

Office for Dispute Resolution

Title IX Office



FY20 Annual Report



Purpose Statement

Annually, the Harvard University Title IX Office and the Office for Dispute Resolution (ODR) issue a joint report to provide a comprehensive overview of the University's efforts to create and maintain a safe and healthy educational and work environment. This report highlights the work of the Title IX Office and ODR from July 1, 2019 to June 30, 2020. While the functions and responsibilities of the offices are distinct, the Title IX Office and ODR work cooperatively towards a common mission.

The role of the Title IX Office within the Harvard community is multipronged. The first prong is response and support. To carry out this work, the Title IX Office supports a system of 50+ local Title IX Resource Coordinators¹, who respond to concerns brought under the University's Sexual and Gender-Based Harassment Policy (Policy)². The Office also provides direct services to members of the Harvard community, including the facilitation of informal resolutions regarding concerns brought under the Policy. The second prong is prevention and education. The Title IX Office carries out its preventative and educational efforts through customized eLearning courses for students, staff, and faculty, in-person education initiatives and workshops on specialized topics, and through its suite of resource materials available online and in print.

ODR implements the University's procedures pursuant to the Sexual and Gender-Based Harassment Policy for students³, staff, and, in almost all Schools, faculty, with respect to handling requests for information or advice, requests for informal resolution, and formal complaints.⁴ ODR, in a neutral role, works in partnership with the Title IX Office, School and unit Title IX Resource Coordinators, and other School and unit leadership to respond to formal complaints filed by Harvard students, faculty, staff, other Harvard appointees, or third parties who believe they are directly affected by sexual harassment or other sexual misconduct.

¹ Formerly known as Title IX Coordinators.

² The University Sexual and Gender-Based Harassment Policy applies to conduct which occurred between September 1, 2014 and August 14, 2020. As of August 14, 2020, and consistent with the new Title IX regulatory requirements issued by the United States Department of Education, the University adopted two interim policies and accompanying procedures: The Interim Title IX Sexual Harassment Policy and the Interim Other Sexual Misconduct Policy.

³ Apart from Harvard Law School students, for whom a separate set of procedures applies.

⁴ The procedures for investigating complaints against faculty members are based on the primary School affiliation of the faculty member.

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Letter from Nicole Merhill, University Title IX Coordinator⁵



As I enter my fourth year as Harvard University's Title IX Coordinator⁵, I remain grateful for the opportunity to work in partnership with the Harvard community to create a safe and inclusive environment, in which we work and

learn. Over the past year, the countless hours of engagement by students, staff, and faculty, has been more important than ever, as we have navigated,

- the expansive data gathered through Harvard's participation in the second iteration of the Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct,
- our rapid shift to online engagement, as a result of the COVID-19 pandemic, and
- the U.S. Department of Education's ambitious 70-day implementation timeline following the release of the new Title IX regulations in May 2020.

We kicked off the year with the release of the Harvard 2019 AAU Survey results⁶. The Survey provided great insight into the prevalence of sexual harassment and assault not only within the Harvard community but at universities across the United States. Harvard's data revealed that 4 out of 5 incidents of sexual assault took place in on-campus housing, more than 80% of incidents of sexual assault involved alcohol, and in more than 75% of incidents of sexual assault, the offender was a fellow student. While we saw measured progress from the Harvard 2015 AAU Survey in terms of awareness of resources, understanding of our policies, and confidence in University processes, the overall Harvard 2019 AAU Survey data clearly demonstrated that there remains much work to be done.

⁵ Formerly known as the Title IX Officer

⁶ To read the full report, visit titleix.harvard.edu/survey.

⁷ See, Sexual Harassment in Academic Science, Engineering, and Medicine, <https://www.nationalacademies.org/our-work/sexual-harassment-in-academia>

The University immediately committed to a series of action steps in response to the Survey results, including launching an online anonymous reporting tool, expanding bystander initiatives, and joining, with more than 60 universities and research institutions, the National Academies of Science, Engineering, and Medicine (NASEM) Action Collaborative on Preventing Sexual Harassment in Higher Education.

The first of these action steps took place in November 2019, when the Title IX Office launched the Resource for Online Anonymous Disclosures (ROAD). The ROAD enables individuals to share concerns of sexual harassment and other sexual misconduct with the University Title IX Office safely and discreetly, without revealing their identities. Establishing an anonymous online disclosure tool was not only responsive to community feedback, but also aligned with the recommendations of NASEM's 2018 report on Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine⁷.

Shortly after the ROAD went live, the Title IX Office launched the first University-wide online community resource hub for LGBTQ+ students, staff, faculty, and post-docs. Once again, community partnerships were invaluable to developing this resource.

Entering 2020, we were excited to continue the momentum we established in the fall 2019 by ramping up our programming, including making significant changes to our eLearning courses for students, staff, and faculty. Once again, we found ourselves looking to NASEM's recommendations, as we updated all of our eLearning course to integrate interactive scenarios focusing on bystander intervention, the importance of climate and culture, and the role that each of us plays in creating a safe and inclusive environment. Our hope continues to be that the eLearning courses

lay the groundwork for in-person workshops and initiatives, including but not limited to expanded bystander intervention and gender diversity and inclusion training, for students, staff, and faculty. We are so grateful for the support provided by the community, in particular the Student and Staff Title IX Education Advisory Committees⁸, who spent countless hours offering suggestions, thoughts, and ideas on newly updated eLearning courses for students, staff, and faculty.

With the emergence of COVID-19, the Title IX Office quickly pivoted to the fully remote environment by developing a suite of resources supporting student, academic, and administrative leaders in promoting gender equity in the virtual environment. We also worked to ensure continuity of our core mission, including direct services to individuals impacted by sexual harassment or other sexual misconduct, and in-person education and outreach via Zoom.

Just as we hit our stride with virtual engagement, on May 6, 2020, the U.S. Department of Education released its final Title IX regulations. In a mere 70 business days, the Harvard community collaborated to develop new interim policies and procedures addressing sexual harassment and other sexual misconduct. Additionally, the Title IX Office developed new resource documents and revised all existing resource documents reflecting the changes resulting from the new Title IX regulations.

While each year we continue to make progress in this space, we recognize that much work remains. We are looking forward to continuing our partnership with the Harvard community and beyond, including our colleagues in the NASEM Action Collaborative, to identify and implement evidence-based practices to addressing sexual harassment and other sexual misconduct.

I remain grateful to serve as Harvard University's Title IX Coordinator and continue to welcome the opportunity to partner with each of you, as we continue our efforts to create a safe and inclusive community at Harvard.



⁸ Formerly the Title IX Liaison Committees for Staff and Students

About the Title IX Office



TITLE IX OFFICE

Nicole Merhill, University Title IX Coordinator

Caysie Carter Harvey
Associate University
Title IX Coordinator

Rachel DiBella
Assistant Director,
Title IX Education Programs

Alexandria Masud
Associate Director
for Administrative Operations

Erin Clark**
Title IX Resource
Coordinator for Students
at Harvard College

Olivia Sevey
Title IX Education
Project Manager

Erika Christensen
Program
Administrator

Roxana Lemus
Administrative
Coordinator

Network of 50+ Title IX Resource Coordinators*

*The University Title IX Coordinator oversees the work of the Title IX Resource Coordinator network, however, an official reporting relationship does not exist between the network and the University Title IX Coordinator.

** The Title IX Resource Coordinator for Harvard College reports directly to the Dean of Students at the College and indirectly to the University Title IX Coordinator.



Nicole Merhill, University Title IX Coordinator

Nicole is the Title IX Coordinator for Harvard University. In her role, Nicole oversees Harvard's overall Title IX system, including direct support and consultation to the University's network of 50+ Title IX Resource Coordinators, development, implementation, and oversight of education programming and prevention efforts, and direct support to community members. Nicole also serves as a representative for the University and co-lead for the *Working Group on Evaluation: Measuring Climate and Gauging Progress on Campus* for the National Academies of Sciences, Engineering, and Medicine Action Collaborative, of which Harvard University is a founding member.

Nicole joined the Harvard Title IX Office in 2016 and has more than 15 years of civil rights experience in various protected class statuses, including sex, race, color, national origin, disability, and age. Nicole is a licensed attorney and holds a bachelor's degree in Elementary Education and English from Purdue University, and a J.D. and a Master of Education Law from University of New Hampshire School of Law.



Caysie Carter Harvey, EdM, Associate University Title IX Coordinator

In her role as Associate University Title IX Coordinator⁹, Caysie supports the University's network of Title IX Resource Coordinators in responding to disclosures. As well, she meets with community members either receiving disclosures directly or facilitating presentations in furtherance of the Title IX Office's mission.

Caysie joined the Title IX Office in 2018. As a Higher Education Professional, Caysie's career has thrived on being a thoughtful resource for faculty, staff, and students alike. She also serves as an in-residence Proctor for Harvard College first year students.

Caysie earned a Master of Education in Curriculum and Instruction from Boston College and a Master of Education from the Harvard Graduate School of Education. She is currently pursuing her doctorate at Boston University.

⁹ Formerly known as the Associate Title IX Officer





Rachel DiBella, MSW, LICSW, Assistant Director, Title IX Education Programs

Rachel DiBella, LICSW is the Assistant Director of Title IX Education Programs at Harvard University. In her role, Rachel oversees the University Title IX Office's education, outreach, and engagement initiatives, addressing issues including sexual harassment prevention and response, LGBTQ+ inclusion, and gender equity in organizations. Rachel joined the Title IX Office in 2018 and has spent the past 12 years serving in gender health and justice organizations spanning nonprofit, legal, healthcare, and higher education systems.

Rachel is currently pursuing a Doctor of Psychology with a focus in organizational leadership and community trauma. Rachel was recently named a doctoral Fellow in the Center for Multicultural & Global Mental Health at William James College. In addition to these roles, Rachel serves part-time on the faculty at the Boston College School of Social Work and is licensed to practice psychotherapy in Massachusetts.



Olivia A.T. Sevey, Title IX Education Project Manager

In her role, Olivia contributes to the mission of the Title IX Office by managing University prevention and education initiatives. Prior to joining the Title IX Office, Olivia worked in the Office of Alcohol & Other Drug Services at Harvard University, providing prevention, education, and intervention services to the Harvard community.

Olivia holds a Bachelor of Arts in Psychology from the University of Maine, and a Master of Arts in Higher Education from Boston College.



Alexandria Masud, Associate Director for Administrative Operations

Alex joined the office in 2014 and now oversees the operations of the Title IX Office and the Office for Dispute Resolution, evaluates ongoing projects for adherence to long-term strategic and multi-year financial plans, and assesses and mitigates areas of risk. She is also a member of the Board of First-Year Advisors. She received her B.A. in Philosophy of Law from Albion College. Prior to joining Harvard, she worked in institutional asset management for over a decade managing a client portfolio of endowments and foundations.





Erika Christensen, Program Administrator

Erika contributes to the broader programmatic initiatives of the Title IX Office, develops informational content in digital and video formats, and manages data systems. She has a B.A. in the Studies of Women, Gender, & Sexuality from Harvard College. Prior to joining our Office, she worked to support at-risk communities by developing suicide mitigation strategies. She also worked as a national campaign recruiter during the 2016 presidential primaries.



Roxana Lemus, Administrative Coordinator

Roxana provides administrative support to the Title IX Office and the Office for Dispute Resolution and contributes to the improvement of departmental processes and procedures. Prior to joining Harvard, she worked for four years as a paralegal and Spanish/English interpreter for a law firm specializing in immigration law. She has her certifications in community, medical, and legal interpreting from the BU Center for Professional Education and is completing her Associate Degree in liberal arts at Bunker Hill Community College. Roxana is also a community organizer and volunteer doula.



