



Campus Climate Review

***Findings and
Recommendations
for John Jay
College***

October 2019

**WORKING
IDEAL**



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Executive Summary

Responding to a request from John Jay's leadership, from January to June of 2019, a team led by Working IDEAL conducted a Campus Climate Review at John Jay College. Our review had two components:

- 1 Enhance understanding of the college's campus climate specifically related to **diversity and inclusion**, efforts to **prevent harassment and misconduct**, and **enforcement of policies** against discrimination and sexual misconduct;
- 2 Develop recommendations to:
 - ▶ **further strengthen processes for addressing misconduct** (beyond simply meeting legal requirements); and
 - ▶ continue to **improve and expand the College's** use of **holistic harassment prevention strategies**, including training.

This report contains the Climate Review team's findings and recommendations, based on (1) reviewing College policy and governance documents, as well as prior reports and surveys related to campus climate and diversity, (2) gathering feedback from students, staff and faculty through in-person conversations and paper and online questionnaires, and (3)

conducting onsite observation.

John Jay seeks to educate strong advocates for justice who will become future leaders in the public, private and nonprofit sectors. Students, faculty and staff take pride in this mission and the diverse learning community at the College. John Jay is a Hispanic Serving Institution and Minority Serving Institution, with a multicultural student body and a high percentage of veterans and first-generation college students.

When asked to identify positive aspects of the campus climate, participants most often mentioned the diversity of the students and the community, the breadth of the programming, services and extracurricular opportunities, and experiences of a caring and welcoming community. Many participants reflected on the importance of the College's mission and these strengths – while also identifying areas where John Jay can increase inclusion across microclimates and improve structures, practices and resources as we describe in this report. Some participants had more critical feedback and challenging experiences to report, and these anecdotal experiences provide important illustrations and context for our recommendations.

Based on the climate survey data

John Jay already collects, a significant majority of students reported feeling safe and respected. A minority of survey participants report incidents of sexual harassment and sexual violence, bias and discrimination, some on campus and within the community and some occurring outside the College and community. There was no corresponding data on faculty and staff, but we spoke with and heard feedback from students, faculty and staff who reflected both the positive aspects of John Jay's climate and the areas where work remains to be done. Overall, we see a community with leadership focused on equity and inclusion, and where even those who are having strong positive experiences can still see ways for culture and climate to be improved – and where those gaps may be larger or more impactful for some individuals and constituencies.

Our report is organized around key themes and areas of focus that can help John Jay strengthen and improve its learning environment and workplace. Some recommendations are specific to faculty, staff or students, and some apply to the entire campus community. We summarize those areas below.

Shared Values and Belonging

John Jay's historic mission and focus on criminal and social justice exists

alongside the college's progressive educational values and commitment to inclusion and academic freedom. This is a strong foundation for identifying shared values that build community and strengthen belonging. Providing tools to apply them in and out of the classroom will further promote the practice of values.

Respectful Learning and Working Environments

Building an inclusive culture and climate includes reinforcing norms of respectful conduct. John Jay can continue to foster and strengthen a dynamic and respectful culture by building upon best and promising practices that organizations have used to increase civility and professionalism, consistent with its role as a public institution of higher learning.

Expanding and Coordinating Resources for Reporting & Response

In addition to having effective formal procedures for lodging and investigating complaints, designated informal channels can make it easier to surface concerns early. John Jay can further strengthen its existing processes for addressing misconduct by expanding and coordinating resources for reporting and response and better communicating existing

options and categories of confidentiality.

Communication and Transparency

Clarity and transparency can strengthen trust and engagement. John Jay has opportunities to use its existing website communications tools more effectively to support reporting and response. The College can add to the transparency it already provides on diversity and climate data by broadening disclosures related to climate and culture.

Leadership Development, Strategic Capacity and Support

John Jay's leadership at all levels plays an essential role in an inclusive campus climate. The College can provide more training, classroom and workplace tools, and other kinds of support for its leaders and internal champions. The College can also leverage the Diversity Committee and make better use of data and reporting to support stronger processes and prevention.

Training and Other Resources for Holistic Prevention

John Jay already conducts training and outreach, particularly for students. The College can increase holistic prevention by expanding training topics and coverage and addressing limitations of the required online and live training materials provided by CUNY. We also recommend continuing the College's commitment to student resources through the Women's Center for Gender Justice and exploring additional campus-wide prevention resources.

Timeline, Reporting and Accountability

Our final recommendation is to establish a timetable, reporting and accountability for effective implementation.

A summary of all the recommendations is provided in Appendix 1.



Background, Scope and Methodology

There are different ways to approach a Campus Climate Review, different quantitative and qualitative measures of climate, and a range of potential research questions. We developed our scope and methodology based on the questions John Jay asked in its Request for Proposals, an evaluation of the existing data and previous reports and analyses of climate, and the requested timeline for the review.

We focused our review on qualitative inquiry. John Jay already participates in an annual CUNY-wide climate survey on sexual harassment and sexual violence and had already collected student-level survey data on perceptions and experiences of diversity and inclusion. In our experience, providing an opportunity for individuals within an organization to engage directly with the team using semi-structured conversations and other tools allows existing stakeholders to offer their ideas and concerns in their own words. This process can build trust and create a stronger foundation for implementation. We did not select focus group participants randomly. Some participants were invited based on their role (as leaders in the community or as part of specific key offices and functions)

and the other groups were based on open invitation in order to allow anyone who had a concern to come forward.

Our process is substantially framed by who chooses to participate, so it has gaps and limitations that affect how strongly we can draw ultimate conclusions about the College community as a whole. We did focus on themes and trends across the information we gathered. We considered what voices were absent and other possible sources of bias. We compared our conclusions with existing College data and reports, the policy and governance documents and online materials we reviewed, and our own onsite observation. While there are limits to the inferences that can be made from focus groups and open-ended feedback, we have taken reasonable efforts to identify and take account of those limitations in developing our recommendations.

Our review was focused on culture, systems and practices, and did not include any assessment of specific individual complaints, or the College's investigation or response to any specific complaint or incident. To the extent we received feedback on specific incidents

we treated that as relevant to the broader questions about climate and communications that were part of our review.

Definition of Climate and Framework for Analysis

We defined campus climate as the:

- ▶ Perceptions of the inclusiveness of the campus community overall;
- ▶ Experiences and interactions within classrooms, schools / colleges, workplace; environments, and the surrounding community;
- ▶ Experiences and interactions shaped by social identity;
- ▶ Perceptions of the university's response to unfair treatment.¹

We used this definition to focus our data collection on self-reported experiences and interactions and perceptions of students, faculty and staff. We also looked for ways in which those perceptions might be shaped by social identity, including marginalized identity and leadership roles.

In evaluating the campus climate, we considered the interaction of individual-level and organizational-level or structural factors. Climate is a collective

product of individual experiences and interactions, but an organization's structures and practices can also shape those experiences and interactions, and drive perceptions. There may be differential impacts for constituencies and affinity groups. For this reason, we structured our inquiry to include the opportunity for conversations based on organizational role and social identity, while also creating space for individual responses.

Project Timeline

Working IDEAL began this review in January of 2019 with planning and initial interviews, spent two weeks onsite in March, then analyzed the results and developed initial recommendations. During April, May and June, the team met with a number of the key faculty, staff and student leaders who provided initial input in order to refine the recommendations, ensure accuracy, and develop a reasonable implementation plan. A list of team members and their bios is provided in Appendix 2.

Summary of Participants, Data and Documents

From January to March, the team:

- ▶ Conducted over 30 in-person focus group conversations on campus with John Jay students, faculty and

staff -- with approximately 150 total participants.

- ▶ Received 253 responses to a paper questionnaire, primarily from students.²
- ▶ Received 168 responses to an online request for open-ended feedback, with about 1/3 of the responses from students, about 1/3 from staff, and about 1/3 from faculty.
- ▶ Reviewed college policy and governance documents and training materials.
- ▶ Considered prior diversity and climate data and satisfaction surveys.³
- ▶ Conducted onsite observation.

Participants in Conversations: In gathering feedback, we sought to reach a broad cross-section of faculty, staff, students, key leaders and constituency groups. As we were not able to meet with every possible group, we also set up informal drop-in time and online feedback options. Below are the groups we met with:

- ▶ **Student groups** included the Student Council and affinity groups for women and female-identified

students, students of color, veterans, students with disabilities, international students and immigrant students.

- ▶ **Faculty groups** included Academic Affairs administrative leadership, faculty leaders from the Faculty Senate and Council of Chairs, and focus groups of tenured, non-tenured and adjunct faculty, plus a group for women and female-identified faculty.
- ▶ **Staff groups** included managers, line staff, and facilities staff, plus a group for women and female-identified staff.
- ▶ **Key offices and leaders** included Public Safety and Human Resources leadership, Student Affairs leadership, the Office of Compliance and Diversity, the Women's Center for Gender Justice, the Wellness Center, the Office of Legal Counsel and the Executive Leadership team including President Karol Mason.

John Jay provided significant assistance conducting outreach and facilitating participation.

Participants in Online Feedback Form: A total of 168 people participated anonymously in the John Jay College

Climate Review Confidential Online Feedback Form, with 56.5% of participants completing the entire survey. Of the total completed responses, approximately 1/3 of the responses came from students, about 1/3 from staff and about 1/3 from faculty. In comparing our participants with the John Jay community, we identified some gaps. For example, a greater proportion of respondents who provided online feedback identified as white and as female than the community as a whole (even when accounting for differences between the student body, faculty and staff). Details about the online participants are included in Appendix 2.

It is also important to note that participation in the invited leadership conversations was higher than participation in the other conversations. We still achieved what is in our experience a relatively robust level of participation across the different feedback channels, and we appreciate the thoughtful and constructive input from the community.

Data: As part of our review, we looked at existing climate survey data and diversity reports – including the John Jay aggregate responses from 2018 on an annual CUNY campus climate survey (CUNY Climate Survey), a 2017 diversity survey of John Jay students focusing on questions about bias and discrimination

conducted by the John Jay Diversity Committee (Diversity Committee Survey), reports by the Diversity Committee, reports on Faculty Diversity and data collected through the Women's Center for Gender Justice. The 2018 CUNY Climate Survey, focused on sexual harassment and sexual violence, was sent to a sample of approximately 6900 John Jay students, with a response rate of 16%. The Diversity Committee Survey received 2108 total responses, of which 1599 included demographic information. There are no existing climate or diversity survey data for faculty or staff.⁴

We did not review any individual complaints or aggregate complaint data, but we did discuss trends and themes in reported complaints with individuals at John Jay responsible for receiving or responding to those complaints, including the Office of Compliance and Diversity, Public Safety, Human Resources, and the Office of Legal Counsel.

Documents: We reviewed governance and policy documents provided by John Jay and available on the John Jay and CUNY websites, including materials related to federal title IX non-discrimination requirements. We also reviewed the pages on the John Jay and CUNY website on filing complaints, and resources from the Office of Compliance and Diversity, the Diversity Committee and

the Women's Center for Gender Justice. We reviewed the slide presentation used for Title IX training, and screenshots of the online eSPARC training on sexual misconduct for staff developed by CUNY

and launched this year, as well as the manual for the student online SPARC training that shows screenshots of the training materials.



Findings

John Jay Strengths

John Jay College is a Senior College within the City University of New York (CUNY) system. It is a Minority Serving Institution (MSI) and a Hispanic Serving Institution (HSI) under federal education law, meaning that it serves a student body that is at least 25% Hispanic.⁵

We identified core strengths that John Jay can leverage in implementing these recommendations and building an even more inclusive culture:

- ▶ The College's historical mission and values include the goal of educating "fierce advocates for justice" for successful careers in the public, private and nonprofit sectors.
- ▶ Faculty and staff have a clear sense that this is an important moment and opportunity for the College leadership to succeed.
- ▶ The College has the ability to leverage its criminal justice curriculum and the diverse perspectives embedded in its identity as an HSI and MSI, including a multicultural student body with a high percentage of veterans and first-generation college students.
- ▶ The faculty and staff are committed to the College's success, as they expressed in conversations with us.
- ▶ The student commitment to and striving for justice also came through clearly in our conversations and the other feedback.
- ▶ Based on conversations with leadership, we understand that CUNY supports this work and the College's goals in strengthening

According to the CUNY Climate Survey, the majority of John Jay students feel safe and respected. Over 90% agreed or strongly agreed that they felt respected as a member of their campus community and felt safe on campus – higher responses than the CUNY average. About 80% thought that John Jay was doing a good job ensuring student safety against sexual violence, and 73% thought the College was doing a good job educating the campus community about sexual violence. These measures of respect and safety were also higher than the CUNY average.

inclusive learning environments.

- ▶ The President and the members of her leadership team are committed to this process and have devoted a substantial amount of time and resources to this work – including welcoming the opportunity to receive these recommendations.
- ▶ This process can build trust through the feedback structures and conversations and opportunities for organizational learning.

Positive Indicators of Overall Climate

We can also look both at the data we gathered and highlights from existing data showing that individuals feel respected, report fair treatment overall and see

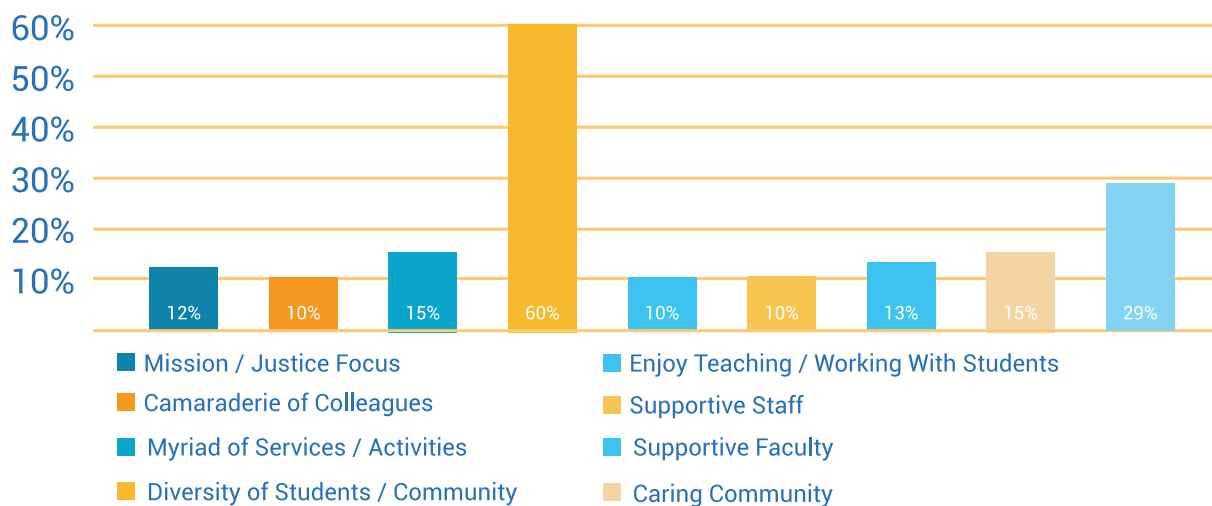
the College's diversity as a strength. We gathered data from the John Jay responses to the CUNY 2018 Climate Survey and the John Jay Diversity Survey for a better understanding of what existing data showed about climate as reflected in experiences and interactions at John Jay. We also evaluated the information we received during the climate review in light of this existing data to see whether it aligned or diverged. In general, what we heard was consistent with the existing data.⁶

We asked participants through the online feedback form, "In your opinion, what are the most positive aspects of the campus climate at John Jay?" A strong majority of respondents (60%) provided open-ended responses that included "Diversity of students/community" as the most positive

What are the most positive aspects of the campus climate at John Jay?

