



Self-Assessment Tool (SAT) for Improving How Higher Education Institutions and STEM Units Address Sexual Harassment by Faculty and Administrators

FOCUS OF THE TOOL

Based on their systematic review of studies related to sexual harassment and higher education, researchers describe sexual harassment as an epidemic in higher education that constitutes one of the major challenges to an inclusive work and study environment. Persons involved in addressing sexual harassment recognize the extremely high institutional and individual costs associated with dealing with sexual harassment. Rather than reacting to sexual harassment that occurs, this Self-Assessment Tool assists institutions in examining and improving how they prevent and address sexual harassment.

The tool focuses on issues related to sexual harassment by faculty, administrators, and persons in supervisory positions, including graduate students serving as teaching or research assistants. Although some items may apply to sexual misconduct by students, student misconduct is not the focus of the tool.

Portions of the tool specifically relate to graduate studies and STEM settings and concerns. Studies reveal that aspects of academic science, engineering, and medicine share characteristics that make harassment

more likely to occur, contributing to the shockingly high prevalence of sexual harassment in STEM settings.

The National Science Foundation (NSF) has supported research to better understand how to best address and combat sexual harassment in STEM. In connection with an NSF-funded project, researchers from Texas A&M University developed this tool to enable institutions of all sizes and types to examine their procedures and systems related to sexual harassment, as well as the informal influences and climate in which they are embedded.

PURPOSE OF THE TOOL

Assessment has been defined as the “process of evaluating an organization and its improvement, achievements, and processes against a model for continuous improvement” Rather than assessments or audits conducted by outside experts, a self-assessment is an internal evaluation that enables an organization to gather data to evaluate organization processes and systems derived from evidence-based research.

Numerous studies on the effectiveness of self-assessments have contributed to their widespread use in private and public sectors, including higher education. Drawing on that research, this self-assessment tool is designed to

enable institutions to proactively examine how they handle sexual harassment and to learn from the cited resources. It also empowers the user to share the resources with others who can play roles in improving how the institution prevents and addresses sexual harassment. Candid self-examination helps bring about organizational changes by promoting learning and growth necessary to address sexual harassment in higher education and to improve the climate and culture for all members of the institution.

Increasingly, higher education institutions are interested in assessing changes in the campus community’s knowledge about and utilization of campus policies and resources

related to sexual misconduct. According to an Association of American Universities Report based on a survey of leading research universities, 84% indicated that they were developing new or improved ways of measuring the effectiveness of policies, programs, and interventions related to sexual misconduct. This Self-Assessment Tool can help those institutions assess their formal policies and procedures, but also how informal influences and climate and culture relating to how standards related to sexual harassment are communicated, monitored, and sanctioned. This tool, unlike a climate survey, provides leadership and other stakeholders a way to assess current practices and a roadmap for improving.

WHO SHOULD COMPLETE THE TOOL

This assessment tool is intended to be used by personnel at higher education institutions that may vary in size, type, and structure. Portions of the tool are designed for completion by different members of the institution's community directly involved with dealing and preventing

sexual harassment. In addition to those portions proposed for persons in offices designated to handle sexual harassment training and complaints, other portions of the tool envision completion by institutional leaders, including deans and administrators who oversee graduate

studies. Although various individuals across the institution may be asked for input, the institution's leadership may appoint a core group to be responsible for developing and implementing strategies and approaches identified in the self-assessment process.

HOW TO USE THIS TOOL

The tool uses a whole-organization approach to tackling issues related to sexual harassment by faculty and persons in supervisory positions. This approach recognizes that effective prevention and handling of harassment concerns should not be limited to particular units of the institution but requires a cross-organization commitment and involvement of all members of the community, starting at the highest levels of leadership.

The first step is to designate one or two facilitators to be responsible for guiding the self-assessment. The facilitator(s) may be someone in the Provost's or Faculty Affairs Office. The facilitator(s) will handle the logistics of completing the self-assessment process. At the outset of the self-assessment process, the facilitator(s) should review the Consensus Report of the National Academies of Sciences, Engineering and Medicine, *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences,*

Engineering, and Medicine (2018).

To start the process the facilitator(s), with guidance and direction from institutional leadership, should identify those individuals at the institution who are best suited to be involved in the self-assessment process. Ideally, the self-assessment process will involve eight to fifteen leaders and supervisors, including professionals from the following: Provost Office, Diversity Office, Student Affairs, Title IX Office, Faculty Senate, and Graduate Studies.

It is recommended that the facilitator(s) arrange a meeting for members of the assessment group to meet and complete together the self-assessment tool. In such a meeting, attendees can examine the current situation and collaboratively explore opportunities, challenges, strategies, and priorities for improving how sexual harassment is prevented and addressed at the institution.

During the meeting, the facilitator(s) will guide the discussion of next steps for implementing the strategies throughout the institution's community.

Although individuals may complete portions of the form, the facilitator(s) should still organize a meeting for members of the self-assessment group to review and discuss the results. Such a self-assessment meeting provides opportunities for participants to learn from one another and to coordinate efforts to tackle sexual harassment as a collective concern.

The self-assessment meeting can be conducted in one long session or multiple shorter ones. To facilitate open discussion, we recommend in-person sessions conducted over a number of meetings.

STRUCTURE OF THE TOOL

The tool is broken down into multiple subparts that address specific concerns related to sexual harassment by faculty, administrators, and persons in supervisory positions. This tool provides an initial examination of how your institution is performing and identifies areas of strengths and areas to address.

Each section asks guiding questions that call for the following responses: Yes, No, or Partially. Each question provides a space to identify "Action Items." Next steps for making improvements should be described under "Action Items."

The questions are based on best and promising practices developed from a multi-year in-depth literature review of

research and commentary related to sexual harassment in higher education generally, and STEM settings more specifically. The practices also draw from research in other settings, including the military and industry. The questions help institutions identify gaps and concerns, as well as strengths that may be enhanced. Nothing in the tool is intended to state a standard of care or conduct. Rather it is an educational instrument for institutions to learn and explore possibilities.

The questions are followed by citations that provide research or expert opinions related to best and promising practice. Such expert authority should help in making changes and overcoming resistance. The material cited (with links) will also facilitate the respondents learning

more about the particular issue. When the cited material is open access, the tool will include a link to the full article. When the cited material is not open access, the link may provide an abstract, such as one included on the publisher's page for the article. For material with limited or no open access, your institution's library should be able to provide access to the article through its subscriptions or interlibrary loans.

You need not collect or analyze any material for this assessment.

COMPLETING THE TOOL

The designated person should answer each question. If the answer to a question is "No" consider whether the institution should address the issue raised in the question. If so, note the next steps under "Action Items."

If the question asks about a measure or control that currently exists, ask whether it should be reviewed and possibly modified. If so, please describe the next steps under "Action Items."

The length of time for completing the tool will depend on whether the process is handled in a group meeting or completed on an individual basis. If completion of portions is delegated to individuals the amount of time

is estimated to be between 15 – 60 minutes, depending on the taker and the number of resources consulted. The meeting to review results and next steps should be at least two hours to allow adequate time to discuss strategies and action items for strengthening how the institution prevents and addresses sexual harassment.

At the outset of the meeting, the facilitator(s) should emphasize the importance of the collaborative effort to prevent and address sexual harassment. In describing the process for undertaking the self-assessment process, the facilitator(s) should encourage the participants to engage in open and frank discussions. For context, the facilitator may also explain the link

between gender equity, inclusion and harassment.

Before the end of the meeting, participants should agree on an approach and timetable for implementing strategies and evaluating progress on steps identified during the self-assessment process. Following the meeting, the facilitator(s) may prepare a summary of key findings and next steps to be presented to the institution's leaders.

We sincerely hope that the tool will help your institution proactively improve how it addresses and prevents sexual harassment, making the institution a better place for all to learn and flourish.

INTRODUCTION TO THE CONTENT

As concisely captured by the title of the book, *SEXUAL HARASSMENT IS AN ETHICAL ISSUE IN ACADEMIC LIFE*, sexual harassment fundamentally involves ethical behavior at the individual and corporate level. An ethical organization can only be built on the foundation of safety and respect for all who come through its doors. This requires an institutional commitment to examining and improving how the institution addresses and prevents sexual harassment.

To assist institutions in this process, this tool uses the ethical infrastructure analytical framework developed by Professor Ann E. Tenbrunsel, Kristin Smith-Crowe, and Elizabeth E. Umphress in their seminal work, *Building Houses on Rocks: The Role of Ethical Infrastructure in Organizations*.

According to the authors, “ethical infrastructure” consists of formal and informal systems – including communication, surveillance, and sanctioning components- as well as the climate that supports these systems. They maintain that organizational climate is the most important influence on ethical conduct, followed by informal and formal systems. The first portion of the tool deals with the formal systems that communicate standards related to sexual harassment. These include official communications such as the institution’s sexual harassment policy and training programs. Once ethical norms are communicated, formal systems must be implemented to monitor and support ethical conduct and to address misconduct. Reporting and complaints procedures should be clear, trusted, and accessible. The institution can

also use periodic climate surveys to learn about concerns, dynamics, and experiences related to sexual harassment and discriminatory conduct. Finally, sanctioning relates to how the institution deals with misconduct and rewards ethical conduct. In addition to examining formal and informal influences, questions in the tool enable institutions to examine the climate and culture. As noted in a recommendation in the National Academies Report, “Sexual harassment needs to be addressed as a significant culture and climate issue that requires institutional leaders to engage with and listen to students and other campus community members.” Although climate and culture questions appear in last section of the tool, institutional commitment and the importance of culture and climate is a theme that runs throughout the tool.

ASSESSMENT CATEGORIES

1. Implementing Comprehensive Policies
2. Conducting Impactful Training
3. Monitoring Effects
4. Reporting Concerns
5. Handling Complaints
6. Sanctioning Misconduct and Rewarding Ethical Conduct
7. Areas Meriting Special Attention
8. Examining Personnel Practices
9. The Role of Leadership and Devoting Attention to Prevention and Climate
10. Recognizing the Importance of Informal Communication

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1. SOCIAL JUSTICE RESEARCH, Vol. 16, No. 3, Sept. 2003., at 287.
 2. Id. at 287.
 3. Id. at 301.
 4. Consensus Report of the National Academies of Sciences, Engineering and Medicine, *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*, at 281 (2018).



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Additional information: Contact Professors **Susan Fortney** and **Theresa Morris**

Susan Fortney
sfortney@law.tamu.edu

Theresa Morris
theresa.morris@tamu.edu

Implementing Comprehensive Policies

Question	Yes	No	Partially	Action Items	Citations
POLICY CONTENT					
<p>Does your institution have a comprehensive sexual harassment policy?</p>					<p>Research Articles: (1) Fusilier et al. (2014); (2) Eyre (2000); (3) Smith McCormack (1995) Organizational Positions/Reports: (1) EEOC (2017); (2) NCWGE (1997) Commentaries: (1) Rubiano-Matulevich (2019); (2) Wade et al. (2019); (3) Daniel (2003)</p>
<p>Does your institution's sexual harassment policy have the following features?</p> <ul style="list-style-type: none"> • is a clearly written policy? • is a singular policy • expressly states that sexual harassment is illegal and will not be tolerated at the institution (zero tolerance)? • clearly prohibits any kind of retaliation and impose sanctions if retaliation occurs? • addresses confidentiality concerns? • clarifies the option to file a complaint with the Equal Employment Opportunity Commission (EEOC), Office of Civil Rights, and the state's human rights commission? • clarifies how complaints are handled? • clearly states possible sanctions for violations? 					<p>Research Articles: (1) Becton, et al. (2015); (2) Borges et al. (2008); (3) Alger (1998) Organizational Positions/Reports: (1) Yang et al. (2020); (2) Department of Education (2008); (3) Office for Civil Rights (1997) Commentaries: (1) Brandenburg (1982)</p> <p>Research Articles: (1) Hartmann (2015); (2) Williams (1999) Organizational Positions/Reports: (1) Yang et al. (2020); NCWGE (1997) Commentaries: (1) Griffin (2018); (2) O'Brien et al. (2011)</p> <p>Research Articles: (1) Roehling (2020); (2) Thomas (2004); (3) Pinchevsky et al. (2020) Organizational Positions/Reports: (1) Bull et al. (2015) 2) Colaninno (2021) Commentaries: (1) Freischlag et al. (2020); (2) Long et al. (2019); (3) Christmas (2007)</p> <p>Research Articles: (1) Collazo Jr. et al. (2019); (2) Lawton (1999); (3) Foster et al. (2018) Organizational Positions/Reports: (1) Chen et al. (2016); (2) CSWEP (2018) Commentaries: (1) Cooper (1993); (2) Choo et al. (2019); (3) Benya (2019)</p> <p>Research Articles: (1) Becton et al. (2015); (2) Ross et al. (2019); (3) Reese & Lindenberg (2004) Organizational Positions/Reports: (1) NCWGE (1997) Commentaries: (1) Hudson (2018); (2) Cooper (1993); (3) Griffin (2018)</p> <p>Commentaries: (1) Griffin (2018); (2) Mitchell (1997)</p> <p>Research Articles: (1) MacAllister et al. (2000); (2) Lawton (1999) Organizational Positions/Reports: (1) Bull et al. (2015) Commentaries: (1) Bradford (2014)</p> <p>Research Articles: (1) Sigal et al. (2003); (2) Thomas (2004); (3) Reese & Lindenberg (2004) Organizational Positions/Reports: (1) Committee on Pediatric Workforce (2006) Commentaries: (1) O'Brien et al. (2011); (2) Summers (1992); (3) Russo (2016)</p>