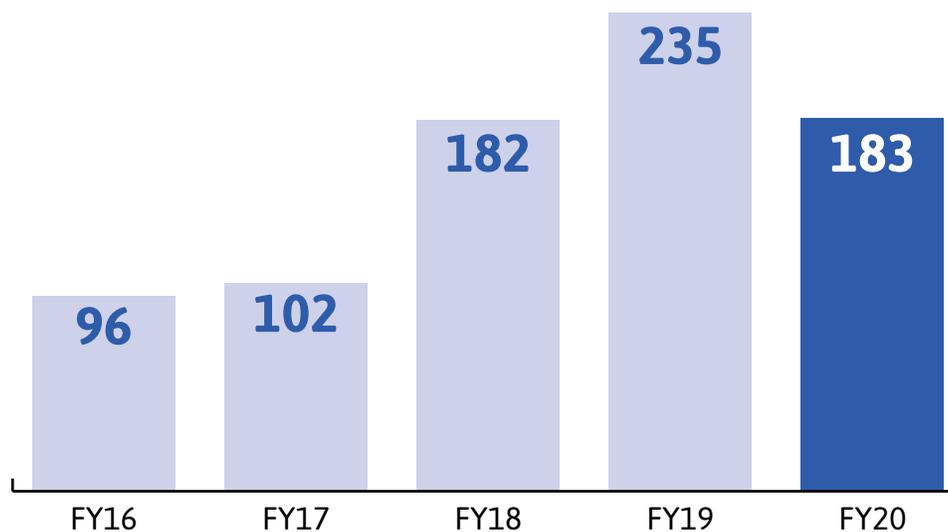
Title IX Programming and Statistics

EDUCATIONAL INITIATIVES

During the last quarter of FY20, the U.S. Department of Education announced its pending issuance of new Title IX regulations. Soon after, a worldwide pandemic emerged. These events, occurring in quick succession, required the University Title IX Office to adapt its educational programming to function effectively and sensitively in a virtual environment.

After pausing its largescale in-person educational initiatives during the latter half of March 2020, the Title IX Office redirected its focus to modifying its existing educational programming to make it readily accessible to students, staff, and faculty working and learning remotely. This shift from in-person engagement to virtual engagement resulted in a decrease of *in-person* training overall when compared to FY19. (Figure 1)¹⁰. However, from April 2020 to July 2020, the Office was able to quickly resume its educational efforts in the virtual setting and facilitated more than 30 trainings, workshops, and in-service meetings for Harvard community members and national partners via online platforms.

Figure 1. Total In-Person Trainings Delivered by the Title IX Office

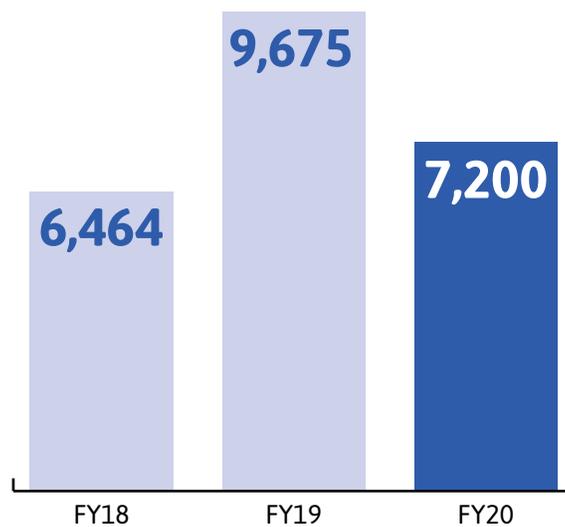


¹⁰ FY20 In-person training data is inclusive of trainings facilitated via Zoom due to the University's directive to work remotely as a result of COVID-19.



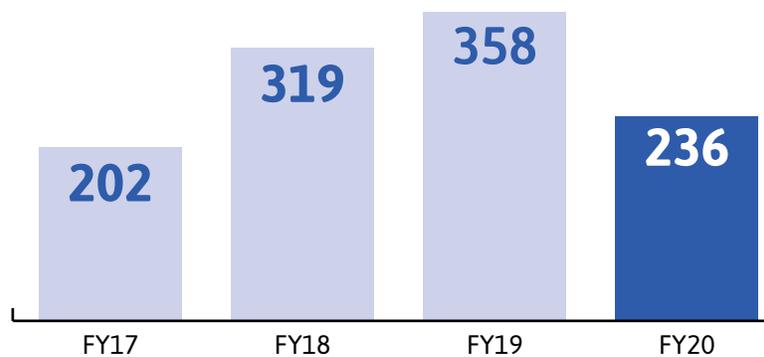
These efforts, combined with 150 in-person workshops, presentations, and trainings facilitated during the first three quarters of FY20, comprised a robust prevention education program that reached more than 7,200 participants (Figure 2).

Figure 2. Total Number of Individuals Trained by Title IX Office



Together, the Title IX Office, ODR, and local Title IX Resource Coordinators delivered 236 trainings and presentations in FY20. (Figure 3).

Figure 3. Total Number of In-Person Trainings and Presentations Delivered by the Title IX Office and local Title IX Resource Coordinators



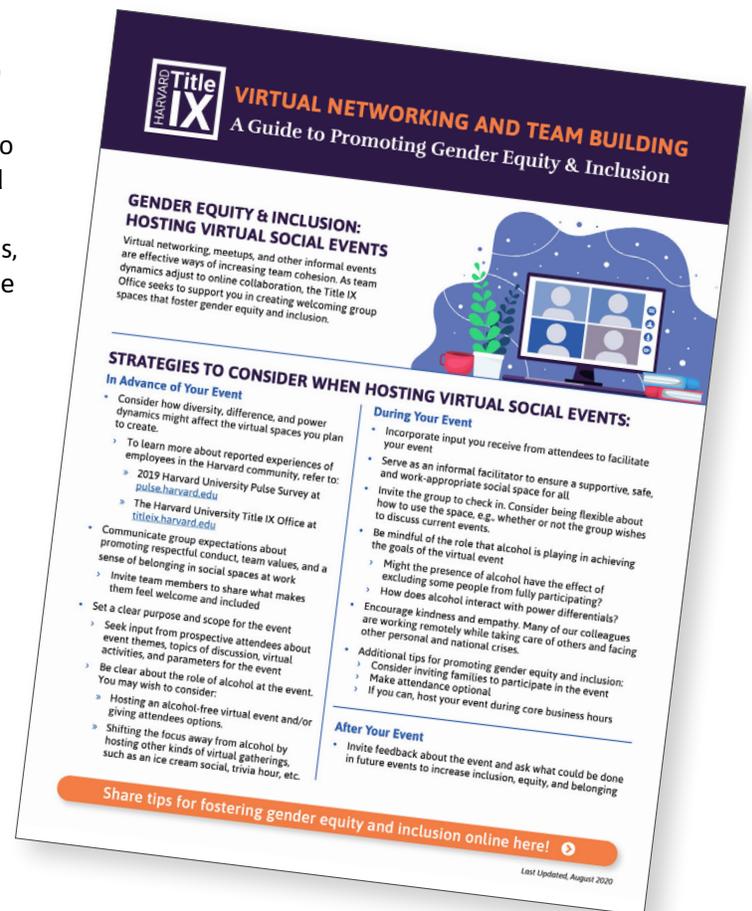
COMMUNITY RESOURCES & INITIATIVES DEVELOPED IN PARTNERSHIP WITH THE HARVARD COMMUNITY

Adapting Approaches in the Age of COVID-19

In early spring of 2020, the emergence of COVID-19 compelled much of the Harvard community to adapt to remote work and learning. While students, faculty, and staff adjusted to these new environments, the Title IX Office recognized an opportunity to adapt its resources, education, and other engagement initiatives to fit these new and, at times, unfamiliar circumstances.

Among numerous strategic but agile maneuvers was the creation of a suite of resource documents supporting student, academic, and administrative leaders in promoting gender equity in the virtual context. In partnership with the staff and students of the Title IX Education Advisory Committees, the Title IX Office developed resources that are responsive to community questions and needs. These electronic resources synthesize University-wide data on the current climate, community interests, and best practices for cultivating communities and organizations that are free from harassment and misconduct.

These resources are available at titleix.harvard.edu/learn-more.



Resource for Online Anonymous Disclosures (ROAD)

In response to community feedback, the Title IX Office piloted its first web-based service for anonymously disclosing concerns of sexual harassment and other sexual misconduct within the Harvard community.

[ROAD is an anonymous reporting service](#) provided by an independent, third-party vendor, who is contractually committed to preserve the user's anonymity. No information linking the user's identity is available to either Harvard University or the third-party vendor. When an individual submits a disclosure through ROAD, the disclosure is routed to the Title IX Office, who can then respond to the person, through the same anonymous service. Anonymity is preserved throughout all follow-up communications. When responding to a disclosure, the Harvard Title IX Office may provide information on resources, supports, and other options specific to the person's concerns.

To learn more about the ROAD, visit <https://titleix.harvard.edu/disclose>.

LGBTQ+ Resources Web Page

Thanks to the input, expertise, and efforts of many campus partners— including the GSAS Office of Diversity and Minority Affairs, Office of BGLTQ Student Life, LGBTQ Staff and Faculty Employee Resource Group (QERG), and HMS Sexual Gender Minority Health Initiative— Harvard launched its first ever University-wide resource for LGBTQ+ students, faculty, and staff in fall of 2019.

“The site is beautiful. I appreciate that it bridges the gap across work, wellness, social justice and community. The map feature is incredible!”

– Harvard community member

The web page was developed in furtherance of the University’s commitment to fostering gender diversity, equity, and inclusivity, and serves as a centralized hub of LGBTQ+ community resources.

Explore the full list of LGBTQ+ resources by visiting titleix.harvard.edu/lgbtq-resources.

UTILIZING DATA TO DRIVE CHANGE

Results of the AAU 2019 Student Survey on Sexual Assault and Misconduct

In FY19, Harvard University continued its efforts to gather and analyze data around student experiences of sexual assault and related misconduct by participating in the second Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct. The survey, administered for the first time in 2015¹¹, sought to collect crucial information about students’ own experiences and/or their responses to witnessing such conduct in their communities.

In September 2019, the University issued the results of the Harvard 2019 AAU Survey in a report highlighting key data such as: bystander behavior, knowledge and experience with programs and resources, and prevalence of harassment and nonconsensual sexual contact¹². The Title IX Office has committed to parlaying the concerns presented within the data into opportunities to increase engagement and action.

“I have asked the Title IX Office to oversee the expansion of more of these bystander intervention initiatives across the University [...] As a member of the National Academies of Science, Engineering, and Medicine’s Action Collaborative’s Evaluation and Assessment working group, Harvard is helping focus efforts on data driven approaches to addressing sexual and gender harassment.”

– Larry Bacow, Harvard University President

¹¹ Harvard also participated in the 2015 AAU Survey.

¹² To learn more visit <https://titleix.harvard.edu/survey>.

Updates on the NASEM Action Collaborative to Prevent Sexual Harassment

Harvard joined the Action Collaborative, founded by the National Academies of Sciences, Engineering and Medicine (NASEM), to address and prevent sexual harassment across all disciplines and among all people in higher education. The Action Collaborative convenes representatives from more than 60 universities and research institutions.

The goals of the Action Collaborative, include:

- Raising awareness about sexual harassment, how it occurs, the consequences of sexual harassment, and the organizational and recommended approaches to prevent it.
- Sharing and elevating evidence-based institutional policies and strategies to reduce and prevent sexual harassment.
- Contributing to setting the research agenda and gathering and applying research results across institutions.
- Developing a research standard for measuring progress toward reducing and preventing sexual harassment in higher education.

“The Action Collaborative creates an active space where colleges, universities, and other research and training institutions will identify, research, develop, and implement efforts that move beyond basic legal compliance to evidence-based policies and practices for addressing and preventing all forms of sexual harassment and promoting a campus climate of civility and respect.”

– NASEM Action Collaborative to Prevent Sexual Assault website

The Collaborative’s Evaluation Working Group, co-led by Nicole Merhill, is charged with gauging effectiveness of the policies and actions implemented by other working groups; identifying the most effective methods to measure and monitor organizational climate; and identifying metrics to measure progress across higher education.

In October of 2019, Harvard University’s Deputy Provost, Peggy Newell; University Title IX Coordinator, Nicole Merhill and Cahners-Rabb Professor of Business Administration, Kathleen McGinn, participated in the Action Collaborative’s annual Summit. At a NASEM poster session, Nicole Merhill presented on the University’s efforts to implement and evaluate a largescale primary prevention education program for academic leaders, set to roll out in FY21. This initiative is one facet of Harvard’s participation as founding members of the Collaborative.