From WorkingIDEAL online feedback form (68 responses to this question)

† Multiple responses to this question, total percentage may add up to more than 100%



The John Jay Diversity Survey data similarly showed high positives around respect and belonging. 95% stated the campus climate was “open and accepting of diversity” with 90% agreeing that the campus was a place that “regardless of category” people were “treated fairly” and have an “equal opportunity to excel.”

In General, I Feel...

John Jay Senior Colleges All CUNY

Respected as a member of my campus community

Strongly agree	52%	42%	44%
Agree	40%	44%	43%
Neither agree nor disagree	7%	11%	1%
Disagree	1%	1%	1%
Strongly disagree	-	1%	1%

Safe on my campus

Strongly agree	57%	43%	45%
Agree	38%	46%	45%
Neither agree nor disagree	4%	8%	8%
Disagree	1%	2%	2%
Strongly disagree	-	1%	1%

My campus is doing a good job ensuring students' safety against sexual violence

Strongly agree	44%	33%	36%
Agree	37%	39%	39%
Neither agree nor disagree	18%	25%	23%
Disagree	1%	2%	2%
Strongly disagree	-	1%	1%

My campus is doing a good job educating the college community about sexual violence

Strongly agree	36%	27%	30%
Agree	37%	36%	36%
Neither agree nor disagree	23%	29%	27%
Disagree	4%	7%	6%
Strongly disagree	1%	1%	1%

aspect of the campus climate at John Jay. The “myriad of services/extracurricular activities offered” and “overall caring/welcoming community” were the second and third most often mentioned aspects.

According to the CUNY Climate Survey, the majority of John Jay students feel safe and respected. Over 90% agreed or strongly agreed that they felt respected as a member of their campus community and felt safe on campus – higher responses than the CUNY average. About 80% thought that John Jay was doing a good job ensuring student safety against sexual violence, and 73% thought the College was doing a good job educating the campus community about sexual violence. These measures of respect and safety were also higher than the CUNY average.

The John Jay Diversity Survey data similarly showed high positives around respect and belonging. 95% stated the campus climate was “open and accepting of diversity” with 90% agreeing that the campus was a place that “regardless of category” people were “treated fairly” and have an “equal opportunity to excel.” And although it is not climate data per se, according to CUNY’s most recent published Student Experience Survey data more than half (54%) report being satisfied or very satisfied with their college’s social experience, higher than the average for senior colleges (48%).⁷

Challenges

We identified challenges that are important to keep in mind, especially in thinking about implementation of our recommendations:

- ▶ We observed high expectations from the campus community around transparency and communication, inclusion and support.
- ▶ John Jay has external mandates from CUNY, its collective bargaining agreement, and federal, state and city requirements. Federal and state laws and requirements related to privacy, such as FERPA, and due process, also impact its span of control.
- ▶ The College faces resource constraints as a public institution of higher education as well as more acute recent financial pressures, including rapid enrollment growth that may outstrip staffing and resources and existing infrastructure.
- ▶ The current polarized political environment and larger culture outside campus has effects on the culture, climate and discourse on campus.
- ▶ The College must balance competing

values – like the community’s need for transparency and accountability and the importance of protecting individual due process and privacy rights – in order to ensure fairness to all parties.

Opportunities for Continuous Improvement

While the overall responses on climate are quite positive, and we heard about and observed what members of the campus community appreciate about John Jay, both the existing data and our conversations show that these experiences coexist alongside potential areas of concern. Some individuals do report incidents of sexual harassment and sexual violence, bias and discrimination from within the community and also outside the College and community. In our conversations and other feedback from students, faculty and staff we heard about experiences of disrespect, feeling disconnected from the community, or perceiving a gap between the College’s commitment to justice and their personal experiences on campus. In many cases our participants also provided good recommendations for ways John Jay can improve, and we directly observed steps the College has taken or is taking to strengthen systems and practices. Collectively, strong positive indicators of overall climate are not inconsistent with

the College as a place where inclusion and belonging fall short for some individuals and constituencies.

In the online feedback form we asked: “In your opinion, what are the least positive aspects of the campus climate at John Jay?” We received more varied answers than when we asked for the most positive aspects, but half of the open-ended responses received included the need to improve respectful conduct and communication through greater civility and professionalism. (Many of the open-ended answers addressed more than one of the themes identified by our team in the table below.)

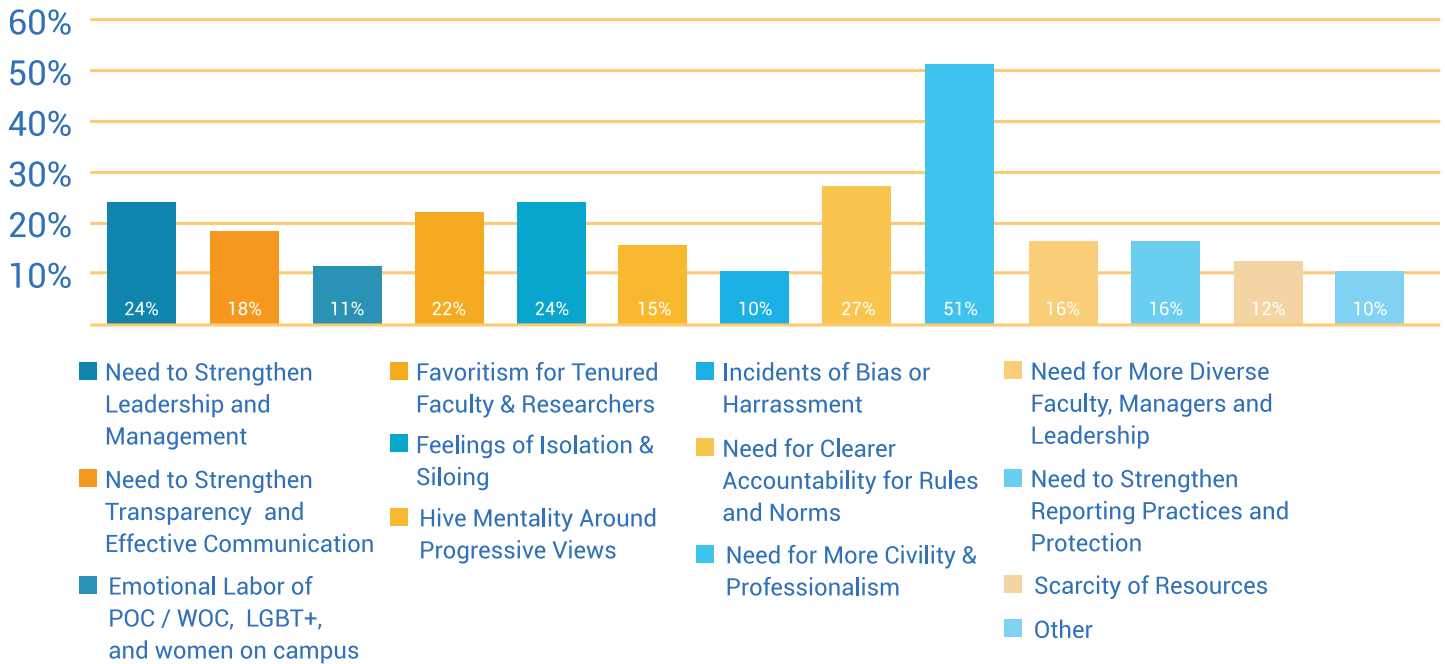
The most commonly reported concern in the Climate Survey data falls under the category of sexual harassment, with about 22% of John Jay respondents reporting that they had experienced inappropriate sexual comments (verbal, written or electronic) in the last twelve months. (Respondents reported much lower rates of other forms of sexual harassment.) In addition, ten percent reported unwanted calls or digital communications including pictures or videos.

It is important to recognize that only about 1/5 of the reported incidents of sexual harassment or unwanted calls or communications were committed

What Are the Least Positive Aspects of the Campus Climate?

From WorkingIDEAL online feedback form (83 responses to this question)

† Multiple responses to this question, total percentage may add up to more than 100%



by someone enrolled in or employed by CUNY. Nevertheless, these incidents still affect members of the John Jay community and their experiences while working or studying at John Jay – and they may impact prevention efforts and support resources. Indeed, workplace violence can occur even when perpetrated by family members or intimate partners who are not employed at that place of business. In a similar vein, sexual harassment or cyberstalking by those outside the community can in certain cases require some response or otherwise impact, occur in, or be visible inside the community. At least some of these incidents are being reported to the Office of Public Safety, so these incidents may require additional on-campus

security measures or may be impacting the use of wellness or other resources. We recognize that these experiences reported in the climate survey are one part of the larger picture of the campus climate, while they do not necessarily define it.

The John Jay Diversity Survey⁸ asked respondents about harassment and bias on campus, the reasons cited for this treatment, and who the perpetrator was. A minority of respondents reported that they experienced bias and discrimination – about 7% of all respondents reported witnessing discriminatory behavior, with smaller numbers reporting witnessing harassment (5%) or experiencing harassment (4%). One in ten reported

John Jay Senior Colleges All CUNY

In the past 12 months, has anyone made inappropriate sexual comments to you verbally, in writing or electronically?

Yes	22%	20%	18%
No	69%	70%	72%
Do not recall	9%	10%	10%

Were you a CUNY student at the time of the incident?

Yes	76%	78%	75%
No	20%	19%	21%
Do not recall	5%	4%	4%

If yes, was the person(s) who engaged in any of these incidents enrolled at or employed by CUNY at the time of the incident(s)?

Yes	21%	23%	23%
No	62%	61%	61%
Do not recall	17%	16%	15%

Which of the following describes the person(s) enrolled in or employed by CUNY who engaged in one or more of these incident(s)? Select all that apply.†

Student	92%	80%	81%
Faculty or Instructor	13%	18%	17%
Athletic coach or trainer	3%	1%	1%
Administrator or staff member	7%	6%	6%
Supervisor/Employer	-	2%	2%
Other person affiliated with a university program (examples: internship, study abroad)	-	3%	3%
Do not know the association with CUNY	-	2%	2%

† Multiple responses to this question, total percentage may add up to more than 100%

From CUNY Climate Survey 2018 (1162 respondents from John Jay)

being singled out because of their identity. The top reasons cited for the discrimination or harassment witnessed and/or experienced were (1) race, (2) ethnicity, and (3) gender. Respondents

reported having witnessed or experienced harassment and/or discrimination from Students (48%), Faculty (29%) and staff (10%). Respondents also flagged classroom dynamics, with about 10%

John Jay Senior Colleges All CUNY

In the past 12 months, has anyone sent you unwanted phone calls, emails, voice, texts or instant messages, pictures, or videos on social networking sites in a way that made you feel unsafe?

Yes	10%	9%	9%
No	87%	88%	88%
Do not recall	3%	3%	3%

Were you a CUNY student at the time of the incident?

Yes	84%	76%	75%
No	15%	21%	22%
Do not recall	1%	3%	3%

Which of the following describes the person(s) who engaged in one or more of these incidents? Select all that apply.†

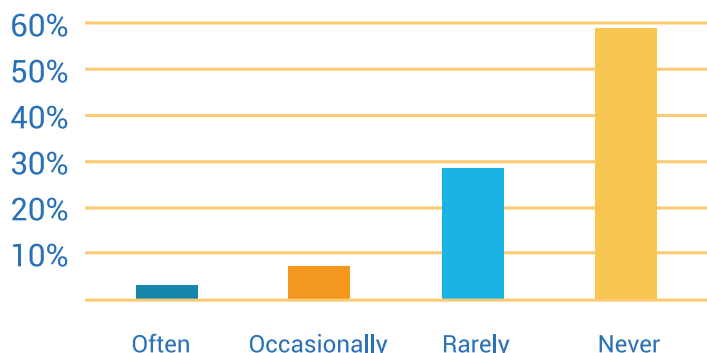
The person was enrolled at CUNY at the time of the incident(s).	17%	20%	18%
The person was employed by CUNY at the time of the incident(s).	2%	3%	2%
The person was a member of my household or family at the time of the incident(s).	4%	2%	3%
The person was a peer/acquaintance at the time of the incident(s).	40%	36%	37%
None of the above	43%	44%	44%

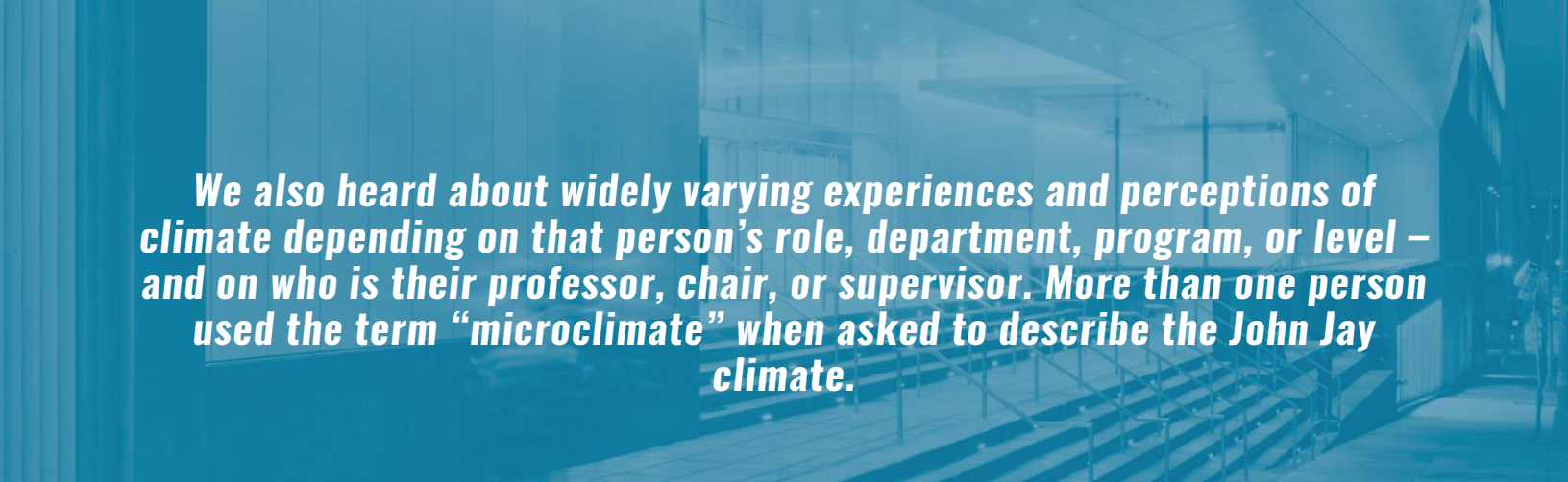
† Multiple responses to this question, total percentage may add up to more than 100%

From CUNY Climate Survey 2018 (1162 respondents from John Jay)

Have you been exposed to a racist atmosphere in the classroom?

From John Jay Diversity Survey 2017 (1824 respondents)





We also heard about widely varying experiences and perceptions of climate depending on that person's role, department, program, or level – and on who is their professor, chair, or supervisor. More than one person used the term “microclimate” when asked to describe the John Jay climate.

answering that they have “been exposed to a racist atmosphere in the classroom” “often” or “occasionally.” We also note that concerns about classroom experiences and bias are similar to concerns we heard in our conversations and through the other feedback channels.