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • makes sexual harassment a disciplinary offense and reserve the right to terminate an employee? 					Commentaries: (1) Schikman (1996) Research Articles: (1) MacAllister et al. (2000) ; (2) Sigal et al. (2003) ; (3) Dey (1996)
<ul style="list-style-type: none"> • defines all forms of sexual harassment? 					Organizational Positions/Reports: (1) NASEM (2018) ; (2) Committee on Pediatric Workforce (2006) Commentaries: (1) Brandenburg (1982) ; (2) Cooper (1993) ; (3) Goodner et al. (1993)
<ul style="list-style-type: none"> • clearly covers different types of sexual harassment, including verbal, physical, and electronic, including social media? 					Research Articles: (1) Lorenz et al. (2019) ; (2) Pinchevsky et al. (2019) ; (3) Finn (2004) Organizational Positions/Reports: (1) New Jersey Attorney General (2020) Commentaries: (1) Russo (2016) ; (2) Coletta (2018)
<ul style="list-style-type: none"> • covers sexual harassment that occurs off campus, including field placements and internships? 					Research Articles: (1) Stepp (2001) ; (2) St. Clair (2021) Commentaries: (1) Bowman et al. (2000)
<ul style="list-style-type: none"> • covers sexual harassment that occurs during extra curricular activities? 					Research Articles: (1) Stepp (2001)
<ul style="list-style-type: none"> • clearly communicates that it covers sexually harassing behavior, regardless of gender and/or sexual orientation? 					Research Articles: (1) Dougherty et al. (2016) ; 2) Moore & Whitehead (1999) Commentaries: (1) Russo (2016)
<ul style="list-style-type: none"> • clarifies that it applies to all employees, including teaching and research assistants? 					Research Articles: (1) Robertson et al. (1988) Commentaries: (1) Griffin (2018)
<ul style="list-style-type: none"> • addresses harassment by third parties or contractors? 					Organizational Positions/Reports: (1) Lally & Whitehill (2018)
<ul style="list-style-type: none"> • uses LGBTQ+ inclusive language? 					Research Articles: (1) Cubrich (2020)

COMMUNICATION AND DISSEMINATION OF POLICY

Does your institution employ a comprehensive communication strategy to communicate effectively the sexual harassment policy?

Research Articles: (1) [Moore \(2020\)](#); 2) [Weiss et al. \(2017\)](#); 3) [Clancy \(2014\)](#)
 Organizational Positions/Reports: 1) [White House Task Force \(2017\)](#); 2) [University of Michigan \(2018\)](#)

Question	Yes	No	Partially	Action Items	Citations
Does your institutions disseminate the policy to all employees, including contractors and third-party stakeholders, and students?					Research Articles: (1) Lampman et al. (2016) ; 2) Kansake et al. (2021) ; 3) Jenner et al. (2020) Commentaries: 1) Binder et al. (2015) ; 2) Schikman (1996) ; 3) Goldstein (1996)
Does your institution widely communicate its sexual harassment policy and related standards multiple times using the following means?					
<ul style="list-style-type: none"> listing on its website the name and contact information of the person designated to coordinate the institution's Title IX efforts? 					Commentaries: 1) Gerstein et al. (2013)
<ul style="list-style-type: none"> pronouncements by institution leaders? 					Research Articles: 1) Pineiro et al. (2020) ; 2) Potter (2016) Organizational Positions/Reports: 1) ACHA (2008) ; 2) Daley et al. (2018)
<ul style="list-style-type: none"> course syllabi? 					Research Articles: 1) Colaninno et al. (2021) ; 2) Ivy et al. (2009) Organizational Positions/Reports: Commentaries: 1) Rosche (2018) ; 2) Brown (2018) ; 3) Bradford (2014)
<ul style="list-style-type: none"> formal presentations? 					Research Articles: 1) Pineiro et al. (2020) ; 2) Stier et al. (2012)
<ul style="list-style-type: none"> town hall/campus events? 					Research Articles: 1) Thorton (2017) ; 2) Sabina & Ho (2014)
<ul style="list-style-type: none"> student catalogs? 					Commentaries: 1) Gerstein et al. (2013) ; 2) Bradford (2014)
<ul style="list-style-type: none"> newsletters? 					Commentaries: 1) Rubiano-Matulevich (2019) ; 2) Cabrera (1992)
<ul style="list-style-type: none"> posters in conspicuous places? 					Research Articles: 1) Pineiro et al. (2020) ; 2) Harlow et al. (2021) ; 3) Moore & Whitehead (1999) Commentaries: 1) Long et al. (2019) ; 2) Rubiano-Matulevich (2019)
<ul style="list-style-type: none"> posters in all institution buildings? 					Commentaries: 1) Vettori et al. (2016) Research Articles: 1) Eisenburg (2016) ; 2) Sullivan & Bybee (1987) ; 3) Kelly (2021) Commentaries: 1) Eichelberger et al. (2018)
<ul style="list-style-type: none"> brochures/pamphlets/fliers? 					

Question	Yes	No	Partially	Action Items	Citations
• employee handbooks/manuals?					Research Articles: 1) Thorton (2017) ; 2) Lee (2018)
• easily accessible webpage?					Research Articles: 1) Fusilier et al. (2015) ; 2) Nash (2021) ; 3) Becton et al. (2016) Organizational Positions/Reports: 1) CSWEP (2018) ; 2) Bull et al. (2015) Commentaries: 1) Rubiano-Matulevich (2019) ; 2) Bradford (2014) ; 3) Gerstein et al. (2013)
• social media posts?					Research Articles: 1) Pimeiro et al. (2020) ; 2) Gillum (2014) Organizational Positions/Reports: 1) Dills et al. (2016) Commentaries: 1) Rubiano-Matulevich (2019)
• email notices and reminders?					Research Articles: 1) Pineiro et al. (2020) ; 2) Thorton (2017) ; 3) Fenwick (2021)
• formal training?					Research Articles: 1) Pineoro et al. (2020) ; 2) Moore & Whitehead (1999)
• new employee orientation materials?					Research Articles: 1) Nash (2021) ; 2) Becton et al. (2016) ; 3) Ali et al. (2015) Organizational Positions/Reports: 1) NASEM (2018) Commentaries: 1) Rubiano-Matulevich (2019)
• new student orientation materials?					Research Articles: 1) Champion (2006) ; 2) Smith McCormack (1995) Organizational Positions/Reports: 1) Bull et al. (2015) ; 2) ACHA (2008) Commentaries: 1) Bradford (2014)
• courses that teach students about workplace and school-based harassment?					Research Articles: 1) Taylor et al. (2019) Commentaries: 1) Schultz (2018) ; 2) Eckert et al. (2018)
• peer educators					Organizational Positions/Reports: Paludi (1990)

Question

Yes

No

Partially

Action
Items

Citations

FORMULATING/REVISING POLICY AND EVALUATING POLICY

Does your institution take steps to seek input from the following groups when formulating/revising the sexual harassment policy?

- Employees?

Research Articles: 1) [Roehling \(2020\)](#); 2) [Penrod & Fusilier \(2010\)](#); 3) [Wilken et al. \(2003\)](#)
Organizational Positions/Reports: 1) [National Women's Law Center \(2007\)](#)
Commentaries: 1) [Perkins et al. \(2017\)](#); 2) [Goodner et al. \(1993\)](#); 3) [Rondeau \(1992\)](#)

- Senior leadership?

Organizational Positions/Reports: 1) [Dills et al. \(2016\)](#)

- Faculty?

Research Articles: 1) [Champion \(2006\)](#); 2) [Wilson et al. \(1983\)](#)
Organizational Positions/Reports: 1) [AAUP \(2016\)](#)
Commentaries: 1) [Blakey \(1993\)](#)
Research Articles: 1) [Bloom et al. \(2021\)](#); 2) [Gualtieri \(2020\)](#); 3) [Iverson et al. \(2018\)](#)
Organizational Positions/Reports: 1) [National Women's Law Center \(2007\)](#)
Commentaries: 1) [M. Hardy \(2016\)](#); 2) [Perkins et al. \(2017\)](#); 3) [Blakey \(1993\)](#)

- Persons who previously reported sexual harassment?

- Members of underrepresented groups/marginalized groups?

Commentaries: 1) [M. Hardy \(2016\)](#)

- Counselor educators?

Organizational Positions/Reports: 1) [AAUP \(2016\)](#)
Commentaries: 1) [Tillman et al. \(2013\)](#)

- Social scientists and subject matter experts?

Research Articles: 1) [Clancy et al. \(2020\)](#)
Organizational Positions/Reports: 1) [Bennett et al. \(2020\)](#); 2) [Universities Australia \(2018\)](#)
Commentaries:

- Student organizations?

Organizational Positions/Reports: 1) [Universities Australia \(2018\)](#)
Commentaries: 1) [Dziech \(1992\)](#)

- Departments and programs?

Commentaries: 1) [Tillman et al. \(2013\)](#)

- Forums open to all members of the institution's community?

Organizational Positions/Reports: 1) [NASEM \(2018\)](#); 2) [CSWEP \(2018\)](#)

Question	Yes	No	Partially	Action Items	Citations
In evaluating/revising the policy does your institution take the following steps?					
• adapting policies and programs on an ongoing basis?					Organizational Positions/Reports: 1) White House Task Force (2017)
• developing tools for assessing the effectiveness of policies?					Organizational Positions/Reports: 1) Association of American Universities (2017)
• auditing policies and procedures to make sure they are fair and impartial?					Research Articles: 1) West et al. (1995) Commentaries: 1) Choo et al. (2019)
• using surveys to revise policy?					Research Articles: 1) Bell et al. (2002) Organizational Positions/Reports: 1) Association of American Universities (2017) Commentaries: 1) M. Hardy (2016) 2) Rodriguez (2020)
• using climate studies when evaluating/revising policy?					Research Articles: 1) Eyre (2000)
• using self-assessment tools to revise policy?					Research Articles: 1) Eyre (2000)
• ensuring policies are evaluated by persons who do not administer the policy?					Research Articles: 1) Eyre (2000)

Conducting Impactful Training

Question	Yes	No	Partially	Action Items	Citations
COMPREHENSIVE TRAINING					
Has your institution implemented a comprehensive training strategy:					
<ul style="list-style-type: none"> • that requires at least annual training? 					Research Articles: 1) Ross et al. (2019) Organizational Positions/Reports: 1) University of Toledo Sexual Assault Awareness, Prevention and Adjudication (SAAPA) Ad-Hoc Task Force (2017) ; 2) National Women’s Law Center (2018) Commentaries: 1) Wirth (1999) (note: not available online; contact research team)
<ul style="list-style-type: none"> • that goes beyond a one-session education program? 					Research Articles: 1) Eatough et al. (2019) ; 2) Medeiros (2019) ; 3) Boyle (2018) Organizational Positions/Reports: 1) Dills et al. (2016) ; 2) Association of American Universities (2017) Commentaries: 1) Silbaugh (2015)
<ul style="list-style-type: none"> • that includes pre-training, training, post-training, and evaluation activities? 					Research Articles: 1) Eatough et al. (2020) ; 2) Boyle (2018) ; 3) Perry et al. (2010) Organizational Positions/Reports: 1) Daley et al. (2018) Commentaries: 1) Icekson et al. (2020) ; 2) Hamilton et al. (2019)
<ul style="list-style-type: none"> • that is evidence based? 					Organizational Positions/Reports: 1) CDC (2014) ; 2) Zellner et al. (2020) Commentaries: 1) Ridde et al. (2019)
<ul style="list-style-type: none"> • that requires more than click-through training? 					Research Articles: 1) Burrell (2020)
<ul style="list-style-type: none"> • that uses climate studies to inform trainings? 					Organizational Positions/Reports: 1) National Women’s Law Center (2018)
<ul style="list-style-type: none"> • that involves faculty, staff, and students in creating, designing, and adapting the training? 					Commentaries: 1) Icekson et al. (2020)
<ul style="list-style-type: none"> • that uses experts to develop sexual harassment trainings? 					Organizational Positions/Reports: 1) Zellner et al. (2020) ; 2) Department of Education (2017) Commentaries: 1) Perry et al. (2009) ; 2) Miller (2017)
<ul style="list-style-type: none"> • that rewards/recognizes college and department leaders who encourage employees to attend training? 					Research Articles: 1) Bainbridge et al. (2019)
WHO TAKES THE TRAINING/REQUIREMENT AND IS IT TAILORED TO THE SPECIFIC GROUPS					
Does your institution require sexual harassment training for the following groups					
<ul style="list-style-type: none"> • all employees? 					Research Articles: 1) Hayes et al. (2019) ; 2) MacAllister et al. (2000) ; 3) West et al. (1995) Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) EEOC (2017) ; 3) Bull et al. (2018) Commentaries: 1) Gutworth et al. (2019) ; 2) Seiner (2019) ; 3) Rondeau (1992)
<ul style="list-style-type: none"> • administrators/institutional leaders? 					Research Articles: 1) Kisiel et al. (2020) ; 2) Murry et al. (2001) ; 3) Eliason et al. (2011) Organizational Positions/Reports: 1) EEOC (2017) Commentaries: 1) Becton et al. (2016)

