

MINUTES OF THE NEWARK FACULTY COUNCIL

February 4, 2019

Presiding: April Benasich

Substitute Recording Secretary: Alec Gates

The meeting was called to order at 11:40.

In Attendance: April Benasich, Alexander Gates, Jane Gilman, John Kettle, Joseph Markert, Brandon Paradise, Tim Raphael, Ashaki Rouff, Mary Rizzo, Miklos Vasarhelyi, Ray Williams

1. APPROVAL OF MINUTES OF NOVEMBER 26TH, 2019

2. CHAIR'S UP-DATE:

I) UNIVERSITY SENATE REPRESENTATION INCLUDING ALL CAMPUSES – FOLLOW-UP TO OUR NFC MOTION OF APRIL 9TH, 2018 REQUESTING THAT: “the University Senate hold more than one meeting per academic year in Newark and arrange for Newark senators to participate in Council and Committee meeting via Skype or some other electronic means.”

The Senate tabled the request.

One member of the NFC felt that Newark needs more representation at the University Senate and especially on committees. Camden has much more representation. Committees wield the power in the Senate. Another NFC member felt that Newark is reasonably well represented. April will compose an email blast encouraging involvement of Newark faculty.

II) UPCOMING PROPOSAL BY NEW BRUNSWICK FACULTY COUNCIL CONCERNING: “the Effort to have the Rutgers University Faculty Councils embedded in the policy library of Rutgers giving the Faculty Councils the official legitimacy they should have as the sole faculty-only governing organizations on the Rutgers campuses.”

Below is the proposal and correspondence with NFC

Dear Faculty Council Colleagues,

The New Brunswick Faculty Council invites our Rutgers' colleagues to join us in our effort to have the Rutgers University Faculty Councils embedded in the policy library of Rutgers. We will be putting proposals forward in both the NBFC and the University Senate to give the Faculty Councils the official legitimacy they should have as the sole faculty-only governing organizations on the Rutgers campuses. We are asking you to take up this matter in your executive committees and in your ordinary meetings. As soon as we have our proposal written up, we will send it to you, but wanted you to know that we are moving forward with this matter and hope to enlist you in our endeavor.

If you have any questions or thoughts, please feel free to contact me or the **Chair of the NBFC, Sanjib Bhuyan** (bhuyan@rutgers.edu). Thank you for your consideration.

From Martin Gliserman and Sanjib Bhuyan.

NFC (Benasich) response: **Our concern, and we believe that it depends on how this proposal is couched. We would not want to bring the NFC under the aegis of the Senate. Until now we have been an independent entity and not a subsidiary. Hopefully such a proposal would not weaken the independence of the NFC. So we are eager to actually see the proposals and discuss at the NFC**

Dear April,

This is Sanjib Bhuyan, the current Chair of the NBFC. **There's no plan of bringing the NBFC under the aegis of the Senate; we want the NBFC recognized as an "official" part of the RU-NB reporting to the Chancellor.** The NBFC has passed such a resolution a while back but it didn't go anywhere, but we're trying again. That is, at present, Marty Gliserman and Martha (Cotter) are working on (re)developing a proposal which will be shared with other faculty councils (e.g., you) when it is ready. I'm copying Martha here.

We believe that a coordinated effort, **perhaps even a similar proposal simultaneously (or at least this AY) from all four faculty councils will carry more weight than only one of the Councils pushing for it alone** (like we did it in the past). Please feel free to share your thoughts with us while we're working on the proposal.

Outcome: We will wait for their proposal.

2. NEW BUSINESS:

I) TED SZATROWSKI'S REQUEST THAT CHANGES TO THE BLACKBOARD SYSTEM BE CONSIDERED so that Rosters are updated daily on the weekend during the initial drop/add period during the Fall and Spring terms as well as the beginning of the 2 summer sessions. Now Blackboard is only updated on weekdays at midday.
(WITH INPUT FROM PROVOST WILLIAMS)

(i) ISSUE: From Ted Szatrowski

Problem with frequency of updating rosters on Blackboard at starts of semesters

Roster updating now only occurs M-F at mid-day. Thus, especially at the start of the term during the drop/add period, a student could add a course on Friday after missing several classes, show on the list of University rosters on Saturday and yet not have access to Blackboard until mid-day Monday. I have 7 students right now that have just added my course.

Ted requests--can updating occur on weekends as well so students can have speedier access to course materials.

FROM Kevin Dowling: Asst. Provost

Currently serves in the Office of the Rutgers University - Newark Provost and is the Assistant Provost for Technology and Learning spaces.

The issue is not with the frequency of Blackboard updating rosters, but rather that the Course Data Warehouse where we access the roster data from is only updated M-F mornings. Typically this data is updated by 7 AM, but sometimes it can take until 10 AM during drop-add. Once the roster update process is finished, we then download the updates and apply them to Blackboard. I'm sure as an MSIS Professor you understand how this impacts our ability to update the rosters.