Climate Indicators in John Jay Types of Reported Incidents

We compared the key trends and themes in the climate data with the trends and themes we learned about in discussions with individuals at the Office of Compliance and Diversity, Public Safety, and Office of Legal Counsel. Reported complaints involving sexual harassment and sexual violence are the most common issue. Complaints reported to the Office of Compliance and Diversity most often involve incidents perpetrated by students against other students. Stalking (including cyberstalking) against students is the most frequently reported concern to Public Safety. Consistent with the climate data, most stalking complaints involve perpetrators who are not members of the John Jay community – although

these incidents are leading individuals at John Jay to seek on campus help. Formal complaints involving racial bias and race discrimination are much less frequent, although based on the Diversity survey data we know these incidents exist, and these issues arose in our conversations. Formal complaints by faculty and staff or involving incidents perpetrated by faculty and staff are also much less frequent.⁹ This data supports the view that even if many members of the John Jay community have strong, positive experiences, there is a minority who report harassment, bias, and other negative impacts. We take those reports seriously while acknowledging that those experiences are not universal. These strengths and challenges provide a larger context for our more specific findings set forth below.

Student, Faculty and Staff Perceptions and Experiences

Here we identify the major themes that cut across our focus group and individual conversations, and align them with the other aspects of our review and the

other information we collected through the questionnaires and the online form. These themes form the basis for our recommendations.

Microclimates and the Need to Strengthen Shared Values and Belonging

The first, and strongest theme to emerge over the course of our review is also the place where our recommendations begin – the sense of shared values and belonging. Mission and values were significant themes in our conversations and the feedback process, both as strengths but also in terms of experiences and interactions that reflect divided, competing or discrete values and even potential incidents of bias and disrespect. We also heard about widely varying experiences and perceptions of climate depending on that person's role, department, program, or level – and on who is their professor, chair, or supervisor. More than one person used the term "microclimate" when asked to describe the John Jay climate.

Student participants reported a strong commitment to the John Jay mission and its values of justice, which drew them to the College. They described what they appreciated about John Jay, like the commitment to student success through supportive initiatives like the Adelante

program and peer success coaches. We met committed student advocates from across the college, including from the Women's Center for Gender Justice. Across the student conversations we also heard about a limited shared identity as John Jay students and a campus experience as a series of separate communities or constituencies. In the absence of strong connecting values, students form groups with people similar to them, which can lead to a more divided student body. In response to this feeling of disconnection they feel pressure to self-organize and self-advocate given the competition for scarce resources on campus (space, money, time and attention). We also heard a perception that student orientation was relatively short, and that some transfer students did not get any orientation, making it harder to get connected to the community and understand how to access information and resources.

Similarly, the faculty we met at John Jay seemed dedicated to the mission and determined to help students succeed while being committed to their research and service. We heard from some participants about their experiences of collegiality and supportive chairs, and the College's strengths, including the mission and the academic research centers. We similarly heard from faculty that departments appear siloed and faculty members

reported a sense of disconnection from the campus as a whole. Adjuncts reported feeling especially isolated and burned out, especially with the limited resources available to many adjuncts. Faculty reported variation in the experience of a respectful and inclusive climate – and that it varies across departments depending on who is leading the department, how resources are allocated, and, in some cases, rank. Some female (and male) faculty reported seeing more disrespectful behavior toward women faculty members by both fellow faculty members and students. Women and people of color are under-represented in major departments and concerned about opportunity for themselves and the impact on students. Like the students, faculty members report feeling challenged by competition for scarce resources (including space, money, and time), and by inadequate communication that affects trust and engagement. While participants reported being asked for input regularly, they expressed concern about follow-up communications conveying the impact or results of that input.

Staff at John Jay echoed the microclimate theme, identifying great colleagues and helpful resources alongside climate challenges – with the additional distinction that they felt less respected than students or faculty. Staff reported their departments worked in silos

and that they struggled with unclear priorities that varied from department to department, creating the potential for inconsistency in policy or practice. Staff we met with reported having limited access to information and feelings of asymmetry around both communication and resource allocation. Similar to faculty, staff reported feeling discouraged about providing feedback due to the lack of follow-up communication about impact. Staff also questioned where they fit in around student success. Staff onboarding is limited to making sure they have information about process and administration and does not include activities designed to incorporate new hires into the broader campus community and build connection. Finally, we heard frequent concerns about timely and effective services and support from the human resources function alongside an ongoing effort to improve response times.¹⁰ An ongoing issue remains the lack of a formal human relations function that could support individual needs and concerns of employees.

One of John Jay's biggest strengths and the source of some of the most positive feedback we received is the diversity of the campus community. John Jay's identity as a Hispanic Serving Institution and Minority Serving Institution is an important aspect of its culture and we heard about programs designed to

strengthen multicultural community at the College – including speakers and student programming, and other work to foster greater inclusion for students of color who may identify as Latinx, Black, and other identities. This includes faculty resources available through the Center for Teaching and Learning to support effective teaching and learning experiences for Latinx students, understanding resiliency, and the development of culturally responsive pedagogy.¹¹

As diverse and welcoming as John Jay is – and even with the high positive survey responses about respect and inclusion in the climate and diversity data – we still identified ways to strengthen belonging. In particular, we heard from students, faculty and staff about tension between the College’s historic criminal justice mission and its present multicultural student body and progressive educational values. These challenges at John Jay are not unique – especially in the current political and social environment. Many institutions of higher education are experiencing values-based conflict as they seek to foster respect and inclusion while respecting academic freedom. Regardless, these challenges are present at John Jay and impacting campus climate for at least some members of the community.

Our participants also reports ways

their experiences, interactions and perceptions are shaped by identity. We heard differences in the experiences, interactions and perceptions of students who are veterans, students of color, international students and students with disabilities – and of course students may belong to and experience the campus climate from the standpoint of multiple perspectives and identities. To be clear, these are anecdotal reports that should be considered in the context of all the available data on climate described in this report. Students we spoke with living at the many intersections of identity, which include being part of the LGBT+ community and a person of color, reported challenges finding community and experiences of disrespect. Students with visible and invisible disabilities reported feeling supported on campus and having requests for accommodations completed. Other examples we heard about include:

► **Experiences of anti-military bias in the classroom:**

A number of veterans we spoke with felt welcomed by John Jay’s large veteran student body, but also reported feeling at times unable to ask questions or share in discussions in some classes or with some professors.

► **Gender inclusion:**

Some students reported sharing

pronouns but having students and professors in classrooms disregarding pronouns, leaving those students feeling disrespected and unheard. Individuals also reported experiences with students and professors who disregard other gender identities than female and male, impacting their ability to participate or even to disclose anything out of the binary.

► **Diversity of thought:**

College is an opportunity to learn about the myriad of beliefs, points of view, and experiences of others. Perceptions that the campus is politically progressive can create a sense of “othering” of the more conservative student body.

► **Immigration:**

While the school's strong response on behalf of DACA students was comforting to many, reported incidents of anti-immigrant language being added to flyers and posters on campus were perceived as offensive, even if we understand

it was done in at least one case by individuals who were not members of the John Jay community.

Another important dynamic is that while John Jay is a multicultural institution at the student level, more needs to be done to reflect that perspective among faculty to support students seeking mentors and representation. We did take note of the Faculty Diversity Strategic Plans and an apparently more significant effort over the last few years to develop specific recruitment plans to increase faculty diversity when hiring opportunities occur. We also reviewed programming available through the Teaching and Learning Center. We have other recommendations regarding how to build upon these initiatives in the second part of this report.

We identified microclimates not just within student, staff or faculty communities but across them. Feeling uncertain about the focus on student success – and how that focus connects to faculty and staff success – was a recurring theme



A need for greater respect, civility and professionalism was a very strong theme across all domains.

across our conversations. A final area where a number of participants reported feeling disconnected from the community involved a perceived lack of communication from leaders at John Jay. This affects trust and engagement.

John Jay is a College dedicated to “justice” – a term that can have many meanings. Competing values are deeply embedded in the core of the College mission and the criminal justice system is a locus of contention around individual rights, collective security, due process, civil rights, racial justice and economic power. John Jay students engage these questions directly through the curriculum and program, so tools to mediate conflict are essential to an effective learning environment.

Experiences and Interactions Around Respect, Civility and Professionalism

A need for greater respect, civility and professionalism was a very strong theme across all domains. Language that is abusive and disrespectful was reported to us by all groups in all directions (students to students, faculty, and staff, and vice versa, faculty to students, faculty, and staff and vice versa, and staff to students, faculty, and staff and vice versa). Incidents of bullying and gaslighting (denying conduct and blaming) were also reported, especially

among faculty.

We took note because one emerging lesson in how to prevent workplace harassment is fostering respectful workplaces through formal training and informal modeling of positive behavior.¹² Bullying or intimidation can also have significant negative impacts on the workplace.¹³ This includes a range of conduct that may fall outside existing CUNY policies that prohibit sexual misconduct and discrimination, from aggression and intimidation to less visible but still harmful behaviors that seek to humiliate, isolate, sabotage or undermine other students and professionals. And while there is a clear process and structure for addressing this kind of disruptive student conduct, several participants expressed frustration that they did not perceive any way to enforce norms of respectful conduct or check toxic behavior for incidents that involve faculty or staff.

Regardless of the context or constituency, participants sought to be treated with respect – and also for supervisors and chairs, and professors in the classroom, to be able to model and lead. Students, in particular, wanted support from professors to ensure respectful classroom behavior that supports learning, and for them to be able to mediate conflict more effectively.



We identified a number of opportunities for John Jay to apply best and promising practices to bolster resources and coordination that are included in our recommendations.

One positive action the College has already taken to address student conduct is to establish a Behavioral Intervention Team to mobilize resources and address disruptive student behavior. This multidisciplinary model involves structured collaboration among public safety, mental health and Student Affairs leadership to review complaints, evaluate potential interventions and monitor or engage as appropriate. We spoke to a couple of individuals who had requested and obtained assistance and generally had positive experiences with the services and response. In the recommendations below we discuss leveraging this holistic response model to address issues among faculty and staff.

Resources and Coordination Around Reporting and Response

During our review we had a number of focused conversations related to reporting and response with individuals leading the key offices and initiatives, and we both reviewed and collected data from a variety of sources related

to awareness of and trust in reporting channels and options. We identified a number of opportunities for John Jay to apply best and promising practices to bolster resources and coordination that are included in our recommendations.

Existing Structures and Practices

John Jay has multiple structures and practices for ensuring physical and psychological safety. These include the Office of Compliance and Diversity, Public Safety, specific staff within Human Resources, the Office of the Provost and the campus Labor Designee designated to receive complaints, and various functions within Student Affairs – including the Behavioral Intervention Team and the student complaint process that resides with the Dean of Students. (Student Affairs also oversees the physical and mental health providers and campus counseling and support services discussed under Holistic Prevention in Section 6).

Office of Compliance and Diversity

The Office of Compliance and Diversity has the highest overall intake of

complaints related to campus climate concerns. This office is responsible for receiving and responding to reports of bias, discrimination, sexual and other forms of harassment and sexual violence or misconduct – whether they involve students, faculty, or staff. Other entities, including Public Safety and Human Resources refer any complaints they receive that fall into these categories to the Office of Compliance and Diversity.

There are several ways that the Office of Compliance and Diversity becomes aware of incidents or potential issues. Individuals can come to the Office of Compliance and Diversity with informal concerns or to make formal complaints. After an initial intake contact or referral by phone or email, the Office encourages the individual to come in to make a report. The Office will have conversations with individuals who do not wish to make a formal report and try to understand any concerns as they decide whether to file a formal complaint. Staff reported that complainants are more hesitant to file formal complaints for incidents that involve potential perpetrators who are faculty or staff. There is no current mechanism for online or anonymous reporting, but the office advises that it responds, if available information makes it possible, to incidents brought forward by third-party witnesses or bystanders and to informal complaints.

The Office of Compliance and Diversity has a significant portfolio of critical work that integrates core compliance functions around reporting and investigations with strategic diversity work - including developing the campus affirmative action plan and the Faculty Diversity Strategic Plan, managing the Diversity Committee, and conducting campus-wide training and outreach. On the one hand, this kind of integrated approach reflects inclusive excellence principles and prevents siloing of compliance reporting and objectives from strategic diversity and inclusion work.¹⁴ On the other hand this is a substantial set of responsibilities for an office that when we initiated our review had three full-time staff.¹⁵ Despite limited resources, this office had successfully increased outreach and conducted a substantial number of in-person trainings since 2014. The number of complaints has increased since 2015 – likely reflecting increased awareness and trust.

The office plans to strengthen its data systems and practices for managing its workload and tracking results and needs a structure and schedule for formalized regular reporting to the President or senior leadership. Apart from the federally mandated Clery reports, which provide an annual disclosure of campus crime statistics and other information,¹⁶ John Jay does not publicly

release aggregate data on complaints or dispositions – although the College is interested in developing a public report of aggregate data and asked us to consider recommendations consistent with best practices in this report on that point.

Our ability to fully evaluate structures and practices related to the Office of Compliance and Diversity was impacted by the departure of the head of that office in early March. There is a clear commitment to staffing this office and we met with the Deputy Director and interim Senior Title IX Investigator in June. We were advised that President Mason prioritized adding staffing resources to the Office after arriving at John Jay. Leadership also invited our recommendations about staffing strategies for this office consistent with best practices – and has been intentional about timing the search for leader of this Office so they can consider the Office needs in light of our recommendations. We have made some recommendations below for John Jay to consider as they move forward with a search for new leadership and also related to longer-term planning around staffing and tools.

Public Safety

The Public Safety Office receives and responds to threats, assaults and other concerns about physical safety including

potential acts or threats of workplace violence. Complaints can be made directly or via an anonymous tip line. The Public Safety Office is the only option for individuals seeking assistance in the evening (outside of business hours). Some undergraduate students and most graduate students only come to campus in the evening because they are at work during the day. There appear to be meaningful structures and practices of collaboration between Public Safety and Office of Compliance and Diversity, including coordination on the campus Clery Reports, and engagement between the offices on reporting, response and prevention in general. A member of the Public Safety staff assists the Office of Compliance and Diversity with investigations pursuant to Title IX protocols.

Other Procedures for Faculty, Staff and Student Concerns

For other workplace and campus concerns and complaints, John Jay has separate channels for staff, faculty and students. Staff are encouraged to go to the Director of Performance Development in the Human Resources Department, who appears to play a quasi-formalized problem-solving role particularly for staff/supervisor problems but does not have a formal dispute resolution position. The Office of the Provost is responsible for faculty concerns and is in the

process of working to identify specific individuals to play a similar designated problem-solving role. Student-related conduct issues go to the Dean of Students for resolution. Across these different channels the requirements and procedures related to confidentiality and documentation vary.

The CUNY Sexual Misconduct Policy designates “confidential” employees, who are required to provide protected and confidential channels for reporting. The policy defines these confidential employees as healthcare, mental health, pastoral and other professionals who have ethical obligations to protect privacy and confidentiality. It also defines “responsible” individuals who provide what the policy terms “private but not confidential” reporting channels. Responsible individuals “have a duty to report incidents of sexual misconduct, including all relevant details” to the Title IX coordinator.¹⁷ Almost all John Jay staff and most faculty are responsible employees, and should make potential complainants aware of their role and make sure they understand how to access designated confidential resources.¹⁸ There are no on-campus confidential resources for faculty or staff. There is a CUNY-wide Employee Assistance Program.

Faculty and staff participants sought more clarity on their roles for themselves and potential complainants and more tools and trainings to handle complaints. We also heard a strong desire to improve communication about these different channels and options and make sure any further expansion of reporting and response did not create further confusion about where and how to make reports and the process that would apply in each context.

These multiple formal reporting channels, each intended to serve a different part of the community or issue, can create challenges around clarity or coordination of the process overall. John Jay has a Report a Complaint page on the College website (<https://www.jjay.cuny.edu/report-complaint>) that collects information on all of the various avenues for reporting and response onto a single page. Over the last several years there has been a process of convening individuals responsible for reporting and response through some of these channels to review trends and high-level data in order to improve collaboration and coordination. We have made some recommendations about strengthening accountability by clarifying responsibility for consistency across the separate domains.

