

Sexual Harassment and Violence Advisory Council

Report & Recommendations

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INTRODUCTION

The Sexual Harassment and Violence Advisory Council (SHVAC) was created at the behest of the President of the Maryland Institute College of Art (MICA) to 1) consider and articulate campus values and practices relating to Title IX legislation in accordance with regulations and community needs and 2) develop recommendations for improving policies and practices to be delivered to the President, Title IX Coordinator, and Vice President for Student Affairs (Appendices A & B).

Charged with this important task, the faculty, staff, and student representatives of SHVAC convened weekly to conduct a thorough self-study of MICA and research external best practices in order to make informed recommendations that reflect the culture and needs of the MICA community. The weight of this topic dictated a deliberate and thoughtful process. While we are eager to publish our initial findings, we acknowledge there is still much work to be done. Our ultimate desire is for this report to serve as a roadmap for long-term systemic change.

Although MICA is often regarded as a safe and supportive environment for students, faculty and staff, incidents of harassment, discrimination, and violence have occurred and persist. Derogatory, humiliating, violent, and intimidating language, behaviors, and attitudes are evident on campus, but for a variety of reasons incidents go unreported or are insufficiently addressed. Current policies, resources, and practices are unclear and/or inadequate, failing to meet the needs of our faculty, staff, and student populations. There is concern that this lack of clarity has contributed to a climate of mistrust, confusion, and inaction. As a result, victims and survivors are not always receiving the support and resources needed to thrive at MICA, and those in positions of helping are often ill-equipped to intervene effectively.

This report includes observations of the ways in which MICA has fallen short as an institution to meet the needs and expectations of our community. Yet embedded in this document is a true faith and hopefulness in MICA's ability to do better. By taking this opportunity to openly and honestly examine our actions and behaviors, we are confident our community will be made stronger. It is our belief that MICA has the talent and potential to demonstrate best practices in the campaign against sexual harassment, assault, and discrimination on college campuses.

SHVAC is profoundly grateful for all of the dedicated members of the MICA community who have worked alongside us to guide our inquiry, provide input, and share their stories.

To the individuals impacted by violence, harassment and discrimination, we say, you are not alone.

Sincerely,

The Sexual Harassment & Violence Advisory Council

METHODOLOGY

In an effort to familiarize itself with both the regulatory and cultural dynamics in which this inquiry was being conducted, SHVAC engaged in a number of discrete and deliberate activities. Some of these involved reviewing materials and resources produced both inside and outside the institution; others were intended to gauge campus climate/perspectives/expertise on the topics of sexual harassment and violence. In addition, SHVAC invested significant time at the outset of its journey developing a framework for its process. The group adapted the concept of appreciative inquiry for this purpose, and prepared itself through team building and facilitation training to address the sensitive themes and experiences it would encounter. In its earliest meetings SHVAC also began to conceptualize an approach to explicating the myriad concerns embedded in its work, eventually settling on four central areas of inquiry: **policies and protocols; education and training; counseling and support; and academic or artistic freedom.**

Having established its scope of inquiry, based on the charge and key questions received from MICA's Title IX officers, SHVAC proceeded with the following—though not necessarily in this exact order:

- *A review of documentation produced by legislative/governmental bodies pertaining to Title IX policy and practice.* This included the Not Alone report (published in April 2014 by a White House task force), the Dear Colleague letter (from the U.S. Department of Education, issued originally in 2011), and various Title IX resources (web publications). An abbreviated list of such information is available in Appendix H of this report.
- *A review of internal resources that cite/describe institutional policies pertaining to the themes of sexual harassment and discrimination.* These efforts were focused largely on MICA's website and the extent to which information was accessible and comprehensible, as well as the existing handbooks and ancillary training materials summarizing codes of conduct and reporting protocols for students, faculty and staff.
- *Presentations by campus offices and other stakeholders that have a direct role in the application/enforcement of institutional policy related to sexual conduct, or that provide support to community members experiencing a breach of said policy.* These included question and answer sessions with the Interim Director of Campus Safety and the Director of Student Counseling, a review of case studies compiled by the school's Title IX Officers and Chief Judicial Officer, and a testimonial by one of the principal student organizers of CASA (Campus Advocates, Survivors, and Allies).
- *Listening sessions conducted with key constituency groups within the MICA community.* Specific questionnaires were developed to gauge the views/concerns of the following populations: survivors (both reported and non-reported); trans/gender-fluid community members; students of color; former and current Judicial Review Board members (students/staff/faculty); resident assistants; staff (general); and faculty (general) (Appendix F). The listening sessions were advertised via email (Appendix D) and word-of-mouth to the entire campus, with RSVPs required for participation (Appendix E). While most of these events garnered a satisfactory level of attendance (and hence information for SHVAC's consideration), two in particular—Trans*/Transgender/Gender-Fluid and Students of Color—did not yield the sort of response/feedback anticipated or hoped.
- *Targeted interviews with other campus community members who serve in a support or advocacy role.* This group included, among others, the Health Promotions Educator (who also serves in an

advisory capacity for CASA), as well as other staff members in the division of Student Affairs. These interviews were conducted using essentially the same array of questions that was developed for the listening sessions described above.

- *Informal discussion with members of the campus community.* Recognizing that not all individuals who might feel moved to share their perspectives (or experiences) on the topics with which SHVAC is concerned would also feel comfortable conveying their views in a (moderately) public forum, SHVAC members engaged students, faculty and staff in less formal/structured conversation wherever possible. Such feedback was shared and discussed at regular SHVAC meetings and has been factored into the recommendations that appear later in this report.
- *Survey of peer and aspirant institutions.* With the intention/goal of establishing comparative data, SHVAC consulted (either directly or indirectly) the following schools: University of Vermont; Johns Hopkins University; The School of the Art Institute of Chicago (SAIC); Rhode Island School of Design (RISD); University of Connecticut; Pratt Institute; University of North Carolina at Chapel Hill; and the University of Virginia. While the entire survey can be found in Appendix H of this report, questions were formed around the following central themes: accessibility of information related to Title IX and/or institutional policies and practices regarding sexual conduct; resources for community members (survivors as well as respondents); and training and educational programming (Appendix H).
- *Networking with external community organizations.* Having heard in various contexts that MICA's internal resources are not adequately addressing the needs of the campus community—particularly those of survivors—SHVAC contacted a number of external organizations. This was done with an eye toward 1) bolstering the network of support that might be offered to community members and 2) cultivating potential future partners for training and educational purposes.
- *Established pathways for access and communication.* In order to provide the campus community with a more private, confidential mechanism for sharing concerns and feedback in written form, SHVAC collaborated with the Division of Student Affairs to introduce the notalone@mica.edu email address. In addition, significant research and discussion were devoted to the notion of designing a centralized web presence for Title IX and related content.

Through these efforts SHVAC collected a tremendous amount of both anecdotal and empirical information, which was then distilled in the latter portions of the academic year into a set of recommendations that have been woven into the Areas of Inquiry sections of this report. Though these recommendations are being advanced with unequivocal confidence in their value and efficacy, as well as compassion for the campus community in which they might be implemented, SHVAC acknowledges that its work serves merely as a roadmap for what the institution should aspire to accomplish in the future, and that further endeavors to understand and respond appropriately to the lived experience of MICA students, staff, and faculty are necessary.

Notes on Limitations

While the following narrative describes a good number of successes, in terms of SHVAC's ability to draw reasoned and informed conclusions from the information made available to it, the group also feels compelled to enumerate the limitations or challenges it faced within the scope of its work.

First, during the course of the academic year, SHVAC lost two of its members—one after the initial meeting, and one in the latter stages of the fall semester. Despite efforts to restore or sustain its initial membership, the group was unable to elicit additional participation. It should also be noted that when compared with the population at MICA generally, cultural and racial diversity were under-represented within the committee. As a result, SHVAC did not benefit from the richness of perspectives and expertise that was envisioned in its formation.

In addition, SHVAC had limited access and time to review data that would have broadened its understanding of the current and historic dynamics regarding Title IX and sexual assault and harassment at MICA. SHVAC collected data ranging from statistical summaries of sexual harassment and violence cases that have occurred within the MICA community to policy statements and other documents articulating a rationale and strategy for educating students, staff, and faculty on pertinent issues (Appendix G).

Finally, through a variety of interactions and non-interactions it became patently obvious to the membership of SHVAC that the campus community did not fully discern the purpose—or reasonably expected outcomes—of this initiative. Among students there were two prevailing perspectives: 1) that SHVAC was a highly “institutionalized” body, and hence something to be regarded skeptically; and 2) that SHVAC’s role was to intervene directly in the school’s handling of matters related to Title IX and/or sexual harassment. This latter view seems to have been a driving force in the organization of CASA, as some of its members have expressed disillusionment at SHVAC’s apparent inaction during the past academic year. Staff and faculty appeared to regard SHVAC as something completely insular and removed from the daily realities of the institution. In retrospect, greater efforts could have been made to educate the campus community on SHVAC’s objectives and ideology.

Some members of SHVAC felt a tension between the community's needs and the institution's reputation. This tension created a chasm for effective and honest communication between SHVAC and the campus community. In order for MICA to become a healthier environment that gap must somehow be bridged.

AREAS OF INQUIRY

Policies and Procedures

Communication of Policies

MICA’s policies systemically impact all areas of student, staff, and faculty engagement on campus and with the MICA community. In order for MICA to be most effective in supporting the wellbeing of its community, MICA’s policies must be clear, up-to-date, and easily accessible. Student, faculty, and staff handbooks or codes of conduct appear to be inconsistently reviewed and processes for updating policies and handbooks are unclear.