Question	Yes	No	Partially	Action Items	Citations
• new administrators, faculty, and staff?					Research Articles: 1) Lee (2018) ; 2) Keyton et al. (1999) Commentaries: 1) Rubiano-Matulevich (2019)
• supervisors?					Research Articles: 1) Robbins et al. (1997) ; Commentaries: 1) Seiner (2019) ; 2) 1) Rihal et al. (2020) ; 3) Colaninno et al. (2020)
• campus law enforcement/security?					Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) Universities Australia (2018)
• responsible employees?					Research Articles: 1) Bloom (2021) ; 2) Korman et al. (2017)
• mandatory reporters?					Commentaries: 1) Russ et al. (2007)
• staff?					Research Articles: 1) Jacobs et al. (2000) ; 2) Wilken et al. (2003) Commentaries: 1) Colaninno et al. (2020)
• contract employees?					Organizational Positions/Reports: 1) White House Task Force (2017)
• all students, including new students and online students?					Research Articles: 1) Bloom (2021) ; 2) Korman et al. (2017) ; Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) University of Toledo Sexual Assault Awareness, Prevention and Adjudication (SAAPA) Ad-Hoc Task Force (2017) Commentaries: 1) Russ et al. (2017) ; 2) Colaninno et al. (2020) ; 3) Rubiano-Matulevich (2019)
• new graduate students?					Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) Princeton Graduate Women in STEM Leadership Council (2015) 3) Bloom (2021)

Does your institution provide separate (tailored) sexual harassment training for the following groups:

• administrators, including deans, department leaders, and coaches?					Research Articles: 1) Bloom (2021) ; 2) Metha & Nigg (1983) (note: not available online; contact research team); 3) Volkwein (1997) Organizational Positions/Reports: 1) Yang et al. (2020) ; 2) Daley et al. (2018) ; 3) University of Michigan Working Group on Faculty and Staff Sexual Misconduct (2018) Commentaries: 1) Gutworth et al. (2019) ; 2) Seiner (2019) ; 3) Rondeau (1992)
• supervisors?					Research Articles: 1) Wood (2017) 2) Whicker (2020) Commentaries: 1) Daniel (2003)
• faculty?					Research Articles: 1) Mehdiabadi (2022) 2) Chung (2018) Organizational Positions/Reports: 1) Princeton Graduate Women in STEM Leadership Council (2015)
• affiliated personnel?					Research Articles: 1) Whicker (2020)
• graduate students?					Research Articles: 1) Bloom (2021) ; 2) Korman et al. (2017) Organizational Positions/Reports: 1) Princeton Graduate Women in STEM Leadership Council (2015)
• student leaders?					Research Articles: 1) Korman et al. (2017) Commentaries: 1) Eckert et al. (2018)

Question	Yes	No	Partially	Action Items	Citations
• international students?					Research Articles: 1) Bloom (2021) ; 2) Korman et al. (2017)
• student athletes?					Research Articles: 1) Volkein et al. (1997)
• students and faculty who work in high-risk fields, such as STEM and in field placements?					Research Articles: 1) Wood (2017) ; 2) Colaninno et al. (2021) ; 3) Webermann et al. (2020) Organizational Positions/Reports: 1) NSVRC (2017) ; 2) National Women's Law Center (2018) Commentaries: 1) Colaninno et al. (2020)
• students and faculty who work/study abroad?					Organizational Positions/Reports: 1) Dills et al. (2016) Commentaries: 1) Gee et al. (1999)
• high-risk student populations, such as women of color, LGBTQ students?					Research Articles: 1) Webermann et al. (2020) Organizational Positions/Reports: 1) Association of American Universities (2017)
• health care providers?					Research Articles: 1) Street (2021) 2) Schry (2016) 3) Scholof (2020)

WHAT'S IN THE TRAINING? CONTENT

Does your institution's training cover the following:

• how to recognize and handle sexual harassment?					Research Articles: 1) Stockdale (1993) Organizational Positions/Reports: 1) Osborne (2013) Commentaries: 1) Kane-Urrabazo (2007) ; 2) Tanne (2018)
• less recognized forms of harassment, including same-sex harassment, women harassing men, and passive harassment?					Research Articles: 1) Have (2022) ; 2) DuBois (1998) ; 3) Fiedler et al. (2000) Commentaries: 1) Ravanera (2019)
• verbal sexual remarks (the most common type of sexual harassment in surveys) as a form of sexual harassment?					Research Articles: 1) St. Clair (2021)
• microaggressions?					Research Articles: 1) Broad et al. (2015) ; 2) Hinze (2004) Commentaries: 1) Eichelberger et al. (2018)
• harassment through the use of social and digital media?					Organizational Positions/Reports: 1) Daley et al (2018)
• gray areas					Research Articles: 1) Tenbrunsel (2019) ; 2) Rawski et al. (2018) ; 3) Moffit et al. (2020) Organizational Positions/Reports: 1) Zellner et al. (2020)
• harassment that an institution member commits outside the institution					Organizational Positions/Reports: Daley et al. (2018)
• prohibitions on retaliation?					Organizational Positions/Reports: 1) Yang et al. (2020)
• how to respond when you observe sexual harassment or someone discloses a sexual harassment incident?					Research Articles: 1) Harlow et al. (2021) Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) American Sociological Association (2021) ; 3) The Princeton Graduate Women in STEM Leadership Council (2018) Commentaries: 1) Ridde et al. (2019) ; 2) Dziech (1992)
• channels for reporting sexual harassment					Research Articles: 1) Foster et al. (2018) ; 2) Pinchevsky et al. (2020) 3) Jussen (2019) Organizational Positions/Reports: 1) Osborne (2013) Commentaries: 1) Kane-Urrabazo (2007)
• resources available to persons subject to sexual harassment?					Organizational Positions/Reports: 1) Osborne (2013) Commentaries: 1) Gutworth et al. (2019)

Question

Yes No Partially Action Items Citations

• how to support individuals who have been subjected to sexual harassment?

Commentaries: 1) [Gutworth et al. \(2019\)](#) 2) [Dziech \(1992\)](#) 3) [Copenheaver \(2022\)](#)

• empathy training, including consequences/impact of sexual harassment from the target's perspective?

Research Articles: 1) [Boyle \(2018\)](#); 2) [Page and Pina \(2018\)](#); 3) [Diehl et al. \(2014\)](#)

Organizational Positions/Reports: 1) [Daley et al. \(2018\)](#)

Commentaries: 1) [Amosu \(2019\)](#); 2) [Burn \(2019\)](#); 3) [Pineiro et al. \(2020\)](#)

• prevention strategies?

Research Articles: 1) [Medeiros & Griffith \(2019\)](#)

Organizational Positions/Reports: 1) [White House Task Force \(2017\)](#)

WHAT'S IN THE TRAINING? CONTENT

Does your institution's training cover the following:

• how to recognize and handle sexual harassment?

Research Articles: 1) [Stockdale \(1993\)](#)

Organizational Positions/Reports: 1) [Osborne \(2013\)](#)

Commentaries: 1) [Kane-Urrabazo \(2007\)](#); 2) [Tanne \(2018\)](#)

• less recognized forms of harassment, including same-sex harassment, women harassing men, and passive harassment?

Research Articles: 1) [Have \(2022\)](#); 2) [DuBois \(1998\)](#); 3) [Fiedler et al. \(2000\)](#)

Commentaries: 1) [Ravanera \(2019\)](#)

• verbal sexual remarks (the most common type of sexual harassment in surveys) as a form of sexual harassment?

Research Articles: 1) [St. Clair \(2021\)](#)

• microaggressions?

Research Articles: 1) [Broad et al. \(2015\)](#); 2) [Hinze \(2004\)](#)

• harassment through the use of social and digital media?

Commentaries: 1) [Eichelberger et al. \(2018\)](#)

Organizational Positions/Reports: 1) [Daley et al \(2018\)](#)

• gray areas

Research Articles: 1) [Tenbrunsel \(2019\)](#); 2) [Rawski et al. \(2018\)](#); 3) [Moffit et al. \(2020\)](#)

Organizational Positions/Reports: 1) [Zellner et al. \(2020\)](#)

• harassment that an institution member commits outside the institution

Organizational Positions/Reports: [Daley et al. \(2018\)](#)

• prohibitions on retaliation?

Organizational Positions/Reports: 1) [Yang et al. \(2020\)](#)

• how to respond when you observe sexual harassment or someone discloses a sexual harassment incident?

Research Articles: 1) [Harlow et al. \(2021\)](#)

Organizational Positions/Reports: 1) [White House Task Force \(2017\)](#); 2) [American Sociological Association \(2021\)](#); 3) [The Princeton Graduate Women in STEM Leadership Council \(2018\)](#)

Commentaries: 1) [Ridde et al. \(2019\)](#); 2) [Dziech \(1992\)](#)

Research Articles: 1) [Foster et al. \(2018\)](#); 2) [Pinchevsky et al. \(2020\)](#) 3) [Jussen \(2019\)](#)

Organizational Positions/Reports: 1) [Osborne \(2013\)](#)

Commentaries: 1) [Kane-Urrabazo \(2007\)](#)

• channels for reporting sexual harassment

Organizational Positions/Reports: 1) [Osborne \(2013\)](#)

Commentaries: 1) [Gutworth et al. \(2019\)](#)

• resources available to persons subject to sexual harassment?

• how to support individuals who have been subjected to sexual harassment?

Commentaries: 1) [Gutworth et al. \(2019\)](#) 2) [Dziech \(1992\)](#) 3) [Copenheaver \(2022\)](#)

• empathy training, including consequences/impact of sexual harassment from the target's perspective?

Research Articles: 1) [Boyle \(2018\)](#); 2) [Page and Pina \(2018\)](#); 3) [Diehl et al. \(2014\)](#)

Organizational Positions/Reports: 1) [Daley et al. \(2018\)](#)

Commentaries: 1) [Amosu \(2019\)](#); 2) [Burn \(2019\)](#); 3) [Pineiro et al. \(2020\)](#)

Research Articles: 1) [Medeiros & Griffith \(2019\)](#)

Organizational Positions/Reports: 1) [White House Task Force \(2017\)](#)

• prevention strategies?

• a Safe Space/Zone program on how to be allies for sexual- and gender-minority people?

Research Articles: 1) [Coulter et al. \(2020\)](#)

Question

Yes No Partially

Action Items Citations

- clear expectations for appropriate behavior?

Research Articles: 1) [Joy et al. \(2021\)](#)
Organizational Positions/Reports: 1) [Zellner et al. \(2020\)](#); 2) [Daley et al. \(2018\)](#)
Commentaries: 1) [Halvard & Fasro \(2020\)](#); 2) [Perry \(2020\)](#); 3) [Morgan et al. \(2018\)](#)

- differences in cultural norms between the US and international communities?

Research Articles: 1) [Joy et al. \(2021\)](#)
Organizational Positions/Reports: 1) [The Princeton Graduate Women in STEM Leadership Council \(2015\)](#); 1) [Van Brunt \(2015\)](#)
Commentaries: 1) [Ulusoy et al. \(2011\)](#); 2) [Harper & Rifkind \(1992\)](#)

- professional boundaries between employees and students?

Research Articles: 1) [White \(2000\)](#)
Organizational Positions/Reports: 1) [Bull et al. \(2018\)](#)
Commentaries: 1) [Perry \(2020\)](#)

- conflict management principles?
- creating a culture that reduces and prevents sexual harassment?