The CDW is updated at this frequency due to technical and reliability issues with our current student information system. As you know, the student information system is a very old and antiquated and I'm afraid that only the replacement of the system to a modern commercial application will allow us to get prompter roster data. While this project has started, Rutgers is many years away from utilizing it.

TED: If you wish to ask the Senate to review this, please let me know as I am on the Senate Instruction, Curricula and Advising Committee and would be happy to discuss with them on how to resolve this issue with the new student information system.

TED--Note that a small change could make a big difference. Primary change would be for an update on Blackboard rosters in the Fall and Spring semesters on the first weekend following the start of classes, updates on both Saturday and Sunday, since this is right in the middle of the drop/add period. Generally there would be some weekend staffing since school is in session. If I understand correctly, updates are otherwise done around mid-day on regular business days. This involves just 2 days each semester except in the rare occasions where the drop/add period extends over a second weekend, for example a start of classes in the Fall before Labor day and/or an extension of the drop/add period in the fall because of religious holidays falling in the initial drop/add period.

Outcome and Discussion: Blackboard updates quickly and is not an issue. The Course data warehouse issues updates less frequently. Currently, the two systems are not integrated which causes the problem. OIT is focusing on a new system that will integrate all data for immediate updates but it will take some time to implement.

II) ROCS System – difficulties in having access to applicant files for new hires. (JANE GILMAN)

I think that the NFC should raise the issue of a problem with the ROCs systems used for new hires. There are difficulties with this in Newark and I believe also in New Brunswick.

The system limits the number of tenured faculty who can view applications. I think the number is 3 or 4, but the point is that all tenured faculty by rights, privilege, and duty should be able to view all applicant files before they make a hiring recommendation. Department personnel committees usually consist of all tenured faculty (at or) above the rank of the candidate and can be small or quite large (5 or 15-20 or 40-60). Limiting faculty access presumably is against bylaws, statutes, union contracts, and the like. It removes one of the tenured faculty most

important prerogatives. Further it limits transparency in the hiring decisions and reduces the faith of the overall faculty in decisions.

As I understand it, the decision to use ROCs and the way it is implemented stems from the highest ranks of the administration. It appears that deans, provost, chancellors and the like do not have any say in the system and must follow the current rules. It does seem that there are ways in which the faculty restriction can be circumvented, but using circumvention is not the optimal solution to the problem. We (the NFC) should urge the central administration to review this problem and find a solution that uses ROCs in some modification that addresses the problem.

Outcome: The issue is being investigated.

4. DR. FRAZIER BENYA, one of the authors of the National Academies of Sciences, Engineering, and Medicine report: “Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine” Talked to us about the genesis of the academies' study, their major findings and recommendations. **SHERRI-ANN BUTTERFIELD, PHD**, Executive Vice Chancellor and Associate Professor of Sociology and **KAREN STUBAUS, PHD**, Vice President for Academic Affairs and Administration presented a brief overview of the work of the Rutgers University committee on the prevention of sexual harassment.

Please see Appendix 1 for materials distributed during the presentation.

This is a well-polished presentation on sexual harassment of women in STEM in academe convened by the National Academies. It does not cover other areas or other genders though it is recognized that harassment may be just as significant an issue there as well. The presentation focused on gender harassment which is below the public consciousness but very damaging. It results in loss of talent, disengagement from work and escape all of which decrease the success and productivity of women in academe. The legal system alone is insufficient; there needs to be system and climate changes. Recommendations are to:

- 1) Create a diverse, inclusive and respectful environment**
- 2) Improve Transparency and Accountability**
- 3) Provide support for the target of harassment**
- 4) Diffuse hierarchy and dependent relationships between trainees and faculty.**

What are institutions currently doing and what is working?

Usually, institutions are implementing 1 or 2 of the recommendations but not all.

Collaboration of institutions is recommended to address the issues. Rutgers is a founding member in this effort.

Questions were raised about the study methodology on issues of sexuality. Transgender issues were raised and the misuse of terms and classifications. The response was that the study was done on white women and that little research has been done on any other groups but the supposition was that intersecting issues would compound the problems.

The second part of the presentation was about Rutgers efforts. Barbara Lee is heading a university-wide committee of faculty, staff and students to address the issues. They are

charged with producing a roadmap of leadership, training, transparency and assessment by next month. It is an action collaborative that will force the university to take tangible steps towards culture and climate change across the institutions. All issues will be addressed and the action collaborative means that it will apply to all groups and disciplines, not just STEM and not just faculty. The final report on this effort is due at the end of the semester though implementation is expected to take some time. There will be culture and climate change conversations in a safe forum that explore what is wanted and not wanted. There will be need for education across the institutions and leaderships at all levels. They will also consider gender harassment of junior faculty by students so it is not just a top down issue.

5. TAJA-NIA Y. HENDERSON, JD, PHD, Professor, Rutgers Law School, Acting Director, P3 Collaboratory for Pedagogy, Professional Development, and Publicly-Engaged Scholarship and **SOFIA PINTO-FIGUEROA, PHD**, Dean of Academic Services, FASN gave a presentation of Rutgers University policies on academic honesty/integrity.