The current state of disorganization of MICA's website, specifically the Policies & Handbook webpage, inhibits access to vital information and resources, leaving MICA and its community compromised and open to liabilities. Few MICA community members are aware of policies, where to find them, and how they are affected by them. Communications to the MICA community about new or newly updated policies are not reflective of the diverse modes in which MICA students, faculty, and staff access information. For example, this spring, several email messages were sent from Title IX administrators about the formation of SHVAC, new policies, CASA, and SHVAC listening sessions. We found these communications largely overlooked by community members, particularly students, and ineffective in communicating important information. A centralized location of key information pertaining to sexual misconduct must be developed and maintained and email cannot be the sole method of communication. Insufficient action to ensure policies are accurate and accessible creates a culture of misinformation preventing individuals from effectively engaging with structures of support. These failures to communicate are not reflective of MICA's core values, nor do they serve the talented, intelligent, compassionate community, dedicated to creating an environment free of hostility.

Recommendations

- SHVAC recommends a comprehensive webpage dedicated to education and access to resources and information about Sexual Assault and Harassment. The web page should include information on:
 - What to Expect if you are a Complainant or Respondent
 - Resources for survivors, victims, and bystanders
 - Title IX (Know your IX, what it means for students at MICA, and how MICA policies are in compliance with the law)
 - MICA policies and procedures
 - Maryland State Laws
 - Sanctioning Guidelines
 - Information on the Hearing Board Process for Students
 - Information on the Disciplinary / Grievance process for Staff and Faculty
 - Definitions of Terms
 - Victim's Advocates (described later in this report)
 - Campus Safety Officer information page (bios of Officers, professional history, photographs Officers)
 - Answers to Frequently Asked Questions
 - Flow chart mapping progress from incident to resolution, include individuals and organizations who may and should be contacted throughout the process.
- Complete an audit of MICA's website to locate all policy language (Faculty Handbook, Employee Handbook, "Red Book", student handbook(s) etc.), archiving policies and language that are out of date, and preventing outdated materials from being accessible through search optimization. The labeling of information listed on the website or in handbooks should not use jargon. For example, a survivor would not search for "Title IX" when looking for counseling options.

- MICA should be transparent about policy review process, who is responsible for making updates and changes, and how often policies are reviewed. Ideally, the MICA community would be involved in these conversations.
- A committee composed of students, faculty, and staff should review policies and handbooks annually. Policies and handbooks should be dated to indicate policies were read and/or updated, as needed each year.
- Multiple platforms should be utilized to communicate changes to MICA policies (email, website, staff meetings, departmental meetings, etc.) ensuring all MICA community members have an opportunity to access information.

Enforcement of Policies

MICA's practice of enforcing policies and supporting students, faculty, and staff in filing complaints is inadequate, lacking in structural systemic support and transparency. The tedious, inconsistent, and ambiguous nature of the current grievance processes for students, faculty, and staff contributes to a climate of revictimization. For example, individuals are repeatedly asked to retell their story, are often asked inappropriate questions regarding the incident, and perceive a bias toward victim blaming from individuals in positions of power. Complainants participating in the judicial process may be re-traumatized, impacting the emotional, social, educational and professional wellbeing of Complainants, Victims, and Survivors.

Hearing Board Process for Students

The current hearing process calls into question MICA's compliance with Title IX. Some individuals participating in the judicial process complained that they were not fully informed of their rights under Title IX, contributing to a climate of mistrust and misinformation. They further stated that some Hearing Board members were at times insensitive in their questioning reinforcing rape culture dynamics. Hearing Board members SHVAC spoke with shared they at times felt unprepared to adjudicate cases due to limited training on MICA's policies, including sanctioning guidelines, and Title IX obligations.

Recommendations for Employee Grievance & Disciplinary Process

- Conduct an audit of the employee disciplinary and grievance process to find ways of increasing transparency, improving consistency, and providing more support.
- Create a checklist outlining individual rights with regards to Title IX and MICA policies to be utilized when meeting with complainants and respondents so that they are fully aware of their rights and how MICA can help and support them.
- Clearly communicate sanctioning guidelines to complainants, respondents, and those who witness disciplinary processes.
- Create an online or paper-based complaint form that can be submitted anonymously by individuals or witnesses to designated campus officials or Title IX administrators. (Some examples can be found in Appendix H.)

Recommendations for Student Judicial Process

- A smaller pool of Hearing Board members should be identified to specifically work on cases involving sexual misconduct. Hearing Board members should be thoroughly trained on

MICA's policies, sanctioning guidelines, Title IX obligations, and with working with individuals that have experienced trauma.

- Develop and implement a training model for all Hearing Board members. Training should be mandatory for continued participation on the board. Hearing board training materials should be accessible on an inclusive webpage devoted to Title IX resources.
- Create a set of sanction guidelines to be given to Hearing Board members informing Hearing Board members, respondents and complainants of possible sanctioning options.

Campus Safety

SHVAC members learned much about Campus Safety's role in enforcing policies and supporting survivors or victims. It is evident that some community members are unaware of the training and credentials of Campus Safety Officers. For instance, SHVAC learned that several Campus Safety Officers have been trained to work with survivors as "advocates" or "resource officers"; however, little to no information or communication about this could be found. Some community members also shared a lack of confidence that Campus Safety will follow through on reports of sexual assault with a victim-centered approach. Concern was expressed about the professionalism of some officers to appropriately respond to student requests. Conversely, several individuals shared that Campus Safety Officers played a positive role in supporting and advocating for them during a difficult time. These inconsistencies are troubling.

Communication of "timely warning" emails (a series of messages that describe severe incidents concerning immediate safety) was also discussed. Of particular concern was a timely warning issued in fall 2014, which directly named an assailant. This caused much confusion and distress in the community, as members were unsure about why this decision was made and whether or not it was indicative of a new policy or protocol being implemented by Campus Safety.

SHVAC heard from different groups, including Campus Safety, that there is a collective desire to build better relationships between Campus Safety Officers and members of the MICA community. This indicates an area of opportunity and growth that should be developed moving forward, particularly as Campus Safety undergoes leadership change.

Recommendations

- Inform community members about the role of Campus Safety in responding to sexual violence and harassment including their ability to serve as a conduit with the Baltimore City Police Department.
- Expand training opportunities to Campus Safety Officers, including Security Guards.
- Establish open communication between the community and Campus Safety so that concerns and questions can be addressed in a timely and thoughtful manner.
- Educate the community on training and credentials of Campus Safety Officers.
- Cultivate opportunities for Campus Safety Officers to have increased visibility and interactions with faculty, staff, and students.

Human Resources

Despite the recent reorganization of Title IX responsibilities in MICA's Human Resources office, SHVAC learned of multiple barriers that persist and serve to discourage individuals from speaking to HR about their concerns: perception that doing so could jeopardize their employment or promotion, perception that HR is unable to act on these reports, perception that HR has been inadequate in mediating conflict, lack of information about what will happen once a report is made, and frustration that the process will be unnecessarily time consuming and a distraction. SHVAC had no way of verifying specific reporting timelines, but some individuals shared that they felt their concerns were not handled in a timely and suitable manner, extending mistrust and the perception that this issue is not prioritized on our campus or that individuals, while well-intentioned, are at times ineffectual.

Recommendations

- Increase response time to sexual violence and harassment complaints.
- Assist departments in addressing hostile climate issues, even when the reports are given anonymously.
- Communicate clearly what happens once a person reports a claim of sexual harassment or assault. For example a reporting flow chart could clarify, visually, the reporting process.
- Create a streamlined intake process that reduces the amount of times victims need to share their story.
- Provide HR staff with trauma-informed training.

Title IX Officers

There is a perception that the Title IX Coordinator is not visible to students, faculty, and staff. The Deputy Title IX Coordinator may be too visible and perceptions of power and influence are areas of concern. The roles of these individuals in overseeing and implementing policies are also unclear, specifically as they pertain to sexual harassment and assault complaints.

Recommendations

- Designate a Judicial Process Advisors and Victim's Advocates who can guide both complainants and respondents through the Judicial or Grievance Process. Judicial Process Advisors and Victim's Advocates should not be any of MICA's Title IX officials or in a position of reporting Clery statistics. The Judicial Process Advisors or Victim's Advocates would be trained in MICA's policies, sanctioning guidelines, Title IX obligations, the judicial process, and working with individuals who have experienced trauma.
- Continue to educate the community about Title IX officials and their responsibilities.

Education and Training

The current framework for education and training at MICA is insufficient for the needs of our campus. SHVAC identified the following issues as requiring action:

Cohesive Structure for Campus-wide Education & Dissemination of Information

Access to institutional resources varies widely across campus depending on one's role or affiliation. Currently, there appears to be no consistent model for training students, faculty, and staff. Gaps in consistent messaging to our campus contribute to a dearth of common knowledge. Inconsistent and insufficient training models result in a community that feels under-informed and uneducated.

For example, SHVAC found that students often have more information than faculty; full-time faculty have more information than part-time faculty; and staff members in one office may have different information than staff in the office next door. MICA's lack of sufficient internal communication creates barriers to reliable distribution of information and opportunities across all audiences. There is a sense that while good things are happening in different parts of campus, there is no centralized way of bringing it all together in a cohesive manner.

Additionally, the scope and reach of workshops and trainings are overwhelmingly limited and reactive. For example, when incidents occur on campus a forum or discussion session may take place, usually at the request of affected community members. Unfortunately, these sessions often only attract participants already well versed in the issues at hand and do little to address underlying systemic problems. Without intentionality, MICA will continue to work on a case-by-case basis and miss out on the opportunity to implement a comprehensive vision for campus-wide education.

Faculty, Staff, and Student Development

Mandatory campus-wide trainings are largely limited to new faculty, staff, and student orientations. The depth and breadth of information presented during these orientation sessions differs depending on the audience and the office(s) responsible for facilitating the sessions. Due to lack of training with faculty, staff, and students in terms of implementing policies or following protocol community members were often not aware of how to respond appropriately or the scope of their responsibilities. For example, there has been little to no training provided on mandatory reporting even though most employees are considered mandated reporters. Recently Human Resources has offered forthcoming trainings on Sexual Harassment and Mandated Reporting, which is a step in the right direction. However, MICA still lacks an adequate mechanism for ensuring participation in mandatory sessions, which undermines the integrity of our campus and leaves members of the community uninformed on current standards, practices, and expectations.