Commentaries: 1) [Perry \(2020\)](#)

- sexual harassment as an ethics issue that goes beyond legal compliance?
- educators' and administrators' roles in discouraging harassing behavior?

Commentaries: 1) [Tanne \(2018\)](#) 2) [Thomsen \(2018\)](#)

Research Articles: 1) [Tenbrunsel et al. \(2019\)](#); 2) [Pierce et al. \(2004\)](#); 3) [Taylor et al. \(2019\)](#)
Organizational Positions/Reports: 1) [National Women's Law Center \(2018\)](#)
Commentaries: 1) [O'Leary-Kelly et al. \(2001\)](#)

- root causes and risk factors of sexual harassment

Research Articles: 1) [Roberston et al. \(1988\)](#)
Research Articles: 1) [Boyle \(2018\)](#); 2) [Quinn \(2002\)](#); 3) [Smith & Ortiz \(2021\)](#)
Commentaries: 1) [Mishra et al. \(2020\)](#); 2) [Hamilton et al. \(2019\)](#) 3) [Thomsen \(2018\)](#)
Research Articles: 1) [Evans et al. \(2018\)](#)
Commentaries: 1) [McCann \(2018\)](#); 2) [Skolardis et al. \(2018\)](#); 3) [Rong et al. \(2018\)](#)

- implicit bias training, including gender bias?
- the connection between sexual harassment and gender inequality

Research Articles: 1) [Kisiel et al. \(2020\)](#); 2) [Murry et al. \(2001\)](#); 3) [Eliason et al. \(2011\)](#)
Commentaries: 1) [Durhan \(2013\)](#) 2) [Thomsen \(2018\)](#)

- the connection between sexual harassment and rape-supportive beliefs

Research Articles: 1) [Beres et al. \(2019\)](#)
Research Articles: 1) [Htun et al. \(2022\)](#); 2) [Tinkler et al. \(2018\)](#); 3) [Tenbrunsel et al. \(2018\)](#)
Organizational Positions/Reports: 1) [Yang et al. \(2020\)](#); 2) [Dills et al. \(2016\)](#); 3) [Zellner et al. \(2020\)](#)
Commentaries: 1) [Lee et al. \(2019\)](#); 2) [Colaninno et al. \(2020\)](#); 3) [McKinley et al. \(2020\)](#)

Does your institution offer bystander training?

- for at-risk groups
- for field research teams, including all field participants (directors and students)
- for specific settings like the military and health care?

Research Articles: 1) [Hoffman \(2020\)](#)
Research Articles: 1) [Fischer et al. \(2021\)](#)
Commentaries: 1) [Colaninno et al. \(2020\)](#)

Research Articles: 1) [Relyea \(2020\)](#) 2) [Fenwick \(2021\)](#) 3) [Arnold \(2020\)](#)
Commentaries: 1) [Fenwick \(2021\)](#)

TRAINING APPROACHES

Does the institution use the following approaches in sexual harassment training?

- face-to-face/in person classes
- interactive approaches? (ex: active learning strategies, engaging attendees, varying educational methods)

Organizational Positions/Reports: 1) [Association of American Universities \(2017\)](#); 2) [Illinois Senate Task Force \(2018\)](#)
Commentaries: 1) [Clancy et al. \(2020\)](#)

Research Articles: 1) [Medieros and Giffith \(2019\)](#); 2) [Charlesworth et al. \(2019\)](#); 3) [Desplaces et al. \(2020\)](#)
Organizational Positions/Reports: 1) [Zellner et al. \(2020\)](#)

Question	Yes	No	Partially	Action Items	Citations
• opportunities for discussion?					Organizational Positions/Reports: 1) Yang et al. (2020) Commentaries: 1) Perry (2020)
• coaching					Commentaries: 1) Eatough et al. (2020)
• in-class polling?					Commentaries: 1) Perry (2020)
• multiple delivery formats					Research Articles: 1) Buckner et al. (2014) ; 2) Korman et al. (2017)
• vignettes/scenario-based examples					Research Articles: 1) Desplaces et al. (2020) ; 2) MacAllister et al. (2000) ; 3) Boyle and Cucchiara (2018) Commentaries: 1) Perry (2020) ; 2) Neville (20018)
• role playing/skits					Research Articles: 1) Hock et al. (2021) ; 2) Lampman et al. (2016) ; 3) Ulusoy et al. (2011) Organizational Positions/Reports: 1) Yang et al. (2020) Commentaries: 1) Perry (2020) ; 2) Hamilton et al. (2019)
• videos?					Research Articles: 1) Medeiros and Griffith (2019) Organizational Positions/Reports: 1) Yang et al. (2020) Commentaries: 1) Perry (2020)

WHO CONDUCTS THE TRAINING

Does your institution use persons with the following characteristics to conduct your sexual harassment training:

• highly trained?					Research Articles: 1) Medieros and Grffith (2019) Organizational Positions/Reports: 1) Zellner et al. (2020)
• trained in conflict management?					Research Articles: 1) Rawksi et al. (2018)
• completed a “train the trainer” program?					Commentaries: 1) Dobbin & Kalev (2020)
• prepared to tailor training to specific groups?					Organizational Positions/Reports: 1) Chen et al. (2016)

TRAINING EVALUATION

Does your institutions’s evaluation of its training programs:

• evaluatating the training conducted?					Research Articles: 1) Blaxall et al. (1993) ; 2) Bainbridge et al. (2019) Organizational Positions/Reports: 1) Chen et al. (2016) Commentaries: 1) Perry et al. (2009) ; 2) Hamilton et al. (2019) ; 3) Ravanera (2019)
• evaluatating the facilitators?					Research Articles: 1) Anderson & Whiston (2005)
• seeking feedback from persons who completed the training, including students?					Research Articles: 1) Zarrugh et al. (2020) Commentaries: 1) Miller (2018)

Monitoring Effects

Question	Yes	No	Partially	Action Items	Citations
Does the institution in its monitoring efforts use the following?					
<ul style="list-style-type: none">sexual harassment complaints?					Research Articles: 1) Williams (1999) Organizational Positions/Reports: 1) Universities Australia (2018) ; 2) GAO (2009)
<ul style="list-style-type: none">studies to understand the scale and nature of sexual harassment?					Research Articles: 1) Lindquist et al. (2018) ; 2) Coulter & Rankin (2020) ; 3) Arnold et al. (2020)
<ul style="list-style-type: none">studies to understand the impact on groups most vulnerable to sexual harassment?					Research Articles: 1) Raj et al. (2019) ; 2) Boyle & McKinzie (2021)
<ul style="list-style-type: none">comprehensive risk assessments that include sexual harassment risks?					Research Articles: 1) Cooper & Dranger (2018) Organizational Positions/Reports: 1) EEOC (2017) ; 2) Lally & Whitehill (2018) Commentaries: 1) Verschoor (2007)
<ul style="list-style-type: none">a peer intervention program to address problematic behavior, including incivility and bullying?					Research Articles: 1) Binder et al. (2015) ; 2) Sigal et al. (2003) ; 3) Basile et al. (2020) Commentaries: 1) Antman (2018)
<ul style="list-style-type: none">studies to understand the organization's power structure?					Research Articles: 1) Antecol et al. (2009)

Reporting Concerns

Question	Yes	No	Partially	Action	Citations
REPORTING SYSTEM					
<i>Does your institution's reporting system have the following features?</i>					
<ul style="list-style-type: none"> • is clear, accessible, and easy to navigate? 					Research Articles: 1) Foster (2018) ; 2) Tenbrunsel (2019) ; 3) Freedman-Weiss et al. (2020) Organizational Positions/Reports: 1) White House Task Force (2017) Commentaries: 1) Limas et al. (2022) ; 2) Baecher-Lind et al. (2018) ; 3) Wolinetz et al. (2020)
<ul style="list-style-type: none"> • provides multiple avenues to report sexual harassment, including reporting to an ombuds (or other person outside the complaint process) or an online reporting system? 					Research Articles: 1) Copenheaver (2022) ; 2) Colaninno et al. (2021) ; 3) Foxy et al. (2019) Organizational Positions/Reports: 1) NASEM (2018) ; 2) White House Task Force (2017) ; 3) Bull et al. (2018) Commentaries: 1) Clancy (2018) ; 2) Russo (2016) ; 3) Dzau et al. (2018)
<ul style="list-style-type: none"> • includes a diverse group of people to receive reports of sexual harassment, ensuring at least one woman? 					Research Articles: 1) Copenheaver (2022) ; 2) Nash (2019) ; 3) Radde (2018) Commentaries: 1) Cooper (1993)
<ul style="list-style-type: none"> • Provides confidentiality and privacy of all parties involved? 					Research Articles: 1) Foster (2018) ; 2) Lindquist (2018) ; 3) Best et al. (2018) Organizational Positions/Reports: 1) Benya (2019) ; 2) CSWEP (2019) Commentaries: 1) Metzger-Riftkin et al (2020) ; 2) Zhang et al. (2020) ; 3) Guthrie-Morse (1996)
<ul style="list-style-type: none"> • includes measures to safeguard reporters and persons allegedly harassed? 					Research Articles: 1) Lampman et al. (2016) ; 2) Elkins et al. (2008) Commentaries: 1) Zhang et al. (2020)
<ul style="list-style-type: none"> • provides support and resources to help the reporter through the reporting process? 					Research Articles: 1) Foster et al. (2018) ; 2) Dario & O'Neal (2018) ; 3) Pinchevsky et al. (2020) Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) Benya (2018) ; 3) Universities Australia (2018)
<ul style="list-style-type: none"> • addresses barriers to reporting, such as requiring complaints be made by current students or employees or imposing short time periods for reporting misconduct? 					Research Articles: 1) Freedman-Weiss et al. (2020)
<ul style="list-style-type: none"> • allows reporting of sexual harassment concerns in order to enable reporters to get care and share information without triggering an investigation? 					Research Articles: 1) Adams et al. (1983) ; 2) Thomas (2004) ; 3) Berdahl et al. (2011) Organizational Positions/Reports: 1) Daley et al. (2018) Commentaries: 1) Brubaker et al. (2020) ; 2) Metzger-Riftkin et al (2020) ; 3) Cyphert (2018)
<ul style="list-style-type: none"> • allows anonymous reporting and the use of technology, such as Calisto, for reporting and connecting university resources? 					Research Articles: 1) Wiersma-Mosley et al. (2018) ; 2) Schwartz et al. (2015) ; 3) Nash (2021) Organizational Positions/Reports: 1) NASEM (2018) ; 2) White House Task Force (2017) ; 3) Bull et al. (2018) Commentaries: 1) Hemel & Lund (2018)

Question

Yes No Partially Action
Items Citations

COMMUNICATION OF REPORTING SYSTEM

Does your institution use the following to communicate how to report sexual harassment

- the institution's website?
- student handbooks?
- brochures and posters?
- syllabi for employees to clarify their role as mandatory reporters?