Please see Appendix 2 for materials distributed during this presentation.

This presentation was on violations and adjudications for academic dishonesty. The system should be established in classes ahead of time rather than being reactive. In short, all incidents should be submitted to AIF. Some incidents may be separable and others are non-separable for undergraduates but all issues with graduate students must be reported and are non-separable. Minor incidents may be separable for undergraduates but there appears to be some gray area between minor and major.

A question was raised about repercussions on the student's career as the result of a report. This could make faculty reluctant to file reports. However, records are destroyed after the incident even if it is serious.

The P3 Collaboratory makes information and advice available on how to avoid such problems in the first place. The course design can help eliminate opportunities for students to commit infractions. Approach to teaching can also help with the issue. In addition, students should be made aware of academic integrity wherever possible. Adequate proctoring is also a must.

APPENDIX 1

The following are documents distributed for the presentation:

Action Collaborative on Preventing Sexual Harassment in Higher Education

Objectives: Targeted, collective action that moves beyond basic legal compliance to evidence-based policies and practices at the individual and systems levels for addressing and preventing all forms of sexual harassment in higher education (in all disciplines and among students, post-docs, residents, interns, fellows, faculty, and staff). The Action Collaborative is the next step in addressing sexual harassment in higher education and builds directly on the National Academies 2018 report, *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*.¹ The four main goals of the Action Collaborative are to:

1 The 2018 report found that between 20 and 50 percent of women students and more than 50 percent of women faculty and staff experienced sexually harassing behavior while in academia. It also revealed that more than 30 years of research demonstrates that all forms of sexual harassment can undermine women's professional and educational attainment and their mental and physical health. It shows that these consequences are not limited to those experiencing it directly, rather bystanders – both men and women – who experience ambient harassment in their work or education environment are also affected and this in turn affects organizations as employees disengage, withdraw, and leave their work so as not to become the next target. The *Sexual Harassment of Women* report concludes that system-wide changes to the culture and climate in higher education are needed and provides a roadmap for higher education to make these changes.

1. Raise awareness about sexual harassment and how it occurs, the consequences of sexual harassment, and the organizational characteristics and recommended approaches that can prevent it.
2. Share and elevate evidence-based institutional policies and strategies to reduce and prevent sexual harassment.
3. Contribute to setting the research agenda, and gather and apply research results across institutions.
4. Develop a standard for measuring progress toward reducing and preventing sexual harassment in higher education.

The Action Collaborative will also deal with the issue of sexual harassment in the context of other damaging behavior, including incivility, bullying, and other forms of harassment (such as racial harassment). It will address the problem of sexual harassment at different levels within higher education, both in terms of different settings or communities (e.g. classroom, lab, office, department, school, and university-wide) and in terms of populations within campus hierarchies (e.g. undergraduate student, graduate student, teaching assistant, research assistant, post-doctoral fellow, interns, residents, junior faculty, senior faculty, staff, senior administrator, etc.). The Action Collaborative will address sexual harassment experienced by all people in higher education – women and men; white people and people of color; heterosexual and homosexual individuals; cisgender and transgender individuals, and all sexual and gender minorities.

Outcomes and Deliverables: The Action Collaborative will be convened for four years to achieve the following outcomes and deliverables:

1. **Collaboration:** The opportunity to collaborate with like-minded institutional leaders and subject experts in a. Developing and debating new campus policies, strategies, and programs intended to prevent sexual harassment and move beyond what is required by the law.
b. Developing research methods for evaluating efforts and measuring progress on preventing harassment.
c. Developing and implementing government relations outreach strategies and practices. This could lead to the opportunity to undertake joint outreach to Congress, the administration, federal agency, governors, and state legislatures for purposes of communicating information and research on sexual harassment.

d. Writing articles, papers, and op-eds, and giving presentations on this topic (or related topics) in the months and years ahead.

e. Coordinating efforts across academic institutions, with research funding organizations, and with professional and disciplinary societies through their *Societies Consortium on Sexual Harassment in STEMM*.

2. **Promising Practices:** Sharing, compiling, exchanging, and identifying novel approaches, pilot initiatives, and "best" or "promising" practices aimed at reducing and preventing sexual harassment – including evaluation data on various intervention strategies and practices that have been implemented on campuses. This could also include the development of a resource repository (either online or in print) that includes promising practices, guides, and tools.

3. **Shared Research Agenda:** Developing and designing a shared research agenda on preventing sexual harassment and evaluating progress. This would also include the opportunity for a small or large coalition of institutions to jointly apply for grant funding from the federal government and private foundations to develop and test the efficacy of new intervention models, strategies, and practices.