It was also shared that many individuals at MICA have an aversion to attending mandatory training and professional development workshops. This aversion stemmed from a feeling that mandatory trainings lacked value and applicability to the day-to-day experience of many faculty and staff. Without directly connecting the content of the workshops to the work being done on campus, trainings were often perceived as a waste of time or a punishment. Others also shared that there was little to no follow-up after trainings were implemented, which undercut the effectiveness of the workshop and negatively affected the commitment level of attendees. Faculty also noted that existing trainings are not specific and robust enough to help them manage their work as educators and that it would be beneficial to distribute information through a broader array of platforms: during standing meetings, in specialized sessions, through published paper materials, online modules, etc. (Appendix H).

Adjunct Faculty

Adjunct faculty play a vital role on MICA's campus; however, there are some unique limitations that impact part-time faculty specifically: limited time on campus, travel far distances to teach classes at MICA, teach at multiple locations (often in different states during any given semester), juggling email from multiple employers at one time, perception that compensation for training opportunities is insufficient, lack of understanding of their responsibilities via Title IX and mandatory reporting. More specifically with regards to reporting, SHVAC heard that many adjunct faculty feared that reporting classroom or student concerns would put them at risk of not being rehired by MICA or that reporting could reflect negatively on them or their department. They expressed a desire for clear and specific protocol that would allow them to report directly to MICA's Title IX officers. It was clear adjunct faculty need particular attention, support, and accommodation in order to be appropriately educated on MICA's policies, expectations, and their responsibilities as employees.

Passive Educational Tools & Resources

MICA's primary vehicle for communicating information about sexual misconduct is the "policies" page on MICA's website. Other sources include a brochure developed by HR this fall, and a sub-page on safety tips presented within Campus Safety's section of MICA's website. These materials are not easy for campus members to find, utilize jargon or keywords that survivors would not recognize, and they are not comprehensive. In particular, Campus Safety's page outlining sexual assault prevention tips is offensive and utilizes detrimental victim-blaming language that is not demonstrative of our core values.

SHVAC also discovered that while the MICA's policy page contains links to policies, no educational resources or training information are offered. If community members want to learn more about consent or ways of supporting someone who has been assaulted they will find nothing. Our website must function as the primary clearinghouse for information and resources. We cannot rely solely on word of mouth, paper brochures, or campus-wide emails to keep people informed.

Support for Ongoing Professional Development

SHVAC found another pressure point in the community was a lack of funding and support for accessing ongoing training. During budget cuts several years ago campus-wide funding for professional development was indefinitely cut. Some departments have been able to carve out money in their budgets to support staff professional development, but it is up to each VP or Director to prioritize these opportunities or not. Even when funding is allocated it is often not enough to cover all of the costs and individuals have to draw upon their own personal resources in order to participate. Lack of funding for professional development has resulted in fewer faculty and staff attending trainings and workshops. These training gaps reduce our ability to stay up-to-date on current best practices that would benefit employees and the institution.

In-house opportunities are also limited. Department-specific trainings often take place depending on needs and responsibilities of the office. Campus Safety, Residence Life, Counseling Center, Student Affairs, and others require additional, more intensive trainings regarding sexual harassment and violence. Yet, staff from these areas shared that existing opportunities are insufficient and that staff do not have the time or the funding to get the trainings necessary to do their jobs as well as they

would like to. Some survivors noted that they had particularly negative experiences with members of Police Services, Human Resources, the Hearing Board, and the Counseling Center that could have been improved if those individuals had received trauma-informed training.

Recommendations

Recommendations that emerged through SHVAC's research shared many similarities with best practices identified in several key sources such as the Not Alone Report, RAINN recommendation letter to the Department of Justice, the Dear Colleague Letter, the Campus SaVE Act, the Shifting Boundaries Report, etc. (Appendix H). In addition to implementing initiatives outlined by the sources above, SHVAC puts forth the following as educational and training priorities:

- **Affirm an institutional commitment to professional development by funding and supporting educational and training initiatives for faculty, staff, and students.**
- **Create a Strategic Professional Development Plan for faculty, staff, and students** to improve consistency and broaden the scope and depth of trainings offered.
 - SHVAC recommends topics including but not limited to:
 - *Mandated Reporting* (for faculty & staff)
 - *Working With Students of Concern* (for faculty & staff)
 - *Bystander Intervention* (such as Green Dot Training)
 - *Sexual Harassment & Discrimination*
 - *Affirmative Consent & Healthy Relationships*
 - *Dismantling Rape Culture*
 - *Title IX Obligations for Higher Education*
 - *Artistic Freedom in relation to Title IX*
 - *MICA Policies, Protocols, and Maryland State Laws*
 - *Trauma-Informed Training* (for key offices such as Counseling Center, Police Services, Student Affairs, Human Resources, etc.)
 - *Working with Survivors* (for Police Services, Human Resources, Hearing Board, Student Affairs, etc.)
 - *Eye Movement Desensitization and Reprocessing Training* (Counseling Center Staff)
 - *Victim's Advocate Training* (faculty, staff, and students electing to serve as Victim's Advocates)
 - *Restorative Practices*
 - *Judicial Process Advisors* (faculty, staff, students electing to serve as Judicial Process Advisors)
 - *Peer Educator Training* (for interested students from groups like CASA, MIQA, Residential Assistants, etc.)
 - Delivery methods should be diverse and utilize a multi-pronged approach:
 - *Mandatory Trainings & Ongoing Workshops*
 - *Passive Educational Programming*
 - *Situational Prevention & Risk Reduction Techniques*
 - *Partnerships with Local Organizations and outside facilitators*

- Faculty, staff, and student employees should have clear training manuals outlining responsibilities associated with their positions, procedures, and tools for being effective. These training manuals should be reviewed and updated regularly.
- Part-time Faculty and hourly employees should be compensated for time spent attending mandatory trainings or workshops deemed necessary for their position.
- Trainings and workshops should be offered at a variety of times so faculty and staff who work outside of regular business hours can easily attend.
- Workshops should be geared specifically to the audience receiving the training, and the issues related to those groups
- Online training platforms (such as Campus Clarity) should be explored to provide a more widely accessible avenue to deliver information
- Mandatory trainings should be clearly stated and there should be a system in place to track faculty, staff, and student attendance
- **Establish a Center for Teaching and Learning (CTL)** to focus on the professional development of faculty and staff and serve as a clearinghouse for educational resources, workshops, and information. The CTL would be able to develop a cohesive, campus-wide vision, plan for developing and promoting teaching and learning resources such as workshops on and off campus, pedagogical materials, and access to thought experts. The CTL would allow the campus community to collaboratively share resources and knowledge.

Counseling and Support

Those who have experienced sexual violence need to feel in control of their process to address or report it. Turn Around, Inc., the local rape crisis center, reports that there are many different points at which a survivor or victim of sexual assault may attempt to access help. The initial response to a sexual assault affects the survivor's subsequent access to resources and services; additionally, it informs the decision to participate in the justice system (on campus or off)—and significantly impacts the survivor or victim's well-being and eventual recovery. Immediate access to support and advocacy is a major component of a victim-centered response. A supportive and positive initial response decreases the risk of further trauma and increases the likelihood that the victim will engage with response systems.

Information about resources, reporting, policies, and other services available on and off campus should be distributed through multiple channels. Such information could be posted publicly on MICA's website in a centralized and easy-to-find location. This appears to be the best practice, as demonstrated by many peer and competitor organizations—see RISD's sexual misconduct microsite or Hopkins' comprehensive online space (Appendix H).

Students and other members of the campus community need to know—before an event occurs—what to expect in the wake of a crime of sexual violence. Questions that should be clearly answered include: To whom should these crimes be reported? What processes will that report set in motion? What medical and mental health supports are available, on campus and off? What role will campus

safety or law enforcement have? Which members of the campus community are mandated reporters? What are the victim's rights in the process?

Offering resources is a way to empower the individual to make informed decisions about if, how, and when to file a report and what options are available. Currently, existing information is buried in the MICA website, both literally behind many clicks, but also figuratively hidden with bureaucratic vocabulary that would not be easily recognized by individuals looking for it.

Information shared at orientation for students, training sessions for faculty or staff, should be shared in duplicate in other areas on campus such as the Counseling Center, residence halls, the Wellness Center, HR, and so on.

Counseling Center

MICA students perceive that consistent and timely access to counseling is unavailable. The US Department of Education Office of Civil Rights asserts that as part of Title IX schools “should make known where [to find] support services.” The Rape Abuse Incest National Network (RAINN) asserts in its White House Report that it is “critical... that students and other members of the campus community who experience sexual violence are met with comprehensive services” (Appendix H).

MICA students expect support services on campus, yet in its current structure and mode of functioning, psychological services do not appear to be a philosophical priority for the college. The mental health needs of the community are primarily managed by the Counseling Center, an entity with limited scope and structural support. Multiple aspects of the Counseling Center are insufficient to serve the needs of MICA's community: number and expertise of staff, training and development of staff, visibility of the center, programming beyond 1:1 counseling sessions, physical office space, and privacy for students visiting the office suite. The most significant concerns that were reported by members of the campus community include: serving students in crisis, offering discussion circles or support groups (*safe, healing, and brave* spaces—terminology introduced by CASA), and transitioning between referrals for off-campus services.

The Counseling Center lacks a large space with room for a more private reception area, staff offices, and group counseling sessions. An understaffed range of personnel—some without extensive trauma training—creates long wait times for students. Due to understaffing and high demand for services, it has been necessary for the Director to prioritize conducting 1:1 sessions. The Director is therefore unavailable to conduct campus trainings and outreach. Without outreach, the center lacks visibility. Group Sessions facilitated by trained professionals are unavailable to students. If Counseling Center staff are not able to facilitate these sessions, they could be outsourced to local trained professionals. In particular, a Trans*/Transgender/Gender-fluid group should be facilitated by a Trans*/Transgender/Gender-fluid counselor. Trans* students have identified this affinity space as being an essential contribution to feeling supported on campus.