Perceptions and Experiences Around Reporting and Response

Based on the past climate and diversity surveys, the majority of students feel respected and included and do not report experiencing incidents of bias, harassment or sexual violence – although some subset does.¹⁹ It is also important to note that based on information provided to us, the John Jay Office of Compliance and Diversity has been successful in increasing awareness and encouraging more reporting of incidents of sexual violence through broader outreach. While questions about specific incidents or investigations are beyond the scope of this review, the community's perceptions around and use of the College's reporting and response channels is an area where we can gather feedback and make recommendations.

Gaps between what individuals experience and what they report are very common across all industries and all types of organizations. Data collected by the Association of American Universities found substantial underreporting of sexual violence on campus to law enforcement or Title IX offices, even in the case of serious incidents.²⁰ Reluctance to report can be based on many factors, including unclear processes for reporting, fear of retaliation, and scarcity of resources (such as counselor availability). An important factor is

whether an individual reporting expects their complaint will be taken seriously and believes the perpetrator will be held accountable.²¹

Because our review took place at a time of increased awareness and discussion about sexual violence, trust in reporting and response came up in our conversations especially with students and faculty members. A number of participants expressed a desire for more transparency and stronger public accountability for harms to individuals or the community. In addition, although there is a clear policy against retaliation, we still heard concerns during our review about potential retaliation. At the time we conducted our review, we also heard skepticism around the likelihood of a serious investigation and meaningful accountability. From the perspective of the College administration, they have important legal obligations that impact what information can be disclosed in individual cases.

We provide additional recommendations to further strengthen reporting and response in this report.

Knowledge of and Confidence in Reporting Systems and Procedures

Across different data collection instruments, respondents had varied responses regarding their knowledge

of, comfort with, and trust in reporting systems and procedures. While these instruments are not directly comparable, because of differences in who participated and the structure, scope and content of the questions, it is helpful to evaluate the collective story that they tell about ways to improve outreach and communication going forward.

Overall Trust in and Knowledge of Reporting Channels for Sexual Violence

As noted, the number of reports to the Office of Compliance & Diversity has been steadily increasing. The CUNY Climate Survey data asked questions about knowledge and trust, finding

higher trust in -- but lower awareness of -- reporting and response to sexual violence specifically. More than half of CUNY Climate Survey respondents from John Jay said it was "very likely" that the College would take their report on sexual violence seriously, and 90% said it was either very likely or likely. 85% stated it was very likely or likely that John Jay would "take steps to protect [them] from further harm" -- both responses higher than the CUNY average. Notably, this answer is specific to reports on sexual violence and does not speak to the different questions we asked about trust in reporting a broader set of incidents and concerns about bias, harassment

If you reported to someone in authority on your campus that you had experienced sexual violence on your campus, another CUNY campus, or at an off-campus CUNY-affiliated event or program, how likely is it that your college would take the actions listed below?

John Jay Senior Colleges All CUNY

Take Your Report Seriously

Very Likely	54%	43%	46%
Likely	36%	41%	40%
Somewhat Likely	8%	14%	12%
Not At All Likely	2%	2%	2%

Take steps to protect you from further harm by the accused

Very Likely	47%	36%	39%
Likely	38%	40%	40%
Somewhat Likely	13%	20%	18%
Not At All Likely	2%	4%	3%

From CUNY Climate Survey 2018 (1162 respondents from John Jay)

and discrimination.

John Jay students in the CUNY survey were also asked how knowledgeable they were about where to go to campus to get help, if they knew the formal procedures for reporting an incident of sexual

violence, and if they know their rights on campus if they experience or are accused of committing an act of sexual violence. The responses show a relatively low level of awareness and a potential need for more outreach and training:

How knowledgeable are you about the following?

John Jay Senior Colleges All CUNY

I know where to go on my campus to get help if a friend or I experience sexual violence.

Very Knowledgeable	20%	14%	16%
Knowledgeable	27%	22%	24%
Somewhat Knowledgeable	31%	32%	31%
Not At All Knowledgeable	21%	31%	29%

I know the formal procedures on my campus to report an incident of sexual violence.

Very Knowledgeable	15%	11%	12%
Knowledgeable	19%	18%	20%
Somewhat Knowledgeable	29%	28%	27%
Not At All Knowledgeable	37%	43%	40%

I know my rights on my campus if I experience an incident of sexual violence.

Very Knowledgeable	24%	19%	21%
Knowledgeable	31%	28%	29%
Somewhat Knowledgeable	23%	27%	26%
Not At All Knowledgeable	22%	27%	24%

I know my rights on my campus if I were accused of committing an act of sexual violence.

Very Knowledgeable	20%	16%	18%
Knowledgeable	24%	22%	23%
Somewhat Knowledgeable	22%	24%	23%
Not At All Knowledgeable	33%	39%	36%

Our Participants’ Knowledge of and Trust in Reporting Procedures and Options

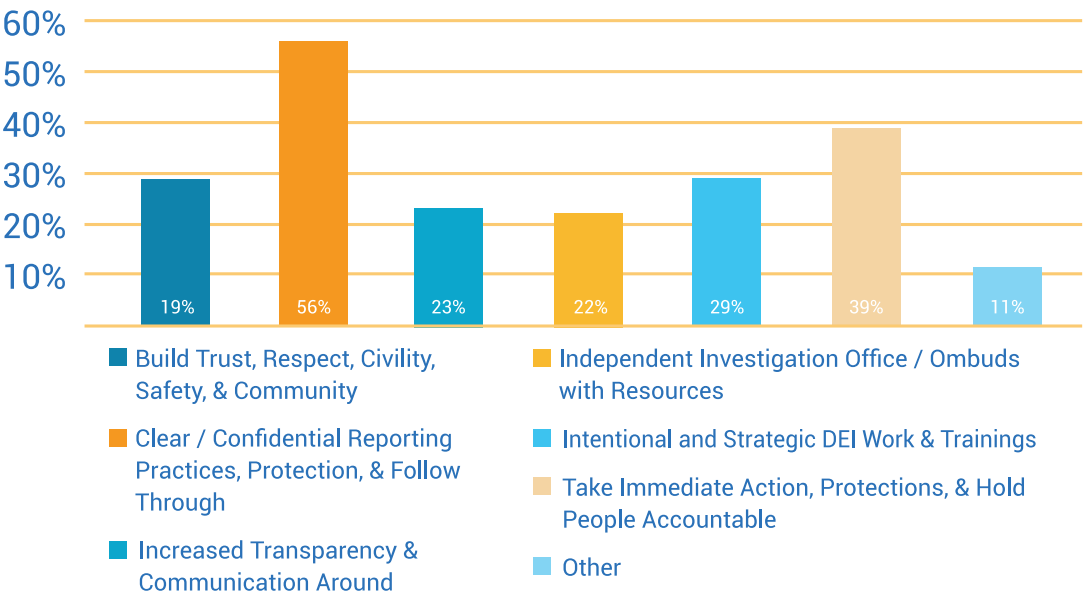
Our written questionnaire asked about knowledge of resources using a numerical rating plus an open-ended opportunity to comment about knowledge or trust, finding relatively high levels of both knowledge and trust among those open to participating in our review. The majority of the 253 people who responded to the questionnaire either “definitely” or “probably” knew where or how to report an incident or concern about bias, harassment, sexual violence or discrimination – with little difference in the answers when asked about student, faculty or staff perpetrators.

Ways to Improve Knowledge and Trust in Reporting Systems

In the online feedback form, we asked a series of questions to gauge knowledge of and comfort with reporting a range of conduct involving racial, gender or other bias, harassment or sexual violence that also generated an opportunity to recommend ways to improve these systems and practices. Eighty-nine responses described their level of comfort in reporting, with about half feeling very comfortable or somewhat comfortable and half feeling not comfortable at all. Some common reasons stated for these levels of discomfort include answers related to trust, such as not being sure anything would happen or concerns about retaliation or being “outed or targeted.” Others were related to knowledge – confusion or lack of clarity about the

What would make reluctant individuals more comfortable reporting?

From WorkingIDEAL online feedback form (79 responses to this question)
† Multiple responses to this question, total percentage may add up to more than 100%



An important theme running through our review was communication. Lack of communication and miscommunication harms trust and engagement, while clarity and transparency can strengthen them.

reporting process.²²

While it is difficult to draw conclusions about the community's overall knowledge and trust from the approximately 90 voluntary participants, we also asked what would make reluctant individuals more comfortable reporting, information that was helpful in considering recommendations.

Based on our analysis of the open-form responses, over half of the answers identified potential improvements to reporting procedures including options for more confidential reporting and consideration of an ombuds office. Other major themes included stronger public accountability, transparency and explicit consequences, along with building trust, increasing strategic DEI work and more training.²³ (Because individuals could provide more than one answer, the answers total more than 100%). All of those proposals are addressed in our recommendations, below.

One other important piece of feedback from our conversations was the relatively low level of trust staff and faculty have in the campus human resources function overall. For example, lack of

responsiveness of the Human Resources office with regard to pay and leave requests appear to be an important irritant to faculty and staff that reduces trust and respect.

Communication And Transparency

An important theme running through our review was communication. Lack of communication and miscommunication harms trust and engagement, while clarity and transparency can strengthen them. In the absence of information, members of the community may fill that vacuum with rumor, gossip and inaccuracies. We heard about difficulty navigating the website to find necessary information on policies and procedures, concerns about the consistent distribution of and timely access to important updates, and questions about leadership and transparency regarding enforcement of rules and policies. Silos within departments and programs increase these communication challenges. Even seemingly small things, like inconsistency in publicly recognizing new hires, departures and other transitions, impacts feelings of respect and inclusion.

We reviewed information available on the public website and concluded that key information on policies and practices for reporting and response is generally available on the website, but weak navigation and clutter can make it more difficult to find or use. Links to policy documents are important and useful but need more context, and the visual presentation could be improved. There are multiple pages and entities referenced on the website as places to report a complaint but navigation among them can be confusing and it is not always clear how to actually submit a report or complaint. Unless you know it exists, it is difficult to find the actual reporting form for filing sexual misconduct complaints, which is on the CUNY Title IX page for John Jay College (at <http://www1.cuny.edu/sites/title-ix/campus/john-jay-college-of-criminal-justice/>) but not visible on the Office of Compliance and Diversity page. It is also a pdf rather than an electronic form, meaning it would need to be filled out in hard copy, scanned and submitted by email or dropped off.²⁴ There are at least four different pages related to reporting sexual misconduct listing different information and resources, but it is not clear why there need to be so many different pages or which is the most updated or complete. By comparison, the Behavioral Intervention Team page has a clear and visible “Submit a

Report” button, allowing submission of a complaint via online form. In terms of the website, sometimes less is more. We provide recommendations below about other approaches to web-based communication for reporting and response and have submitted more detailed feedback about specific pages and navigation directly to the College communications team.

A final communications-related issue involves transparency around enforcing rules against discrimination and sexual violence. Currently the College does not release or publish any information about Title IX or other complaints and actions taken to enforce policies are less visible to the community. This information gap is also affected by the amount of time that may elapse between the conclusion of an investigation and any sanction – which may require proceeding through the progressive discipline process under the various applicable collective bargaining agreements. Even if those found to have violated policies are being held accountable, the lack of publicly available information about individual cases or the length of time it can take to reach an ultimate disposition may give the impression that no action is being taken or that there is no accountability for violating. We heard both from focus groups and from statements in the online feedback form about accountability. We

believe this is an area where the College is already putting stronger practices into place and as requested by the College we provide additional recommendations below about publishing complaint data that will support increased transparency.

Leadership Development, Strategic Capacity and Support

Participants in our conversation, including in leadership-level sessions, identified challenges related to governance, accountability, leadership development and support for staff and faculty. Staff participants cited an overall lack of clarity around the organizational chart and decision-making structures. On the faculty side, the College relies heavily on department chairs for communication and accountability, which can lead to very inconsistent approaches to training, to supervising adjunct faculty or to sharing information with faculty members.

One leadership structure that is important to campus climate is the John Jay Diversity Committee, composed of faculty, staff and student representatives appointed by the President for staggered two-year terms. This kind of internal working group can be a best practice that supports communication, strategy, feedback and accountability, particularly where it has a formal role and regular reporting and engagement with

leadership and the campus community.

Reviewing the minutes and reports of the current committee, we found a strong focus on building awareness through events and activities, and the work done on the Diversity Survey, but less evidence the Committee provides oversight or recommendations on systems and practices. For example, the 2016 appointment letter by then-President Travis listed areas of work such as assisting in executing the Faculty Diversity Strategic Plan, developing a similar plan for staff, and developing resources, but those kinds of broader structural activities did not seem to be a significant part of the committee's current work.

The current Committee does not have a regular process of reporting to the President, clear role definitions or a published mission statement or strategic goals – in our experience critical structures to make internal working groups effective. Committee members did express strong interest in having better infrastructure and looking to existing models. Only a very small amount of information about the committee's work since 2014 is available on the College website (<http://www.jjay.cuny.edu/diversity-committee>). While this is understandable given the high workloads we heard about, it results in



Existing CUNY required training that we reviewed reflects an outdated compliance-focused model inconsistent with emerging standards and practices identified by a special EEOC Task Force on Harassment in the Workplace, comprised of experts from advocacy, academia, government and industry.

an underutilized opportunity to leverage the community's internal expertise and build leadership to champion diversity, equity and inclusion initiatives.

In a similar vein, the Faculty Diversity Strategic Plan is a laudable effort to set goals and work in an intentional way to advance faculty diversity. But the plans themselves, based on a CUNY-wide program and format, are heavily focused on events and activities and the reports do not appear to be directly engaged with the faculty hiring process.²⁵ While the actions identified in the plans are relevant and positive, they are only part of what a robust accountable and strategic diversity plan would include. Notably, these plans do not include data on availability, hiring, representation or retention or clear goals or mechanisms to evaluate progress. Nor do they reference any analysis or goals from the campus affirmative action plan. We heard about independent efforts by faculty leadership to champion strong recruiting and outreach not connected to these other opportunities to plan and set goals. This is a missed opportunity

to have an overarching diversity strategy and a mechanism to evaluate the results, provide feedback and support accountability.

Resources for Holistic Prevention

John Jay faces challenges because of scarce resources, rising enrollment and budgetary shortfalls, which can impact the goals of strategic prevention. Nevertheless, the College has established prevention resources through outreach and training conducted by the Office of Compliance and Diversity, and outreach and counseling at the Women's Center for Gender Justice and Wellness Center. We identified areas where holistic prevention services may need to be expanded or better supported, particularly around training programs and capacity. Because some training is based on CUNY mandates and policy, work in this area needs to be coordinated with those structures processes.

Existing CUNY required training that we reviewed reflects an outdated compliance-focused model inconsistent

with emerging standards and practices identified by a special EEOC Task Force on Harassment in the Workplace, comprised of experts from advocacy, academia, government and industry.²⁶ CUNY's materials use technical and legalistic language and focuses on CUNY policies and compliance requirements. There is a required CUNY PowerPoint presentation used for live trainings that is not interactive, text-heavy, and legal and policy focused. The Office of Compliance and Diversity staff has tried to provide a more interactive experience despite being required to use the specific slide deck. John Jay recently launched a

new required online training developed by CUNY called SPARC and is in the process of rolling out a version for employees called eSPARC. We were able to review screenshots of both trainings, which appear to have too much description of policy and requirements and too little interaction, role play or skill-building content. The eSPARC slides also conflict with the John Jay reporting structures and practices, by identifying the Human Resources Director as appropriate entity to receive reports of sexual misconduct.