4. **Communication Strategies and Resources:** Joint development of effective communication strategies to change the climate on campuses, to raise awareness of the damage done by sexual harassment, and to motivate action to address and prevent sexual harassment. This might include 1) the design of a "public health campaign-style" media outreach effort that is developed by members of the Action Collaborative but implemented on each campus in perhaps slightly different ways; 2) the design of model communication strategies to convey institutions' policies and expectations of behavior;

3) the creation of a video or other communications tools that each campus can use and adapt according to its goals and needs; and 4) the development of other communication initiatives that pool the talents and resources of the Action Collaborative members.

5. **Speaking with a Collective Voice:** The opportunity, if Action Collaborative members are so inclined, to issue joint statements and briefs that improve the public understanding of the topic and urge collective action to reduce and prevent harassment.

6. **Motivating Action:** Gathering commitments and inspiring collective action by the broader community of higher education institutions to implement the guidance, policies, programs, and promising practices identified and developed by the collaborative – so that the whole ecosystem of higher education, including professional and disciplinary associations and organizations that facilitate research and training, improves.

7. **Meetings:** Participation in two in-person meetings of the Action Collaborative each year. One of the meetings (expected to be held in late spring every year) will be the 2-day Annual Members Meeting, which will convene Action Collaborative members to share, collaborate, and work with each other and experts during private sessions. This meeting will be held on either the east or west coast at a National Academies facility. The second meeting (expected to be held in late fall every year) will be the 2-day Annual Convocation, which will convene Action Collaborative members, the broader higher education community, other key stakeholders, and experts to advance and share their work and ideas on preventing sexual harassment. The Annual Convocation will be held each year at different locations and be hosted by a member institution. For members of the Action Collaborative, there will also be quarterly virtual meetings to facilitate and support the work of the Action Collaborative Working Groups (more detail on these groups is included below).

Becoming a Sponsoring Member: Sponsoring organizations provide an annual financial commitment of \$15,000-\$25,000 (depending on the organization's level of capacity to commit financial resources) to support the work of the Action Collaborative², and also commit their time and effort and publicly state their commitment to this work. The group of Founding Members of the Action Collaborative will help to

finalize the specific expectations for commitments of time and effort, but possible commitments will likely include:

2 The sponsor funding goes in part to supporting the staff that will organize, manage, facilitate, and support the collaborative and its work, as well as to the following specific items:

- Holding the twice a year in-person meetings,
- Bringing in speakers to inform the action collaborative,
- Organizing and holding quarterly virtual meetings for the working groups
- Developing products of the action collaborative, such as an online repository of promising practices and approaches, guidance documents (such as on how to evaluate the effectiveness of a new approach or how to communicate policies and systems to the campus community), and communication materials that raise awareness of the impact of sexual harassment (posters, social media graphics, etc.)

- a) Dissemination of a public letter of commitment made by leadership in the organization.
- b) Development of new approaches to address the problem from a preventative orientation—with a primary focus on addressing departmental and institutional culture and climate issues.
- c) Implementation and testing of new or revised programs, policies, and practices each year.
- d) Sharing results from new or revised approaches each year.
- e) Designating one to two individuals (at the dean or higher level) to represent the institution over the course of the work, to attend the 2-day Annual Members Meeting and the 2-day Annual Convocation, to participate in the quarterly 1-2 hour virtual meetings for one of the Action Collaborative Working Groups, to keep leadership of their institution engaged, to engage and inform additional people at their institution in the work of the Action Collaborative, and to serve as the point(s) of contact for the National Academies.
- f) Identifying and engaging a group of additional individuals at the institution who will assist in this work and will be kept informed of the Action Collaborative's work by the representatives described above. This group might include experts and key stakeholders who should be kept informed of the work from the Action Collaborative and also individuals who can help inform the work and/or are working to address and prevent sexual harassment at the institution. These individuals are encouraged to attend the Annual Convocation each year.

Leadership: The Action Collaborative will be led by a group of 5-6 individuals who will serve for four years and be responsible for overall guidance and direction. The group will include leaders from the higher education community and leaders from the National Academies of Sciences, Engineering, and Medicine.

Working Groups: The Action Collaborative will likely divide into working groups that will meet virtually each quarter to make progress toward achieving specific goals and outcomes identified by the sponsoring members. The Founding Members for the Action Collaborative will define the focuses and goals of the working groups for the first year. Each working group will be co-led by two individuals selected from the sponsoring members (initially the co-leads will be chosen from the group of Founding Members) for a 1-year term. Based on the 2018 National Academies report and discussions with higher education institutions, four possible working group focus areas are:

1. Limiting the Damage Caused by Sexual Harassment

E.g. supporting those targeted with sexual harassment; developing mechanisms to prevent retaliation; reintegrating those involved in sexual harassment cases (targets, bystanders, and accused persons) into the campus community and into their work and educational settings; defusing the power between faculty and trainees, and senior and junior faculty.

2. Measuring Climate and Gauging Progress on Campuses

E.g. guidance on quantitatively and qualitatively measuring climate; guidance on quantitatively and qualitatively evaluating success of initiatives; and identifying guideposts to demonstrate institutional progress.