SHVAC members conducted a review of peer and competitor offerings in relation to sexual violence, and find MICA's Counseling options to be understaffed and underscoped in comparison

to colleges of similar size and mission. For example, RISD offers six dedicated counselors within its Counseling and Psychological Services Unit. Multiple interviewees mentioned a recent document from an external consultant that highlights the unaddressed constraints on MICA's Counseling Center's ability to serve our students.

Recommendations

- Prioritize MICA's Counseling Center with better funding, more visibility, and specialized training for counselors to support students in crisis.
- Develop or partner with an allied agency to offer group sessions, guided by a trained facilitator who can offer safe and healing spaces for student discussion. Such spaces might also be tailored to best address the needs of certain affinity groups (trans*/transgender/gender-fluid, students of color, international students, etc.).
- Identify and develop other on-campus spaces to address sexual wellness. Such initiatives might support the work of student groups such as CASA, offer programming or ongoing passive programming such as posters or exhibitions, or assist students living in residence halls, for example.
- Create an MOU with the local rape crisis center, Turn Around, as suggested by the Not Alone report. Suggestions for creating such MOUs can be found in Appendix H.

Victim Advocacy

The Not Alone report recommends as a best practice that “schools should identify trained, confidential victim advocates who can provide emergency and ongoing support.” A victim advocacy program at MICA would benefit the college in multiple ways. In our listening sessions, survivors described receiving little support on campus. Participating in an adjudication review board is part of the healing process and therefore many survivors have expectations about outcomes—that they will receive justice, that their voices will be heard, that their pain will end, among others. Such expectations are a natural part of response to sexual violence, and deserve recognition outside of the adjudication process. Victim advocates could help guide a student through a reporting process and identify supportive resources from on or off campus. Some members of SHVAC were approached by victims and survivors seeking services and support, demonstrating the need for advocacy on campus.

It appears that some colleges offer trained individuals to help support a survivor or victim to navigate through the dynamics of the reporting process. Other colleges serve this need with a trained team of volunteers rather than an individual expert. For example, Vassar College offers a Sexual Assault Response Team (SART) composed of faculty, staff, and administrators who offer information, guidance, and contacts for survivors. They clarify procedures on campus and off, serve as liaisons between others involved in the process, and aspire for a coordinated, timely support system (Appendix H).

In addition to the Counseling Center, other on-campus spaces should be identified to address sexual wellness to support the work of student groups such as CASA. Such spaces might include a team of staff, the wellness center, or a gender center. SHVAC recommends that MICA continue to support CASA as an organization, providing resources and structure so that students are empowered and

able to respond to issues of sexual assault. We also recommend that MICA provide a discussion space for students, guided by a trained professional. Nationally, it is evident that certain populations are less likely to report or discuss sexual violence. For example, in June 2015, Baltimore's *City Paper* published that black women are much less likely to report sexual assault. Such discussion spaces might serve students in minoritized groups: international students (a growing population at MICA), Muslim women, LGBTQ students, and so on.

Many colleges and universities offer a Sexual Assault Peer Advocacy program composed of students who are trained to listen and share resources or information. Such a group might offer programming and healing discussion spaces, and might also bring viability to discussions about sexual violence on campus. The Not Alone Report qualifies that such individuals (even volunteers) can generally talk to a survivor in confidence without reporting. See examples at Columbia or Emory (Appendix H). The Rape Abuse Incest National Network (RAINN) reports "Peer educators and advocates were consistently noted to be 'enthusiastically received' by students on field research campuses."

Recommendations

- Identify and promote individuals on campus to support survivors by providing information about the reporting process, available resources and services, and what to expect in terms of responses and outcomes. This individual or group could receive training in active listening, sexual assault crisis response, the legal process, and MICA's hearing process and sanctioning guidelines.
- Create a peer mentor program of students who might serve students.
- Long-time MICA staff and faculty recall the effectiveness of our previous Philosopher-in-Residence, a position held by Dr. Richard Kalter. Reviving such a role could offer informal mediation, counseling, and support for students, faculty, and staff. Many peer colleges offer Campus Ministries as an option for supporting students; currently, no such unit exists at MICA.

Off-campus resources

Survivors who participated in SHVAC listening sessions did not recognize the range of counseling options available off campus, within Baltimore city or beyond. In the research activities of SHVAC, resources were identified that might reinforce MICA's commitment to Title IX:

- **Turn Around**
Baltimore's local rape crisis unit has been in existence for almost 35 years, offers a 24-hour helpline, free counseling sessions, legal advocacy, and so on. Turn Around has recently opened a Station North location. Of particular interest to our group are free group sessions for survivors that could be promoted to students. SHVAC understands that the Maryland Higher Education Commission sponsored a series of Title IX training workshops for area college administrators in 2014–15 and seeks to continue this work in the future.
- **The Women's Law Center of Maryland**
Survivors expressed appreciation for the Women's Law Center of Maryland, a local non-profit that provides support for women who have experienced domestic violence or sexual assault, including legal counsel or requesting peace or protective orders. The website also offers a succinct, clear definition of rape and penalties relevant to the state legal system.

- **FORCE! Upsetting Rape Culture**

A group of MICA alumni, students, and faculty have formed FORCE: Upsetting Rape Culture, a creative activist collaboration working with survivors to promote a culture of consent. With high national visibility, these activists engage MICA interns to spur dialogue and change attitudes and values. Activities like the Monument Quilt project, an ongoing crowd-sourced project collecting the stories of survivors of rape, bring visibility to issues surrounding sexual violence and offer healing spaces for participants. The organizers of FORCE have also offered workshops for survivors and for MICA students during Orientation. SHVAC recommends further engagement with this group to generate discussion about violence against women.

- **FORGE**

FORGE is a unique organization offering online tools for transgender sexual violence survivors such as self-help guides, therapy guides, and safe dating tips. Many resources here could be useful for survivors.

Academic and Artistic Freedom

As SHVAC researched academic and artistic freedom at MICA, the committee engaged in broader discussions about classroom and departmental climates, contracts between teachers and students, and larger ideas of censorship and institutional responsibility. At MICA, faculty and students continuously address challenging topics and materials in their coursework and in their art. Through various conversations, it became clear that a broader discussion about academic and artistic freedom is overdue. Recognizing the large scope of and pervasive interest in these conversations, as well as the expansive implications a set of recommendations has on this topic, our committee would like to suggest an ongoing student, staff, and faculty committee be formed to define and express a set of community agreements about academic and artistic freedom in the visual arts context.

Without a formal mechanism in place to gather specific information on this topic, and with concerns that information gathered may be seen as anecdotal, the following recommendations are subjective and require further processing and discussion.

Recommendations

- Begin an assessment of classroom and departmental climates as outlined in the Not Alone report.
- Generate additional feedback mechanisms, aside from traditional course evaluations, with which students can report concerns.
- Engage in discussions with students to develop understanding of the nature and functioning of academic freedom at MICA, and in relation to their own work.
- Engage faculty in discussions to develop an understanding of academic freedom practices that impact teaching and research.
- Include policy language regarding mandatory reporting in syllabi.
- Clearly define options and additional avenues through which students can express if they are feeling unsafe in what should be, by definition, a safe space for artistic expression.

Future Areas of Inquiry

- Should all faculty decisions have a pedagogical motivation?
- Should expectations and responsibilities regarding behaviors, policies, and critique structure be transparent and clearly expressed on syllabi?
- Is it possible for faculty or the institution to establish behavioral norms for critiques?
- Given the fraught, potentially vulnerable position of students and faculty participating in critiques, should a standard template for written agreements—spelling out possible approaches, responsibilities, and behavioral norms for critiques—be established by faculty and made freely available?
- Should faculty members and students clearly indicate when elements of the course and content brought to class—readings, images, or assignments—will include charged sexual or violent content?
- Should students be empowered to excuse themselves from discussions of said content as needed, and be provided with alternative assignments, especially for exercises involving nudity?
- Survivors believe that studios are and should remain safe spaces to explore, create, and discuss the themes and issues expressed in their work. How do policies around mandatory reporting impact critiques and classroom interactions?

CHARGE QUESTIONS

1) If a student is found responsible for an act of sexual violence MICA's current policies allow for a range of responses including warning, suspension, or expulsion. All known precedent however has that student being suspended. Many campuses nationwide are moving to expulsion as either the default (i.e. could be appealed and reduced) or mandatory sanction. What does this community believe? As an educational institution are we willing to continue to offer a second chance, or is this an offense so great that the perpetrator should never return?

As an educational institute comprised of diverse voices, MICA appears to be divided in its response to the question as to whether individuals found responsible of an act of sexual violence should automatically be expelled from school. Based on conversations with MICA community members there does not appear to be a consensus on the topic of mandatory sanctions. For example, some faculty and staff, do not feel there should be mandatory sanctions, yet, as is evident by the CASA petition, (inclusive of students, faculty, staff, alumni, parents and loved ones) members of the community do believe expulsion is an appropriate sanction that should be utilized.

Taking into consideration MICA's flawed judicial system, which lacks adequate training, transparency, or a set of sanctioning guidelines, along with the divided responses of the MICA community, SHVAC is unwilling to make a specific recommendation on this topic. SHVAC encourages Administrators to revisit this topic once a broader campus wide conversation on this topic has taken place.

2) How does the lived experience of a transgender community member intersect with sexual harassment? At what point does a faculty or staff member's repeated misgendering of a transgender student move into harassment, and are the unique needs of these students, faculty, or staff being adequately met by our community?

The *Questions and Answers on Title IX and Sexual Violence* document provided by the Office of Civil Rights states the following:

Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation. Similarly, the actual or perceived sexual orientation or gender identity of the parties does not change a school's obligations (Appendix H).