Research Articles: 1) [Schwartz et al. \(2015\)](#); 2) [Weiss et al. \(2017\)](#); 3) [Copenheaver et al. \(2022\)](#)
Organizational Positions/Reports: 1) [ACHA \(2008\)](#);
2) [APA Sexual Harassment Ad Hoc Committee \(2013\)](#)
Commentaries: 1) [Rubiano-Matulevich \(2019\)](#)

Research Articles: 1) Metha & Nigg (1983) (note: not available online; contact research team)
Commentaries: 1) [Rubiano-Matulevich \(2019\)](#); 2) [Russo \(2016\)](#)

Organizational Positions/Reports: 1) [National Women's Law Center \(2007\)](#); 2) [Women Watch China \(2010\)](#)
Commentaries: 1) [Gordon et al. \(1992\)](#)

Research Articles: 1) [Colaninno et al. \(2021\)](#)
Commentaries: 1) [Rosche \(2018\)](#); 2) [Herbenick et al. \(2018\)](#)

Handling Complaints

Question				Action	
	Yes	No	Partially	Items	Citations
COMPLAINT PROCESS					
<i>In handling complaints, does your institution do the following:</i>					
<ul style="list-style-type: none"> • set forth clear procedures for hearings? 					Commentaries: 1) Russo (2016)
<ul style="list-style-type: none"> • clearly define appeals procedures? 					Commentaries: 1) Russo (2016)
<ul style="list-style-type: none"> • handle complaints promptly? 					Research Articles: 1) Best et al. (2010) ; 2) Ngwane (2018) Commentaries: 1) Hudson (2018) ; 2) Gardner et al. (2001) ; 3) Melanie et al. (2001)
<ul style="list-style-type: none"> • provide timeframes for processing complaints? 					Commentaries: 1) Russo (2016)
<ul style="list-style-type: none"> • handle complaints on an impartial basis, including taking measures to address conflicts of interest of persons handling complaints? 					Commentaries: 1) Gerstein et al. (2013) ; 2) Long et al. (2019) ; 3) Becton et al. (2016)
<ul style="list-style-type: none"> • include procedures for bypassing supervisors when the supervisor may be the harasser? 					Commentaries: York et al. (1988)
<ul style="list-style-type: none"> • use a centralized office for monitoring and investigating sexual harassment by faculty, administrators and persons in supervisory positions? 					Research Articles: 1) Freedman-Weiss et al. (2020) ; 2) Best et al. (2010)
<ul style="list-style-type: none"> • consider the pros and cons of resolving complaints informally? 					Research Articles: 1) Fusilier et al. (2014) ; 2) Leslie & Hauk (2005) ; 3) Dey et al. (1996) Organizational Positions/Reports: Bull et al. (2018)
<ul style="list-style-type: none"> • allow individuals allegedly harassed and the accused to offer potential solutions to the complaint? 					Commentaries: 1) Jayashree (1999) ; 2) Mitchell (1997) ; 3) Dziech (1992)
<ul style="list-style-type: none"> • allow parties involved in the complaint to be in dialogue, including the use of impact statements? 					Research Articles: 1) Best et al. (2010)
<ul style="list-style-type: none"> • use interim corrective actions to prevent continued harassment prior to the conclusion of the investigation? 					Commentaries: 1) Metzger-Riftkin et al. (2020)
<ul style="list-style-type: none"> • use a process that does not enforce time limits for filing complaints and allows complaints of alumni? 					Commentaries: 1) Gates (1996) ; 2) Cooper (1993) ; 3) Christmas (2007)
<ul style="list-style-type: none"> • continue to investigate the complaint, even if a complaint is dropped? 					Organizational Positions/Reports: 1) Bull et al. (2018)
<ul style="list-style-type: none"> • ensure that the harassment complaint is not included in the personnel file of the reporter or the individuals allegedly harassed? 					Research Articles: 1) Wear et al. (2005)
<ul style="list-style-type: none"> • provide training and resources for persons handling the complaints, including on gender equity? 					Research Articles: 1) Charmaraman (2013) ; 2) Best et al. (2010) ; 3) Thomas (2004) Organizational Positions/Reports: 1) Department of Education (2008) ; 2) EEOC (2017) ; 3) New Jersey Attorney General (2020)
<ul style="list-style-type: none"> • offer trauma training for all employees who receive sexual harassment reports? 					Commentaries: 1) Smith et al. (2018) Research Articles: 1) Kaufman et al. (2019) Commentaries: 1) Ellman-Golan (2017)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> designate a full-time advocate for individuals allegedly harassed? 					Research Articles: Coopenheaver et al. (2022) Organizational Positions/Reports: 1) White House Task Force (2017)
Does your institution provide the following resources and support to those involved in complaints?					
<ul style="list-style-type: none"> multiple avenues to access resources at all points in the complaints process? 					Research Articles: 1) Coopenheaver et al. (2022) 2) Potter (2018) Organizational Positions/Reports: 1) NASEM (2018) Commentaries: 1) Rubiano-Matulevich (2019) 2) University of Australia (2018)
<ul style="list-style-type: none"> general resources and support? efforts to reintegrate the person allegedly harassed, including providing new mentors and funding? 					Research Articles: 1) Beres et al. (2019) ; 2) Dario et al. (2018) ; 3) Kaufman et al. (2019) Organizational Positions/Reports: 1) NIH (2019) ; 2) Benya (2019) Commentaries: 1) Rodriguez (2020)
<ul style="list-style-type: none"> academic support 					Research Articles: 1) Aycock et al. (2019) ; 2) Wiernik et al. (2018) Organizational Positions/Reports: 1) NIH (2019) Commentaries: 1) Greider et al. (2019) ; 2) Robinson et al. (1993)
<ul style="list-style-type: none"> health care support? 					Research Articles: 1) Kaufman et al. (2019) ; 2) Beres et al. (2019) ; Organizational Positions/Reports: 1) University of California (2018) ; 2) Bull et al. (2018) Commentaries: 1) Cantalupo & Kidder (2019)
<ul style="list-style-type: none"> mental health counseling? 					Research Articles: 1) Kaufman et al. (2019) ; 2) Potter et al. (2018) ; 3) Bergen et al. (1996) Commentaries: 1) Cantalupo & Kidder (2019)
<ul style="list-style-type: none"> help with housing and employment? 					Research Articles: 1) Kaufman et al. (2019) ; 2) Wood et al. 2018 ; 3) Aguilar et al. (2020) Organizational Positions/Reports: 1) Korman et al. (2017) ; 2) NASEM (2018) ; 3) Bull et al. (2018) Commentaries: 1) Cantalupo & Kidder (2019) ; 2) Engle (2015) ; 3) Remick et al. (1990)
<ul style="list-style-type: none"> support networks? 					Organizational Positions/Reports: University of California (2018) Commentaries: Cantalupo & Kidder (2019) Research Articles: 1) Cheney (2014) ; 2) Shoukat et al. (2010) ; 3) Metha & Nigg (1983) (note: not available online; contact research team) Organizational Positions/Reports: 1) Bull et al. (2018) ;
Does your institution's designated Title IX coordinator have the following characteristics?					
<ul style="list-style-type: none"> training to be a subject matter expert on sexual harassment? 					Commentaries: 1) Gerstein et al. (2013)
<ul style="list-style-type: none"> training on evidence-based approaches? 					Organizational Positions/Reports: 1) White House Task Force (2017) Commentaries: 1) Gerstein et al. (2013) Research Articles: 1) Fnais et al. (2014) Organizational Positions/Reports: 1) New Jersey Attorney General (2020) Commentaries: 1) Gates (1996)
<ul style="list-style-type: none"> training in trauma-informed services? 					Research Articles: 1) Kaufman et al. (2019) ; 2) Sales & Krause (2017) ; 3) McClain et al. (2020) Organizational Positions/Reports: 1) White House Task Force (2017)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • training to work with LGBTQ and gender non-conforming students and to deal with same-sex sexual harassment? 					Commentaries: 1) Hill (2014) (note: not available online; contact research team)
<ul style="list-style-type: none"> **training on the importance of a mix of individuals in staffing the office? 					Research Articles: 1) Colaninno et al. (2020)
<ul style="list-style-type: none"> • uses a case management system to track and document the detail of each incident? 					Commentaries: 1) Werner et al. (2016)
<ul style="list-style-type: none"> • have relationships with other Title IX coordinators in the region? 					Organizational Positions/Reports: 1) White House Task Force (2017)
<ul style="list-style-type: none"> • fully accessible and proactive in developing relationships with students? 					Organizational Positions/Reports: 1) White House Task Force (2017)
<i>In conducting investigations, do investigators at your institution do the following:</i>					
<ul style="list-style-type: none"> • follow system-wide standards and protocols for investigating and handling allegations? 					Research Articles: Binder (2014) Organizational Positions/Reports: 1) NIH (2019) ; 2) New Jersey Attorney General (2020) Commentaries: 1) Napolitano (2015) ; 2) Youngberg (2017)
<ul style="list-style-type: none"> • promptly investigate all complaints? • ensure that all formal complaints are appropriately investigated, including those against high-level administrators? 					Research Articles: 1) Ross et al. (2019) ; 2) Gardner et al. (2001) ; 3) Goldstein (1996) Organizational Positions/Reports: 1) Yang et al. (2020) ; 2) Committee on Pediatric Workforce (2006) Commentaries: 1) Halyard & Fastro (2020) ; 2) Binder et al. (2015) ; 3) Cooper (1993) Research Articles: 1) Fiedler et al. (2000) ; Moore et al. (1998) Organizational Positions/Reports: 1) Lally & Whitehill (2018) Commentaries: 1) Moore et al. (1999)
<ul style="list-style-type: none"> • investigate informal complaints? 					Research Articles: 1) Ulusoy et al. (2011) Organizational Positions/Reports: 1) Department of Education (2008) Commentaries: 1) Keehan (2015) ; 2) Daniel (2003)
<ul style="list-style-type: none"> • preserve the confidentiality and privacy of all parties involved during the investigation? 					Research Articles: 1) Weiss et al. (2017) ; 2) Fnais et al. (2014) Organizational Positions/Reports: 1) Committee on Pediatric Workforce (2006) Commentaries: 1) Becton et al. (2016) ; 2) Moore et al. (1998) ; 3) Brandenburg (1982)
<ul style="list-style-type: none"> • conduct investigations fairly and consistently? • document all aspects of the investigation, including communication with the parties involved in the complaint? 					Organizational Positions/Reports: 1) New Jersey Attorney General (2020) Commentaries: 1) Halyard & Fastro (2020) ; 2) Ross et al. (2019) ; 3) Meinert (2018) Commentaries: 1) Ross et al. (2019) ; 2) Meinert (2018) ; 3) Robinson et al. (1993)
<ul style="list-style-type: none"> • provide details about the investigatory process, such as rights of access to documents and witnesses? 					Commentaries: 1) Russo (2016)

Question	Yes	No	Partially	Action Items	Citations
<i>In adjudicating complaints, does your institution do the following:</i>					
<ul style="list-style-type: none"> • promptly address sexual harassment with corrective action? 					Research Articles: 1) Foster et al. (2018) ; 2) Nash (2021)
<ul style="list-style-type: none"> • use a centralized committee? 					Organizational Positions/Reports: 1) National Academies (2019) Commentaries: 1) Rodriguez (2020)
<ul style="list-style-type: none"> • consider using student representatives on adjudication boards? 					Commentaries: 1) Heavilon (2018)
<ul style="list-style-type: none"> • attempt informal mediation, facilitate communication, encourage the use of formal apologies? 					Research Articles: Binder (2014)
Has your institution implemented system-wide standards for keeping records of all sexual harassment complaints?					
					Research Articles: 1) Weiss et al. (2017) ; 2) Fnais et al. (2014) ; 3) Sigal et al. (2003) Commentaries: Becton et al. (2016)
<ul style="list-style-type: none"> • that keeps in accurate and timely statistics about complaints? 					Research Articles: 1) Smith McCormack (1995) Organizational Positions/Reports: 1) White House Task Force (2017)
<ul style="list-style-type: none"> • that records the prevalence and outcomes of sexual harassment complaints? 					Research Articles: 1) Kihnley (2000)
<ul style="list-style-type: none"> • that records demographic information on both persons allegedly harassed and the accused? 					Commentaries: 1) Cantalupo (2019)
<ul style="list-style-type: none"> • that records information by department, gender, outcomes, and remedies to detect patterns? 					Commentaries: 1) Rubiano-Matulevich (2019) ; 2) Schultz (2018)
<i>Does your institution use information from sexual harassment complaints for the following purposes:</i>					
<ul style="list-style-type: none"> • to reveal trends and identify systemic issues? 					Research Articles: 1) Robertson et al. (1988) Organizational Positions/Reports: 1) Yang et al. (2020) Commentaries: 1) Choo et al. (2019)
<ul style="list-style-type: none"> • to identify repeat offenders? 					Research Articles: 1) Kihnley (2000) ; 2) Hardy (2016) ; 3) Waring et al. (1987) (note: not available online; contact research team) Commentaries: Ayers (2012)
<i>Does your institution provide the following information about sexual harassment complaints?</i>					
<ul style="list-style-type: none"> • a centralized dashboard with sexual misconduct information? 					Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) Murray (2015) (note: not available online; contact research team) 3) AAM (2022)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • deidentified annual reporting (of each incident of sexual harassment and the sanctions imposed) to the institutional community? • complete and accurate data on sexual harassment to those responsible for monitoring sexual harassment policies? • outcomes to reporters, individuals allegedly harassed, and the accused? 					<p>Research Articles: 1) Hobson & Guzewicz (2002); 2) Kihnley (2000); 3) Schneider (1987)</p> <p>Organizational Positions/Reports: 1) Glazer-Raymo (2000) 2) Hobson & Guzewicz (2002)</p> <p>Research Articles: 1) Moore (2020)</p> <p>Organizational Positions/Reports: 1) Department of Education (2008); 2) NIH (2019)</p> <p>Commentaries: 1) Hudson (2018); 2) Robinson et al. (1993)</p>
<p>Does your institution regularly evaluate its complaints handling process?</p>					<p>Research Articles: 1) Marin-Spiotta et al. (2020); 2) Broad et al. (2018); 3) Moore (2020)</p> <p>Organizational Positions/Reports: 1) University of Toledo Sexual Assault Awareness, Prevention and Adjudication (SAAPA) Ad-Hoc Task Force (2017)</p> <p>Commentaries: 1) Rubiano-Matulevich (2019); 2) Eyre (2000)</p>
<ul style="list-style-type: none"> • evaluating the effectiveness of reporting mechanisms, including barriers? • evaluating the consistency of the results of the complaint process? • using a diverse cross-section task force to monitor the institution's handling of sexual harassment? • auditing investigation files? • seeking feedback from reporters and individuals allegedly harassed? 					<p>Research Articles: 1) Newins (2018)</p> <p>Commentaries: 1) Clarke (2020) 2) Jussen (2019)</p> <p>Commentaries: 1) Schultz (2018)</p> <p>Organizational Positions/Reports: 1) White House Task Force (2017)</p> <p>Commentaries: 1) Roehling (2020); 2) Clarke (2020)</p> <p>Research Articles: 1) Moore (2020)</p> <p>Organizational Positions/Reports: 1) White House Task Force (2017)</p>
<p>Does your institution use the following accountability measures?</p>					
<ul style="list-style-type: none"> • address administrators' failure to promptly respond to complaints? • provide equitable resolution of complaints? • document the actions of Title IX staff? 					<p>Commentaries: 1) Antman (2018)</p> <p>Commentaries: 1) Gerstein et al. (2013)</p>
<p>Does your institution take measures to ensure that reporters and individuals allegedly harassed are not penalized and protected?</p>					<p>Commentaries: 1) Baecher-Lind et al. (2018); 2) Choo et al. (2019)</p>
<ul style="list-style-type: none"> • monitoring the situation to ensure that it remains free of sexual harassment 					<p>Commentaries: 1) Halyard & Fastro (2020); 2) Ross et al. (2019); 3) Cooper (1993)</p>