Training content is limited. None of the training we reviewed covered risk factors,

The screenshot shows a presentation slide from the CUNY Employee Sexual Misconduct Prevention and Response Course. The slide has a dark blue background with white text. On the left, there is a menu with the CUNY logo at the top. The main content area features a title, a diagram of reporting channels, and explanatory text. At the bottom, there are navigation controls.

CUNY THE GREATEST URBAN UNIVERSITY IN THE WORLD

Employee Sexual Misconduct Prevention and Response Course Resources

Menu

- Misconduct
- 3. Goal 2: Responding to Sexual Misconduct
 - 3.1. Goal 2: Responding Appropriately
 - 3.2. One Incident is Too Many
 - 3.3. What Can You Do If You Are a Victim?**
 - 3.4. Rules Against Retaliation
 - 3.5. What Can You Do if You Witness Sexual Misconduct?
 - 3.6. What Can You Do if Somebody Reports Sexual Misconduct to You?
 - 3.7. The Complaint & Review Process
- 4. Goal 3: Helping Create a Harassment-Free Environment
 - 4.1. Goal 3: Helping CUNY to Create an Environment Free From Sexual Misconduct
 - 4.2. Goal 3: Helping CUNY to Create an Environment Free From Sexual Misconduct

What Can You Do If You Are a Victim of Sexual Misconduct?

Title IX Coordinator

Director of Human Resources

Office of Public Safety

If you are a victim of sexual misconduct on or off campus, you can report the incident to campus authorities: the Title IX Coordinator or the Director of Human Resources or the Office of Public Safety (these offices will communicate with each other once you have made a complaint).

You can find the contact information for the actual people on your campus by clicking on the "Your Campus Contacts" link on the main Blackboard page of this training.

Navigation: [Speaker Icon] [Pause Icon] [Progress Bar] [Refresh Icon] [PREV] [NEXT]

bystander intervention, affirmative consent or other areas that build skills and capacity beyond awareness of rules and requirements. Nor do they address racial bias or discrimination. There is no supervisor-specific training or module. We also heard about technical challenges with the Blackboard platform and participants in focus groups were generally quite critical of the online training experience. Some students did have positive reactions to the online training, particularly the fact that it was specific and explicit about conduct and definitions, but others found it underwhelming and not engaging.

In addition to reviewing presentation quality and content, we attempted to understand participation rates and compliance with mandates. Although the online training is mandatory, there is not a clear process to ensure compliance by all students, faculty and staff. Live training is offered only to the extent the Office of Compliance and Diversity has the capacity and upon the request or initiative of certain departments. One notable exception is the Athletics Department, which requires all coaches and athletes to complete a Title IX live training each year, and students in the Residence Halls, International Students and students and staff participating in offsite study programs also receive regular live training. There is a fledgling

“train the trainer” program but still not enough person-hours to provide as much live training as needed – and this model is also more a way to address awareness rather than more deep skills development.

A recent small survey by the student advocates at the Women’s Center for Gender Justice suggests that students are not consistently completing the online training. Starting in October of 2019, students will not be able to register for classes if they have not completed the online SPARC training. This survey provides important insights into the potential use and understanding of training and underlines their request to establish a formal training specialist role at the Center. (See below for our recommendations regarding a broader Prevention function).

Recommendations

Based on our review, we have identified some opportunities to apply best and promising practices in each of the six areas covered by our findings. The College can move forward quickly in some areas, while others will need more planning, resources, and potentially coordination with other stakeholders or entities. In the last section of the report we provide a proposed timeline and implementation plan.

Shared Values and Belonging

In our experience, organizations are most successful at building inclusive culture when they start by articulating shared values -- and then using them as a touchstone to mediate conflict and build community. By taking intentional and structural action to build connections among the different John Jay campus communities, the College can strengthen a larger sense of belonging that breaks down silos and microclimates.

1.1 Recommendation on a Formal Statement of Shared Values:

- ▶ **We recommend that John Jay College formulate a statement of the core values that frame its educational mission.**

Developing a statement of values is a shared process for an organization to articulate the basic guiding principles and beliefs that root the organization's actions and conscience. Core values can shape the organizations culture and brand. Here are some examples:

- ▶ University of Iowa Core Values of Excellence, Learning, Community, Diversity, Integrity, Respect and Responsibility (<https://opsmanual.uiowa.edu/governance/university-iowa/purpose-and-mission>).
- ▶ University of Colorado Mission, Guiding Principles and vision Statement (<https://www.cu.edu/mission-university-colorado-guiding-principles-and-vision-statement>).
- ▶ University of Cincinnati Just Community Principles (<https://www.uc.edu/inclusion/priorities/just-community-principles.html>).
- ▶ CUNY Office of Research, Evaluation and Program Support Core Values of Impact, Excellence, Partnerships, Equity, Curiosity, and Teamwork (<https://www2.cuny.edu/about/administration/offices/evaluation/about-us/our-mission-vision-core-values-2/>).

John Jay may wish to specifically incorporate values that align with the practice and mission of criminal justice like fairness and integrity, and restorative justice models based on reconciliation.²⁷ We strongly encourage the College to consider including a formal community value of respect to support work going forward on respectful behavior, civility and professionalism.

In our experience, setting up this process should not be cumbersome or overly bureaucratic. One option would be to incorporate development of a values statement into the College's strategic planning process. Another option would be to set up a specific process for developing values. First, the organization should decide who they want to participate in the process. Next, solicit the qualities or attributes that define the best of who the organization is or wants to be. Key questions to ask could include: What beliefs guide how we act in the world and with one another within the organization? What is unique about the organization? Once defined, how do we as an organization demonstrate the values? Then, review the list, rank the list, and seek consensus among the participants of the words or phrases that best give authentic meaning to and empower the organization's vision. The list of values would then be shared with a larger cohort of primary stakeholders to

seek resonance and possible refinement. Finally, the list of values would be revisited with the primary organizational decision makers to finalize the values. Then share them broadly.

1.2 Faculty and Staff Recommendation on Workplace and Classroom Tools to Apply Values and Strengthen Community

- **We recommend that John Jay develop tools and training to apply shared values and build community in and out of the classroom, through teaching guides, feedback tools, training, peer coaching, and elements of classwork and curriculum.**

Using classroom tools and training to apply shared values could strengthen inclusion and connection among students and between students and faculty – and those resources could similarly be used for workplace training and problem solving. We note that the Teaching and Learning Center has an existing page of resources on Facilitating Difficult Conversations – and we encourage the College to increase awareness of that resource.²⁸ We are also aware of other teaching and classroom discussion guides on how to effectively facilitate a discussion that involves conflicting values (aka “hot moments”).²⁹ The

College can leverage existing resources through the Teaching and Learning Center, including seminars and working groups, and should identify ways to scale those initiatives to strengthen community and inclusivity in the classroom. Other options include:

- ▶ Learning programs that allow faculty members and staff supervisors to workshop, role play, or practice responses in advance and be better prepared to handle the issues in the moment.³⁰
- ▶ Establishing “group agreements” at the beginning of the semester to ground discussion practices in shared values and agreed respectful engagement processes that can be used to manage conflict.³¹
- ▶ Incorporating classroom feedback tools including exit cards and apps that enable quick anonymous responses, to better understand concerns that individuals may not be comfortable offering publicly.³²
- ▶ Using the First Year Seminar classes as an opportunity to discuss and apply values.
- ▶ Creating peer coach and mentor roles (and counting those hours as required service time) to help

support new supervisors and faculty members (especially adjuncts).

- ▶ Highlighting (or creating) elements of the curriculum and coursework that provide an opportunity to engage shared values and apply them to specific problems in criminal justice – similar to the current HSI Faculty Seminars and working groups.
- ▶ Training for faculty members, chairs, staff supervisors and College administrators on referencing and applying shared values in regular classroom and workplace activities to build trust and resolve conflict – including practical ways to support adjunct faculty in this work.³³
- ▶ Leveraging Open House, Orientation, the ‘Weeks of Welcome’ programming, and Community Hour to build community, trust, and healing through a calendar of monthly or bi-monthly community conversations on difficult conversations, free speech and how to debate with integrity, and other tools and dialogue that center values.

Another aspect of building community applies a critical lens. John Jay could facilitate the creation of “counterspaces,” student-organized academic and social sites where pejorative narratives around

people of color can be challenged and unpacked and where the experiences of people of color are prioritized.³⁴ Building counterspace that is inclusive, radically honest, and intersectional can allow marginalized people of color find community, share common experiences, and provide support and the deep connections they crave.

1.3 Faculty, Staff and Student Recommendation on Strengthening Onboarding and Orientation

- ▶ **We recommend John Jay incorporate shared values directly into staff and faculty onboarding and student orientation -- and identify ways to expand these processes for students and staff and strengthen them for adjunct faculty.**

Incorporating shared values means going beyond simply listing them on a presentation or in a document and embedding them in welcoming activities and messages. Giving particular attention to this aspect of onboarding for adjunct faculty and ensuring that all adjunct faculty participate in a formal onboarding, will help build community and connect disparate parts of the campus. We recommend a potential expansion of the student onboarding process, looking

at existing John Jay efforts used by programs such as SEEK, ACE, Apple Corps, and for international students that help strengthen connections. We also recommend incorporating community building activities into the current staff orientation that is limited to procedures and administration.

We have a particular note about orientation process for veterans. Veterans are awarded academic credit for their military service, so they can come in as transfer students. But because John Jay is the first college experience for many veterans, they need additional guidance on course selection, graduation requirements, and other aspects of the first-year student experience. Expanding orientation for veterans would better meet their needs.

Other ideas related to onboarding and orientation include:

- ▶ **Extend summer orientation to allow for more opportunities for students to learn about the college, prepare for attendance, and build community before the academic year begins.**

International Students reported an overwhelming satisfaction with the International Students Department on campus. From

the campus tours to orientation around resources on campus to how to open a bank account, students reported feeling supported, prepared, and set up for success. John Jay could consider replicating the International Student's Department orientation and campus tours as a school-wide effort for all incoming and transfer students. Many first-generation college attendees need better support in understanding what it means to go to college or what it will take to graduate.

- ▶ **As funding permits, consider an investment in separate summer orientation for Freshman and Transfer students targeting underrepresented, underserved, and immigrant students.**

The Academic Advancement Program (AAP) at UCLA is a potential model to follow that has been successfully preparing incoming freshman and transfer students for over 40 years. Programs like these create a sense of belonging, foster friendships and relationships students can rely on for their entire career at John Jay, and allow faculty and staff adequate time, resources, and funding to provide a robust

orientation and prepare students for success.³⁵

Respectful Learning and Working Environments

Building an inclusive culture and climate includes reinforcing norms of respectful conduct. John Jay can foster a dynamic and respectful culture by building upon best and promising practices that organizations have used to increase civility and professionalism, consistent with its role as a public institution of higher learning. Addressing disrespectful and abusive conduct that does not rise to the level of discriminatory, biased or harassing conduct that violates Title IX or workplace discrimination laws is an important preventative strategy. It also helps ensure campus climate fosters learning, engagement and inclusion of all.

2.1 Recommendation to Establish a Voluntary Respectful Conduct Statement

- ▶ **We recommend that John Jay apply shared values to establish a clear written statement in support of respectful conduct, and encourage students, staff and faculty to voluntarily follow it.**

One strategy for building respect is known as a “civility code” (which sometimes takes the form of a pledge or statement). These are written documents that formally name respectful behaviors and norms and encourage leaders to model these behaviors – and can include public pledges to support them. While civility codes are usually voluntary and nonbinding, and need not even require signatories, they can still have an impact on culture and climate. John Jay could also put one into place relatively quickly. As a voluntary action it could more easily align with existing workplace rules and governance.

Here are some examples of what that could look like:

- ▶ University of Tennessee at Knoxville Ten Principles of Civility (<https://civility.utk.edu/principles/>).
- ▶ University of Maryland University College (<https://www.umuc.edu/current-students/student-life-and-support/student-handbook/civility-code.cfm>).

San Jose City College has collected numerous additional examples.³⁶ Another (complementary) option is using awards and public recognition – like the campus Bravo and other awards to highlight exemplary individuals who

model positive, respectful behavior for others.³⁷

Voluntary agreements to engage in respectful conduct can be modeled and applied to mediate conflict and support open dialogue. For example, John Jay Town Hall meetings have traditional process-based standards (such as time allotments and speaking order). But incorporating norms is also an important tool for facilitating a thoughtful and engaged discussion that enables all points of view to be heard and builds a greater sense of community. Training facilitators in how to use “group agreements” and apply standards of civility could make it easier to have transparent and open communication around contentious and difficult topics.³⁸

While many of the cited examples use the term “civility code” we recommend using more accessible language about a Respectful Conduct Statement.

John Jay appears to have looked at a program like this in the past known as Team Civility, but there is no currently active programming or materials around civility and respectful conduct and communication that we identified in our review.

Other tools for building civility include

a handbook on Civility and Respectful Conduct that includes expectations, roles and responsibilities, key policy statements, definitions and community guidelines. Social media guidelines can also address civility and reinforce norms while respecting speech and debate. Addressing the use of campus accounts, promoting understanding of the power of social media and creating an opportunity to discuss civility and professionalism as it pertains to your online presence can encourage students and community members to engage with each other online consistent with core values and norms.

2.2 Recommendation to Explore Additional Approaches and Interventions for Addressing Bullying and Abusive Behavior

- **We recommend that John Jay explore options to informally and formally intervene and address bullying and abusive behavior that harms the community, after consultation and coordination with other stakeholders.**

In addition to a voluntary statement about respectful conduct, John Jay has other options to both formally and informally address bullying and abusive behavior by staff and faculty, including encouraging early and informal intervention, setting

clear expectations and leadership development. One example is coaching chairs and supervisors on how to interrupt disrespectful conduct and better support individuals who are targets of intimidation or abuse. These informal measures are strengthened by formal policies to hold individuals accountable for harmful behavior. One approach could be clarifying whether and how existing formal policies on bias and sexual harassment apply to bullying or other abusive conduct. An alternative that would take more time, and could require coordination with collective bargaining agreement or CUNY requirements, is expanding existing policy to limit bullying, intimidation and abuse while respecting principles of academic freedom.³⁹ The American Association of University Professors ethics principles are another model.⁴⁰ The existing CUNY Henderson policy and procedures used for students could be an additional starting point.⁴¹ John Jay may wish to explore a range of formal and informal options to address bullying, intimidation and other behaviors that interfere with the ability of students to learn and faculty and staff to work and set standards for respectful conduct campus-wide.

2.3 Faculty and Staff Recommendation on Respectful Workplace Training

- ▶ **We recommend that John Jay implement respectful workplace training similar to that recommended by the U.S. Equal Employment Opportunity Commission for faculty chairs and staff supervisors -- and explore expanding the program to all staff and faculty.**

Respectful behavior in the workplace is worth addressing on its own, because of the potential harms to individuals – but it is also important to interrupt abusive behavior that falls short of workplace harassment as a key preventative measure. Providing engaging and interactive respectful workplace training consistent with the EEOC recommended curriculum would both address civility and professionalism and also support stronger prevention. This training is interactive and skills-based. It focuses not on rules and requirements but on acceptable conduct and the behaviors that contribute to respect in the workplace. It provides a mechanism to address negative conduct that harms the work and learning experience.⁴²

Expanding and Coordinating Resources for Reporting & Response

3.1 Recommendation for Compliance and Diversity Function to Expand

Informal Channels and Options

- ▶ **We recommend John Jay incorporate more channels and options for reporting and resolving incidents of bias, discrimination and sexual misconduct, while further clarifying and communicating existing options and categories of confidentiality.**

John Jay's existing Office of Compliance and Diversity seeks to provide a coordinated response and strategy across the campus community for incidents of discrimination, bias, discriminatory harassment and sexual violence, including investigation of formal complaints, training, outreach and strategic diversity. The College can strengthen and expand that response by adding additional channels and options and by clarifying existing options and procedures.