3. Initiatives to Prevent Harassment

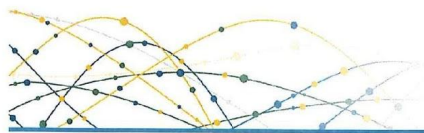
E.g. bystander intervention training; efforts to promote civility; communicating expectations of behavior; reducing opportunities and risks for abuse; creating diverse, inclusive, and respectful environments; and supporting those targeted with harassment.

4. Responding to Harassment When It Occurs

E.g. improving transparency about the process for reporting, investigating, and adjudicating; addressing harassment behavior before it rises to the level of being illegal; handling informal reports; and approaches for holding people accountable and correcting behavior.

Additional Participants: The Action Collaborative will also include 1) invited experts and researchers to help inform the work of the action collaborative, 2) representatives from foundations that fund research in higher education, and 3) representatives from higher education associations and other relevant associations that represent key stakeholders in the higher education ecosystem.

Timeline: We plan to launch the 4-year Action Collaborative in the spring of 2019, following a planning meeting with the Founding Members in March. The Founding Members will be those sponsoring members who commit to join the collaborative by the end of January. At the planning meeting, the Founding Members will finalize the expectations for sponsoring member commitments, establish the working groups, and set the goals and activities that the working groups will focus on during the first year. If we have all the necessary commitments following the planning meeting, an announcement of the launch of the collaborative will be made that names the Founding Members and includes a description of the general aims of the collaborative. We will work to hold the first Annual Members Meeting before the end of June and the first Annual Convocation before the end of 2019.

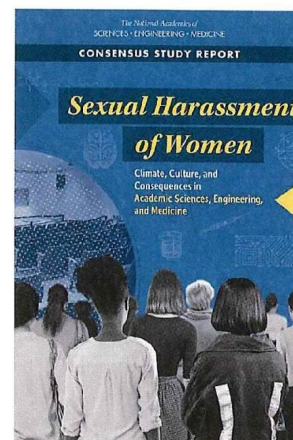


SEXUAL HARASSMENT OF WOMEN

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

OVERVIEW

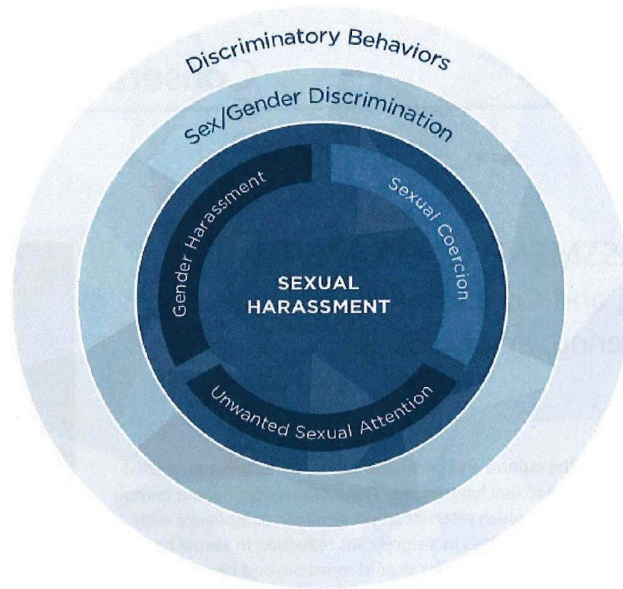
System-wide changes to the culture and climate in higher education are needed to prevent and effectively respond to sexual harassment. There is no evidence that current policies, procedures, and approaches—which often focus on symbolic compliance with the law and on avoiding liability—have resulted in a significant reduction in sexual harassment. Colleges and universities and federal agencies should move beyond basic legal compliance to adopt holistic, evidence-based policies and practices to address and prevent all forms of sexual harassment and to promote a culture of civility and respect. The cumulative result of sexual harassment in academic sciences, engineering, and medicine is significant damage to research integrity and a costly loss of talent in these fields. Institutions should thus consider sexual harassment equally important as research misconduct in terms of its effect on the integrity of research. These key findings are explored in the National Academies report, *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*.



PREVENTING SEXUAL HARASSMENT OF WOMEN IN ACADEMIC SCIENCES, ENGINEERING, AND MEDICINE

Addressing and preventing sexual harassment requires attending to all three forms of sexual harassment: (1) **gender harassment** (sexist hostility and crude behavior), (2) **unwanted sexual attention** (unwelcome verbal or physical sexual advances), and (3) **sexual coercion** (when favorable professional or educational treatment is conditioned on sexual activity). Gender harassment is by far the most common form of sexual harassment, and when severe or frequent, it can result in the same level of negative outcomes as one instance of sexual coercion. Leaders in academic institutions and research and training sites must pay increased attention to and enact policies that cover gender harassment as a means of addressing the most common form of sexual harassment and of preventing other types of sexually harassing behavior.