SHVAC recommends that in order to comply with this Title IX distinction MICA needs to examine the problem of misgendering on our campus at more length. While MICA has taken several measures to minimize instances of misgendering (modification of class rosters to indicate preferred first names, presentations to the Faculty Assembly and Department Chairs by Student Affairs representatives, Safe Zone training) from speaking with the community it is clear that this continues to be an issue. Misgendering individuals and asking intrusive questions about their use of preferred names and pronouns is a fundamental breach of privacy and contributes to a hostile climate and makes MICA vulnerable to OCR complaints.

SHVAC also found a palpable level of frustration with some community members over what was described as a "neglect of progress" on the part of MICA with regards to supporting the trans* community. In particular individuals shared that while they, and others, repeatedly brought forward concerns there was little traction within the institution to address these issues. Primarily a lack of comprehensive health insurance and limited access to trans* focused health care providers were defined as the most pressing concerns of some faculty, staff, and students. Individuals shared that MICA's insurance does not always cover procedures and therapies that their health care providers deemed medically necessary. The result is that many community members have had to make the difficult decision of whether or not they can afford to stay at MICA knowing that support and coverage for their transition is limited. Many local, peer, and aspirant institutions, including the state system of Maryland, provide coverage for transition through student and employee insurance. SHVAC was unable to find any case history of Title IX complaints relating to this issue specifically, however anything that limits a community members ability to fully participate at MICA is concerning.

SHVAC was also made aware of concerns regarding student housing. Individuals shared that it was difficult to access clear gender neutral housing policies and that there are barriers that limit incoming new students ability to access gender neutral housing without outing themselves. It was also noted that while MICA's housing provides the option of single rooms there is not the option of having a single apartment with a private bathroom.

Recommendations

- Broaden MICA's health insurance policies to provide comprehensive coverage for trans* community members and provide better access to trans* focused health care providers.
- Develop training and workshops that explore best practices for working with trans* community members.
- Revisit gender-neutral housing policies and procedures to provide better access to current and incoming students and offer single occupancy housing with a private bathroom.
- Augment the existing Trans Resource Guide with input from Human Resources, Title IX administrators, and Health and Wellness staff members to make the document created by students and the Office of Diversity more comprehensive.
- Commit institutional time and resources to better understanding the needs and issues that impact MICA's trans* community.

3) Where does the line between artistic/personal freedom and possible harassing behavior fall on a campus such as ours? Example: At what point does public nudity become something we do not allow in certain places or at certain times? Is the artistic freedom of the classroom so critical that in essence any performance or action is protected so long as minimal warning is given, or are there some types of behaviors that are shocking enough as to automatically become harassment or inappropriate? Does what the faculty believe match what the students believe?

At MICA, issues of free expression are critical, such that protections of the First Amendment must be considered within the context of Title IX and allegations of sexual harassment. MICA's institutional learning outcomes champion freedom of expression, critical engagement with content, a reflection of one's assumptions, risk-taking, and evaluation and response to social, ethical, and environmental impacts of personal choices. Therefore, Title IX is essential to upholding creative integrity, since it seeks to protect an environment that is not hostile to gender discrimination.

Without a tenure system, another mechanism must be in place to support the freedoms of faculty to express ideas, even challenging or uncomfortable ones. The assertion by a single voice may not be sufficient to demonstrate that a hostile environment exists. Yet MICA employees have an obligation to uphold an effective learning environment that does not discriminate. Faculty members must uphold a responsibility to manage issues of gender with sensitivity and tact.

When an allegation of sexual harassment occurs, an academic officer should consider and weigh the complaint against issues of academic freedom. Issues of nudity, profanity, pornography, and so on may be charged themes and faculty should be able to defend pedagogical value when introducing such difficult subject matter in the classroom. For example, a faculty member who requires a nude self-portrait student assignment could create a hostile learning environment by re-traumatizing and potentially shaming sexual assault victims in such a way that could be in violation of Title IX. It is evident though from our discussions that artistic freedom is a discussion encompassing broad ideas related to, but not specific to, sexual violence and, as such, SHVAC was challenged to draw lines between harassing behavior. Without broader input and a tighter frame for discussion, the committee was unable to answer the questions above.

4) Presently there are different policies and processes related to sexual harassment and violence for faculty, staff, and students. Given the roles of these populations is it necessary and appropriate to have unique paths for responding to complaints for these groups, or would the campus be better served by having one uniform policy and process?

The processes are inherently different as faculty staff and students each have unique affiliations to MICA, including legal obligations (i.e. students pay tuition to be here, employees are “at will”). A standard set of practices should be made clear for each process, creating a transparent and equitable experience. Specific recommendations have been provided in the above section, outlining improvements to be made in the student Judicial and Hearing Board Process, faculty Grievance Process, and employee Disciplinary Process.

EXECUTIVE SUMMARY OF RECOMMENDATIONS

- 1. Create a culture in which training is supported and valued.* Develop programs for all community members that can be delivered in multiple modalities throughout the year. Provide specialized sexual harassment and violence training for Campus Safety personnel and other primary responders. Design specialized workshops about issues pertaining to academic freedom for faculty.
- 2. Conduct a climate survey, as suggested in the Not Alone report published by the White House.* MICA is a large and complex institution, and SHVAC found that a widespread method of collecting feedback is necessary to represent the diverse views and experiences of community members more fully.
- 3. Increase visibility of Title IX officers, and of relevant discussions on campus, with a dedicated website and passive programming.* A web page should be created, and printed materials should be distributed to all new students and employees early in the fall. SHVAC also recommends that the sexual violence and harassment policy be reviewed and updated in these resources annually.
- 4. Improve reporting policies and structures & increase response time to sexual violence complaints.* MICA is delinquent in this area, extending mistrust and the perception that this issue is not prioritized on our campus. In conjunction, SHVAC recommends a reexamination and overhaul of MICA’s adjudication system.
- 5. Reconsider MICA’s counseling services, and the provision of safe discussion spaces, to match the scope and tenor of demand.* Consider building relationships with external partners—students require multiple spaces in which they can talk about their experiences without judgment or fear.

CONCLUSION

In the final stages of its inquiry SHVAC contemplated the ways in which it might contribute to the implementation of recommendations, or facilitate the campus-wide dialogue for which it is advocating. While the membership of this group has a vested interest in advancing a coherent

agenda/strategy for creating a safer and more enlightened community, and hence would welcome continued participation in these activities, it also recognizes that the responsibility for ensuring implementation of the measures suggested herein rests ultimately with the institution's Title IX officers, and more generally with the school's leadership. As a bookend to its process, and as a final exhortation, SHVAC would like to propose two additional things: 1) that its original membership reconvene toward the end of the Fall Semester of 2015 to review feedback offered through the campus climate survey recommended above; and 2) that a more permanent committee be established to provide guidance and oversight on the measures that MICA must take to ensure compliance with federal regulations and the maintenance of a safe, supportive environment for all community members. Because of MICA's unique composition it has an opportunity to become a leader in these areas, and SHVAC would very much like to see that potential realized.

In the spirit of this last statement, SHVAC would also like to acknowledge that it observed the strength and commitment of the MICA community in several different ways during its process. MICA attracts and retains faculty, staff and students who have the motivation and expertise to create a learning environment that is free of hostility. It employs dedicated personnel in Student Affairs, Campus Safety and Human Resources who possess knowledge and experience in matters related to sexual violence. Among its student body are survivors who demonstrate an appreciation for academic freedom and an ability to express their ideas through their work. Finally, new and recent initiatives have begun a significant discussion that will contribute to institutional change and growth. These are all incredibly promising elements on which the institution can build, and SHVAC submits this report with unbridled optimism that it will serve as a catalyst for positive change in the MICA community.

Appendix A
Memorandum from President Sammy Hoi

Memorandum

Date: October 24, 2014

To: MICA Community

From: Sammy Hoi

Re: Sexual Harassment and Violence Advisory Council (SHAVAC)

Dear MICA Community,

I am pleased to announce the formation of the Sexual Harassment and Violence Advisory Council (SHAVAC) for the 2014-2015 academic year. The advisory council is a group of twelve faculty, students, and staff members who will work together this academic year to guide a campus dialog around issues related to sexual harassment and violence.

As you know, the safety and security of MICA's students, faculty, and staff is our top priority. The recent national spotlight on the handling of sexual violence and harassment concerns on campuses is long overdue and will ensure safe, educationally vibrant communities. At MICA, we aim to have our mission and community values drive the refinement of related policies and process.

To that end, in the coming months, SHAVAC will be engaging the MICA campus in a variety of ways to elevate the dialogue, identify areas of strength and concern, and develop recommendations for improvements. I hope that you will participate in this conversation with this great group of SHAVAC members:

Lavon'de Alston, *Campus Safety*
Dave Cloutier, *Faculty, Foundation*
Jeffrey Cudlin, *Faculty, Curatorial Studies*
Ken Dippong, *Academic Advising*
Kirsten Fricke '03, *Student Activities (chair)*
Estee Fox, *Student, Mt. Royal School of Art*
Brockett Horne, *Faculty, Graphic Design*
Morgan Kempthorn, *Graduate Studies*
Sara Lynge, *Student, Illustration*
Skylar McCormick, *Student, Interactive Arts*
Olivia Tran, *Student, Student, Fiber*
(One additional faculty member to be appointed soon)

Working with SHAVAC, this community will sustain the care and compassion the overwhelming majority of students, faculty, and staff show to one another, as well as a major MICA value of respect.

In the meantime, if anyone is the victim or is in danger of sexual harassment or assault and need immediate help, please get to a safe place and call 911. MICA also offers counseling and investigative services should an assault occur, which can be initiated in an emergency by contacting Campus Safety at [443-423-3333](tel:443-423-3333). In non-emergency situations, you may also contact Human Resources or Student Affairs. In addition, MICA provides access to health, reporting, and counseling services through our administration or, if preferred, through external sources.