Creating multiple avenues for reporting and response can increase the likelihood that the College will learn about incidents and be able to develop appropriate prevention and response. Recognized tools and options for individuals seeking to report and address incidents fall on a continuum from the most confidential to the most public – some reports may come in through more than one channel:

- ▶ Confidential reporting to a health and/or wellness provider (*at John Jay the on-campus resources for students and the external Employee Assistance Program for faculty and staff are confidential*).
- ▶ Confidential reporting to a trusted source like an ombudsperson or an individual designated to receive confidential complaints (*an option a number of other higher education institutions have implemented*).
- ▶ Anonymous reporting (tip lines, apps and other anonymous procedures) (*at John Jay this exists through Public Safety and, for students-related concerns, through the Behavioral Intervention Team*).
- ▶ Third-party reporting by witnesses and bystanders (*which can be encouraged through training and is identified in the CUNY policy*).
- ▶ Formal reports and complaints for internal investigation (*such as filing a complaint through the Office of Compliance and Diversity*).
- ▶ Formal reports and complaints

for external civil or criminal investigation (*for example the CUNY policy and materials from the Office of Compliance and Diversity provide referrals and information on filing external complaints*).

John Jay should explore making as many of these options available as possible.⁴³ One model is that used at the University of Oregon which distinguishes between a smaller number of officially Designated Reporters (mandatory reporters) and Student-Directed Reporters who offer a confidential opportunity to disclose and access resources.⁴⁴

Another key need is confidential resources for staff and faculty. While we recommend better communicating existing off campus options including the Employee Assistance Program and any community resources, John Jay should evaluate how to develop on-campus resources that fill this gap. One idea is using partnerships with local community resources to provide on-campus counseling hours.

Organizational ombuds offices are one strategy that expands reporting and response options and provides benefits that supplement formal reporting channels and provide greater confidentiality. These programs

subscribe to formal principles of independence, neutrality, confidentiality and informality.⁴⁵ Where individuals fear retaliation or are uncertain of how to proceed, they can access these informal and confidential channels. Organizational ombuds offices also can elevate information about patterns and trends without requiring individuals to file separate formal complaints. In the wake of #MeToo, new technology-based platforms seek to identify patterns across individual complaints, addressing the reluctance of individuals to come forward alone.

In addition to multiple reporting options, offering resolutions outside of formal adjudication can encourage individuals to come forward. Mediation is a tool for resolving certain types of conflicts that does not require individuals to pursue formal hearings and John Jay already has resources on mediation that could be leveraged to design a program.⁴⁶ It is likely that some NYC law schools and possibly other graduate programs have mediation law clinics - perhaps student attorneys might be available to serve as mediators.

While developing new options, John Jay should move quickly to improve communication and clarity about existing reporting procedures and options. Ideas include:

- ▶ Using video training and role play for responsible employees that clarify their role and make it easier for them to explain what level of privacy does apply -- and to communicate expectations about what would happen when they forward incidents to the Compliance and Diversity Office.
- ▶ Creating an online interactive intake "wizard" that walks an individual through a series of questions to identify the concern, explain where and how to raise that concern and what level of confidentiality would apply, and then automatically direct them to the appropriate office or individual.
- ▶ Considering a fully online complaint form in addition to the intake tool.
- ▶ Considering whether and how to create anonymous reporting options.⁴⁷
- ▶ Reinforcing whistleblower protections and anti-retaliation provisions through focused or specialized messaging.
- ▶ Better preparing staff to answer questions by going beyond text-

based FAQs to tools like flow charts, or a simple matrix that explains confidential, informal and formal options for students, faculty and staff.

- ▶ Using door magnets or other visual cues about who is a confidential and who is a responsible employee.

3.2 Faculty and Staff Recommendation to Clarify and Formalize Reporting Roles

- ▶ **We recommend John Jay review and formalize staff and faculty channels and roles for reporting and resolving concerns and behaviors that impact climate -- but fall outside the scope of the Office of Compliance and Diversity.**

As noted above, there are individuals who are currently serving informal or less defined roles for receiving complaints, particularly faculty and staff complaints that fall outside the Office of Compliance and Diversity. As the College evaluates recommendations around staffing, communications and informal complaint procedures, we recommend John Jay include more explicit definitions of these roles. Further, creating a high-level role who has overall accountability for

dispute resolution procedures can ensure stronger coordination around reporting and response.

3.3 Recommendation for Compliance and Diversity Function to Develop Long Term Staffing Plan

- ▶ **We recommend John Jay create a long-term staffing plan for the compliance and diversity function that supports the program's dual compliance and diversity missions, incorporates more workplace expertise and expands overall investigation resources.**

Because the current Office of Compliance and Diversity is undergoing transition, this is a good opportunity for John Jay to bolster its broad mandate with a long-term staffing plan – and we are pleased to be invited by the College leadership to make recommendations to help inform the College's planned investments in this area. In our experience, there are pros and cons to having one office that handles issues under Title IX while also fielding workplace EEO complaints that potentially fall under different legal mandates (including the federal Title VII nondiscrimination rules). These combined functions may be a good way to conserve limited resources and complaint data is more likely to detect

patterns, such as Title IX complaints against a professor, and Title VII complaints against the same professor. More importantly, it makes it easier for individuals who have a single place to go. However, this works best with experienced and well-trained employees who have expertise not just in Title IX issues but also workplace EEO.

The Office of Compliance and Diversity would benefit from adding investigators, given that existing capacity also covers strategic diversity and inclusion, affirmative action, data and reporting, ADA compliance, training and outreach. In the process, the College can bring staff on board with workplace expertise.

3.4 Recommendation for Compliance and Diversity Function to Improve Data Systems and Practices

- ▶ **We recommend the John Jay Compliance and Diversity Function use a secure database that facilitates tracking and reporting complaints and dispositions.**

We believe John Jay needs a secure database to track Office of Compliance and Diversity complaints to improve monitoring and accountability. The system chosen should allow easy reporting of complainant and respondent

demographics and roles (faculty, student or staff), complaint issues and types (like racial bias, sexual misconduct or stalking), relevant dates, status codes and dispositions.

3.5 Staff Recommendation on Early Intervention Team Model for Workplace.

- ▶ **We recommend John Jay evaluate the potential value of applying the student Behavioral Intervention Team multidisciplinary model to proactively address disruptive conduct in the workplace consistent with governance and collective bargaining requirements.**

Because we heard about behavior and conduct challenges among staff similar to the kinds of student issues handled in the classroom by the Behavioral Intervention Team, John Jay should consider a similar integrated response team to address disruptive or abusive conduct involving staff or faculty. It may need a different name that is not as tied to student response as the BIT. (The Care Team came up as an idea in our conversations). More importantly it needs to adequately incorporate mental health services, which are currently provided through an off-campus Employee Assistance Program

model. But the underlying idea of having a structure for multiple functions coordinating to provide help, spot risks and develop appropriate monitoring and interventions could address a climate risk and also take pressure off of other reporting channels.

3.6 Recommendation on Training for Individuals Receiving Complaints

- ▶ **We recommend John Jay ensure all individuals responsible for receiving reports be trained in applying a trauma-informed perspective.**

Emerging best practices for reporting and response are “trauma-informed”-meaning grounded in an understanding that centers and respects the individuals who have experienced violence.⁴⁸ The best approach would be to incorporate this into mechanisms to educate staff about how to fulfill their duties as responsible employees.

Communication and Transparency

Clarity and transparency can strengthen trust and engagement. John Jay has opportunities to use its existing communications tools more effectively. The College can add to the transparency it already provides on diversity and

climate data by broadening disclosures related to climate and culture.

4.1 Recommendation for Compliance and Diversity Function to Revise Website Pages to Clarify Reporting Options and Resources

- ▶ **We recommend John Jay update web resources to reduce the number of similar pages, streamline navigation and highlight critical information around how to report a complaint, including providing an option for online reporting.**

John Jay should consider significantly revising the website presentation of reporting options and resources, starting with creating a better landing page and potentially incorporating visuals like flow charts and other graphics, reducing clutter and addressing navigation. Options like online and third-party reporting should be clear.⁴⁹

Here is one example of how to convey reporting options and resources from the University of Missouri.⁵⁰

Confidentiality and Privacy

Confidentiality and privacy are important considerations when reporting discrimination and requesting assistance and support. Confidential people and offices are those such as physicians, therapists, and other designated people who cannot share information you report to them with others, including law enforcement. Other people and offices can have private conversations with you about what you have experienced but may be required to report information you share with them to the Office for Civil Rights & Title IX.

Confidential Resources

CONFIDENTIAL

- [MU Health Care](#)
- [MU Student Health Center](#)
- [MU Counseling Center](#)
- [Psychological Services Clinic](#)
- [Missouri Psychiatric Center](#)
- [Employee Assistance Program](#)
- [Relationship and Sexual Violence Prevention \(RSVP\) Center](#)
- Crisis hotlines: [Burrell Behavioral Health](#), [Missouri Crisis Line](#), [National Suicide Prevention Lifeline](#), [RAINN](#),

NON-CONFIDENTIAL

- [Office for Civil Rights & Title IX](#)
- [Gaines/Oldham Black Culture Center](#)
- [Multicultural Center](#)
- [Women's Center](#)
- [LGBTQ Resource Center](#)
- [Wellness Resource Center](#)
- Your mentor or adviser
- Your supervisor

[Report Online](#)

[Confidentiality and Privacy](#)

[What Happens When I Report?](#)

[Assistance, Accommodations and Interim Measures](#)

[Rights and Options](#)

4.2 Recommendation on Disclosure of Diversity and Complaint Reporting Data.

- ▶ **We recommend John Jay create and publish an annual report of its diversity and complaint reporting data to provide greater transparency to the community around the enforcement of rules.**

John Jay can increase transparency through annual reporting of complaint data and dispositions at aggregate levels, as well as regular reporting on faculty and staff and student diversity and progress toward goals. We understand

this emerging best practice is already an idea John Jay is pursuing, as the College requested recommendations consistent with best practices in this area. Examples of these kinds of reports include:

- ▶ UCLA dashboards (<https://equity.ucla.edu/data-hub/bruinx-dashboards/>).
- ▶ Virginia Tech Title IX Annual Report (https://oea.vt.edu/content/dam/oea_vt_edu/title-ix/TitleIXAnnualReport.pdf).
- ▶ Stanford Title IX Annual Report (<https://stanford.app.box.com/v/2017-18TitleIXSHPOReport>).

Leadership Development, Strategic Capacity and Support.

John Jay's leadership at all levels plays an essential role in an inclusive campus climate. Faculty chairs are especially important to the success of female faculty and faculty of color. The College can provide more training, classroom and workplace tools, and other kinds of support for its leaders and internal champions. The College can also make better use of regular reporting to support stronger processes and prevention.

5.1 Recommendation on Leadership Development.

- ▶ **We recommend John Jay support increased leadership development for faculty chairs, staff managers and supervisors and other campus leaders among students and administration, using training and peer coaching models.**

We recommend that John Jay build leadership among faculty, staff, students and administrators through training and resources. This includes clearer accountability for chairs and supervisors clarifying expectations for how they carry out core functions, paired with tools and support such as sharing

best practices and peer coaching. John Jay can develop a cohort of internal champions or existing influencers who can then train others on building and restoring trust. One curriculum our team has successfully used focuses on the Four Cores of Credibility (Individual and institutional) and the 13 Behaviors of High Trust for improving relationship and interpersonal interactions.⁵¹ In general we recommend identifying and deploying curricula on dealing with difficult people and conversations.

Leadership tools for faculty chairs should build strong norms that department chairs directly engage adjunct faculty hired late in the process, who may not receive standard onboarding or key information.

5.2 Recommendation on John Jay Diversity Committee

- ▶ **We recommend John Jay create a stronger structure to support the ongoing work of the Diversity Committee, including clarifying its mission, role and reporting.**

Our team has significant experience with governance structures to support strategic diversity, equity and inclusion through internal and external advisory boards, committees and working groups. These entities function best when there

is a formalized structure that establishes a mission, roles and responsibilities of committee members, and powers and duties of the committee. The committee's charter should also identify strategic objectives and measures, and structure the committee's role and reporting to leadership. That allows a committee or internal advisory group to leverage its expertise and go beyond raising awareness to shaping policy. Regular engagement with leadership allows the committee to provide critical and candid feedback. And formal reporting increases accountability. Strengthening these structures would allow the Diversity Committee or a new entity to have a greater impact.

In addition to a clearer mandate and more structure, John Jay may wish to consider ways to ensure committee members have sufficient time to play a role in implementation of these recommendations.

5.3 Recommendation on Strategic Diversity Initiatives

- ▶ **We recommend John Jay continue developing and implementing strategic diversity plans for faculty and staff that include goals and success measures.**

As John Jay considers future leadership

on strategic diversity, equity and inclusion it should incorporate formal planning – not just on faculty diversity but on building greater diversity across the institution. Written plans that have clear goals and success measures are particularly effective tools for building diverse leadership and inclusive culture.

Training and Other Resources for Holistic Prevention

While a number of our earlier recommendations involve training or support holistic prevention, we include here additional areas specifically related to training -- including expanding training topics and coverage and improving the overall quality of the presentations. The online and live training materials provided by CUNY are primarily focused on awareness of policies and legal requirements. Even basic awareness should be presented in an engaging and accessible way, but it is also only part of a holistic prevention program. John Jay should supplement awareness training with information and resources about risk factors, bystander intervention, affirmative consent and other areas that build skills and capacity.

6.1 Student, Faculty and Staff Recommendation on Revising, Supplementing or Replacing Required CUNY Online and Live Training Materials.

- ▶ **We recommend John Jay either (1) work with CUNY to revise the required SPARC and eSPARC online trainings and the CUNY live training materials -- or (2) supplement the CUNY trainings with alternate and more effective trainings, so they are more interactive, use simple non-technical language and go beyond policy awareness to reflect the learnings from the EEOC Task Force on Workplace Harassment.**

John Jay should substantially revisit the existing required online and live training materials to ensure that they:

- ▶ Provide clear and correct information about where faculty and staff should report incidents of sexual violence;
- ▶ Provide online or live training sessions that are much more interactive and avoid text-heavy and legalistic presentations;
- ▶ Teach skills and not just rules and policies;

- ▶ Reflect current thinking on visual presentation and graphics;
- ▶ Incorporate evaluation tools and clear accountability measures to ensure individuals complete the training and understand the content;
- ▶ Generally reflect the learnings of the EEOC Task Force.

Ideally John Jay would work with CUNY to revise or replace these materials – if that is not possible the College should supplement them. Revitalizing the train-the-trainer program would make it easier to provide live training and also build a community of knowledgeable individuals across the College – expanding outreach and awareness.

6.2 Recommendation on Bystander Intervention Tools and Training

- ▶ **We recommend John Jay incorporate tools to support bystander intervention and modeling effective “upstander” responses to bias in faculty, staff and student training programs.**⁵²

All students, faculty, and staff affect the campus and classroom climate, and each person has opportunities to

act by addressing inappropriate and disrespectful comments and behavior in real time. Training such as “Ouch Your Silence Hurts”⁵³ can enhance skills to communicate in a multi-cultural environment by building confidence to interrupt inappropriate comments and untoward behaviors. “Ouch! Your Silence Hurts Learning Objectives include understanding the high cost of silent collusion, exploring the power of the bystander to make a difference and inspiring passive bystanders to use their voice as active allies.” These tools are not limited to addressing sexual violence and harassment but are broadly applicable to building inclusive learning and work environments and disrupting bias.