Attending to an organization's climate is crucial to preventing and addressing harassment because organizational climate is the greatest predictor of sexual harassment. Organizations with tolerant, or even perceived tolerant, climates show higher rates of sexual harassment than those seen as intolerant. Unfortunately, academic institutions are often perceived as tolerant, and based on the best available studies to date, more than 50 percent of women faculty and staff report having been harassed. Student surveys of university systems show disturbingly similar high rates, with 20–50 percent of women



- Legal Classifications:
- Quid pro quo sexual harassment
 - Hostile environment harassment

FIGURE 2-1 The relationship between discriminatory behaviors, sex/gender discrimination, sexual harassment, gender harassment, quid pro quo sexual harassment, and hostile environment harassment. While sexual coercion is by definition quid pro quo sexual harassment, sometimes unwanted sexual attention can be considered quid pro quo sexual harassment if tolerating such behavior becomes a term or condition of employment (Fitzgerald, Gelfand, and Drasgow 1995).

students experiencing sexually harassing behavior perpetrated by faculty/staff, and women students in academic medicine experience more frequent sexual harassment than those in science and engineering.

The persistent sexual harassment in academic sciences, engineering, and medicine, and its adverse impacts on women's careers, is jeopardizing more rapid and sustained progress in closing the gender gap in these fields. Across all industry sectors, occupations, races, ethnicities, and social classes, sexual harassment undermines women's professional and educational attainment and their mental and physical health. For women faculty in science, engineering, and medicine, the professional outcomes from being sexually harassed include stepping down from leadership opportunities to avoid the perpetrator, leaving their institution, and leaving their field altogether. Additionally, when sexual harassment occurs in research environments it can undermine core values of research integrity. The cumulative effect of sexual harassment is significant damage to research integrity and a costly loss of talent in academic sciences, engineering, and medicine.

Four factors increase the likelihood that women in academic sciences, engineering, and medicine will be targeted with sexual harassment: male-dominated work settings; hierarchies that concentrate power in individuals and make students, junior faculty, and others dependent on them for funding, research direction, mentorship, and career advancement; symbolic legal compliance policies and procedures that are ineffective at preventing harassment; and uninformed leadership at all levels lacking the tools, intention, and/or focus needed to undertake the key actions necessary to reduce and prevent sexual harassment.

The challenges and opportunities are significant. Preventing sexual harassment against women is critical to avoiding further loss of talent in academic sciences, engineering, and medicine, and thus to advancing the nation's economic and social well-being and its overall public health. Making the necessary changes to prevent harassment will require diverse and visionary leadership at all levels as well as the support and participation of every member of the academic and research communities.

However, when academic institutions demonstrate the will to do so, the research shows what will work to prevent sexual harassment, and thus we can protect the next generation of women entering science, engineering, and medicine.

RECOMMENDATIONS TO BRING ABOUT NECESSARY CHANGE

Seven recommendations focus on what academic institutions need to do to address and prevent all forms of sexual harassment.

RECOMMENDATION: Address the most common form of sexual harassment: gender harassment.

Institutional leaders should pay increased attention to and enact policies that cover gender harassment. Because it is the most common form of sexual harassment, it usually accompanies other forms of harassment, and thus addressing it will have a large impact on preventing the other types of harassment as well.

RECOMMENDATION: Move beyond legal compliance to address culture and climate.

Academic institutions, research and training sites, and federal agencies should move beyond interventions or policies that represent basic legal compliance and that rely solely on formal reports made by targets. Sexual harassment needs to be addressed as a significant culture and climate issue. The following five recommendations offer specific ways to progress toward this goal.

RECOMMENDATION: Create diverse, inclusive, and respectful environments.

Academic institutions should work to create a diverse, inclusive, and respectful environment where these values are aligned with and embedded into the systems, structures, policies, and procedures of the institution. Their leaders should prioritize taking actions that will result in greater gender and racial equity in hiring and promotions, thus improving the representation of women at every level. They should also foster greater cooperation, respectful work behavior, and professionalism at the faculty, staff, and student/trainee levels, and should evaluate faculty and staff on these criteria in hiring and promotion. Institutions should combine anti-harassment and civility-promotion programs. They should ensure that training on preventing and addressing sexual harassment is tailored for specific populations, provides skills needed by all members of the academic community, teaches how to interrupt and intervene when harassment occurs, and focuses on changing behavior, not on changing beliefs. Critically, institutions must evaluate training programs for efficacy and to determine what aspects most effectively change climate, and reduce and prevent harassment.

RECOMMENDATION: Improve transparency and accountability.

Academic institutions should develop and readily share clear, accessible, and consistent policies on sexual harassment and standards of behavior. They should include a range of clearly stated, appropriate, and escalating disciplinary consequences for perpetrators found to have violated policy and/or law. Such consequences should be punitive, not something often considered a benefit, such as a reduction in teaching load or time away from campus service responsibilities. Policies should also include an investigative and decision making process that is fair to all involved and that is undertaken and completed in a timely manner.