If you have questions about the Sexual Harassment and Violence Advisory Council, please contact any of the above listed members directly, or the offices of Human Resources ([410-225-2363](tel:410-225-2363)) or Student Affairs ([410-225-2422](tel:410-225-2422)).

Thank you for your attention to this critical matter.

Sincerely,

Sammy Hoi

President

Appendix B

The Sexual Harassment and Violence Advisory Council Intro Document

The Sexual Harassment and Violence Advisory Council (SHAVAC) is a twelve member group comprised of four faculty, four staff, and four students. This group is brought together for the 2014-2015 academic year to:

- 1) Consider and articulate campus values and practice relating to Title IX legislation in accordance with regulations and community need,
- 2) Develop recommendations for improving policy and practice to be delivered to the President, Title IX Coordinator, and Vice President for Student Affairs.

The council is not tasked with writing policy for MICA, and should focus their efforts on shining a light on both the areas where the College is strong and where gaps or flaws exist in either policy or practice. The council will need to determine its own working style and process. It is assumed, however, that the group will meet regularly through the academic year, and that the group will lead opportunities for seeking campus community input (ex: surveys, focus groups, town halls, etc.).

Much of SHAVAC's focus will unfold during the dialogue and hence it is difficult to predict what you will find and how to respond. That said there are certain questions the College has for the group to consider. These questions might provide a place to start your dialogue, knowing that as any one question is researched two more might arise:

- 1) If a student is found responsible for an act of sexual violence MICA's current policies allow for a range of responses including warning, suspension, or expulsion. All known precedent however has that student being suspended. Many campuses nationwide are moving to expulsion as either the default (i.e. could be appealed and reduced) or mandatory sanction. What does this community believe? As an educational institution are we willing to continue to offer a second chance, or is this an offense so great that the perpetrator should never return?
- 2) How does the lived experience of a transgender community member intersect with sexual harassment? At what point does a faculty or staff member's repeated misgendering of a transgender student move into harassment, and are the unique needs of these students, faculty, or staff being adequately met by our community?
- 3) Where does the line between artistic/personal freedom and possible harassing behavior fall on a campus such as ours? Example: At what point does public nudity become something we do not allow in certain places or at certain times? Is the artistic freedom of the classroom so critical that in essence any performance or action is protected so long as minimal warning is given, or are there some types of behaviors that are shocking enough as to automatically become harassment or inappropriate? Does what the faculty believe match what the students believe?
- 4) Presently there are different policies and processes related to sexual harassment and violence for faculty, staff, and students. Given the roles of these populations is it necessary and appropriate to have unique paths for responding to complaints for these groups, or would the campus be better served by having one uniform policy and process?

Appendix C

SHVAC Community Update Memorandum

Memorandum

Date: February 16, 2015

To: MICA Staff, Faculty, and Students

From: SHVAC

Re: Community Update from the Sexual Harassment and Violence Advisory Council

Dear MICA Community,

The Sexual Harassment and Violence Advisory Council (SHVAC) would like to take a moment to update the campus community on our progress and thank you for giving us the time and space to get our bearings. As you may recall, SHVAC was brought together to examine MICA's values and practices relating to Title IX legislation and make recommendations for improving policy and practice. The council has been meeting weekly over the past few months to examine this charge and create a plan of action.

During this first phase we spent much of our time looking inward – familiarizing ourselves with Title IX, reviewing MICA's existing policies and procedures, and establishing our areas of inquiry. Specifically we have been focusing on the following four topics: Counseling & Support, Policies & Procedures, Education & Training, and Personal/Academic/Artistic Freedom.

SHVAC is now ready to enter Phase Two of our inquiry. In the very near future we will begin inviting participation for focus groups and individual listening sessions. Key campus groups have been identified and over the next months we will be attempting to gain a deeper and broader understanding of how community members have experienced our campus with regards to Title IX.

Since participation in focus groups is inherently limited, Phase Three will be grounded in getting broader community input. These community dialogues will be hosted later this semester and are intended to help SHVAC articulate the values and expectations of the MICA community. Your recommendations for best practices will play a key role in shaping our final report.

We are grateful for your support and guidance as we navigate our way through this process. From the outpouring of dialogue that has already taken place it is clear that we are not alone in our desire for a safer, better informed, and more affirming campus community. Your participation and input is welcome and we look forward to engaging with you over the next few months. Feel free to contact us at notalone@mica.edu with any questions or concerns.

Best,

The Sexual Harassment and Violence Advisory Council

Appendix D
SHVAC Listening Session Memorandum

Memorandum

Date: March 25, 2015

To: MICA Staff, Faculty, and Students

From: SHVAC

Re: SHVAC Listening Sessions

Greetings,

MICA's Sexual Harassment and Violence Advisory Council (SHVAC) is developing recommendations to improve MICA's policies and practices relating to sexual harassment, violence, and Title IX. A key component of this process is obtaining input from the MICA community and tapping into your experience and expertise. We are sponsoring a series of listening sessions to hear from community members interested in helping shape MICA's values and practices surrounding this important topic. Information gathered during these listening sessions will inform SHVAC's final report and recommendations.

Please go to [SHVAC Listening Sessions](#) to find out more about the listening sessions and to express your interest in participating.

Sincerely,

The Sexual Harassment and Violence Advisory Council
notalone@mica.edu

Appendix E
SHVAC Call for Participants Google Form RSVP

Call for Participants: Sexual Harassment & Violence Advisory Council Listening Groups

MICA's Sexual Harassment and Violence Advisory Council (SHVAC) is developing recommendations to improve MICA's policies and practices relating to sexual harassment, violence, and Title IX. A key component of this process is obtaining input from the MICA community and tapping into your experience and expertise. We are sponsoring a series of listening sessions to hear from community members interested in helping shape MICA's values and practices surrounding this important topic. Information gathered during these listening sessions will inform SHVAC's final report and recommendations.

Listening Group Goals

1. Identify current strengths and gaps in MICA's existing policies, procedures, resources, education, and training relating to sexual harassment, sexual violence, and Title IX.
2. Gather input on how MICA's policies and culture relating to sexual harassment and violence can better reflect the needs, expectations, and experiences of the special populations listed below.

Structure

Listening Sessions will be 90 minutes long and will include up to 12 participants. Listening sessions will be audio-taped to ensure accuracy; however, no participants will be publicly identified in the group report.

Confidentiality Statement

The College is required by law to report information regarding child abuse to State authorities, and may need to take appropriate action to protect the campus community from any imminent threats to safety. For this reason, and the inherent nature of listening groups, we cannot guarantee confidentiality. Know that we will take every precaution to maintain discretion and we are not required to report incidents disclosed in listening sessions to MICA's Title IX officer.

Contact notalone@mica.edu to request more information.

* Required

First Name *

Last Name *

Email Address *

Primary Campus Affiliation *

What is your primary role on campus?

- Student
- Faculty

- Staff

Secondary Campus Affiliations (ie. student, administrator, faculty, etc.)

Student Listening Sessions

If you are interested in participating in a listening group, sharing your experiences with sexual harassment or violence at MICA, please select your preference below. We will follow-up with more information and to confirm participation.

- Survivors (reported and unreported): closed for only students who identify as a survivor (facilitated by Brockett Horne & Sara Lynge)
- Students of Color: closed for only students who identify as a Person of Color (facilitated by Olivia Tran & To Be Confirmed)
- Trans*/Gender-fluid/Transgender: closed for only students who identify as Trans*/Gender-fluid/Transgender (facilitated by Ken Dippong & Kirsten Fricke)
- Judicial Review Board Member: closed for only current and past Judicial Review Board Members (facilitated by Tony Shore & Kirsten Fricke)
- Resident Assistants: closed for only current and past RA's (facilitated by Morgan Kempthorn & Estee Fox)

I am unable to participate, but want to make sure SHVAC has the following information to better inform their recommendations:

Faculty/Staff Listening Sessions

If you are interested in participating in a listening group, sharing your experiences with sexual harassment or violence at MICA, please select your preference below. We will follow-up with more information and to confirm participation. *

- Judicial Review Board Member: for current and past Judicial Review Board Members ONLY (facilitated by Tony Shore & Kirsten Fricke)
- Open Faculty Group: (facilitated by Jeffrey Cudlin & Dave Cloutier)
- Open Staff Group: Tuesday, April 7 or Wednesday, April 8; 12-1:30 pm (facilitated by Ken Dippong & Morgan Kempthorn)

I am unable to participate, but want to make sure SHVAC has the following information to better inform their recommendations:

Appendix F
SHVAC Listening Session Interview Protocol & Questions

SHVAC Listening Session Interview Guide

Introduction

1. Introduce facilitators.
2. Introduce community members.
3. Purpose of Listening Session: “We want help in understanding sexual harassment and violence at MICA. We will be doing similar listening sessions with other groups on campus.”
4. Overview of Listening Session
 - We will be facilitating this discussion with a set of questions. Please answer these questions directly. If people are going off topic or talking for too long, we may need to cut you off for sake of time and so that everyone gets a chance to speak.
 - We will also be recording the discussion so that we can capture what you say to use for our report. We will NOT use your name or any other identifying information.
 - As representatives of the Sexual Harassment and Violence Advisory Council we will treat your answers with respect and discretion and ask that participants not share any information disclosed during focus group discussions. The College is required by law to report information regarding child abuse to State authorities, and may need to take appropriate action to protect the campus community from any imminent threats to safety. For this reason we cannot guarantee confidentiality. However, due to the nature of this conversation we are not required to report incidents disclosed in this focus group to our Title IX officer. Participation in the discussion is completely voluntary and you do not have to answer any questions that you do not want to answer. Should you desire to access to more information and support we are happy to connect you with resources available to you as a member of the MICA community.
5. Informed Consent
 - If you do not feel comfortable now that you know more about this, please feel free to leave at this time.
 - If you agree to the parameters of this listening session we have just outlined please verbally affirm your consent to participate. (All participants must verbally agree to participate)

Closing

1. Thank people for their time and ideas, and express how helpful it has been to facilitators.
2. Explain next steps: “We will look at all information and will make a presentation of findings to the MICA community.”