Learn more about Harvard’s participation as a founding member in the Action Collaborative at: <https://titleix.harvard.edu/nasem>

HARVARD Title IX

PREVENTION IN ACTION:
Bystander Intervention for Faculty, Staff & Administrators

THE ISSUE

As the NASEM Report states, all members of university communities should be equipped to “interrupt and intervene” in matters of potential harassment.
While progress has been made in educating college students to engage in bystander behaviors, gaps also exist where power is most concentrated in U.S. universities.
Bystander intervention education opportunities must also be available to faculty and staff. Such initiatives can combat real and perceived tolerance for harassment, encourage reporting, and make harassment prevention a priority for high-level stakeholders.
Harvard is thus building a new initiative, “Prevention in Action,” designed specifically for faculty and staff.
A Report of the NASEM, 2, 1, 2018.

PROGRAM OUTCOMES

- Define bystander intervention and its applications
- Identify behaviors that contribute to organizational tolerance for harassment
- Address barriers to intervention
- Demonstrate strategies for intervention

IMPLEMENTATION

Harvard University has developed a curriculum integrating primary prevention frameworks to meet the needs of faculty and senior staff.
This curriculum has been piloted to 200+ members of the faculty and staff communities across 20 departments at Harvard.
The program has returned promising quantitative results and positive feedback. The program is now entering a formal program evaluation process.

EVALUATING EFFECTIVENESS

Program evaluation is central to the effectiveness of this initiative. In its initial design phase, “Prevention in Action” included community input, informal focus groups, and anonymous feedback from faculty and staff.

CURRENT GOALS

- Collaborate with institutional research reports to develop validated scales to measure effectiveness.
- Acquire Institutional Review Board approval to include a pre-, post-, and 30-day post-program assessment.
- Implement large-scale roll-out in the spring of 2020.

TIMELINE

- SPRING 2019** Design and conduct curriculum pilot with community participation
- FALL 2019** Develop formal program evaluation strategy, seek IRB approval
- SPRING 2020** Launch “Prevention in Action” for large population of faculty and administrators
- SUMMER 2020** Analyze and share program evaluation results from 3-point assessment

58% of female academic faculty and staff report experiencing sexual harassment in academic sciences, engineering, and medicine.
(Cahners-Rabb, 2019)

59% of gender harassment involved sexist or sexually offensive language, gestures, or pictures.
(Cahners-Rabb, 2019)

50% of 474 women of color reported feeling unsafe due to their gender while working in planetary sciences.
(Cahners-Rabb, 2019)

Key Personnel: NICOLE MERHILL, Title IX Office, Harvard University; PEGGY NEWELL, Deputy Provost, Harvard University.

New Title IX Regulations Issued May 6, 2020

The United States Department of Education (ED) published its final Title IX regulations on May 6, 2020. The changes to the Title IX regulations required the Harvard community to review and adapt existing policies, procedures, and resource documents and materials from across the institution to ensure compliance by the ED's August 14, 2020 effective date of implementation.

As a result of this review process, the University has adopted two interim policies that address sexual harassment and other sexual misconduct. The Title IX Office has partnered with key stakeholders across the University to host informational sessions to ensure community members are aware of changes to University policies and procedures, and to clarify that conduct prohibited under the University's Sexual and Gender-Based Harassment Policy will continue to be prohibited under the two new interim policies: the Interim Title IX Sexual Harassment Policy and the Interim Other Sexual Misconduct Policy.

The Office's primary objective in these efforts is to reaffirm Harvard's commitment to maintaining a safe and healthy educational and work environment in which no member of the University community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of sex, including sexual orientation or gender identity.

AT-A-GLANCE

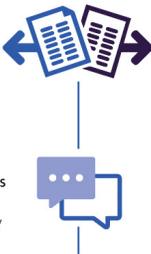
Information About Harvard's New Interim Title IX Sexual Harassment Policy and Interim Other Sexual Misconduct Policy

Harvard University **remains committed** to maintaining a safe and healthy educational and work environment in which no member of the University community is, on the basis of sex, including sexual orientation or gender identity, excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity.

The University has adopted **two interim policies** that address sexual harassment and misconduct. Conduct prohibited under the University's previous Policy will continue to be prohibited under the two new interim policies.

Interim Title IX Sexual Harassment Policy
(developed in response to the U.S. Department of Education's recent changes to the Title IX regulations)

Formal complaints are investigated by the Office for Dispute Resolution (ODR), then proceed to a **hearing panel**, comprised of trained experts within the Harvard community and trained experts outside of the Harvard community, which issues findings. Sanctions are determined by the School/unit of the respondent (the person identified as engaging in the misconduct).



Interim Other Sexual Misconduct Policy
(developed to address misconduct that falls outside the jurisdiction of the Interim Title IX Sexual Harassment Policy)

Formal complaints are investigated by ODR, but **do not** proceed to a hearing panel. Rather, ODR issues findings, which are then provided to the applicable School or unit of the respondent, to determine sanctions.

The Interim Title IX Sexual Harassment Policy and the Interim Other Sexual Misconduct Policy



share the same **consent definition**. Consent is defined as agreement, assent, approval, or permission given voluntarily and may be communicated verbally or by actions.



use the **preponderance of evidence** standard. Preponderance of evidence means, based on the circumstances and information gathered during an investigation, it is more likely than not that a violation of a policy occurred.



prohibit **retaliation** against an individual for raising an allegation of sexual harassment and other sexual misconduct, for cooperating in an investigation or hearing of such a complaint, or for opposing discriminatory practices prohibited by either interim policy.



require **responsible employees** to share information with the School/unit Title IX Resource Coordinator or the University Title IX Office when they learn about concerns of sexual harassment or other sexual misconduct.

Learn more about these changes at: titleix.harvard.edu/policies-procedures.



ELEARNING COURSES

Since 2017, the Title IX Office has expanded its eLearning efforts and partnerships across the institution, creating customized, interactive elearning courses for Harvard students, faculty, staff.



Student eLearning Courses

In FY19, the Title IX Office reached 15,669 students across Schools through online course completions. In FY20, nearly every School assigned the University's online course, *Preventing and Responding to Sexual Harassment and Other Sexual Misconduct* to their students, with 16,331 students completing the course.

Despite the short timeline afforded to institutions to come into compliance with the new Title IX regulations, the Title IX Office was able to incorporate content into the eLearning course that reflects the University's new interim policies and procedures. The course content was further enhanced by integrating interactive scenarios that introduce bystander intervention skills and highlight supportive resources at Harvard. These scenarios also depict relatable situations that take place in both virtual settings (e.g., Zoom) and in-person settings with the aim of encouraging student reflection and meeting the needs of students who are adapting to remote learning.

The redesigned Title IX eLearning course lays the groundwork for creating a shared understanding of the role every community member plays in creating an inclusive campus community.

Faculty & Staff eLearning Course

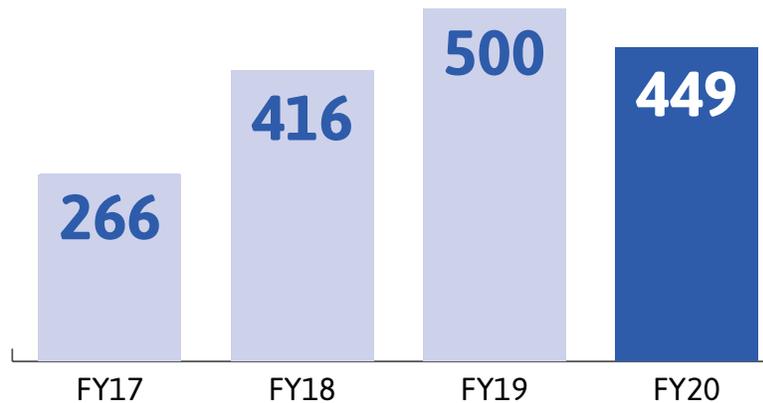
The Title IX Office continued its initiative to ensure that faculty and staff are also afforded access to a Title IX eLearning course, *Harvard's Sexual and Gender-Based Harassment Policy and Resources for Employees*. After administering the mandatory eLearning course for the first time in 2018, the Title IX Office turned to a review and revision process for the course in FY20, which will be assigned to faculty and staff early in 2021. Beyond the eLearning initiatives, the University Title IX Office and its system of local Title IX Resources Coordinators delivered 236 in-person trainings to students, staff, and faculty.

TITLE IX DISCLOSURE DATA ¹³

The following data reflect disclosures of potential sexual and/or gender-based harassment¹⁴ received by our system of local Title IX Resource Coordinators and/or the University Title IX Office. Disclosures with supportive measures¹⁵ represent most of the local Title IX Resource Coordinator activity.

In FY20, the Title IX Office supported local Title IX Resource Coordinators in their response to 449 disclosures of potential sexual and/or gender-based harassment (Figure 4). As illustrated below, there was a 10.2% decrease in disclosures of potential sexual and/or gender-based harassment from FY19 to FY20. This decrease may be a result of a confluence of factors, most notably, the immediate shift to remote learning and remote working in March 2020 due to COVID-19.

Figure 4. Total Disclosures Received



¹³ This report reflects disclosure data from July 1, 2019 to June 30, 2020. Data is presented without identifying information to protect the privacy of the individuals involved. Disclosure data in this report will not correspond to Harvard's annual report required under the federal Clery Act because this annual report uses definitions of prohibited conduct that are more expansive than the Clery reportable offenses and also includes cases from a wider geographic jurisdiction than in the Clery report.

¹⁴ FY20 terminology.

¹⁵ Previously referred to as interim measures, supportive measures are individualized supports to help those who have been affected by incidents of potential gender-based or sexual harassment (including sexual violence) to participate in campus life at Harvard and continue with their studies or work.

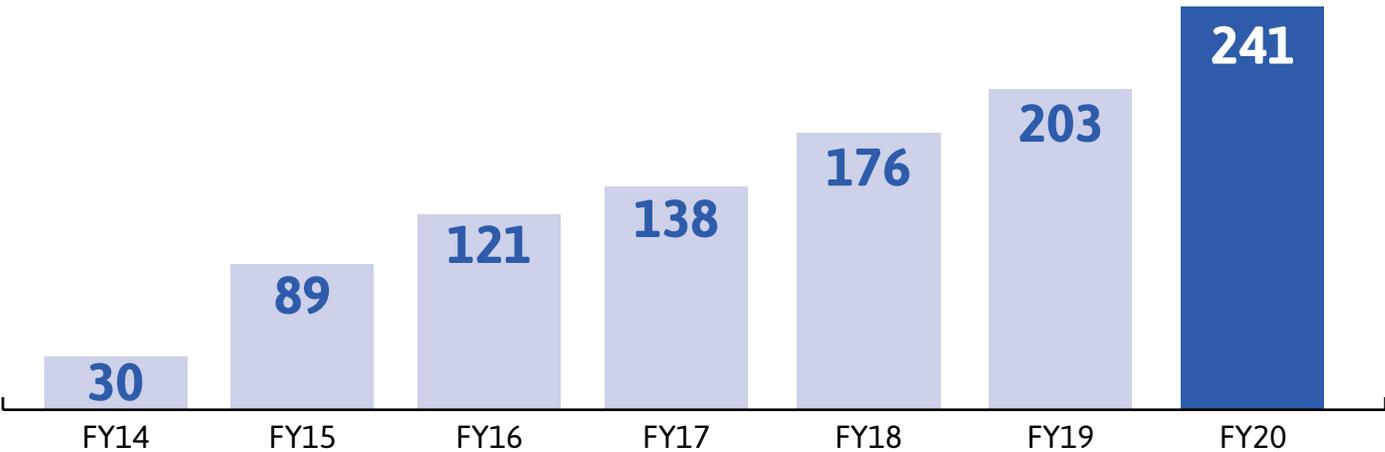


FY20 DISCLOSURES TO HARVARD COLLEGE

From FY14 to FY20, there was a steady increase in the number of students who connected with the Harvard College Program Officer for Title IX and/or the Harvard College Title IX Resource Coordinator to disclose incidents of potential sexual and/or gender-based harassment¹⁶. Between FY19 and FY20, there was a 19% increase in disclosures of potential sexual and/or gender-based harassment. (Figure 5).