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> periodically checking on individuals allegedly harassed? using interim procedures to protect reporters and individuals allegedly harassed during investigations? separating the individual allegedly harassed from the accused? removing professors accused of harassment from committees of the individual allegedly harassed? suspending the accused from any leadership role until concerns are resolved? taking steps to prohibit and deal with retaliation? 					Commentaries: 1) Jung (2020) ; 2) Marshall (1996) Organizational Positions/Reports: 1) Department of Education (2008) Commentaries: 1) Daniel (2003) Organizational Positions/Reports: 1) Department of Education (2008) Commentaries: 1) Sekreta (2006) Commentaries: 1) Nuthapaty (2018) Organizational Positions/Reports: 1) National Academies (2018) ; 2) Department of Education (2008) 3) Colaninno (2021) Commentaries: 1) Ross et al. (2019) ; 2) Goldstein (1996)
<i>In adjudicating complaints, does your institution do the following:</i>					
<ul style="list-style-type: none"> promptly address sexual harassment with corrective action? use a centralized committee? consider using student representatives on adjudication boards? attempt informal mediation, facilitate communication, encourage the use of formal apologies? 					Research Articles: 1) Foster et al. (2018) ; 2) Nash (2021) Organizational Positions/Reports: 1) National Academies (2019) Commentaries: 1) Rodriguez (2020) Commentaries: 1) Heavilon (2018) Research Articles: Binder (2014)
<i>Has your institution implemented system-wide standards for keeping records of all sexual harassment complaints?</i>					
<ul style="list-style-type: none"> that keeps in accurate and timely statistics about complaints? that records the prevalence and outcomes of sexual harassment complaints? that records demographic information on both persons allegedly harassed and the accused? that records information by department, gender, outcomes, and remedies to detect patterns? 					Research Articles: 1) Smith McCormack (1995) Organizational Positions/Reports: 1) White House Task Force (2017) Research Articles: 1) Kihnley (2000) Commentaries: 1) Cantalupo (2019) Commentaries: 1) Rubiano-Matulevich (2019) ; 2) Schultz (2018)

Question	Action Items	Citations
<p>Does your institution use information from sexual harassment complaints for the following purposes:</p> <ul style="list-style-type: none"> • to reveal trends and identify systemic issues? • to identify repeat offenders? 		<p>Research Articles: 1) Robertson et al. (1988) Organizational Positions/Reports:1) Yang et al. (2020) Commentaries: 1) Choo et al. (2019)</p> <p>Research Articles: 1) Kihnley (2000); 2) Hardy (2016); 3) Waring et al. (1987) (note: not available online; contact research team) Commentaries: Ayers (2012)</p>
<p>Does your institution provide the following information about sexual harassment complaints?</p> <ul style="list-style-type: none"> • a centralized dashboard with sexual misconduct information? • deidentified annual reporting (of each incident of sexual harassment and the sanctions imposed) to the institutional community? • complete and accurate data on sexual harassment to those responsible for monitoring sexual harassment policies? • outcomes to reporters, individuals allegedly harassed, and the accused? 		<p>Organizational Positions/Reports: 1) White House Task Force (2017); 2) Murray (2015) (note: not available online; contact research team) 3) AAM (2022)</p> <p>Research Articles: 1) Hobson & Guzewicz (2002); 2) Kihnley (2000); 3) Schneider (1987)</p> <p>Organizational Positions/Reports: 1) Glazer-Raymo (2000) 2) Hobson & Guzewicz (2002)</p> <p>Research Articles: 1) Moore (2020) Organizational Positions/Reports: 1) Department of Education (2008); 2) NIH (2019) Commentaries: 1) Hudson (2018); 2) Robinson et al. (1993)</p>
<p>Does your institution regularly evaluate its complaints handling process?</p> <ul style="list-style-type: none"> • evaluating the effectiveness of reporting mechanisms, including barriers? • evaluating the consistency of the results of the complaint process? • using a diverse cross-section task force to monitor the institution's handling of sexual harassment? • auditing investigation files? • seeking feedback from reporters and individuals allegedly harassed? 		<p>Research Articles: 1) Marin-Spiotta et al. (2020); 2) Broad et al. (2018); 3) Moore (2020) Organizational Positions/Reports: 1) University of Toledo Sexual Assault Awareness, Prevention and Adjudication (SAAPA) Ad-Hoc Task Force (2017) Commentaries: 1) Rubiano-Matulevich (2019); 2) Eyre (2000)</p> <p>Research Articles: 1) Newins (2018) Commentaries: 1) Clarke (2020) 2) Jussen (2019)</p> <p>Research Articles: Commentaries: 1) Schultz (2018)</p> <p>Organizational Positions/Reports: 1) White House Task Force (2017) Commentaries: 1) Roehling (2020); 2) Clarke (2020)</p> <p>Research Articles: 1) Moore (2020) Organizational Positions/Reports: 1) White House Task Force (2017)</p>

Question	Action Items	Citations
<p><i>Does your institution use the following accountability measures?</i></p> <ul style="list-style-type: none"> • address administrators' failure to promptly respond to complaints? • provide equitable resolution of complaints? • document the actions of Title IX staff? 		<p>Commentaries: 1) Antman (2018)</p> <p>Commentaries: 1) Gerstein et al. (2013)</p>
<p><i>Does your institution take measures to ensure that reporters and individuals allegedly harassed are not penalized and protected?</i></p> <ul style="list-style-type: none"> • monitoring the situaton to ensure that it remains free of sexual harassment • periodically checking on individuals allegedly harassed? • using interim procedures to protect reporters and individuals allegedly harassed during investigations? • separating the individual allegedly harassed from the accused? • removing professors accused of harassment from committees of the individual allegedly harassed? • suspending the accused from any leadership role until concerns are resolved? • taking steps to prohibit and deal with retaliation? 		<p>Commentaries: 1) Baecher-Lind et al. (2018); 2) Choo et al. (2019)</p> <p>Commentaries: 1) Halyard & Fastro (2020); 2) Ross et al. (2019); 3) Cooper (1993)</p> <p>Commentaries: 1) Jung (2020); 2) Marshall (1996)</p> <p>Organizational Positions/Reports: 1) Department of Education (2008) Commentaries: 1) Daniel (2003)</p> <p>Organizational Positions/Reports: 1) Department of Education (2008)</p> <p>Commentaries: 1) Sekreta (2006)</p> <p>Commentaries: 1) Nuthapaty (2018)</p> <p>Organizational Positions/Reports: 1) National Academies (2018); 2) Department of Education (2008) 3) Colaninno (2021)</p> <p>Commentaries: 1) Ross et al. (2019); 2) Goldstein (1996)</p>

Sanctioning Misconduct and Rewarding Ethical Conduct

Question	Yes	No	Partially	Action Items	Citations
<p><i>In sanctioning conduct, does your institution do the following:</i></p>					
<ul style="list-style-type: none"> promptly enforce sanctions? 					Research Articles: 1) Richney et al. (2019) ; 2) Limas et al. (2022) Commentaries: 1) Becton et al. (2016) ; 2) Moore & Whitehead (1999)
<ul style="list-style-type: none"> take measures to promote consistent discipline, such as using guidelines and consulting records of sanctions previously imposed? 					Research Articles: 1) Berdahl et al. (2011) Organizational Positions/Reports: 1) University of Toledo Sexual Assault Awareness, Prevention and Adjudication (2017) Commentaries: 1) Henry et al. (2018) (note: not available online; contact research team) ; 2) Freischlag et al. (2020) ; 3) Bray et al. (1984)
<ul style="list-style-type: none"> assess various factors when imposing discipline? 					Research Articles: 1) Cantalupo & Kidder (2019) Organizational Positions/Reports: 1) NASEM (2019) Commentaries: 1) Henry et al. (2018) (note: not available online; contact research team)
<ul style="list-style-type: none"> consult victims and survivors in the consideration of trauma-informed sanctions, such as suspensions imposed until the survivor has graduated to payment directly from harassers to victims? 					Research Articles: 1) Cantalupo & Kidder (2019)
<ul style="list-style-type: none"> impose discipline that does not adversely impact the complainant? 					Commentaries: 1) Long et al. (2019)
<ul style="list-style-type: none"> use corrective action to stop ongoing harassment and remedial measures for persons found culpable? 					Organizational Positions/Reports: 1) NASEM (2018) ; 2) Association of Professional Engineers of Australia (2021) (note: not available online; contact research team) Commentaries: 1) Becton et al. (2016) ; 2) Long et al. (2019) ; 3) Cooper (1993)
<ul style="list-style-type: none"> consider the pros and cons of sanctioning those who make false accusations? 					Commentaries: 1) Thornton (2017) ; 2) Leitich (1999)
<ul style="list-style-type: none"> consider banning those found culpable from receiving honors, fellowships, medals, prizes, and other accolades and from positions of power including in sports-related roles at the institution? 					Research Articles: 1) Lindquist et al. (2018) ; 2) Mattheis et al. (2022) ; 3) Fastling et al. (2007) Commentaries: 1) McNutt (2016)
<ul style="list-style-type: none"> make findings available to persons considering individuals for reappointment, promotion, and tenure? 					Research Articles: 1) Lee et al. (2019) ; 2) Tenbrunsel et al. (2019) ; 3) M. Hardy (2016) . Organizational Positions/Reports: 1) Lay (2019) ; 2) Whitley et al. (2015) .
<ul style="list-style-type: none"> classify sexual harassment that occurs in the conduct of research as research misconduct? 					Organizational Positions/Reports: 1) Zellner et al. (2020) ; 2) Princeton Graduate Women in STEM Leadership Council (2018) Commentaries: 1) Hamburg et al. (2018) ; 2) Bull et al. (2018) ; 3) Campbell (2019)
<ul style="list-style-type: none"> notify funders before transferring grant money when there has been a finding of misconduct? 					Organizational Positions/Reports: 1) NIH (2019)
<ul style="list-style-type: none"> inform researchers and staff about the NIH webform for reporting sexual harassment? 					Organizational Positions/Reports: 1) NIH (2019)
<ul style="list-style-type: none"> scale the sanctions to the severity of the conduct violation 					Research Articles: 1) Voss (2021) Organizational Positions/Reports: 1) Association of American Medical Colleges (2022)

Question

Yes No Partially **Action**
Items Citations

REWARDING CONDUCT

In rewarding conduct, does your institution do the following:

- recognize faculty, administrators, and staff who contribute to positive and inclusive institutional cultures?
- recognize supervisors for efforts to reduce sexual harassment?
- recognize good practices such as promoting women in STEM disciplines?
- incentivize cultural change through rewards and incentives that are clearly communicated throughout the institution?
- recognize respectful, professional, and cooperative behavior when making retention, promotion and merit decisions, rather than only focusing on research and teaching contributions?
- reward departments whose faculty and residents are respectful to incentivize such an environment?