Survivors

Discussion Guide

1. What is your definition or understanding of sexual harassment? Sexual violence? What behaviours would you include?
2. What are problems that individuals face after experiencing sexual harassment and/or violence?
3. What are the ways in which survivors cope with sexual harassment and/or violence?
4. What are community responses when sexual harassment and/or violence occurs?
5. If you did so, please describe your experience reporting.

6. If you did not, please describe your reason(s) for not reporting.
7. From your perspective, what is done at MICA to help survivors?
 - a. Can you talk about your experience seeking support within MICA?
 - b. What resources were you made aware of?
 - c. What specific offices or people were most helpful?
8. Did you seek support outside of MICA? If so, can you talk about your experience? What impacted your decision to seek support in or outside of MICA?
9. What do you think a community plan for responding to sexual harassment /violence should include?
10. What do you think a community structure for supporting survivors of sexual harassment /violence should include?
11. What is MICA already doing well that it should continue to do?
12. What would you like to see MICA do moving forward?

Staff

Discussion Guide

1. Describe your understanding of Title IX. How does your understanding or lack of understanding impact your role as a staff member?
2. What is your definition or understanding of sexual harassment? Sexual violence? What behaviours would you include?
3. How have you witnessed sexual harassment/violence at MICA?
 - a. What did you think when you realized what had happened?
 - b. What impact did this incident have on you and others?
 - c. What was the hardest thing for you?
 - d. What was done to make things right? What do you think should have been done?
4. Describe your understanding of MICA's policies on sexual misconduct. Are they reflective of MICA's value and culture? Why or why not?
5. How prepared do you feel to address topics of sexual harassment or violence?
 - a. Describe the training you have received as a staff member to identify and respond to incidents of sexual harassment and violence?
 - b. How have you addressed the topic of sexual harassment or violence in your work?
6. What is MICA already doing well that it should continue to do?
7. What would you like to see MICA do moving forward?

Faculty

Discussion Guide

1. What is your definition or understanding of sexual harassment? Sexual violence? What behaviours would you include?
2. What percentage of individuals who disclosed experiencing sexual harassment/violence were women? men? trans identified? faculty?
3. How has sexual harassment/violence shown up in the academic setting?
 - a. What did you think when you realized what had happened?
 - b. What impact did this incident have on you and others?
 - c. What was the hardest thing for you?
 - d. What was done to make things right? What do you think should have been done?

4. Can you talk about how you have addressed the topic of sexual harassment or violence in the classroom?
5. How prepared do you feel to address topics of sexual harassment or violence in your teaching?
 - a. Describe the training you have received as a faculty member to identify and respond to incidents of sexual harassment and violence?
6. Describe your understanding of MICA's policies on sexual misconduct. Are they reflective of MICA's value and culture? Why or why not?
7. Describe your understanding of Title IX. How does your understanding or lack of understanding impact your role as a faculty member?
8. What is MICA already doing well that it should continue to do?
9. What would you like to see MICA do moving forward?

Hearing/Judicial Review Board

Discussion Guide

1. How and/or why were you selected to serve on the Judicial Review Board?
2. How do you define (or understand) your role/job as a Judicial Review Board member?
3. What sort of training was required/offered for this role?
4. How many cases involving sexual harassment and/or violence have you adjudicated?
5. What observations do you have regarding the judicial process? What worked well? What didn't?
6. Describe your level of understanding of MICA's policies on sexual misconduct. Are they reflective of MICA's value and culture? Why or why not?
7. Describe your level of understanding of Title IX with regards to sexual harassment and/or violence. How did your understanding or lack of understanding impact your participation in the adjudication process?
8. How were individuals represented through the adjudication process? Were their advocates present? If so, how did that impact the review process?
9. How would having advocates (for both complainant and respondent) impact the process from your perspective?
10. How did/does the experience of serving on the Judicial Board affect the way you do your job (as faculty or staff)?
11. What recommendation would you make to improve MICA's judicial review process or support of Judicial Review Board members?
12. What is MICA already doing well that it should continue to do?

Resident Assistants

Discussion Guide

1. What is your definition or understanding of sexual harassment? Sexual violence? What behaviours would you include?
2. What percentage of individuals who disclosed experiencing sexual harassment/violence were women? men? trans identified? faculty? staff?
3. As an RA, how have you witnessed sexual harassment/violence in the residence halls?
 - a. What did you think when you realized what had happened?
 - b. What impact did this incident have on you and others?
 - c. What was the hardest thing for you?
 - d. What was done to make things right? What do you think should have been done?

4. What are problems that individuals face after experiencing sexual harassment and/or violence?
5. What are the ways in which survivors cope with sexual harassment and/or violence?
6. How prepared do you feel to address topics of sexual harassment or violence in your community?
7. Describe the training you have received as an RA to identify and respond to incidents of sexual harassment and violence?
8. Describe your understanding of MICA's policies on sexual misconduct. Are they reflective of MICA's value and culture? Why or why not?
9. Describe your understanding of Title IX. How does your understanding or lack of understanding impact your role as an RA?
10. What is MICA already doing well that it should continue to do?
11. What would you like to see MICA do moving forward?

Students of Color

Discussion Guide

1. What is your definition or understanding of sexual harassment? Sexual violence? What behaviours would you include?
2. How have you witnessed sexual harassment/violence at MICA?
 - o What did you think when you realized what had happened?
 - o What impact did this incident have on you and others?
 - o What was the hardest thing for you?
 - o What was done to make things right? What do you think should have been done?
3. What are problems that individuals face after experiencing sexual harassment and/or violence?
4. What are the ways in which survivors cope with sexual harassment and/or violence?
5. What are community responses when sexual harassment and/or violence occurs?
6. How have you seen themes of sexual harassment, violence and self-disclosure impact the academic environment at MICA? How does it shape critiques, faculty interactions, staff interactions, student interactions?
7. Describe your understanding of MICA's policies on sexual misconduct. Are they reflective of MICA's values and culture? Why or why not?
8. Describe your understanding of Title IX. How does your understanding or lack of understanding impact your experience as a student?
9. What is MICA already doing well that it should continue to do?
10. What would you like to see MICA do moving forward?

Trans*/Gender-fluid/Transgender

Discussion Guide

1. What is your definition or understanding of sexual harassment? Sexual violence? What behaviours would you include? (mis-gendering??)
2. How have you witnessed sexual harassment/violence at MICA?
 - a. What did you think when you realized what had happened?
 - b. What impact did this incident have on you and others?
 - c. What was the hardest thing for you?
 - d. What was done to make things right? What do you think should have been done?

3. What are problems that individuals face after experiencing sexual harassment and/or violence?
4. What are the ways in which survivors cope with sexual harassment and/or violence?
5. What are community responses when sexual harassment and/or violence occurs?
6. How have you seen themes of sexual harassment, violence and self-disclosure impact the academic environment at MICA? How does it shape critiques, faculty interactions, staff interactions, student interactions?
7. From your perspective, what is done at MICA to help individuals who have experienced sexual harassment and violence?
 - a. Resources? Support?
 - b. What specific offices or people were most helpful?
8. Describe your understanding of MICA's policies on sexual misconduct. Are they reflective of MICA's values and culture? Why or why not?
9. Describe your level of understanding of Title IX. How does your understanding or lack of understanding impact your experience as a student?
10. What is MICA already doing well that it should continue to do?
11. What would you like to see MICA do moving forward?

Appendix G

SHVAC Request for Information Memorandum

Memorandum

Date: May 4, 2015

To: Michael Patterson and Estevanny Turns

From: SHVAC

Re: SHVAC Request for Information

Dear Mike and Estevanny,

SHVAC has started the process of combing through all of the documents and research that we have gathered. We have compiled a list of additional things that we would like your help in procuring. Some of this has been requested already, but some of it is new. I know things are busy right now, but it would be ideal to have all of this by May 13.

Please let me know if you have any questions!

Many thanks in advance for your assistance.

Best,

Kirsten

Judicial Information: Students

- A report from the past 5 years outlining all sexual assault/harassment cases:
 - case overview
 - information about hearing board
 - sanctions/disciplinary actions
 - outcomes (community response, enrollment status of person(s) involved, etc.)
- A report of cases when students have been expelled and for what reason
- Sample copies of sanction letters and hearing communication documents
- Sanction guidelines

Disciplinary Information: Faculty & Staff

- A report from the past 5 years outlining all sexual assault/harassment cases:

- case overview
- information about hearing board- or equivalent process for faculty/staff
- disciplinary actions
- outcomes (community response, employment status of person(s) involved, etc.)
- Sample copies of sanction letters and hearing communication documents
- Disciplinary guidelines

Policy Information: Faculty/Staff/Students

- Update on the status of the new website page
- Copies of policy announcement emails/communication regarding:
 - Preferred Pronoun
 - Sexual Harassment/assault
 - Title IX
 - Consent

Training: Faculty/Staff/Students

- Hearing Board Training materials (powerpoint, agenda, handouts, manual, etc.)
- Mandated Reporter Training materials (powerpoint, agenda, handouts, manual, etc.)
- Sexual Harassment Training materials (powerpoints, agenda, handouts, etc.)
- Title IX Training materials (powerpoints, agenda, handouts, etc.)
- Consent Training materials (powerpoints, agenda, handouts, etc.)
- Training Materials for Police Services staff/desk staff regarding Sexual Harassment, violence, working with trans* folks (powerpoint, agenda, handouts, manual, etc.)