- 36% increase in disclosures from FY15 to FY16
- 14% increase in disclosures from FY16 to FY17
- 28% increase in disclosures from FY17 to FY18
- 15% increase in disclosures from FY18 to FY19
- 19% increase in disclosures from FY19 to FY20

Figure 5. Total Disclosures Received by Harvard College Title IX Program Officer and/or Resource Coordinator



¹⁶ The University Sexual and Gender-Based Harassment Policy applies to conduct which occurred between September 1, 2014 and August 14, 2020. As of August 14, 2020, and consistent with the new Title IX regulatory requirements issued by the United States Department of Education, the University adopted two interim policies and accompanying procedures: the Interim Title IX Sexual Harassment Policy and the Interim Other Sexual Misconduct Policy.

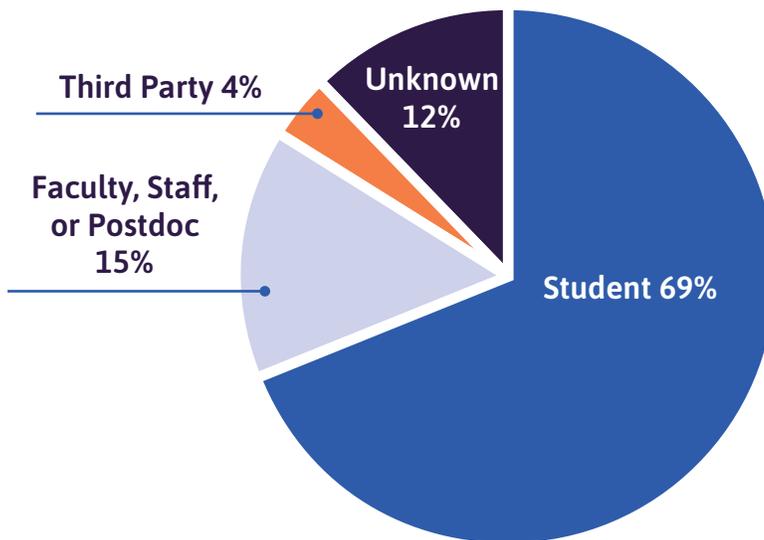
FY20 DISCLOSURE DATA

The following charts¹⁷ illustrate the total number of disclosures received in FY20 broken down by:

- University status of the person identified as having been impacted by potential conduct¹⁸
- University status of the individual identified as engaging in potential conduct¹⁹
- affiliation of the Title IX Resource Coordinator who received the disclosure²⁰

For the majority of disclosures received, a student was identified as the person engaging in potential sexual and/or gender-based harassment and a student was identified as the person impacted by potential sexual and/or gender-based harassment. The Harvard College Program Officer for Title IX and/or Harvard College Title IX Resource Coordinator received 41% of all disclosures received in FY20 (Figure 8).

Figure 6. University Status of Individuals Impacted by Potential Conduct



17 “Unknown” denotes disclosures wherein the person raising the disclosure did not disclose the affiliation of the person identified as impacted by potential conduct (e.g., individuals disclosing on behalf of an unidentified friend, anonymous phone calls or emails, and/or disclosures received via the Resource for Online Anonymous Disclosures (ROAD)).

18 This figure does not represent the total number of individuals identified as impacted in potential conduct, but rather the total number of disclosures received where the University status of the individual identified as impacted in potential conduct was faculty, staff, student, third party, or unknown, respectively. An individual may be identified as the person impacted in potential conduct for more than one disclosure.

19 This figure does not represent the total number of individuals identified as engaging in potential conduct, but rather the total number of disclosures received where the University status of the individual identified as engaging in potential conduct was faculty, staff, student, third party, or unknown, respectively. An individual may be identified as the person engaging in potential conduct for more than one disclosure.

20 Disclosures received by the Title IX Office are comprised of those submitted via the Resource for Online Anonymous Disclosures (ROAD) or directly by the University Title IX Coordinator and/or Associate University Title IX Coordinator.

Figure 7. University Status of Individuals Engaging in Potential Conduct

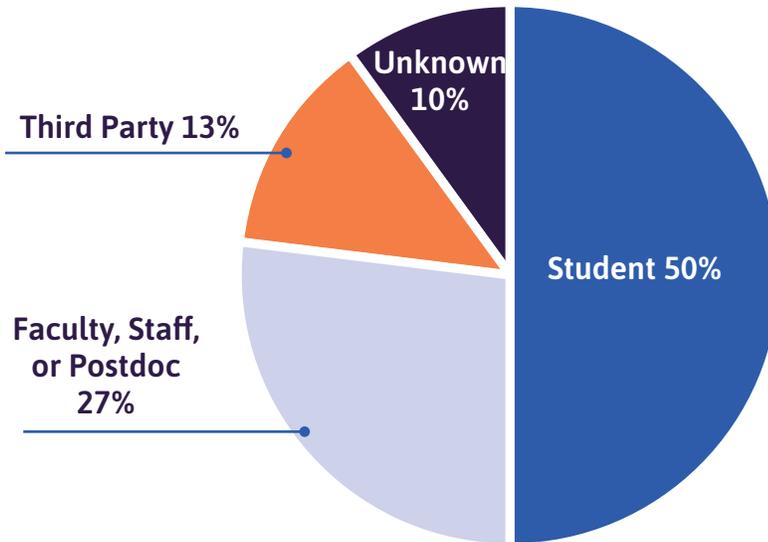
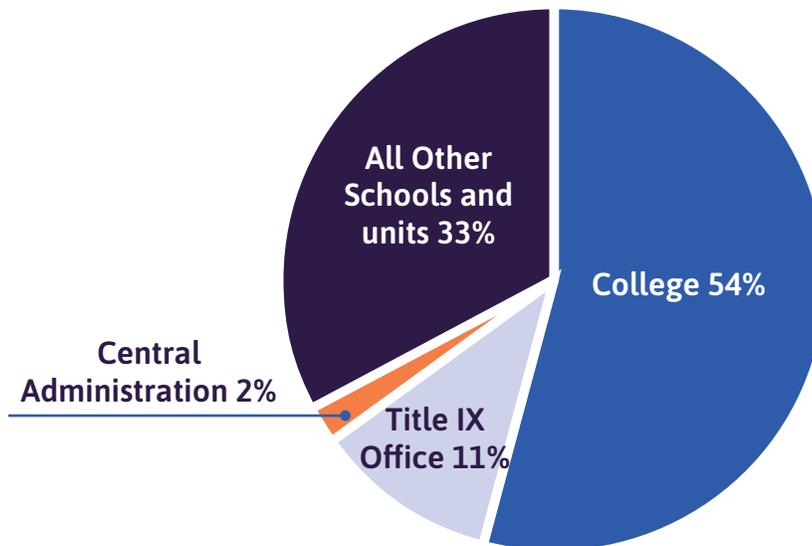


Figure 8. Disclosures Received by Title IX Resource Coordinator Affiliation





HARVARD UNIVERSITY
Office for Dispute Resolution

Smith Campus Center, Suite 901
Cambridge, MA 02138

p: 617-495-3786

e: odr@harvard.edu

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ABOUT THE OFFICE FOR DISPUTE RESOLUTION



Message from William (“Bill”) McCants, Director of the Office for Dispute Resolution (ODR)



ODR’s sixth fiscal year of operation, FY20, drew to a close on June 30, 2020, with a total of 218 complaints received since September 2014. ODR, staffed by three impartial and experienced investigators and a senior associate,²¹ supported by two fellows, continued

to note the broad use of our services across the University community. Cumulatively over the six-year period, complaints were filed by and against undergraduates, graduate/professional school students, faculty, staff, and third parties, at a rate of approximately 10% or more for each category.²² Complaints over the six-year period have involved School programs or activities overseen by all ten Harvard faculties, as well as nine units. Using gender self-identification by parties, ODR also noted that over the six-year period, about 65% of complaints were filed by females against males, 12% by males against females, 10% by males against males, and 6% by females against females. In approximately 10% of complaints filed over the six-year period, at least one party self-identified as BGLTQ.

ODR in FY20 in seven complaints, in FY19 in four complaints, and in FY18 in seven complaints, at the request of Schools or units, investigated related allegations that fell outside the scope of the Policy, and under other University or local policies.²³

The ODR team continued to field requests from the Harvard community for information or advice about the steps involved in pursuing an informal resolution or filing a formal complaint under the Policy. In response to feedback from stakeholders such as parties and witnesses involved in investigations and other interested individuals at the various Schools and units, as well as input from the University’s Title IX Policy Review Advisory Committee, ODR continued to work on improving the format and readability of its final reports of investigation (FRIs) in FY20. FRIs issued to date for cases originating in FY20 averaged under 25 pages in length,²⁴ for example, compared to an average of almost 47 pages in FY15, ODR’s first year of operation. In addition, ODR continued its ongoing communications and consultation with important allied service providers at Harvard such as HUHS (including OSAPR), HUPD, and the Office of the General Counsel.

21 Eric Jordan was promoted from ODR Associate to ODR Senior Associate effective January 10, 2021.

22 The one exception was complaints filed against, rather than by, third parties, constituting 4.1% of the complaints filed over the six-year period, but this percentage is reasonably expected to be lower than other categories. By contrast, complaints filed by, or on behalf of, third parties constituted 16.5% of the complaints filed over the six-year period.

23 ODR in FY20 handled one complaint, and in FY18 handled two complaints, entirely under University or local policies other than the Policy; these three complaints are not included in the data and charts contained in this Report. ODR only accepts such complaints from Schools and units when the size of ODR’s caseload of complaints filed under the Policy allows.

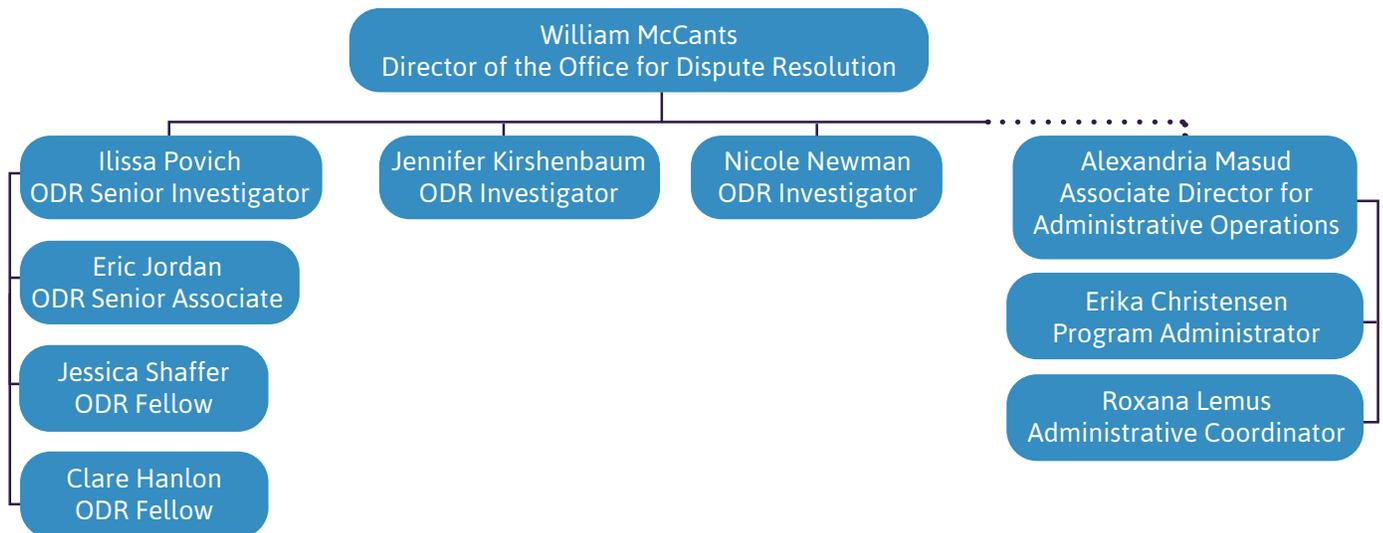
24 In calculating this average, ODR considers the same factors, as applicable, considered in calculating the length of investigations, described below. Complaint investigations vary greatly in, e.g., scope, evidence volume, and complexity, and this is predictably reflected in the length of the resulting FRI, to ensure that each party’s account is properly described and analyzed in its totality.