6.3 Recommendation on Racial Equity Tools and Training

- ▶ **We recommend John Jay implement racial equity learning programs for all faculty, students and staff.**

In addition to training focused on sexual violence and harassment, John Jay should establish training and tools for students, faculty and staff that build racial equity, disrupt bias and stereotyping. This could include live training, video resources, online interactive learning, and also coaching

for faculty and campus leaders. One model could be the existing SEEK cultural diversity curriculum.

6.4 Faculty Recommendation on Diversity, Equity and Inclusion Tools and Training for Regular and Adjunct Faculty

- ▶ **We recommend John Jay implement regular learning programs to increase knowledge and capacity of regular and adjunct faculty on a range of DEI topics, specifically including religious and disability accommodation, and inclusion in the classroom for LGBT, veteran and immigrant students.**

We have provided a number of recommendations on classroom tools and training for faculty, and additions to onboarding. In developing those programs, John Jay should specifically incorporate topics related to classroom interactions and campus experiences to ensure all faculty – including adjunct faculty – understand how to handle questions about and the application of religious and disability accommodations and how to promote inclusive learning environments for LGBT, veteran and immigrant students.

6.5 Student Recommendation on Expanded Title IX Time and Topics in Orientation

- ▶ **We recommend John Jay include time during student orientation to increase Title IX awareness and specifically incorporate affirmative consent as a training topic.**

We believe it is important to make sure all students participate in a required in-person discussion on respectful conduct and affirmative consent. Including this topic as part of an extended orientation program during their first few months on campus will help set clear expectations for student behaviors. One example our team has used is the “Not Anymore” curriculum by Student Success to help students prepare for in-person conversations on consent.

6.6 Staff Recommendation on Expanded Title IX Time and Topics in Onboarding

- ▶ **We recommend John Jay include time during staff onboarding to increase Title IX awareness and address reporting procedures and requirements particularly for responsible employees.**

When implementing the recommendations on greater clarity and communication of reporting options and procedures, John Jay should use some of these materials during onboarding -- including role play and graphics -- to better equip staff to handle their responsibilities. This includes helping facilities staff, who may be observing conduct on campus after hours, understand when and how they should report incidents.

6.7 Student Recommendation on Continuing Commitment to the Women's Center for Gender Justice

- ▶ **We recommend John Jay continue its commitment of resources for students including through the full staffing of the Women's Center for Gender Justice.**

During the period of our review, the Women's Center for Gender Justice experienced a significant transition of leadership and staff including the departure of the Director and Deputy Director and LGBT Coordinator. Our understanding is that John Jay intends to continue its funding and commitment by hiring a new faculty Director and seeking to fill the more operational Deputy Director role and the LGBT coordinator position. We encourage John Jay to ensure adequate funding and resources for this center so it can fulfill its important

role providing counseling and support and prevention resources for students. We also encourage John Jay to consider expanding the current half-time LGBT coordinator role to a full-time position. We have taken note of the interest in a training specialist and/or prevention specialist at the Center but recommend that function be expanded outside of the Center so its resources can be available for the full campus community.

6.8 Recommendation on Campus-Wide Prevention Function

- ▶ **We recommend John Jay establish a prevention function that can serve students, faculty and staff.**

We heard from several participants and campus leaders about the need for a clear prevention function, separate from staff that is providing counseling, or conducting investigations and addressing compliance. This function could ensure John Jay implements best practices for prevention and could leverage existing expertise in the Compliance and Diversity Office, the Women's Center for Gender Justice and other campus resources. This function could also coordinate and facilitate training to supplement and expand existing training resources in the Title IX office, particularly in light of the many training-related recommendations provided here.

Implementation Timetable, Reporting and Accountability

7.1 Recommendation on Structuring and Assessing Implementation

- ▶ **We recommend John Jay establish a formal timetable for implementation and a process for accountable reporting on its progress.**

What gets measured gets done. As part of its work going forward, John Jay should establish a clear timetable and accountable reporting on its progress. This includes:

- ▶ Setting a timeline and milestones for implementing recommendations over time and establishing a framework for regular progress updates to the community;
- ▶ Identifying existing measures that can be tracked over time and serve as climate indicators, including the climate survey data, other existing surveys, complaint data and opportunities for qualitative feedback; and
- ▶ Creating clear roles and responsibilities for implementation among leadership, staff, faculty and students.

Appendix 1 – Summary of Recommendations

Shared Values and Belonging

1.1 Recommendation on a Formal Statement of Shared Values

- ▶ We recommend that John Jay College formulate a statement of the core values that frame its educational mission.

1.2 Faculty and Staff Recommendation on Workplace and Classroom Tools to Apply Values and Strengthen Community

- ▶ We recommend John Jay develop tools and training to apply shared values in and out of the classroom, through teaching guides, feedback tools, training, peer coaching, and elements of classwork and curriculum.

1.3 Faculty, Staff and Student Recommendation on Strengthening Onboarding and Orientation

- ▶ We recommend John Jay incorporate shared values directly into staff and faculty onboarding and student orientation -- and identify ways to expand these processes for students and staff and strengthen them for adjunct faculty.

Respectful Learning and Working Environments

2.1 Recommendation to Establish a Voluntary Respectful Conduct Statement

- ▶ We recommend that John Jay apply shared values to establish a clear written statement in support of respectful conduct, and encourage students, staff and faculty to voluntarily follow it.

2.2 Recommendation to Explore Additional Approaches and Interventions for Addressing Bullying and Abusive Behavior

- ▶ We recommend that John Jay explore options to informally and formally intervene and address bullying and abusive behavior that harms the community, after consultation and coordination with other stakeholders.

2.3 Faculty and Staff Recommendation on Respectful Workplace Training

- ▶ We recommend that John Jay implement a respectful workplace training program similar to that recommended by the U.S. Equal Employment Opportunity Commission for faculty chairs and staff supervisors - and explore expanding the program to all staff and faculty.

Expanding and Coordinating Resources for Reporting & Response

3.1 Recommendation for Compliance and Diversity Function to Expand Informal Channels and Options

- ▶ We recommend John Jay incorporate more channels and options for reporting and resolving incidents of bias, discrimination and sexual misconduct, while further clarifying and communicating existing options and categories of confidentiality.

3.2 Faculty and Staff Recommendation to Clarify and Formalize Reporting Roles

- ▶ We recommend John Jay review and formalize staff and faculty channels and roles for reporting and resolving concerns and behaviors that impact climate - but fall outside the scope of the Office of Compliance and Diversity.

3.3 Recommendation for Compliance and Diversity Function to Develop Long Term Staffing Plan

- ▶ We recommend John Jay create a long-term staffing plan for the compliance and diversity function that supports the program's dual compliance and diversity missions, incorporates more workplace expertise and expands overall investigation resources.

3.4 Recommendation for Compliance and Diversity Function to Improve Data Systems and Practices

- ▶ We recommend the John Jay Compliance and Diversity Function use a secure database that facilitates tracking and reporting complaints and dispositions.

3.5 Staff Recommendation on Early Intervention Team Model for Workplace.

- ▶ We recommend John Jay evaluate the potential value of applying the student Behavioral Intervention Team multidisciplinary model to proactively address disruptive conduct in the workplace, consistent with governance and collective bargaining requirements.

3.6 Recommendation on Training for Individuals Receiving Complaints

- ▶ We recommend John Jay ensure all individuals responsible for receiving reports be trained in applying a trauma-informed perspective.

Respectful Learning and Working Environments

4.1 Recommendation for Compliance and Diversity Function to Revise Website Pages to Clarify Reporting Options and Resources

- ▶ We recommend John Jay update web resources to reduce the number of similar pages, streamline navigation and highlight critical information around how to report a complaint, including providing an option for online reporting.

4.2 Recommendation on Disclosure of Diversity and Complaint Reporting Data.

- ▶ We recommend John Jay create and publish an annual report of its diversity and complaint reporting data to provide greater transparency to the community around the enforcement of rules.

Leadership Development, Strategic Capacity and Support

5.1 Recommendation on Leadership Development.

- ▶ We recommend John Jay support increased leadership development for faculty chairs, staff managers and supervisors and other campus leaders among students and administration, using training and peer coaching models.

5.2 Recommendation on John Jay Diversity Committee

- ▶ We recommend John Jay create a stronger structure to support the ongoing work of the Diversity Committee, including clarifying its mission, role and reporting.

5.3 Recommendation on Strategic Diversity Initiatives

- ▶ We recommend John Jay continue developing and implementing strategic diversity plans for faculty and staff that include goals and success measures.

Training and Other Resources for Holistic Prevention

6.1 Student, Faculty and Staff Recommendation on Revising, Supplementing, or Replacing Required CUNY Online Trainings and Live Training Materials

- ▶ We recommend John Jay either (1) work with CUNY to revise the required SPARC and eSPARC online trainings and the CUNY live training materials or (2) supplement the CUNY trainings with alternate and more effective trainings, so they are more interactive, use simple non-technical language, and go beyond policy awareness to reflect the learnings from the EEOC Task Force on Workplace Harassment.

6.2 Recommendation on Bystander Intervention Tools and Training

- ▶ We recommend John Jay incorporate tools to support bystander intervention and modeling effective “upstander” responses to bias in faculty, staff and student training programs.

6.3 Recommendation on Racial Equity Tools and Training

- ▶ We recommend John Jay implement racial equity learning programs for all faculty, students and staff.

6.4 Faculty Recommendation on Diversity, Equity and Inclusion Tools and Training for Regular and Adjunct Faculty.

- ▶ We recommend John Jay implement regular learning programs to increase knowledge and capacity of regular and adjunct faculty on a range of DEI topics, specifically including religious and disability accommodation, and inclusion in the classroom for LGBT, veteran and immigrant students.

6.5 Student Recommendation on Expanded Title IX Time and Topics in Orientation

- ▶ We recommend John Jay include time during student orientation to increase Title IX awareness and specifically incorporate affirmative consent as a training topic.

6.6 Staff Recommendation on Expanded Title IX Time and Topics in Onboarding

- ▶ We recommend John Jay include time during staff onboarding to increase Title IX awareness and address reporting procedures and requirements particularly for responsible employees.

6.7 Student Recommendation on Continuing Commitment to the Women's Center for Gender Justice

- ▶ We recommend John Jay continue its commitment of resources for students including through the full staffing of the Women's Center for Gender Justice.

6.8 Recommendation on Campus-Wide Prevention Function

- ▶ We recommend John Jay establish a prevention function that can serve students, faculty and staff.

Implementation Timetable, Reporting and Accountability

7.1 Recommendation on Structuring and Assessing Implementation

- ▶ We recommend John Jay establish a formal timetable for implementation and a process for accountable reporting on its progress.



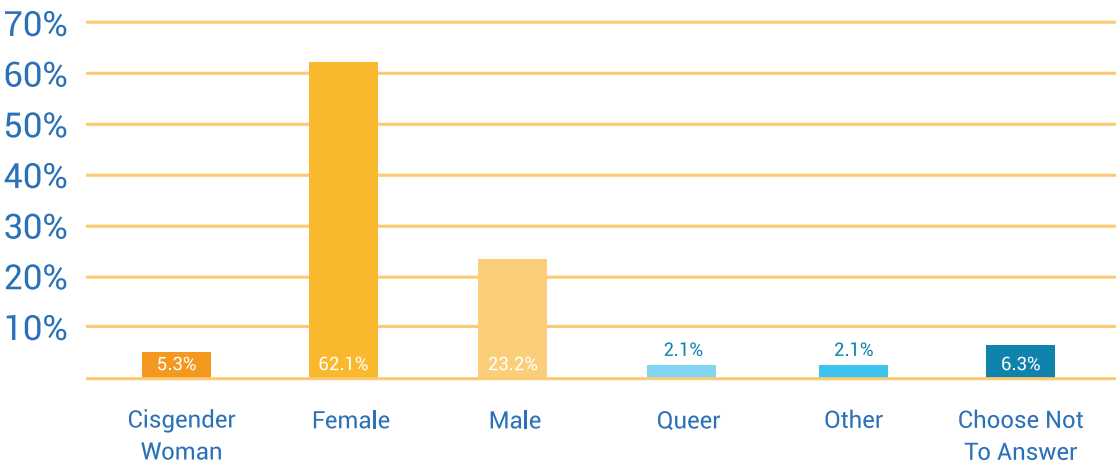
Appendix 2 – About Online Participants

We asked participants in the online feedback form to provide demographic information about themselves through a series of open-ended questions that allowed them to self-identify (1) their gender identity, (2) race, ethnicity, and/or nationality, and (3) any aspects of their identity that are meaningful to

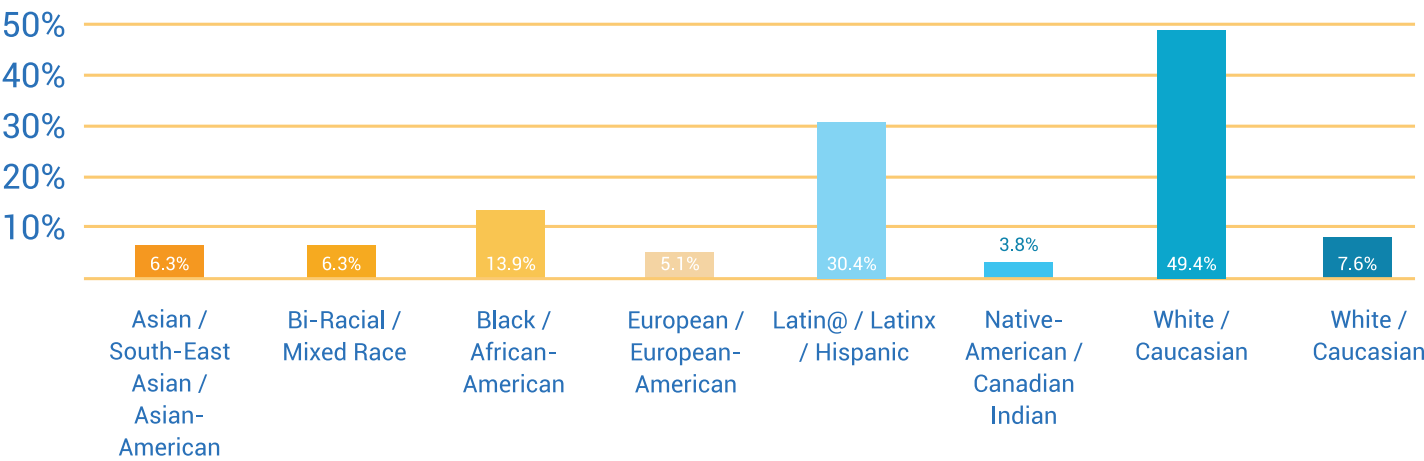
them.⁵⁴ Because individuals could self-describe rather than checking boxes, some answers cover multiple categories or differ from common government reporting categories. Below are the results for each of the three questions based on our aggregation of the open text responses.

How Do You Identify?

*If you choose not to answer, please enter "N/A." Please describe your gender identity. You can use one or more specific categories (female, male, transgender, non-binary) and/or your own words.