Academic institutions should strive for greater transparency in how they are handling reports of sexual harassment while balancing a need for confidentiality. They should issue annual reports that provide information on (1) how many and what type of policy violations have been reported (both informally and formally), (2) how many reports are currently under investigation, and (3) how many have been adjudicated, along with general descriptions of any disciplinary actions taken.

Academic institutions should be accountable for their organizational climate, and utilize climate surveys to further investigate and address systemic sexual harassment, particularly when surveys indicate specific schools or facilities have high rates of harassment or chronically fail to reduce rates of sexual harassment.

Academic institutions should consider sexual harassment equally important as research misconduct in terms of its effect on the integrity of research, and thus should increase collaboration among offices that oversee the integrity of research (i.e., those that cover ethics, research misconduct, diversity, and harassment issues) and centralize resources, information, and expertise.

RECOMMENDATION: Diffuse the hierarchical and dependent relationship between trainees and faculty.

Academic institutions should identify and enact mechanisms to diffuse concentrated power and dependencies in relationships between trainees and faculty/advisors, such as using mentoring networks and committee-based advising, and providing independent funding.

RECOMMENDATION: Provide support for the target.

Academic institutions should convey that reporting sexual harassment is an honorable and courageous action and provide (1) access to support services (social services, health care, legal, career/professional) regardless of if a formal report is filed, (2) alternative and less formal ways to record information about an incident, and (3) approaches that prevent the target from experiencing or fearing retaliation.

RECOMMENDATION: Strive for strong and diverse leadership.

Strong and diverse leadership is essential to creating and maintaining a culture and climate that prevents harassment. It is crucial that all levels of leadership, from principal investigator and lab director to university president, are held responsible for creating the needed changes described above. Institutional leaders at all levels should make publicly known that the goal of reducing and preventing sexual harassment is one of their highest priorities, and they should engage students, faculty, and staff in efforts to achieve that goal during their tenure. And because leaders without effective tools cannot implement the kind of institutional change required to address a problem as widespread and longstanding as sexual harassment in the academy, institutions should support their leaders at every level by providing skill-development training customized to each level of leadership.

COMMITTEE ON IMPACTS OF SEXUAL HARASSMENT IN ACADEMIA

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For More Information . . . This Consensus Study Report Highlights was prepared by the Committee on Women in Science, Engineering, and Medicine based on the Report *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Science, Engineering, and Medicine* (2018). The study was sponsored by the National Science Foundation, the National Aeronautics and Space Administration, the National Institutes of Health, the National Institute of Standards and Technology, the National Oceanic and Atmospheric Administration, the Burroughs Wellcome Fund, the Henry Luce Foundation, and the Howard Hughes Medical Institute. Any opinions, findings, conclusions, or recommendations expressed in this publication do not necessarily reflect the views of any organization or agency that provided support for the project. Copies of the Report are available from the National Academies Press, (800) 624-6242; <http://www.nap.edu> or at www.nationalacademies.org/sexualharassment.

Committee on Women in Science, Engineering, and Medicine
Policy and Global Affairs

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SEXUAL COERCION

promising professional rewards in return for sexual favors

threatening professional consequences unless sexual demands are met

UNWANTED SEXUAL ATTENTION

rape

sexual assault

unwanted groping or stroking

PUBLIC CONSCIOUSNESS

GENDER HARASSMENT

relentless pressure for sex

unwanted sexual discussions

nude images posted at work

relentless pressure for dates

sexually humiliating acts

offensive sexual teasing

sexual insults
e.g. "for a good time call...",
calling someone a whore

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

offensive remarks about bodies

obscene gestures

sabotage of women's equipment

vulgar name calling
e.g. "slut," "bitch," "c**t"

gender slurs
e.g. "pu**y"

insults to working mothers
e.g. "you can't do this job with
small kids at home"

Sexual Harassment of Women:
Climate, Culture, and Consequences in
Academic Sciences, Engineering, and Medicine
<https://www.nationalacademies.org/sexualharassment>

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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.

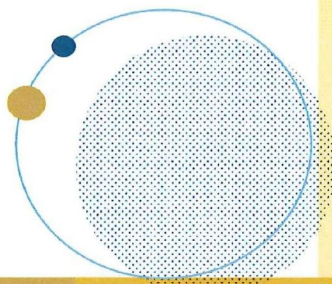
Research Integrity: Consider sexual harassment equally important as research misconduct in terms of its effect on the integrity of research.

- 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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Appendix 2

The following are documents distributed during the presentation:

Academic Integrity Presentation
February 4, 2019

Academic Integrity (AI) Policy

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions

Principles of academic integrity require that every Rutgers University student:

- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

For More Information: <http://academicintegrity.rutgers.edu>

Types of Academic Integrity Violations

- Plagiarism
- Cheating
- Fabrication
- Facilitation of Dishonesty
- Academic Sabotage
- Violation of Research or Professional Ethics
- Violations Involving Criminal Activity

Nonseparable versus Separable Violations

•Nonseparable: Lower level violation; would not warrant suspension or expulsion from University.