ODR’s investigative efforts continued to be supported by working jointly with trained investigative designees, for those Schools and units that use that model, or by regularly communicating with liaisons who provide valuable information from their Schools and units to ODR, while also relying on ODR to keep the liaisons current on investigative status and progress. In all cases, communication between ODR and the local Title IX Coordinators,²⁵ as well as when appropriate the Title IX Office, also helped ensure proper attention to the support needs of the parties involved in our investigations. In addition, when a formal complaint is filed, and ODR finds there is a hostile environment for one or multiple members of our community, the ODR Investigative Team, relying on the expertise of the involved School or unit, propose tailored recommended measures. This holistic approach works to improve outcomes both for individuals and the broader community.

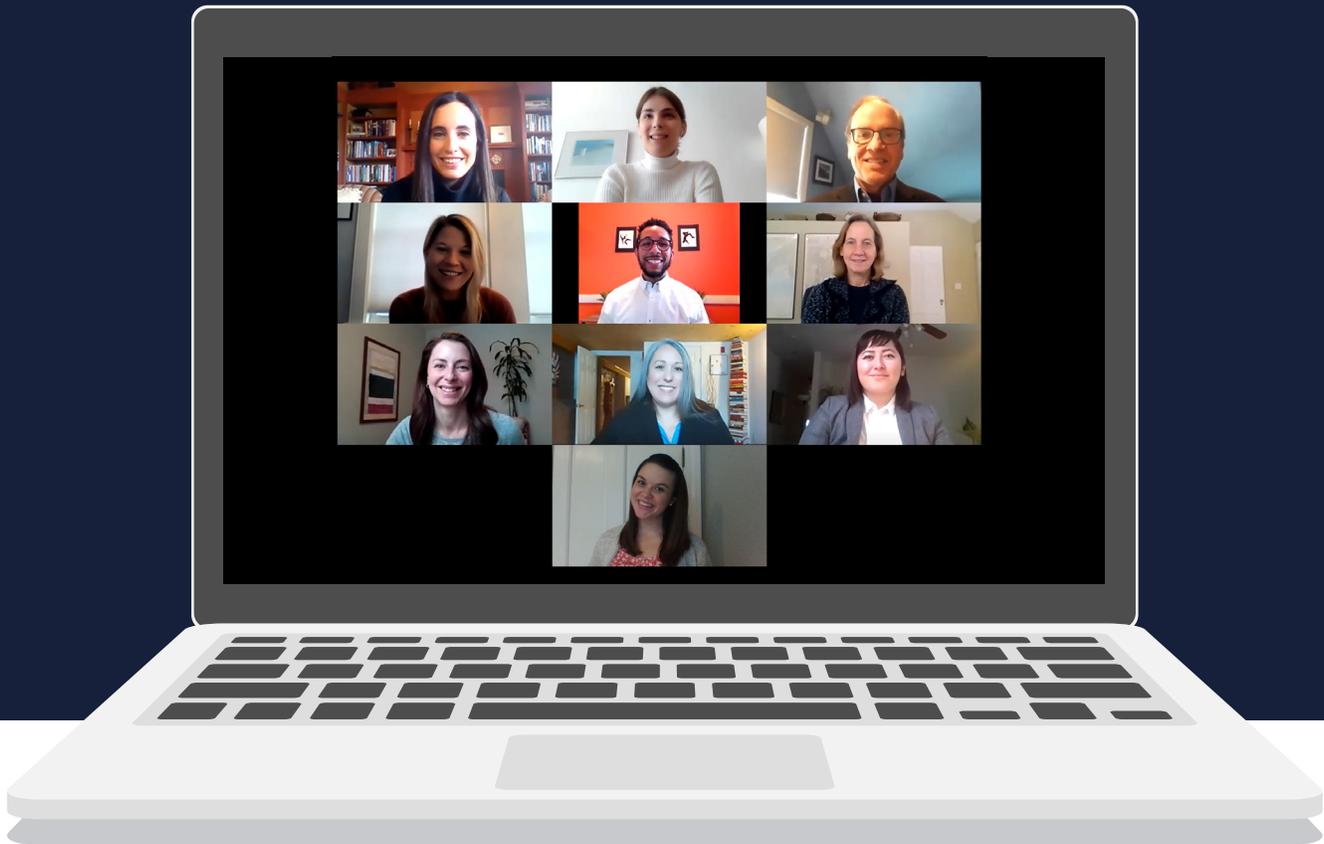
As part of our mission, ODR staff was involved in delivering over 30 audience-tailored trainings and presentations, which included attendees from across Harvard. ODR staff members also continued to hone and advance their skills base, receiving as applicable more than 50 hours of professional development training in subjects such as investigation, confidentiality, fair process, the neurobiology of trauma, and multiple trainings on the extensive, then-pending changes to the Title IX regulations.

ODR staff remains at all times keenly aware that we have been entrusted with investigating for all members of the Harvard community, in a prompt and fair manner, one of the most sensitive areas of human interaction, while protecting the privacy of those who interact with our office. We continue to be grateful for the efforts of our many partners to assist us in this important task.

About the ODR Office



²⁵ This annual report does not reflect interim changes in Harvard’s relevant policies and procedures brought about by the new Title IX regulations, effective August 14, 2020 (i.e., in FY21), including the name change to “Title IX Resource Coordinators.”



Bill McCants, Director of the Office for Dispute Resolution

Bill supervises the ODR staff, ensures timely and high-quality complaint resolution processes, and develops and delivers extensive University-wide training. He came to the Office in August 2014 with over 12 years of experience in civil rights investigations on the federal and state levels, in various protected class statuses, including sex, race, color, national origin, disability, and age. A graduate of Harvard Law School (HLS) and a licensed attorney, Bill has master's degrees in psychology (FAS/DCE) and criminal justice (Northeastern University). He holds a bachelor's degree from UCLA in History with a minor in Economics. A secondary schoolteacher for eight years, Bill taught U.S. and European History and Psychology, the latter two subjects at the advanced placement (AP) level. He also served as a co-Head of House in MIT undergraduate and graduate housing for 16 years. Bill is an avid ocean sailor and environmentalist, having previously served for several years as a municipal Conservation Commissioner.



Ilissa Povich, ODR Senior Investigator

Ilissa has conducted investigations and facilitated trainings with ODR since its inception in the fall of 2014. A graduate of HLS and a licensed attorney, Ilissa previously worked at a major Boston law firm and as General Counsel of a Boston area company. She holds a bachelor's degree from Duke University in Public Policy Studies and Economics. Ilissa has taught legal writing to new lawyers and summer associates. She is also an active volunteer in her local community, serving in leadership roles in numerous education-related non-profits, and previously served as the Chair of her town's School Committee.



Nicole Newman, ODR Investigator

Nicole has conducted ODR investigations and facilitated trainings as an Investigator since 2017. Nicole is a licensed attorney who came to the Office with over six years of experience in civil rights investigations at federal and state enforcement agencies, where cases involved all protected class statuses in education, employment, housing, and places of public accommodation. In addition, she previously worked as a civil litigator at a major Boston law firm. Nicole holds a B.A. from Duke University in Political Science and Spanish Studies, and a J.D. from Boston College Law School.



Jennifer Kirshenbaum, J.D., ODR Investigator

Jen has conducted ODR investigations and facilitated trainings as an Investigator since February of 2020. She is a licensed attorney who earned a J.D. from Boston University School of Law and a B.A. from the University of Pennsylvania in European History. Prior to joining the Office, Jen worked as an Assistant District Attorney with the Essex County District Attorney's Office for fourteen years, and has extensive experience in litigation and in conducting criminal investigations. In addition, she previously worked as a civil litigator at a Boston law firm.



Eric Jordan, ODR Senior Associate

Eric is a licensed attorney with a J.D. from Harvard Law School in 2014 and a B.A. in Architecture from Princeton University in 2009. Prior to joining ODR, Eric worked as both a litigation and a transactional associate for a major New York law firm, representing clients ranging from multinational corporations to refugees. Eric is also an alumnus of Harvard's Administrative Fellowship Program.



Jessica L. Shaffer, J.D., ODR Fellow

Jessica is an ODR Fellow and a licensed attorney. She earned a J.D. from the University of Michigan Law School and a B.A. from the University of Notre Dame. Before joining ODR, Jessica served as an Assistant District Attorney for Suffolk County and an Assistant Attorney General for the Commonwealth of Massachusetts. She has experience in criminal prosecution, civil litigation, appellate advocacy, environmental law, and civil rights.



Clare Hanlon, J.D., ODR Fellow

Clare is an ODR Fellow and a licensed attorney. Prior to joining ODR, Clare served as a law clerk to the Honorable Peter K. Killough for the Seventh Judicial Circuit of Maryland and worked as an Associate in the Organized Crime Unit of the Maryland Office of the Attorney General. She earned a B.A. in English from Tulane University and a J.D. from Boston College Law School, where she served as Articles Editor for the Boston College Law Review. During law school, Clare interned with the United States Attorney's Office for the District of Columbia and with the Middlesex District Attorney's Office. She also participated in the Boston College Innocence Program Clinic.



Alexandria Masud, Associate Director for Administrative Operations

Alex joined the staff in 2014 and now oversees the operations of the Title IX Office and the Office for Dispute Resolution, evaluates ongoing projects for adherence to long-term strategic and multi-year financial plans, and assesses and mitigates areas of risk. She received her B.A. in Philosophy of Law from Albion College. Prior to joining Harvard, she worked for three years in institutional equity trading and ten years as a client service analyst in institutional asset management with a focus on endowments and foundations.



Erika Christensen, Program Administrator

Erika provides support to the Office for Dispute Resolution by developing informational content in digital formats. She also assists with casework as needed. Erika has a B.A. in the Studies of Women, Gender, & Sexuality from Harvard College. Prior to joining our Office, she worked to support at-risk communities by developing suicide mitigation strategies. She also worked as a national campaign recruiter during the 2016 presidential primaries.



Roxana Lemus, Administrative Coordinator

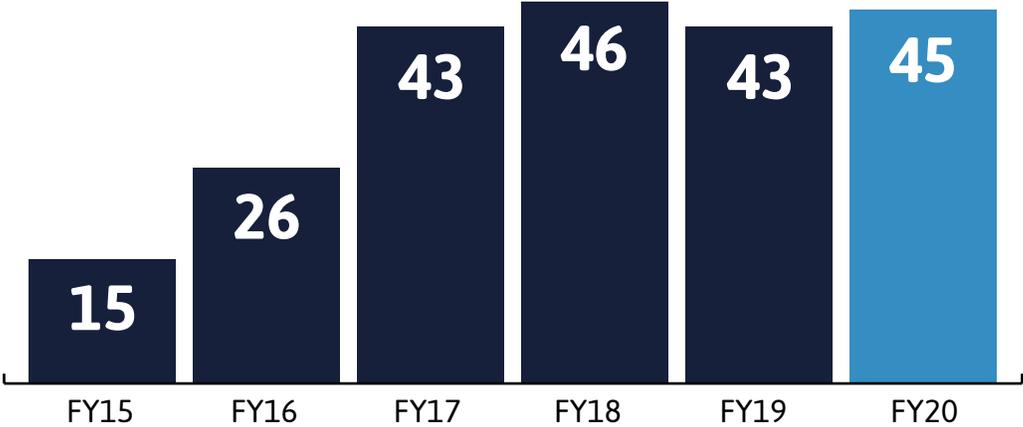
Roxana provides administrative support to the Office for Dispute Resolution and Title IX Office and contributes to the improvement of departmental processes and procedures. Prior to joining Harvard, she worked for four years as a paralegal and Spanish/English interpreter for a law firm specializing in immigration law. She has her certifications in community, medical, and legal interpreting from the BU Center for Professional Education and is completing her Associate's Degree in liberal arts at Bunker Hill Community College. Roxana is also a community organizer and volunteer doula.