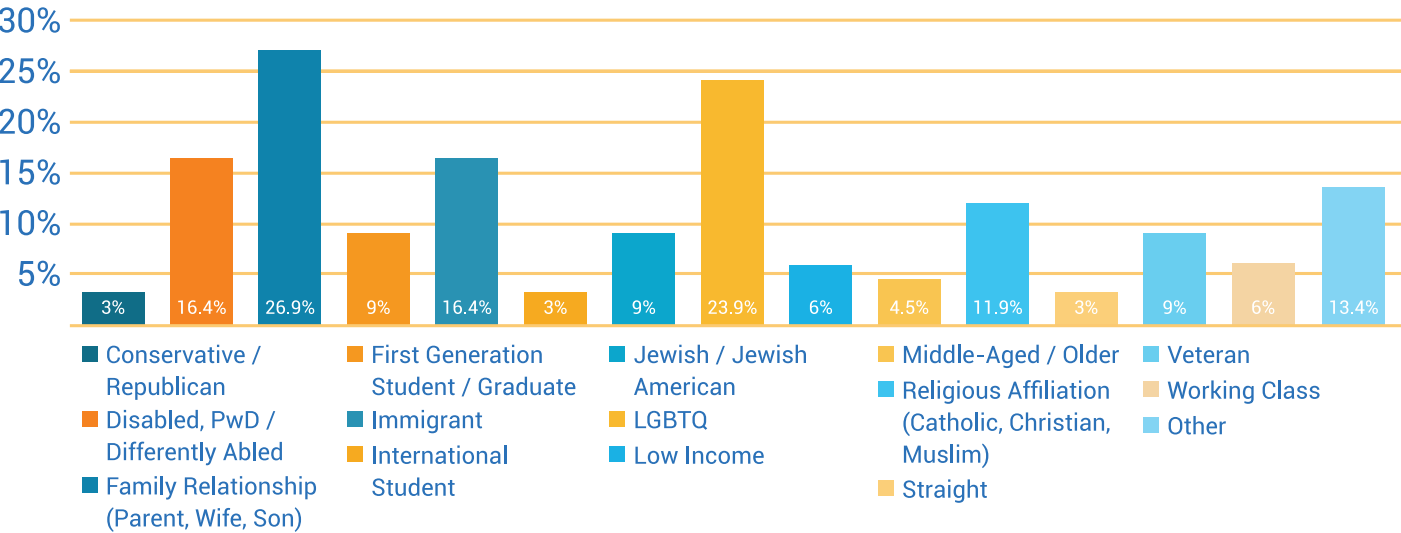


*If you choose not to answer, please enter "N/A." Please describe your identity in terms of race, ethnicity and/or nationality. You can use one or more specific categories that you feel apply to you (Black/African-American, Hispanic/Latinx, Asian American, Native Hawaiian or Pacific Islander, Native American, Middle East and North African, white) and/or your own words.



In this third question, we provided space for individuals to address multiple aspects of identity beyond gender and race/ethnicity. Participants volunteered many kinds of answers that we aggregated in the chart below.

*If you choose not to answer, please enter "N/A." What other aspects of your identity are meaningful to you especially in thinking about equity and inclusion? For example, do you identify as a person with a disability? As a parent? As LGBT? As a veteran? An immigrant? As a member of a particular faith community? As someone with a different economic, geographic or social background than others in your campus community?



For purposes of comparison to our participant self-identification, John Jay has approximately 13,000 undergraduate students, and according to college data 58% identify as female, 42% as male. Of the 2,000 graduate students, 55% identify as female, 45% as male. In the college race and ethnicity data, 45% of undergraduate students identify as Latino, 19% as Black/African-American, 20% white, 12% as Asian, Native Hawaiian or other Pacific Islander and less than

1% as American Indian or Alaska Native. For graduate students those numbers are 26% Latino, 26% Black/African-American, 37% white, 7% Asian, Native Hawaiian or other Pacific Islander and less than 1% American Indian or Alaska Native.⁵⁵ According to the most recent affirmative action plan, almost half of the regular faculty identify as female, and about 1/3 as people of color. These numbers do not include adjunct faculty.⁵⁶



Appendix 3 – Climate Review Team & Bios



Jenny R. Yang, Esq., recently served as chair of the U.S. EEOC where she led critical work on addressing workplace harassment and studying what works when it comes to training and other interventions across the range of the nation's employers. She advises organizations on workplace harassment and inclusive workplaces as Strategic Partner at Working IDEAL. Before joining the EEOC, Jenny represented workers challenging discrimination and other unfair workplace practices, and championed structural reforms through private and public impact litigation. Jenny serves on the Board of Overseers for the Heller School for Social Policy and Management at Brandeis University



Rene Redwood, CEO of Redwood Enterprise, has spent over 30 years working with public and private employers and nonprofits on transformation in the workplace. She has a special focus on building and restoring trust with internal and external customers, including training, assessment and monitoring and strategic guidance on racial justice, gender equity and unconscious bias (for example as a member of the court-appointed Coca-Cola Task Force, Director of the Presidential Glass Ceiling Commission, and as current chair of the Equality Task Force of the U.S. National Security Agency).



Pamela Coukos, JD, PhD, is an expert in the social science learning on how organizations can disrupt bias and dismantle barriers to equity and inclusion in the workplace. As a former Senior Advisor at the Department of Labor she developed training and improved investigative practices for federal contractor discrimination audits and pay equity analysis. She has advised organizations of all types on pay equity and inclusive workplaces, and DEI measures, plans and accountability. She is CEO and co-founder of Working IDEAL.



Doris Quintanilla is on a mission to educate, empower, mentor, and effect change in the lives of women of color as the co-founder and Executive Director of The Melanin Collective. Doris has led community health education and youth education and leadership development programs in the United States and the Dominican Republic, focusing on building partnerships and recruiting student leaders. She has also managed continuing education programs for reproductive healthcare professionals and conducted healthcare-related surveys and qualitative research.



Richard Ugelow is former Deputy Section Chief of the Employment Litigation Section, U.S. Department of Justice Civil Rights Division. He has substantial experience in ensuring equal employment and promoting diversity on police forces and was hired as a consultant by the EEOC to work on its report on diversity in policing. He also serves as a Complaint Examiner for the Washington, DC Office of Police Complaints and as the faculty Honor Code prosecutor for the American University Washington College of Law, where he also has Clery Act compliance experience.



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End Notes

- 1 We adapted this definition from one used by the University of Massachusetts found here: <https://www.umass.edu/diversity/campus-climate/frequently-asked-questions>.
- 2 We distributed this questionnaire about awareness both to focus group attendees and to students on campus between classes.
- 3 These included the CUNY Sexual Violence Campus Climate Survey, a Diversity Survey conducted by the John Jay College Diversity Committee, the Collaborative on Academic Careers in Higher Education (COACHE) survey, and internal customer satisfaction survey data collected by the Office of Finance and Administration.
- 4 John Jay participates in the COACHE survey, which includes questions about engagement and experience with some ability to view differences by demographics, but this survey does not include the same kinds of questions as the Climate survey or the John Jay Diversity survey that asks specifically about experiences of harassment or bias.
- 5 U.S. Department of Education, Definition of Hispanic Serving Institutions, <https://www2.ed.gov/programs/idadeshi/definition.html>.
- 6 The 2018 CUNY Climate Survey had a response rate of 16% for the sample of John Jay students invited to take the survey. A total of 2108 students responded to the John Jay Diversity Survey, of which 1599 included demographic information.
- 7 CUNY Student Experience Survey 2016 Interactive Dashboard, available at <https://public.tableau.com/profile/oira.cuny#!/vizhome/2016StudentExperienceSurvey/MainMenu>
- 8 Full survey questions and responses available here: <http://www.jjay.cuny.edu/sites/default/files/u1376/Diversity%20Climate%20Survey%20Full%20Report.pdf>.
- 9 Faculty and staff also have the opportunity to file formal charges with federal or state fair employment practices agencies. According to the Office of Legal Counsel there are only a small number of formal complaints currently pending.
- 10 The College is formally tracking response times for transactions and is seeing improvement – April 2019 data shared with us shows that about 70% of current inquiries are being resolved the same day and over 90% within three days.
- 11 <https://www.jjay.cuny.edu/hsi-john-jay>; <https://www.jjay.cuny.edu/tlc-teaching-resources>.
- 12 U.S. Equal Employment Opportunity Commission, Report of Co-Chairs of Select Task Force on the Study of Harassment in the Workplace (2016), available at https://www.eeoc.gov/eeoc/task_force/harassment/report.cfm.
- 13 Christine Porath, An Antidote to Incivility, Harvard Business Review (2016), available at <https://hbr.org/2016/04/an-antidote-to-incivility>.
- 14 <https://diversity.missouri.edu/our-work/inclusive-excellence-framework/>.
- 15 Until approximately 18 months ago, this office had a staff of two people. President Mason had sought to increase resources and added a Deputy Director.
- 16 <https://catalog.data.gov/dataset/clery-act-reports>.
- 17 CUNY Policy on Sexual Misconduct, available at https://www.jjay.cuny.edu/sites/default/files/compliance_diversity/CUNY-Policy-on-Sexual-Misconduct.pdf.
- 18 John Jay FAQs for Responsible Employees, available at https://www.jjay.cuny.edu/sites/default/files/contentgroups/compliance_and_diversity/_F.A.Q.s-for-Responsible-Employees.pdf.
- 19 Respondents also reported unlocked classrooms and after hour concerns about inappropriate behaviors and unsafe situations. We provided this as interim verbal feedback and our understanding is that the College is following up on these concerns directly.

- 20 David Cantor, et al, Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct (2015), available at [https://www.aau.edu/sites/default/files/%40 Files/Climate Survey/AAU_Campus_Climate_Survey_12_14_15.pdf](https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU_Campus_Climate_Survey_12_14_15.pdf).
- 21 Cantor, supra. The Culture of Respect Collective at NASPA has identified Public Disclosure as one of the six pillars of effective response to campus sexual violence. <https://www.naspa.org/rpi/posts/where-we-are-in-2019-a-reflection-on-two-years-of-the-collective>. An existing organizational sociology literature supports the idea of transparency and accountability as key factors in ensuring gender equity and inclusive workplaces. Iris Bohnet, Gender Equity By Design (2016); Frank Dobbin and Sandra Kalev, Why Diversity Programs Fail, Harvard Business Review (2016), available at <https://hbr.org/2016/07/why-diversity-programs-fail>.
- 22 The question was: "How comfortable do you feel reporting to the College any concerns about harassment -- including sexual harassment or harassment on the basis of race, religion, national origin, LGBT status, disability or other protected status -- or concerns about sexual assault, or sexual violence on campus or by members of the campus community?"
- 23 Q: What would make you feel more comfortable reporting any concerns about harassment -- including sexual harassment or harassment on the basis of race, religion, national origin, LGBT status, disability or other protected status -- or concerns about sexual assault, or sexual violence to the College? In other words, what would give you more trust in the reporting process?
- 24 CUNY has a separate reporting form for other Title IX and discrimination complaints that do not involve sexual misconduct that has not been updated since the new policy and is not available on the website.
- 25 Some of this information may be found in the college Affirmative Action Plan.
- 26 EEOC, Report of the Co-Chairs of the Select Task Force on Harassment in the Workplace, supra.
- 27 An example of criminal justice program values statements: <https://www.justice.gov/usao-wdnc/core-values>.
- 28 <http://www.jjay.cuny.edu/sites/default/files/contentgroups/cat/Facilitating%20Difficult%20Conversations.pdf>.
- 29 Examples include: <https://bokcenter.harvard.edu/navigating-difficult-moments>; https://www.elon.edu/u/academics/catl/wp-content/uploads/sites/126/2017/04/Managing-Hot-Moments-in-the-Classroom-Harvard_University.pdf; <https://asups.pugetsound.edu/resources/expanding-consciousness>; <https://equity.ucla.edu/crosscheck/crosscheck-live/>.
- 30 <https://www.tandfonline.com/doi/full/10.1080/13562517.2013.860098>.
- 31 Group agreements are synonymous with "ground rules" that are articulated at the start of a meeting or group conversation or training and set expectations for how participants want to interact with one another respectfully. The group is asked to affirm or agree on a baseline of behaviors to demonstrate respect for one another during their time together. In contrast to traditional ground rules that are "given" at the onset of a group session, agreements are "asked" for and allow participants to be engaged in the decision making as group together on how they will be or behave with each other.
- 32 Some examples include Poll Everywhere, Meeting Pulse and Kahoot.
- 33 Paul J. Zak, The Neuroscience of Trust, Harvard Business Review (2016), available at <https://hbr.org/2017/01/the-neuroscience-of-trust>.
- 34 Tara J. Yosso, William Smith, Miguel Ceja and Daniel Solorzano, Critical Race Theory, Racial Microaggressions and Campus Climate for Latino(a) Undergraduates, Harvard Educational Review (2009), available at https://www.researchgate.net/publication/279741828_Critical_Race_Theory_Racial_Microaggressions_and_Campus_Racial_Climate_for_Latinos_Undergraduates/download.
- 35 More information available at <https://www.aap.ucla.edu/>.

36 http://www.sjcc.edu/PresidentOffice/Documents/Sample_Civility_Statements2-1.pdf.

37 <https://abservices.psu.edu/edward-mulfinger-award-respect-and-civility>.

38 The Center for Teaching and Learning provides facilitation training.

39 <https://www.pdx.edu/dos/psu-student-code-conduct>; <https://www.uab.edu/policies/content/Pages/UAB-AD-POL-0000691.aspx>.

40 AAUP Statement of Professional Ethics, available at <https://www.aaup.org/report/statement-professional-ethics>.

41 The CUNY Henderson Procedures are available at <http://johnjay.jjay.cuny.edu/files/cunypolicies/publicorderpursuanttoarticle129a.pdf>.

42 Find more about the curriculum and resources here: <https://eeotraining.eeoc.gov/profile/web/index.cfm?PKwebID=0x25479b9f&varPage=attende>.

43 These build on recommendations by the CDC in its report Sexual Violence on Campus: Strategies for Prevention (2016).

44 More about this program can be found here: <https://investigations.uoregon.edu/student-disclosures-sex-and-gender-based-harassment-and-violence>.

45 Some examples include: <https://uiowa.edu/ombuds/>; <https://ombuds.utexas.edu/>

46 The curriculum used by the University of Maryland is one example. <http://www.natlctr4adr.org> <https://ccbjournal.com/articles/access-adr-new-diversity-initiative-launched-support-jams-foundation-and-aba>.

47 The University of Montana and the University of Missouri have an online complaint forms that also support anonymous reporting. <http://www.umt.edu/eo/take-action/report.php>; https://cm.maxient.com/reportingform.php?UnivofMissouriSystem&layout_id=12.

48 American College Health Association, Addressing Sexual and Relationship violence: A Trauma-Informed Approach, available at https://www.acha.org/documents/resources/Addressing_Sexual_and_Relationship_Violence_A_Trauma_Informed_Approach.pdf.

49 <http://civilrights.missouri.edu/reporting/index.php>.

50 <https://civilrights.missouri.edu/reporting-and-policies/confidentiality-and-privacy/>.

51 Working at the Speed of Trust by FranklinCovey https://www.cu.edu/sites/default/files/ExecSummaries-The_Speed_of_Trust.pdf.

52 Upstander terminology is a broader way of thinking about bystander intervention. Here is an example of how that can be used: <https://www.tolerance.org/classroom-resources/tolerance-lessons/where-we-stand>.

53 <https://www.diversityinclusioncenter.com/ouch-series/ouch-silence-hurts/>.

54 When cross-tabbed by whether participants are faculty members, students or staff the proportions do change but not significantly.

55 John Jay Common Dataset 2018-2019, available at https://www.jjay.cuny.edu/sites/default/files/general/cds2018_2019.work_file.pdf.

56 John Jay 2018-2019 Affirmative Action Plan, available at http://www.jjay.cuny.edu/sites/default/files/compliance_diversity/John_Jay_Federal_AAP_2018-2019.pdf (page 15 Workforce Summary, Job Group Professional Faculty).