Organizational Positions/Reports: 1) [Lee et al. \(2019\)](#) 2) [EEOC \(2017\)](#)

Research Articles: 1) [Perry et al. \(2012\)](#)

Research Articles: 1) [Kong et al. \(2020\)](#)

Research Articles: 1) [Richey et al. \(2019\)](#)

Organizational Positions/Reports: 1) [Yang et al. \(2020\)](#); 2) [NASEM \(2018\)](#)
Commentaries: 1) [Baecher-Lind et al. 2018](#)

Research Articles: 1) [Fried et al. \(2012\)](#)

Areas Meriting Special Attention

Question	Yes	No	Partially	Action Items	Citations
Does your institution take steps to monitor and address sexual harassment of the following groups most likely to be harassed?					
• junior faculty					Research Articles: 1) Fischer et al. (2021)
• adjunct or instructional faculty					Research Articles: 1) Kirkner et al. (2020)
• *situations with few women or few women in supervisory positions?					Commentaries: 1) Grosser et al. (2021)
• *students and employees of color?					Research Articles: 1) Cantalupo (2019) ; 2) McGee et al. (2017) ; 3) Raj et al. (2019) Organizational Positions/Reports: 1) Association of American Universities (2017) ; 2) White House Task Force (2017) ; 3) Daley et al. (2018) Commentaries: 1) Kaplan (2017)
• students and employees with disabilities?					Research Articles: 1) Raj et al. (2019) Organizational Positions/Reports: 1) Association of American Universities (2017) ; 2) White House Task Force (2017)
• students and employees who identify as LGBTQ?					Research Articles: 1) Boyle & McKinzie (2021) ; 2) Raj et al. (2019) ; 3) Banner et al. (2022) Organizational Positions/Reports: 1) Association of American Universities (2017) ; 2) White House Task Force (2017) Commentaries: 1) Cubrich (2020) ; 2) Schultz (2003)
• students and employees in field programs?					Research Articles: 1) Posselt & Nunez (2021) ; 2) Colaninno et al. (2021) ; 3) Colaninno et al. (2020) Commentaries: 1) Spann (1990)
• graduate students?					Research Articles: 1) Bloom et al. (2021) ; 2) Bloom et al. (2021) ; 3) Boyle & McKinzie (2021) Organizational Positions/Reports: 1) Princeton Graduate Women in STEM Leadership Council (2015) ; 2) NIH (2019)
• International students?					Research Articles: 1) Martin (2015) ; 2) Bloom et al. (2021) Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) Dills et al. (2016)
Does your institution take the following steps to support graduate students?					
• make efforts to provide graduate students with more than one advisor/committee chairs, e.g. requiring committee-based advising?					Research Articles: 1) O'Callaghan et al. (2021) ; 2) Samora et al. (2020) ; 3) Webermann et al. (2020) Organizational Positions/Reports: 1) American Sociological Association (2021) Commentaries: 1) Marin-Spiotta (2018) ; 2) Sekreta (2006)
• require departments to include mentors/advisors from outside the department?					Research Articles: 1) Cabrera et al. (2019)
• provide several advisors to monitor students in labs?					Commentaries: 1) Sekreta (2006)

Question				Action	Citations
	Yes	No	Partially	Items	
• offer institutional funding for graduate students rather than relying solely on grant funding?					Research Articles: 1) Webermann et al. (2020)
• institute clear guidelines for faculty mentoring students?					Organizational Positions/Reports: 1) American Sociological Association (2021)
• provide a mechanism for graduate students to report why they would not feel comfortable with a specific professor or mentor?					Research Articles: 1) Bloom 2021
• promote mentoring networks for graduate students?					Research Articles: 1) Rincon et al. (2016) ; 2) Young et al. (2021) ; 3) Samora et al. (2020)

FIELD PROGRAMS

Do field supervisors do the following:

• include sexual harassment information in trainings and communications with students?					Research Articles: 1) Nash (2021) ; 2) Meyers et al. (2018) ; 3) Wood et al. (2017) Commentaries: 1) Bowman et al. (2000)
• take measures to ensure field teams understand how to report sexual harassment before they start field work?					Research Articles: 1) Wood et al. (2017) Commentaries: 1) Russ et al. (2017)
• clarify that concerned individuals may communicate with individuals inside and outside the field program?					Research Articles: 1) Colaninno (2021)
• offer students and employees opportunities to offer feedback on their field experiences and the climate/culture related to sexual harassment?					Research Articles: 1) Colaninno (2020)
• establish “dry” field programs where alcohol is prohibited?					Research Articles: 1) Meyers et al. (2018) ; 2) Voss (2021)
• include a heterogeneous group of people in leadership positions in the field?					Research Articles: 1) Colaninno (2020)

Examining Personnel Practices

Question	Yes	No	Partially	Action Items	Citations
BROAD ACTIONS					
<i>In its hiring process, does your institution do the following:</i>					
<ul style="list-style-type: none"> take steps to determine whether prospective hires have been found to have engaged in professional misconduct, including sexual harassment? 					Research Articles: 1) Fortney & Morris (2021) ; 2) Thompson et al. (2003) ; 3) Cense (2001) Organizational Positions/Reports: 1) National Academies SEM (2019) ; 2) Lee et al. (2019) ; 3) NASEM (2018) Commentaries: 1) Bennett et al. (2020) ; 2) M. Hardy (2016)
<ul style="list-style-type: none"> complete investigations when employees leave the institution during the pendency of sexual harassment complaints? 					Research Articles: Organizational Positions/Reports: Commentaries: 1) Antman (2018)
<ul style="list-style-type: none"> avoid routinely using nondisclosure agreements for those accused of harassment? 					Research Articles: 1) Fortney & Morris (2021) Organizational Positions/Reports: 1) NIH (2021) ; 2) Center for American Progress (2019) Commentaries: 1) Antman (2018)
<ul style="list-style-type: none"> document violations of policy in the official personnel file? 					Research Articles: Organizational Positions/Reports: 1) Lee et al. (2019) Commentaries: 1) Rondeau (1992)
<ul style="list-style-type: none"> include your organization's harassment policies in your recruitment materials? 					Research Articles: Organizational Positions/Reports: 1) Association of American Medical Colleges (2022) Commentaries:

The Role of Leadership and Devoting Attention to Prevention and Climate

Question	Yes	No	Partially	Action Items	Citations
<i>Does your institution make the following efforts to prevent sexual harassment?</i>					
<ul style="list-style-type: none"> evaluating whether there are conditions, structures, or systemic practices that enable sexual harassment to go unchecked? 					Commentaries: 1) Frye (2018)
<ul style="list-style-type: none"> providing strong institutional support for the Title IX Office and placement of importance within the university's structure? 					Commentaries: 1) Odio et al. (2019) ; 2) Dolamore et al. (2020) ; 3) Best et al. (2010)
<ul style="list-style-type: none"> specifying personnel dedicated to coordinating efforts to prevent and address sexual harassment? 					Organizational Positions/Reports: 1) White House Task Force (2017) ; 2) Dills et al. (2016) ; 3) Association of American Medical Colleges (2022) Commentaries: 1) Odio et al. (2019)
<ul style="list-style-type: none"> using strategies to prevent the full range of sexual harassment? 					Research Articles: 1) Basile et al. (2020) ; 2) Snyder et al. (2012) ; 3) Jenner et al. (2020) Commentaries: 1) Binder et al. (2015) ; 2) Choo et al. (2019)
<ul style="list-style-type: none"> assisting departments and offices in identifying blind spots related to sexual harassment 					Research Articles: 1) Taylor et al. (2019)
<ul style="list-style-type: none"> include all stakeholder groups in efforts to prevent misconduct? 					Organizational Positions/Reports: 1) White House Force (2017) Commentaries: 1) Sales and Krause (2017)
<ul style="list-style-type: none"> that in developing plans includes persons harmed and addresses their concerns and input? 					Research Articles: 1) Potter et al. (2018) ; 2) Cantalupo (2010) Organizational Positions/Reports: 1) Pinto et al. (2019) Commentaries: 1) Dolamore et al. (2020)
<ul style="list-style-type: none"> employing prevention efforts across different groups consistent but tailored to specific communities? 					Organizational Positions/Reports: 1) Dills et al. (2016)
<ul style="list-style-type: none"> periodically evaluating the institution's prevention strategies? 					Organizational Positions/Reports: 1) Dills et al. (2016) ; 2) EEOC (2017) Commentaries: 1) Silbaugh (2015)
<ul style="list-style-type: none"> crafting prevention measures that include an analysis of unhealthy traditions within your organization's unique culture? 					Research Articles: 1) Nagata-Kobayashi et al. (2009)
<i>Has your institution developed a plan to improve the culture and climate related to addressing and preventing sexual harassment?</i>					Organizational Positions/Reports: 1) University of Michigan (2018) ; 2) Yang et al. (2020)
<ul style="list-style-type: none"> that evaluates organizational practices that impact sexual harassment, including autonomy of faculty, shortage of women, and the diffusion of authority that permits lack of accountability? 					Commentaries: 1) Riger (1991)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • that examines department climates? 					Research Articles: 1) Rincon (2016)
<ul style="list-style-type: none"> • that addresses uncivil behavior? 					Research Articles: 1) Htun (2022) ; 2) Lim & Cortina (2005)
<ul style="list-style-type: none"> • that holds supervisors accountable for monitoring and implementing anti-harassment policies? 					Organizational Positions/Reports: 1) New Jersey Attorney General (2020)
<ul style="list-style-type: none"> • that bans dating or sexual relations between faculty/administrators/coaches, students/athletes, and supervisors/employees they supervise or addresses such conduct in a consensual sexual relationship policy? 					Research Articles: 1) Laird et al. (2019) ; 2) Carrillo (2019) ; 3) Matchen et al. (2000) Organizational Positions/Reports: 1) Potter et al. (n.d.) Commentaries: 1) Gardner (2009) ; 2) Carlson (2001) ; 3) Hogan (2006)
<ul style="list-style-type: none"> • that includes a permanent committee responsible for examining and reporting on the professional climate at the institution? 					Commentaries: 1) Paludi (1990)
<ul style="list-style-type: none"> • that regularly monitors its policy, complaints procedure, remediation measures, and trainings to enhance their effectiveness? 					Research Articles: 1) Moylan et al. (2021) Organizational Positions/Reports: 1) Association of American Universities (2017) ; 2) White House Task Force (2017) ; 3) National Women’s Law Center (2007) Commentaries: 1) Chu (2018) ; 2) Johnson (2016) ; 3) Rubiano-Matulevich (2019)
<ul style="list-style-type: none"> • that encourages a collaboration between departments and a multidisciplinary approach to sexual harassment 					Research Articles: 1) Rodriguez- Rodriguez & Heras-González (2020)
<p><i>Has the institution made the following efforts to create heterogenous and respectful environments?</i></p>					
<ul style="list-style-type: none"> • supporting the recruitment, retention, and promotion of women because male-dominated environments are a risk factor for sexual harassment? 					Organizational Positions/Reports: 1) NASEM (2018) Research Articles: 1) Aycock et al. (2019) ; 2) Lindquist et al. (2018) ; 3) Freischlag et al. (2020) Organizational Positions/Reports: 1) NASEM (2018) ; 2) Daley et al. (2018) ; 3) Chen et al. (2016) Commentaries: 1) Grosser et al. (2021) ; 2) Clancy et al. (2020) ; 3) Klein et al. (2018)
<ul style="list-style-type: none"> • using recruitment, hiring, promotion, and evaluation practices to create a heterogenous and welcoming climate? 					Commentaries: 1) Perry et al. (2019)
<ul style="list-style-type: none"> • taking steps to achieve greater gender and racial balance among administrators and faculty because studies show that it reduces bias and improves culture 					Research Articles: 1) Vila-Concejo et al. (2018) ; 2) McKinley et al. (2019) ; 3) Fathima et al. (2020) Organizational Positions/Reports: 1) NASEM (2018) ; 2) Bingham (2018) ; 3) Benya (2019) Commentaries: 1) Choo et al. (2019) ; 2) Baecher-Lind et al. (2018) ; 3) McDonald (1993)
<ul style="list-style-type: none"> • promoting women and people of color into meaningful positions of power since studies show that it is a key sexual harassment prevention strategy? 					Research Articles: 1) Kirkner et al (2020)
<ul style="list-style-type: none"> • providing leadership programs for women to improve their leadership potential? 					Organizational Positions/Reports: 1) Dills et al. (2016)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • taking steps to eliminate different treatment, standards, and statuses between male and female employees? • recognizing the contributions of women to science since this helps create a safer environment for women? • sponsoring mentorship programs that improve the retention of women, which studies show reduces sexual harassment, and because these programs promote healing after a harassing experience • promoting activities, such as mentoring, that support female faculty and students in STEM since studies show that women in STEM are underrepresented and face discrimination? • using award systems to create positive incentives for departments to meet high standards in promoting gender equity and diversity? • using LGBTQ+I inclusive language in policies and communication? 					<p>Research Articles: 1) Berdahl (2007); 2) Riger (1991)</p> <p>Research Articles: 1) Coe et al. (2019)</p> <p>Research Articles: 1) Whicker et al. 2020</p> <p>Research Articles: 1) McGee et al. (2017); 2) Knaub et al. (2020); 3) Sekreta et al. (2006)</p> <p>Organizational Positions/Reports: 1) NASEM (2018)</p> <p>Research Articles: 1) Cubrich (2020)</p>
Does your institution take steps to address bullying and other unprofessional conduct that may lead to harassment?					
<ul style="list-style-type: none"> • train administrators to encourage civil, respectful interactions among employees? • require civility training for all employees? • have a process to rapidly respond to subtle or minor behavior that is inappropriate? • have a formal mechanism for conflict management? • use evaluation and reward structures recognizes the importance of cooperation and civility? 					<p>Research Articles: 1) Lee (2018)</p> <p>Research Articles: 1) Saxena et al. (2019)</p> <p>Organizational Positions/Reports: 1) NSVRC (2017)</p> <p>Commentaries: 1) Masling et al. (2019); 2) Webermann et al. (2022)</p> <p>Research Articles: 1) Moutier et al. (2016); 2) Langhout et al. (2005); 3) Sofield et al. (2003)</p> <p>Commentaries: 1) Clancy et al. (2020); 2) Shapiro (2018); 3) Mountjoy (2019)</p> <p>Commentaries: 1) Shapiro (2018)</p> <p>Research Articles: 1) Berdahl et al. (2011)</p> <p>Organizational Positions/Reports: 1) NASEM (2018)</p> <p>Commentaries: 1) Brubaker et al. (2020); 2) Clancy et al. (2020)</p>
Does the institution regularly conduct climate surveys?					
<ul style="list-style-type: none"> • in consultation with subject matter experts not just survey method experts 					<p>Research Articles: 1) Moylan et al. (2021); 2) Coulter et al. (2020); 3) Tilley et al. (2020)</p> <p>Organizational Positions/Reports: 1) White House Task Force (2017); 2) Yang et al. (2020)</p> <p>Commentaries:</p> <p>Research Articles: 1) Richey et al. (2019)</p>