ODR – DISPUTE RESOLUTION DATA & ANALYSIS

As in prior years, each case ODR investigated in FY20 was unique, and many were highly complex. A summary of ODR complaint information in FY20, with comparisons to complaint information in the five previous years of ODR operations, is provided below:

- ODR received 45 new complaints in FY20, compared to 43 in FY19, 46 in FY18, 43 in FY17, 26 in FY16, and 15 in FY15.
- Approximately 52% of the complaints over the six-year period were resolved before progressing to the investigative stage (i.e., through withdrawal, referral, or by administrative closure after initial review).

Figure 1. Year-Over-Year Trends in Number of Formal Complaints Filed with ODR



Timing: In FY20, ODR staff continued to keep the average length of investigations to approximately 3 ½ months (2019-2020, ranging from 2.7 to 4.5 months),²⁶ down from over 5 months in FY15, its first year of operation. ODR ensures that its investigators are as thorough as possible, and we continue to work to make the process move more quickly while maintaining the same quality, fairness, and sensitivity, regardless of, e.g., the size and complexity of a matter, or the roles of the principals in the Harvard community.

²⁶ In estimating the average length of investigation for the purposes of this annual report, ODR did not include, e.g., staff cases requiring interpretation and translation services, cases with special circumstances requiring very few interviews, cases involving delays due to documented medical or related circumstances, cases that are cross-complaints or part of a group of related complaints, cases with more than twice as many allegations as the ODR average of three (two cases, with over eight times as many allegations as the average of three, were, along with two single-allegation cases, dropped from the summary data to avoid skewing the average in a misleading manner), and cases more than twice the average case evidence volume measure for FY18-FY20. The case evidence volume measure was obtained, for cases not otherwise atypical (e.g., cross-complaints), by adding the number of pages of documentation submitted by parties and witnesses to the number of pages of interview records for parties and witnesses. Case evidence volume measures for the three-year period ranged from a low of under 100 pages to a high of over 1,400 pages. In calculating the average for all cases, the very highest and very lowest case figures were dropped from the data, to avoid skewing the average in a misleading manner. The resulting average case evidence volume measure for all cases was just over 500 pages.

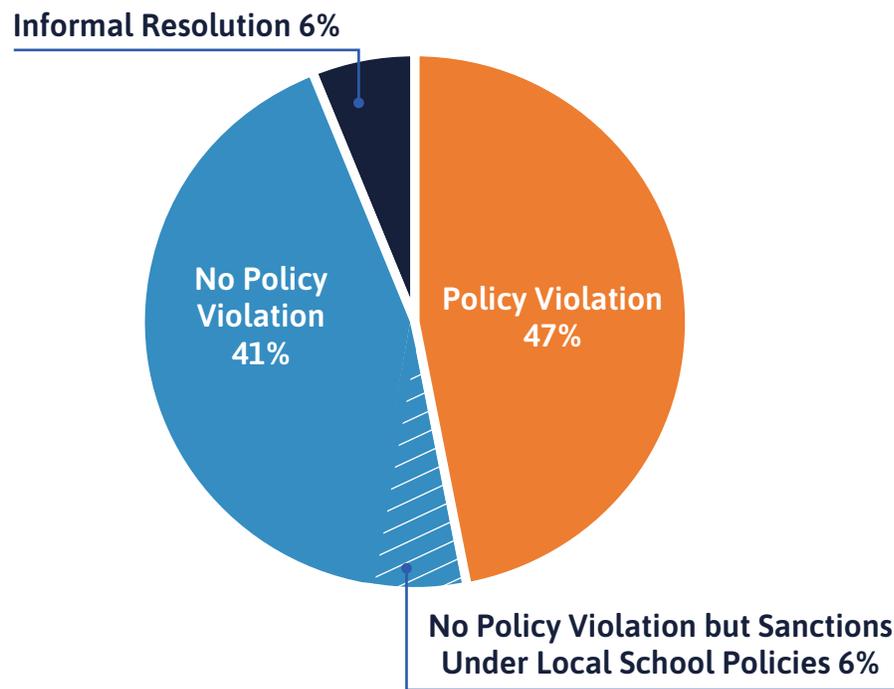
Many factors affect the length of the investigation in a particular case, for example:

- The type and total number of allegations per complaint.
- The nature and volume of the documentation submitted as evidence;
- The number and length of interviews requested by the parties;
- The number of witnesses interviewed and the length of those interviews;
- Whether a complaint is a cross-complaint, or part of a group of related complaints;
- Scheduling challenges, such as: special academic obligations (e.g., exams, final projects, inflexible grant deadlines); University holidays; and parties' and/or witnesses' travel abroad; and
- Extensions in time granted to parties to designate their respective personal advisors, who may include attorneys.

Every year, ODR handles some complaints containing allegations that include a constellation of conduct such as sexual assault, stalking (including through electronic means), and a pattern of comments targeting an individual based on sex-stereotyping, sexual orientation, and/or gender identity. The Policy takes into account that an individual may have experienced multiple types of prohibited behavior, during one or more incidents. This standard allows us to be responsive to the broader array of conduct that may be negatively affecting someone's life at Harvard. Accordingly, a single complaint against one respondent may contain multiple allegations. In addition, under the Policy, we also assess whether a hostile environment has been created.

Of the total number of complaints from FY15-20 that went through a completed investigation (N = 96), approximately 6% were informally resolved, 47% were found to involve violations of the Policy, and 47% were found not to involve violations of the Policy, with approximately 13% of the latter/6% of the total resulting in factual findings that subsequently supported sanctioning under local School rules. (Figure 2).

Figure 2. Outcomes of Complaints Proceeding to Investigation²⁷, FY15-20 (N = 96)

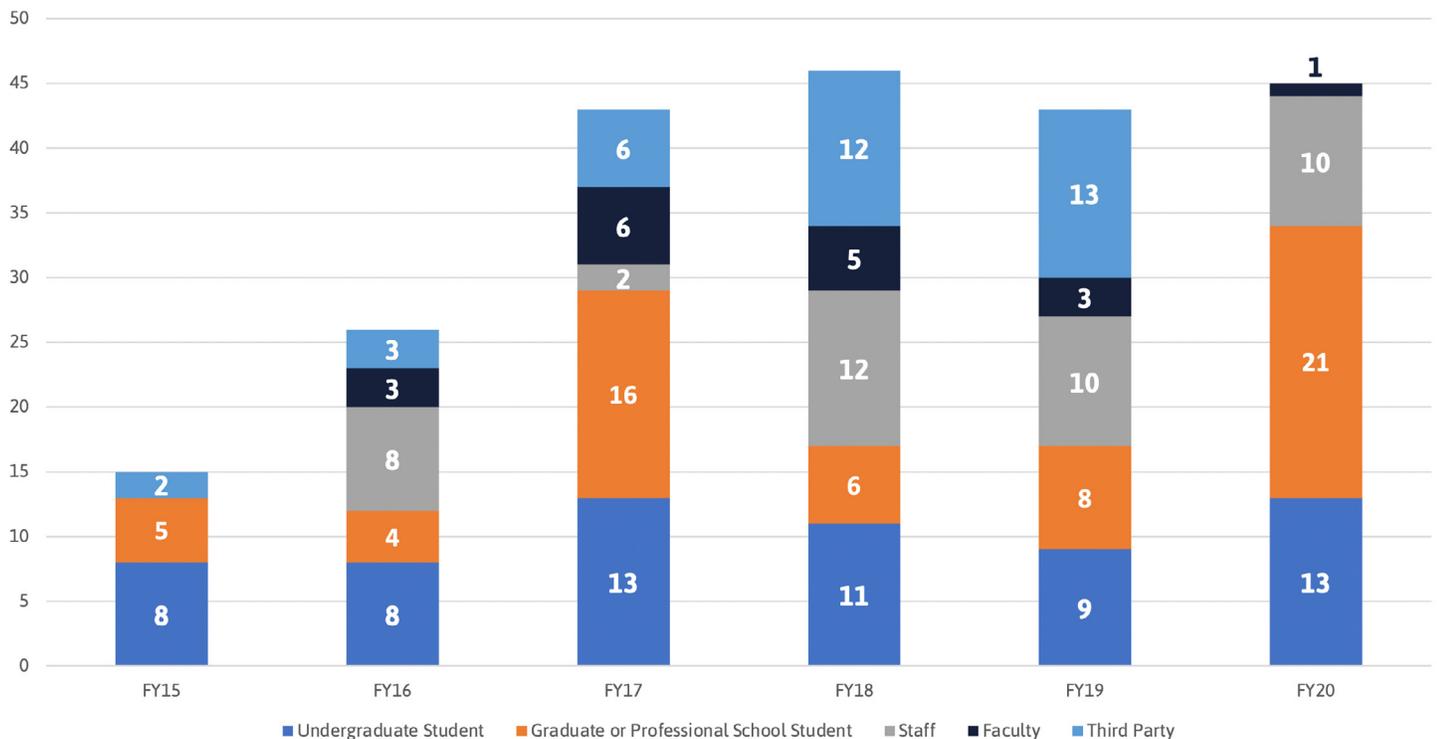


²⁷ Many complaints contain more than one allegation. Policy violation determinations must be made separately for each allegation. If one or more allegations in a complaint result(s) in the finding of a Policy violation, this is counted as a single "Policy Violation."

Case Demographics FY15-20:

- For each of the six fiscal years, the largest proportion of complaints was filed by or on behalf of students (including both undergraduate students and graduate or professional school students). The number of complaints filed by or on behalf of students doubled between the fifth and sixth fiscal years. (Figure 3)
- In five of the six fiscal years, the largest proportion of complaints was filed against students (including both undergraduate and graduate or professional school students). The number of complaints filed against faculty increased significantly between FY19 and FY20 (by 7). (Figure 4)

Figure 3. University Status²⁸ of Complainants²⁹, FY15-FY20 (N=218)



²⁸ A party is categorized based on their University status at the time of the alleged conduct. Thus, for example, a former student who is alleging harassment that occurred while they were a student is counted as a student and not, for the purposes of this data, as a “third party.”

²⁹ As noted in “Case Demographics 2015-2020” on the previous page, a complaint may be filed by or on behalf of students, faculty, staff, or third parties (emphasis added).

Figure 4. University Status of Respondents, FY15-20 (N = 218)

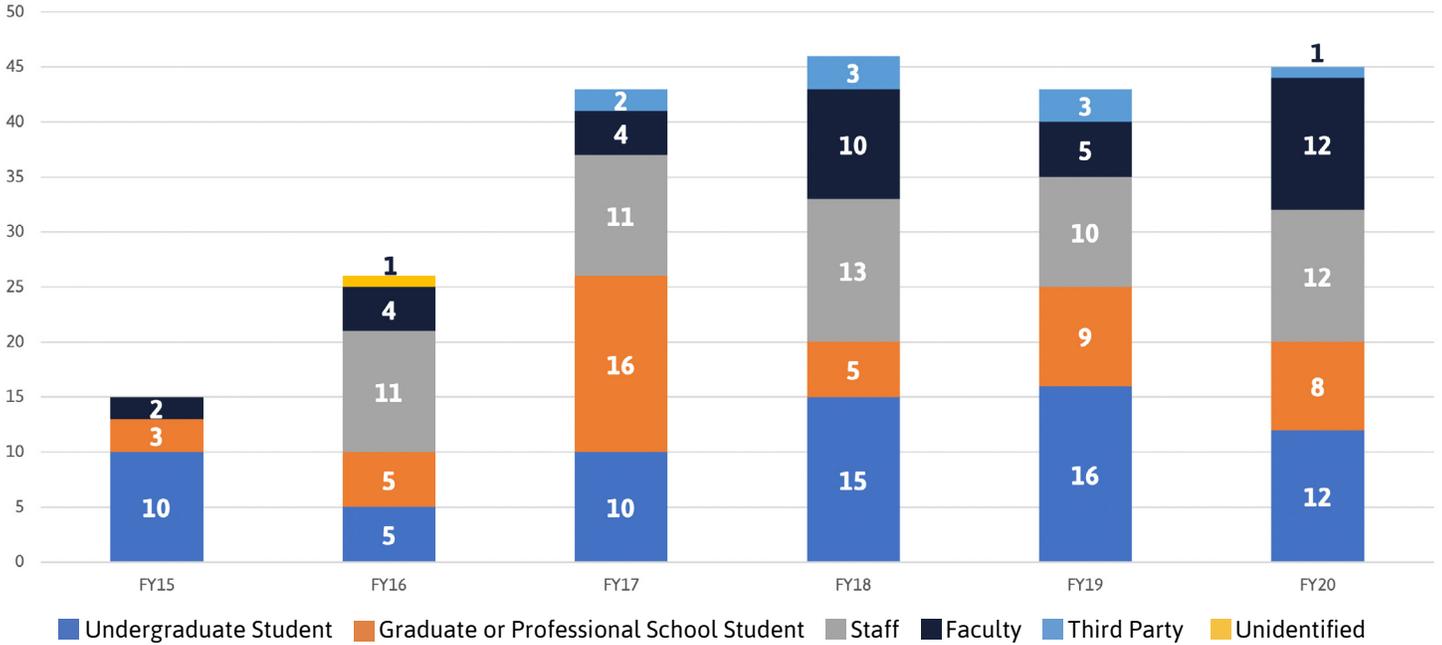


Figure 5. Complaint Allegations by Category, FY15-20 (N = 308)

