2019, CDC.gov:
<https://www.cdc.gov/violenceprevention/sexualviolence/riskprotectivefactors.html>

Dahlberg, L.L., Krug, E.G. (2002). A Global Public Health Problem. In Krug, E.G., Dahlberg, L.L., Mercy, J.A., Zwi, A.B., Lorenzo, R Eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization

National Institute of Justice, "Factors That Increase Sexual Assault Risk," September 30, 2008, nij.ojp.gov: <http://nij.ojp.gov/topics/articles/factors-increase-sexual-assault-risk>

Van Brunt, B., Murphy, A. & O'Toole, M. (2015). The Dirty dozen: Twelve Risk Factors for Sexual Violence on College Campuses. Violence and Gender, 2, 1-16.

Pros and Cons (Three possible benefits of the proposal and 3 possible drawbacks):

- Pros
 - Prepares individuals for new roles and new experiences
 - Ensures broader infiltration of education and training
 - Engages individuals at a time when the topic is of practical relevance, enhancing attention and learning
- Cons
 - Significant additional resources would be required to adhere to the best practice of providing small group, in person trainings for all new community members and/or individuals changing roles at the institution. It would be impossible for current resources to support this effort. While online training is not as effective as small group, in person training, the subcommittee suggests that at minimum the required training for all new community members should be online, but in-person training should be prioritized whenever possible.
 - They may be resistance to requiring training and education
 - May be difficult to determine how to conduct postvention training and education with groups while also maintaining necessary confidentiality

Alternatives to proposal:

Offer training and education at the same critical transitions as voluntary opportunities. As part of this approach it will be essential to provide incentives that result in a high level of participation.

*Please attach any additional materials to this proposal if the space provided is not sufficient.