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • to monitor sexual harassment and prevention/response strategies? • that evaluate whether the environment is inclusive and respectful? • that include measures to identify sexual and gender minority populations 					Research Articles: 1) Linguist et al. (2018) Commentaries: 1) Brubaker et al. (2020) ; 2) Shaw et al. (2018) Organizational Positions/Reports: 1) NASEM (2018)
<ul style="list-style-type: none"> • that are administered on an anonymous basis? • that are conducted on a regularly scheduled basis? • that provide incentives to increase participation? • that include questions on individuals' level of comfort in reporting sexual harassment? 					Research Articles: 1) Coulter et al. (2020) Organizational Positions/Reports: 1) Yang et al. (2020) Commentaries: 1) Kramer et al. (2018) Organizational Positions/Reports: 1) Association of American Universities (2017) Research Articles: 1) Wiersema-Mosely et al. (2018)
<ul style="list-style-type: none"> • whose results are used to develop targeted responses to address issues meriting change? • whose results are used to assess strengths and weaknesses 					Research Articles: 1) Burke (2017) ; 2) Robertson et al. (1988) ; 3) Witte et al. (2006) Organizational Positions/Reports: 1) Korman et al. (2017) ; 2) Bennett et al. (2020) ; 3) Masling et al. (2019) Commentaries: 1) Tanne (2018) Research Articles: 1) Tilley et al. (2020)
<ul style="list-style-type: none"> • whose findings are made available on its website? • whose findings are shared with academic departments? 					Organizational Positions/Reports: 1) White House Task Force to Protect Students from Sexual Assault (2017) ; 2) NASEM (2018) Organizational Positions/Reports: 1) Korman et al. (2017)
<p><i>Other than using climate surveys, does the institution regularly seek/analyze the following types of information to monitor sexual harassment and the climate around sexual harassment?</i></p>					Organizational Positions/Reports: 1) The Association of Professional Engineers Australia (2021) (note: not available online; contact research team) Research Articles: 1) Hippensteele (1997) ; 2) Goodwin et al. (1989) Organizational Positions/Reports: 1) NASEM (2018) Commentaries: 1) Eichelberger et al. (2018) ; 2) Bell et al. (2002) ; 3) Jayashree (1999)
<ul style="list-style-type: none"> • data from surveys, such as the Sexual Experiences Questionnaire (SEQ) • exit interviews of employees and students? • data related to women's workplace experiences, transparency in faculty searches, and culture? • feedback from women in STEM? 					Organizational Positions/Reports: 1) The Association of Professional Engineers Australia (2021) (note: not available online; contact research team) Commentaries: 1) Mcllwain (2000) ; 2) Hiller (1993) Research Articles: 1) Evans et al. (2019) Commentaries: 1) Machlovi et al. (2021)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • focus groups to learn about the experiences and perceptions of organizational practices and responses? • results from national surveys and reports? 					Research Articles: 1) Wear et al. (2005) Organizational Positions/Reports: 1) Yang et al. (2020) Research Articles: 1) Hobson & Guzewicz (2002)
<p><i>Do leaders at your institution (senior administrators, deans, department leaders) take the following steps to create heterogenous and respectful environments that does not tolerate sexual harassment?</i></p>					
<ul style="list-style-type: none"> • institutional leaders exercise oversight of the sexual harassment policy? • institutional leaders, including the president and board of regents/chancellor, demonstrate (through their behavior and words) support for sexual harassment policies (e.g. being a kick-off speaker for training and sending reminder letters to employees) and a zero-tolerance commitment. 					Organizational Positions/Reports: 1) EEOC (2017) ; 2) Association of American Medical Colleges (2022) Research Articles: 1) Aguilar et al. (2020) ; 2) Hart et al. (2018) ; 3) Matchen et al. (2000) Commentaries: 1) Dziech (1992) ; 2) Tenbrunsel et al. (2019) ; 3) Binder et al. (2018)
<ul style="list-style-type: none"> • institutional leaders communicate a culture of safety and inclusion where all forms of disrespectful behavior and incivility is not tolerated? • institutional leaders communicate that they have an open-door policy to discuss workplace safety concerns? • institutional leaders devote resources to initiating and evaluating programming to diminish sexual harassment? 					Research Articles: 1) Holliday et al. (2018) ; 2) Cortina et al. (2021) Commentaries: 1) Masling et al. (2019) Organizational Positions/Reports: 1) Jacobs & Bergen (1995) Commentaries: 1) Santos (2018)
<ul style="list-style-type: none"> • deans and department leaders address each cohort of students with unambiguous statements about sexual harassment? • deans and department leaders communicate to faculty that silence and neutrality in the face of sexual harassment are not options? • deans and department leaders intervene when they learn about verbal abuse and other unprofessional conduct that may be precursors to harassment? 					Organizational Positions/Reports: 1) National Academies SEM (2018) Research Articles: 1) Wear et al. (2005) Commentaries: 1) John et al. (2016)
<ul style="list-style-type: none"> • deans and department leaders conduct performance and compensation reviews that recognize efforts to maintain a harassment-free work environment? • deans and department leaders conduct merit pay evaluations that take into account documented findings of unprofessional conduct? 					Research Articles: 1) Li et al. (2010) Commentaries: 1) Bennett et al. (2020) Research Articles: 1) West et al. (1995) Commentaries: 1) Santos (2018) Commentaries: 1) Lee et al. (2019)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • leaders who notice and seek to include those who seem to be withdrawing from work-related activities? 					Research Articles: 1) Ford et al. (2021)
<p>Does your institution take steps to promote a culture promoting gender equity?</p> <ul style="list-style-type: none"> • selecting heterogenous speakers as honored guests/speakers? • annually evaluating the gender mix in departments and offices across the institution? • allowing flexible work arrangements in STEM to encourage women to stay in their positions and to reduce the gender wage gap? 					Research Articles: 1) Jenner et al. (2020) Organizational Positions/Reports: 1) National Academies SEM (2018) Commentaries: 1) Baecher-Lind et al. (2018) ; 2) Choo et al. (2019) ; 3) Soklardis et al. (2018) Research Articles: 1) Benzil et al. (2020) Research Articles: 1) Kaplan (1991) Research Articles: 1) Charlesworth et al. (2019)
<p><i>Does your institution offer or encourage the following groups or programs?</i></p> <ul style="list-style-type: none"> • feminist networks? • workshops on gender discrimination and gender stereotypes? • workshops to increase bias literacy and to change gender bias, especially for STEM units? • create safe spaces for conversations about gender diversity in STEM? • programs to help create respectful environments? • targeted student groups such as LGTBQ groups, whose members are in particular need of services 					Research Articles: 1) Grauerholz et al. (1999) Commentaries: 1) Baker (2000) Research Articles: 1) Foulis & McCabe (1997) Commentaries: 1) Price (2020) Organizational Positions/Reports: 1) NASEM (2018) Research Articles: 1) Gold et al. (2021) ; 2) Coe et al. (2019) Research Articles: 1) Robotham et al. (2019) ; 2) Moutier et al. (2016) Organizational Positions/Reports: 1) NASEM (2018) Commentaries: 1) Issen (2017) Research Articles: 1) Richey et al. (2019) ; 2) Boyle & McKinzie (2021)
<p><i>Does your institution take the following steps to study and evaluate efforts to address sexual harassment?</i></p> <ul style="list-style-type: none"> • designate a committee/task force to study the problem of sexual harassment and make recommendations? • conduct an organizational assessment, followed by steps improve the harassment policy and training? 					Commentaries: 1) Summers (1992) Research Articles: 1) Scruggs et al. (2020) Commentaries: 1) Bell et al. (2002) ; 2) Halyard (2020)

Question	Yes	No	Partially	Action Items	Citations
<ul style="list-style-type: none"> • rigourously evaluate its prevention programs, awareness campaigns, and the effectiveness of processes in addressing sexual harassment? • obtain feedback on the support services provided to persons harmed? 					<p>Organizational Positions/Reports: 1) NASEM (2018); 2) Korman et al. (2017) Commentaries: 1) IEEE Control Systems Magazine (2019)</p> <p>Research Articles: 1) Moore et al. (2020)</p>

Recognizing the Importance of Informal Communication

Question	Yes	No	Partially	Action Items	Citations
INFORMAL COMMUNICATION					
In addition to formal communication measures, does the institution take the following steps:					
<ul style="list-style-type: none"> consistently communicate a no-tolerance position related to sexual harassment? 					Research Articles: 1) Offerman et al. (2002)
<ul style="list-style-type: none"> periodically remind faculty, staff, and student that sexual harassment is illegal and that it is unlawful to retaliate? 					Research Articles: 1) MacAllister et al. (2000)
<ul style="list-style-type: none"> encourage individuals to report an incident, regardless of doubts about whether it meets an exact definition of sexual harassment? 					Organizational Positions/Reports: 1) Bull et al. (2018) Commentaries: 1) Becton et al. (2016)
In addition to formal communication measures, do university leaders and senior administrators take the following steps:					
<ul style="list-style-type: none"> speak out about the importance of the sexual harassment policy? 					Research Articles: 1) Moradeke (2014)
<ul style="list-style-type: none"> promote the importance of professional conduct in preventing sexual harassment? 					Research Articles: 1) Aycock et al. (2019)
<ul style="list-style-type: none"> promote a whistleblowing culture? 					Research Articles: 1) Gupta et al. (2019)
<ul style="list-style-type: none"> set guidelines for social events, including a limitation on alcohol use? 					Research Articles: 1) Benzil et al. (2020) Commentaries: 1) Brubaker et al. (2020)
<ul style="list-style-type: none"> annually discuss the institution's sexual harassment policy, including the institution's no-tolerance stance and process for handling complaints? 					Organizational Positions/Reports: 1) American Sociological Association (2021)
<ul style="list-style-type: none"> support faculty members' work with professional and scientific societies addressing sexual harassment? 					Research Articles: 1) Lindquist & McKay (2018)
<ul style="list-style-type: none"> promote the use of inclusive language? 					Research Articles: 1) Recupero et al. (2004)
Do faculty members take the following steps:					
<ul style="list-style-type: none"> support actions of professional societies to confront sexual harassment, including adopting policies related to meetings and sanctions for those who are found to have violated policies? 					Commentaries: 1) John et al. (2016)
<ul style="list-style-type: none"> integrate sexual harassment concerns in various courses, such as Business Courses in Human Relations or Social Responsibility? 					Commentaries: 1) Kohl & Greenlaw (1993)

Question**Yes****No****Partially****Action
Items****Citations**

- include sexual harassment and other harassment concerns in discussions about mentoring and lab safety?

Commentaries: 1) [Marin-Spiotta et al. \(2018\)](#)

- informally intervene when they observe harassment or inappropriate behavior (ex. cup of coffee conversation)?