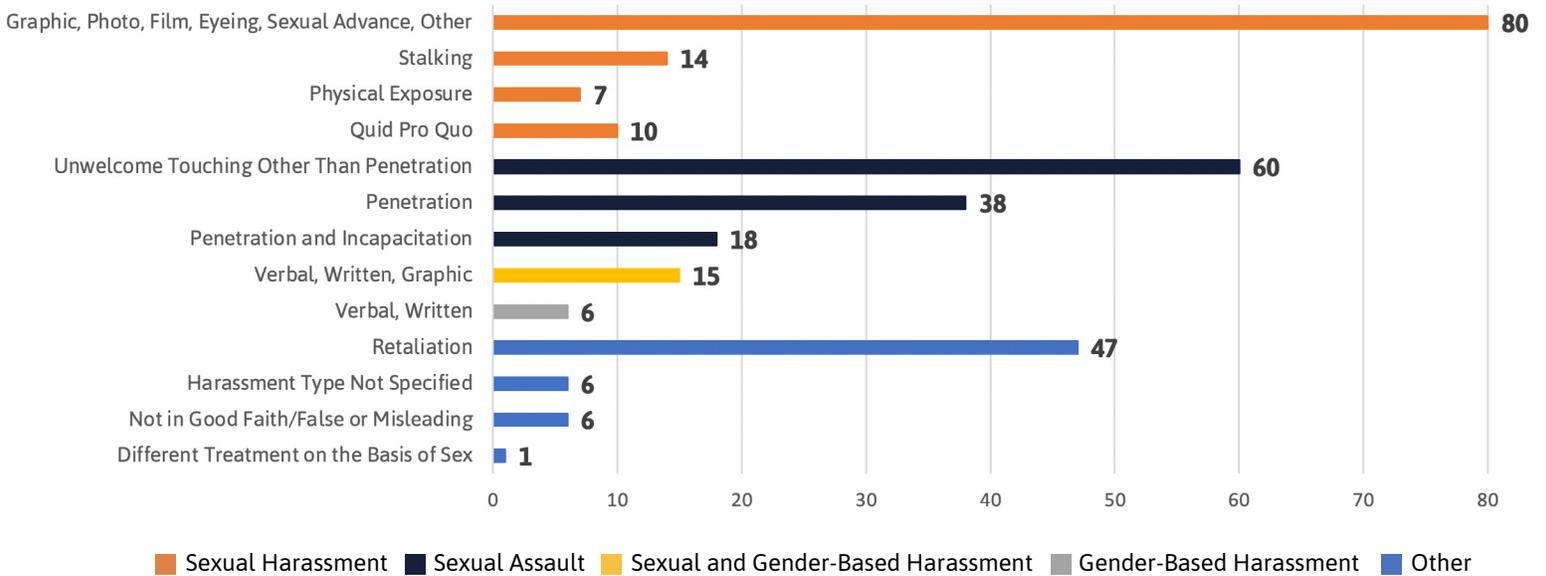


Figure 6. Complainant Status, Focusing on Allegations of Sexual Assault, FY15-FY20 (N=116)³⁰

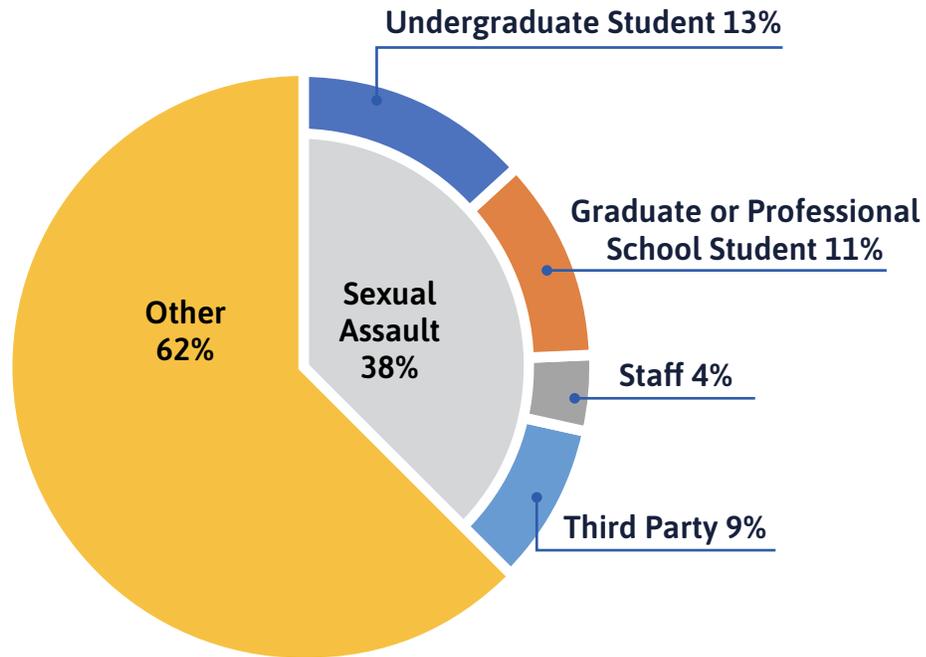
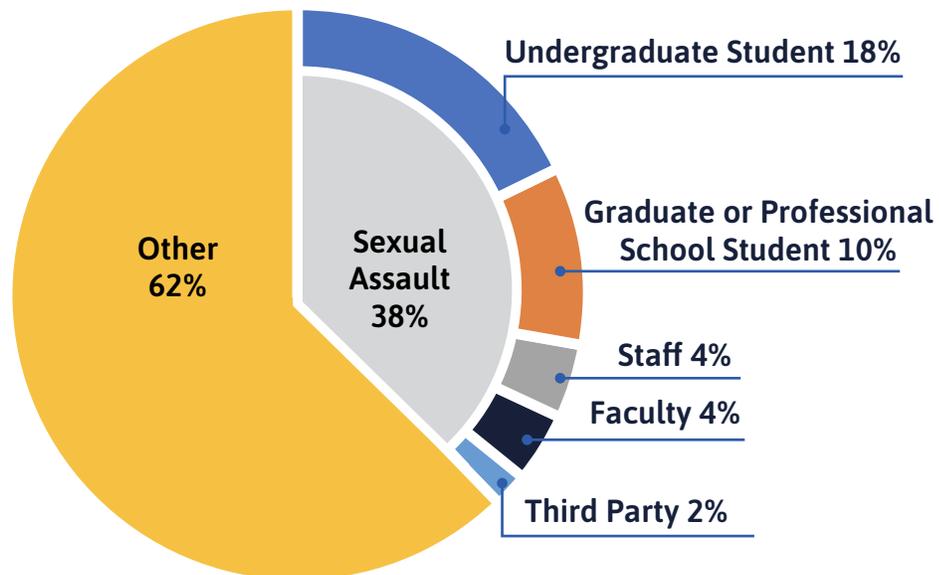


Figure 7. Respondent Status, Focusing on Allegations of Sexual Assault, FY15-FY20 (N=116)



³⁰ Percentages have been rounded and may not sum to 100%.

Figure 8. Sexual and/or Gender-Based Harassment Allegations (Not Including Sexual Assault) by Complainant Status, FY15-FY20 (N=132)³¹

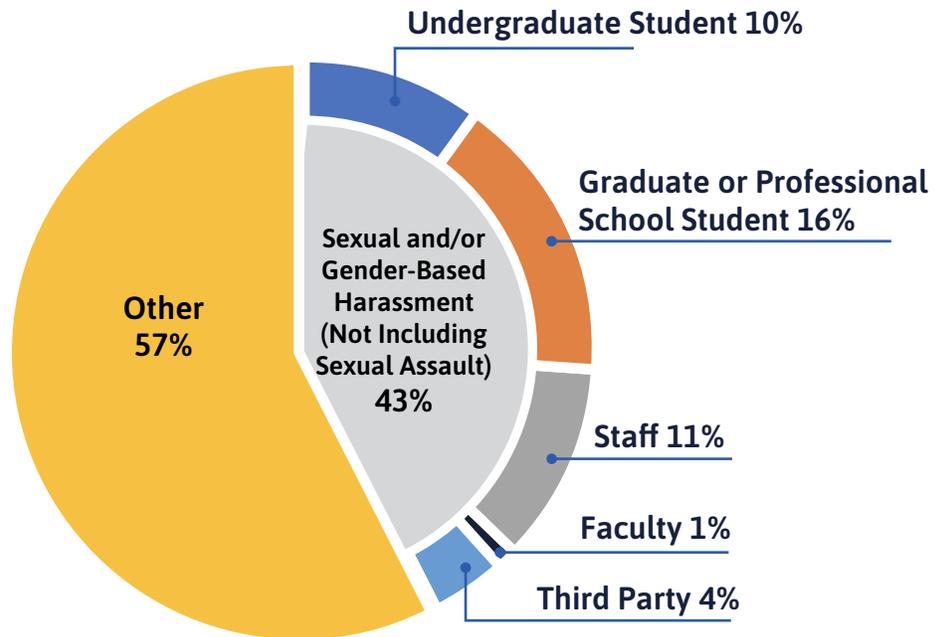
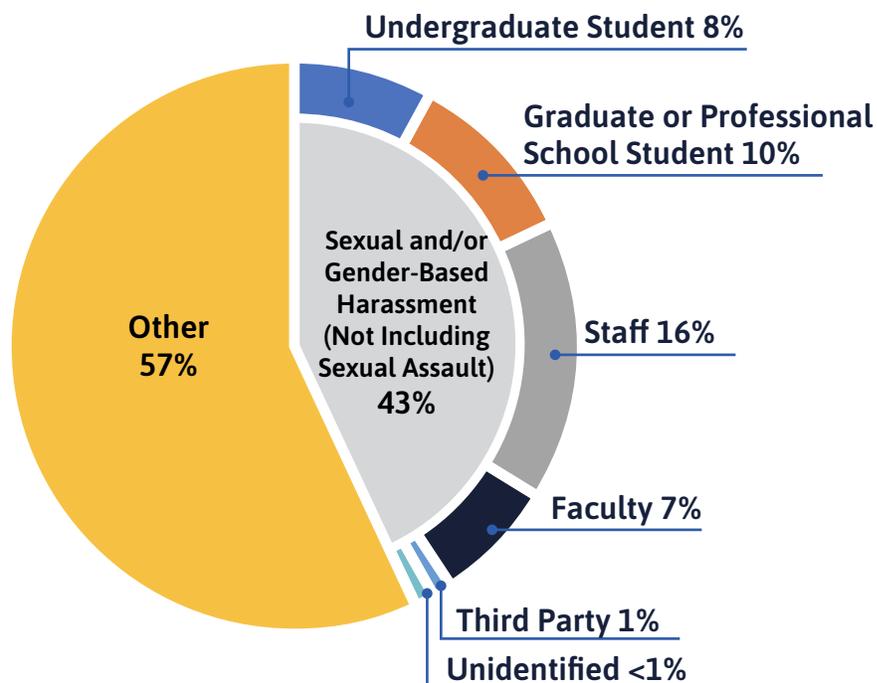