- Minor assignment (homework, small quiz)
- Small portion of larger assignment
- Not really involving premeditation
- No history of previous academic integrity violation

Can be addressed by faculty member or AIF

•Separable : More serious violation; could warrant suspension or expulsion from University.

- Incident involving major assignment in the course
- Substantial plagiarism on major assignment
- Incidents involving premeditation
- All incidents involving graduate students Must be addressed by AIF

Academic Integrity (AI) Reporting Process

Incident Submission

- If you suspect that an undergraduate student has committed a violation of academic integrity, the first step is to submit the Academic Integrity Initial Reporting Form (IR)
 - Where do I submit the IR?
 - <https://tinyurl.com/RUN-AIReport>
 - What should be included in the IR?
 - What If I want to handle the possible violation on my own?
 - What if I am not sure of whether the incident violates the academic integrity violation?
 - Consult with the Office of Academic Services

Report submitted, now what?

- Review of IR
 - Review of student's prior history (if any)
 - Course of action depends on type of violation/who will adjudicate
 - Nonseparable versus Separable violations
- Nonseparable violations
 - Faculty member adjudicates or case referred to AIF
- Separable violations
 - AIF

1. Initial Reporting of Allegation and Notification

- a. Initial Report submitted
- b. Notify the student in writing of the alleged violation within ten (10) working days of identifying or being notified of the violation. This letter must inform the student that he or she must respond within ten (10) working days from the date of the letter. If the student does not respond or declines to meet with you, continue with the investigation without his or her input.

2. Investigation and Decision

- a. Meet with student, review all evidence, interview any witnesses, and make a decision
- b. Not Responsible Finding: If you determine that the student as not violated the policy, notify him or her in writing within ten (10) working days of the meeting

3. Sanctioning

- a. No Appeal: if student accepts your finding and agrees to the recommended sanction, then your finding and sanction become final (Case Closed)
- b. Appeal: if student does not accept your finding and/or the recommended sanction, the student may appeal to the Campus Appeals Committee (CAC)
 - i. If student fails to appeal within the allotted time, then your finding and sanction become final
 - ii. You will be notified of the result of the appeal and will then implement any academic sanction(s) approved by the CAC if student is found responsible

Notes:

- **Regardless of outcome, use the Final Reporting Form**

<https://tinyurl.com/RUN-FINALAIREPORT>

- If semester grades must be submitted before this process is complete, the student should be awarded a TZ grade until the case is fully resolved.

(Nonseparable or separable)

- AIF notifies the student of the incident
- Investigative review by AIF
- Student is entitled to respond to allegations and to present evidence in his/her defense

- AIF reaches a decision
- Not responsible – no sanction required – student notified
- Outcome is reported utilizing Academic Integrity Final Reporting Form
- Case is closed
- Responsible-makes a sanction recommendation and student notified
- No Appeal: student accepts finding and sanction; sanction implemented, outcome is reported, and case is closed
- Appeal: if student does not accept finding and/or sanction recommendation then the case is referred to CAC to investigate and reach a decision.

(Separable)

- Similar process to handling Nonseparable cases except:
 - Types of Sanctions available are different (i.e. suspension, expulsion)
 - If student is found responsible and the student does not accept responsibility, case automatically goes to Office of Community Standards for a hearing (UHB) or disciplinary conference (DC)

University Hearing Board & Disciplinary Conferences

University Hearing Board

- The board is a panel of students and faculty and/or staff charged with deciding cases at a University Hearing
- There are 2 students, chosen from the RU-N Honor Council
- There is 1 faculty member (in academic integrity cases) or 1 faculty or staff board member (in non-academic conduct cases)
- There is one Presiding Officer (typically a Dean that facilitates, preserves order, and makes determinations of admissibility of evidence, does not vote on responsibility during deliberations)

Disciplinary Conferences

- Formal hearing with a single hearing officer that makes a determination.

Sanctions

- Sanctions are typically comprised of two components
 - Inactive sanction or official University sanction
- Warning
- Reprimand
- Disciplinary Probation
- Restrictive Probation
- Disciplinary Suspension
- Expulsion
- Active sanction
 - Requiring the student to complete some form of service or assignment.

Academic Integrity Tutorial & Quizzes

Get Involved

- Volunteer as a Hearing Board and/or Campus Appeals Committee member
- Volunteer as a Campus Advisor

For more information email:

Office of Community Standards (Division of Student Affairs)
Charnette Hockaday, Assistant Dean/Director of Community Standards
communitystandards@newark.rutgers.edu

Resources for Instructors

- Main Website: <http://Academicintegrity.rutgers.edu>
- <http://Academicintegrity.rutgers.edu/resources-for-instructors>
- Reporting Link
- Honor Pledge
- Procedures
- Flow Charts
- Templates of faculty correspondence
- Reporting Forms (Initial and Final)