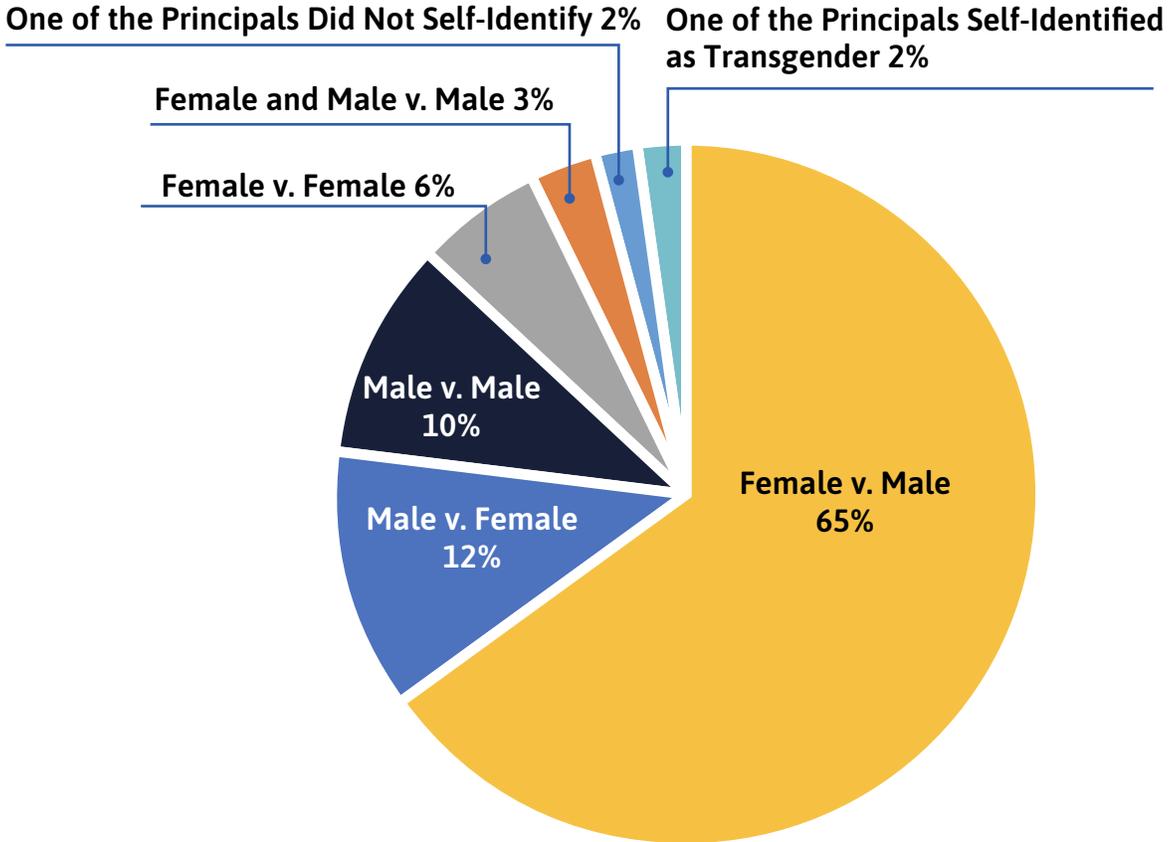
Figure 9. Sexual and/or Gender-Based Harassment Allegations (Not Including Sexual Assault) by Respondent Status, FY15-FY20 (N=132)³²



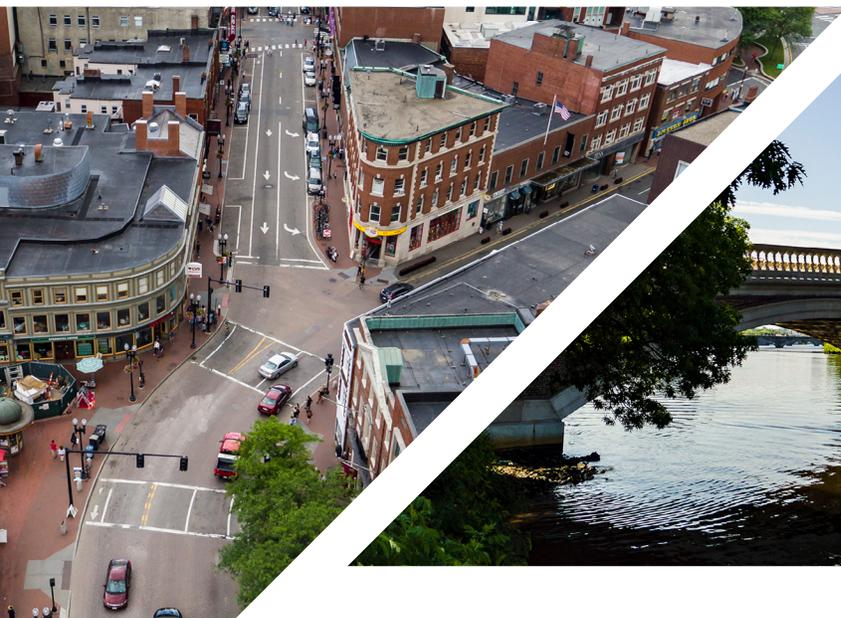
³¹ Percentages have been rounded and may not sum to 100%.

³² Ibid.

Figure 10. Gender³³ of the Principals
Complainant v. Respondent, FY15-FY20 (N=216)



33 Using self-identification.



GLOSSARY OF TERMINOLOGY³⁴

In response to community feedback, we have included for your convenience a glossary of terminology commonly used in this Report.

Administrative Closure: When an investigation is not opened because the conduct alleged would not be a violation of the Policy, even if the facts are true. (See “Initial Review” below)

Complainant: A person who files a complaint with ODR alleging that they experienced sexual or gender-based harassment, or in special circumstances described in the applicable procedures, a School or unit Title IX Resource Coordinator or designee.

Complaint (or “Formal Complaint”): A written and signed statement alleging a violation of the Policy. A complaint can be filed by the complainant or by a third party filing on behalf of a potential complainant (a “reporter”). Submitting a complaint to ODR starts the formal complaint process.

Designee: see “Investigative Team,” defined below.

Disclosures: Concerns regarding incidents of potential sexual or gender-based harassment that are brought to the attention of local Title IX Resource Coordinators.

Finding of Fact: After gathering and reviewing evidence from both parties and witnesses, as well as other evidence identified by the Investigative Team, the Investigative Team weighs the evidence and reaches a determination about what, more likely than not, happened in a particular case.

Informal Resolution: Informal resolution is a voluntary process through which the party initiating the request identifies specific allegations and, with the assistance of their Title IX Resource Coordinator, the University Title IX Coordinator, or ODR, addresses those allegations through a written agreement that is mutually acceptable to both parties, the School or unit Title IX Resource Coordinator, and the University Title IX Coordinator or the Director of ODR in consultation with the University Title IX Coordinator. At any point prior to such resolution, the party who initiated the request may withdraw the request for informal resolution. If the informal resolution request is withdrawn before a formal complaint has been filed, either party may initiate a formal complaint under the applicable procedures. Ordinarily, the informal resolution process will be concluded within two to three weeks of the date of the request. Once the parties have reached an express agreement through informal resolution, ODR will not investigate a complaint based on the same scope of allegations. Some allegations may not be appropriate for informal resolution, for example, in some instances where the allegations indicate a potential risk of a hostile environment for others in the community.

³⁴ Definitions below are reflective of the University’s operations in FY20 and do not represent changes to the policies and procedures as a result of the new Title IX regulations, with the exception of the University Title IX Coordinator and Title IX Resource Coordinators, who are referred to by their current titles.

Initial Review: A review of the complaint by the Investigative Team to determine whether the allegations, if true, would be a violation of the Policy. If so, then an investigation is started. If the allegations would not be a violation of policy, the complaint is administratively closed. To make this decision, the Investigative Team will review the written complaint and have a conversation with the complainant to gather more information about the allegation. During the Initial Review period, the respondent is not notified of the complaint.

Interim Measures: Individualized supports to help those who have been affected by incidents of potential gender-based or sexual harassment, including sexual violence, participate in campus life at Harvard and continue with their studies or work. Some examples include extensions of time or other course-related adjustments, University-issued and University-enforced no contact orders, and alterations to course schedules or work schedules.

Investigation: The process followed by a trained ODR Investigative Team to gather information in a thorough, impartial, structured, and timely way so that a decision can be made regarding the facts of a case and there can be a determination of whether there has been a violation of the Policy.

Investigative Team: The Investigative Team, which consists of an ODR Investigator paired with a trained person designated by the respondent's School or unit, is responsible for conducting investigations. If the School or unit does not designate a person to serve on the Investigative Team, then a single ODR Investigator will conduct the investigation.

Liaison: A person designated by the respondent's School or unit the respondent is from to provide information to ODR from the School or unit, while also relying on ODR to provide the Liaison with information about the status and progress of the investigation.

Parties: The complainant and the respondent.

Personal Advisor: Under the conditions outlined in the applicable procedures, the parties in an ODR complaint each may be entitled to designate a "personal advisor" to support them during the ODR investigation process. Personal advisors are individuals who, at the request of their advisee, provide support to the advisee throughout the ODR investigation. A personal advisor should be someone who can assist the party without conflict and thus, may not have any other involvement in the ODR process. So, for example, an individual may not serve as both a personal advisor and a witness in an ODR investigation. The personal advisor may be present when their advisee is being interviewed and can give feedback to their advisee in private. They may not speak for their advisee during the interview.

Policy: Harvard University's Sexual and Gender-Based Harassment Policy.

Principals: Individuals in a complaint alleging they have been the subject of misconduct prohibited by the Policy, or in special circumstances described in the applicable procedures, a School or unit Title IX Resource Coordinator or designee, and individuals who are alleged in a complaint to have engaged in conduct prohibited by the Policy.

Reporter: Someone who submits a complaint describing possible harassment, but who did not directly experience it. For example, a concerned coworker who witnessed harassment in the workplace.

Respondent: A person who is alleged in a complaint to have engaged in conduct prohibited by the Policy.

Responsible Employee: Staff (including paid student employees, only when acting as employees of the University) and faculty who must share information with a Title IX Resource Coordinator about potential incidents of sexual or gender-based harassment. Our goal is to ensure that individuals receive accurate information about the resources and options available from a trained person in a position to assist them. For more information on responsible employees, visit the [Responding to Disclosures Guide](#).

Third Party: A person who is not a Harvard student, faculty, staff, or appointee as provided in the Policy, but to whom the Policy either applies or who may bring a complaint under the applicable procedures.

Title IX Resource Coordinator: Harvard has designated 50+ Title IX Resource Coordinators distributed across every School and unit of the University. The Resource Coordinator assures that every student, faculty, and staff member has access to support at the local level. They serve in a neutral role and are specially trained to respond to disclosures of potential sexual or gender-based harassment, assist in developing interim measures, and serve as a bridge to other resources. Title IX Resource Coordinators handle disclosures sensitively and discretely and information is shared on a strictly need-to-know basis.

APPENDIX: ABRIDGED LIST OF HARVARD RESOURCES

THE TITLE IX OFFICE & ODR ARE LOCATED AT:

Smith Campus Center, Suite 901
Cambridge, MA 02138

Title IX Office

Phone: (617) 496-0200

Email: titleix@harvard.edu

Website: titleix.harvard.edu

Office for Dispute Resolution

Phone: (617) 495-3786

Email: odr@harvard.edu

Website: odr.harvard.edu

For a comprehensive list of resources, visit our Title IX Resource Guide at <https://titleix.harvard.edu/resource-guide>.

- [Title IX Resource Coordinators](#)
- [Office for Dispute Resolution \(ODR\)](#)
- [Office of Sexual Assault Prevention & Response \(OSAPR\)](#)
- [Harvard College Office of BGLTQ Student Life](#)
- [Harvard University Police Department \(HUPD\)](#)
- [Harvard University Health Services \(HUHS\)](#)
- [Harvard University Counseling and Mental Health \(CAMHS\)](#)
- [Harvard University Health Services Behavioral Health](#)
- [Harvard Chaplains](#)
- [University Ombudsman Office \(Cambridge\)](#)
- [Ombuds Office \(Longwood\)](#)
- [Employee Assistance Program \(EAP\)](#)