Appendix H

SHVAC Resource Sheet

Local & National Organizations

- RAINN: <https://rainn.org/>
- Turn Around: <http://www.turnaroundinc.org/>
- Women's Law Center: www.womenslaw.org
- Forge: www.forge-forward.org
- FORCE: <http://upsettingrapeculture.com/>

Trainings

- Bystander Intervention Trainings: Green Dot: <https://www.greendot.com/>
- Victim's Advocate Trainings: MCASA: <http://www.mcasa.org/>
- Eye Movement Desensitization and Reprocessing Training: <http://www.emdr.com/>
- Restorative Practices: <http://www.iirp.edu/what-is-restorative-practices.php>

Online Training Tools

- Campus Clarity Online Prevention Training for students: <https://home.campusclarity.com/>
- Preventing Sexual Harassment: training.newmedialearning.com/psh/jhu/index.htm

Online Reporting Forms

- Rhode Island School of Design: sexualmisconduct.risd.edu/anonymous-student-harassment-discrimination-sexual-misconduct-retaliation-report-form/
- Johns Hopkins University: sexualassault.jhu.edu/file-complaint/index.html & web.jhu.edu/administration/jhuoie/equity_compliance/equity_compliance_form.html

Sexual Assault Response Teams

- Vassar: savp.vassar.edu/sart
- UMBC: <http://www.umbc.edu/sjp/sarvt/sarvt.html>
- National Sexual Assault Response Teams: <http://www.nsvrc.org/projects/sexual-assault-response-teams-sart-0>

Victim Advocates

- University of Vermont: <http://www.uvm.edu/~women/>
- University of Tampa: <http://www.ut.edu/victimadvocacy/>

Peer Advocates

- Columbia: health.columbia.edu/sexual-violence-peer-advocates
- Emory: sapaemory.org

Judicial Process Advisors

- University of Vermont: <http://www.uvm.edu/~aeo/sexualmisconduct/?Page=advisors.html>
- Wesleyan: <http://www.wesleyan.edu/studentaffairs/judicialboard/advisors.html>

Conferences

- *Dismantling Rape Culture Conference*: April 2016, University of Vermont: <https://www.uvm.edu/~women/?Page=drcc.html&SM=eventsmenu.html>
- *NASPA Violence Prevention Conference*: <https://www.naspa.org/events/2015VPC>
- *National Sexual Assault Conference*: <http://www.nsvrc.org/projects/national-sexual-assault-conference>

Reference Material

- *Campus SaVE Act*: <http://clerycenter.org/campus-sexual-violence-elimination-save-act>
- *Dear Colleague Letter*: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>
- *Know Your IX*: <http://knowyourix.org/>
- *Not Alone Report*: <https://www.notalone.gov/assets/report.pdf>
- *Not Alone “Key Components of Sexual Assault Crisis Intervention/Victim Service Resources” document*: <https://www.notalone.gov/assets/intervention-resources.pdf>
- *Not Alone tips for Creating an MOU*: <https://www.notalone.gov/assets/mou-rape-crisis-centers.pdf>
- *Office of Civil Rights Title IX and Sexual Discrimination*: http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
- *Office of Civil Rights “Know Your Rights: Title IX Requires Your School to Address Sexual Violence*” document*: www2.ed.gov/about/offices/list/ocr/docs/know-rights-201404-title-ix.pdf
- *Office of Civil Rights “Questions and Answers on Title IX and Sexual Violence” document*: <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>
- *RAINN Letter to Department of Defense*: <https://rainn.org/images/03-2014/WH-Task-Force-RAINN-Recommendations.pdf>
- *Shifting Boundaries Report*: <http://www.smart.gov/pdfs/SMARTFY15CampusSexualAssault.pdf>

Appendix I

Peer and Aspirant Institution Assessment Data

Institution: Johns Hopkins University

Do they have a webpage devoted to Title IX?

sexual assault: <http://sexualassault.jhu.edu/> office of institutional equity:
<http://web.jhu.edu/administration/jhuoie/titleIX.html> title ix:
<http://web.jhu.edu/administration/jhuoie/titleIX.html>

Do they have a page that outlines the hearing board process?

<http://sexualassault.jhu.edu/policies-laws/>

Do they have sanction guidelines?

just generally discussed in the link above

Do they have resources on their website for survivors/victims?

prominent on the site above, also a student-formed group is here: <http://saru.johnshopkins.edu/>

Do they have resources on their website for accused folks?

not that I can find.

Do they have a Victim's Advocate?

<http://sexualassault.jhu.edu/faqs/>

Do they define consent/list consent policies?

Do they have conduct advisors/folks trained to help students navigate the hearing process?

<http://sexualassault.jhu.edu/faqs/>

Do they explain mandated reporting and what the responsibilities are?

<http://sexualassault.jhu.edu/faqs/>

Do they reference State Laws?

<http://sexualassault.jhu.edu/policies-laws/>

Do they have training programs available for faculty and staff?

<http://sexualassault.jhu.edu/education-training/> this one is open to guests:
<http://training.newmedialearning.com/psh/jhu/index.htm>

Do they have training/education resources for students?

<http://sexualassault.jhu.edu/education-training/>

Additional noteworthy information about this institution:

Institution: University of Vermont

Do they have a webpage devoted to Title IX?

<http://www.uvm.edu/~aaeo/sexualmisconduct/?Page=coordinators.html>

Do they have a page that outlines the hearing board process?

http://www.uvm.edu/~cses/?Page=preparing_conduct.html&SM=menu-student.html

Do they have sanction guidelines?

<http://www.uvm.edu/cses/?Page=sanctionguidelines.html&SM=menu-student.html>

Do they have resources on their website for survivors/victims?

<https://www.uvm.edu/~women/?Page=support.html&SM=capmenu.html>

Do they have resources on their website for accused folks?

<http://www.uvm.edu/~cses/?Page=studentfaq.html&SM=menu-student.html>

Do they have a Victim's Advocate?

<https://www.uvm.edu/~women/?Page=support.html&SM=capmenu.html>

Do they define consent/list consent policies?

<http://www.uvm.edu/~aaeo/sexualmisconduct/>

Do they have conduct advisors/folks trained to help students navigate the hearing process?

<http://www.uvm.edu/~aaeo/sexualmisconduct/?Page=advisors.html>

Do they explain mandated reporting and what the responsibilities are?

<http://www.uvm.edu/~aaeo/sexualmisconduct/?Page=mandatoryreporter.html>

Do they reference State Laws?

<http://www.uvm.edu/~aaeo/sexualmisconduct/?Page=policies.html>

Do they have training programs available for faculty and staff?

<http://www.uvm.edu/~aaeo/>

Do they have training/education resources for students?

<http://www.uvm.edu/~stdfinsv/stemploy/docs/SE%20Handbook%20Draft%20with%20FWS%20II.pdf>

Additional noteworthy information about this institution:

<http://www.uvm.edu/~aaeo/sexualmisconduct/?Page=report-FAQ.html&SM=menu-report.html>

Institution: SAIC

Do they have a webpage devoted to Title IX?

http://www.saic.edu/media/saic/pdfs/about/consumerinformation/Title-IX-Coordinator_9-20-2013.pdf

Do they have a page that outlines the hearing board process?

can be found within <http://www.saic.edu/media/saic/pdfs/about/student-rights-and-responsibilities.pdf>

Do they have sanction guidelines?

to a degree--can be found in <http://www.saic.edu/media/saic/pdfs/about/student-rights-and-responsibilities.pdf>

Do they have resources on their website for survivors/victims?

<http://www.saic.edu/lifeatsaic/campussecurity/sexualassaultrelationshipviolenceandstalking/students/#resources>

Do they have resources on their website for accused folks?

doesn't appear so

Do they have a Victim's Advocate?

a Director of Student Outreach is cited within the description of the reporting/judicial process, but that person's role is not clearly defined

Do they define consent/list consent policies?

<http://www.saic.edu/lifeatsaic/campussecurity/sexualassaultrelationshipviolenceandstalking/students/#policy>

Do they have conduct advisors/folks trained to help students navigate the hearing process?

doesn't appear so

Do they explain mandated reporting and what the responsibilities are?

not very well--see

<http://www.saic.edu/lifeatsaic/campussecurity/sexualassaultrelationshipviolenceandstalking/students/#reporting>

Do they reference State Laws?

it's listed in the topics on

<http://www.saic.edu/lifeatsaic/campussecurity/sexualassaultrelationshipviolenceandstalking/students/>, but the link yields nothing

Do they have training programs available for faculty and staff?

training is cited as a responsibility of the Title IX Coordinator, as indicated at

http://www.saic.edu/media/saic/pdfs/about/consumerinformation/Title-IX-Coordinator_9-20-2013.pdf

Do they have training/education resources for students?

alluded to at http://www.saic.edu/media/saic/pdfs/about/consumerinformation/Title-IX-Coordinator_9-20-2013.pdf

Institution: University of Connecticut

Do they have a webpage devoted to Title IX?

<http://sexualviolence.uconn.edu/>

Do they have a page that outlines the hearing board process?

no, but reporting info is here <http://sexualviolence.uconn.edu/report-to/>

Do they have sanction guidelines?

Do they have resources on their website for survivors/victims?

<http://sexualviolence.uconn.edu/sexual-assault/resources-for-sexual-assault-victims/>

Do they have resources on their website for accused folks?

<http://sexualviolence.uconn.edu/sexual-assault/supporting-someone-accused-of-sexual-assault/>

Do they have a Victim's Advocate?

yes, through the women's center <http://www.womenscenter.uconn.edu/>

Do they define consent/list consent policies?

<http://community.uconn.edu/the-student-code-appendix-b/>

Do they have conduct advisors/folks trained to help students navigate the hearing process?

Do they explain mandated reporting and what the responsibilities are?

Do they reference State Laws?

<http://sexualviolence.uconn.edu/sexual-assault/criminal-complaint-process/>

Do they have training programs available for faculty and staff?

Do they have training/education resources for students?

Additional noteworthy information about this institution:

Institution: RISD

Do they have a webpage devoted to Title IX?

<http://sexualviolence.uconn.edu/sexual-assault/criminal-complaint-process/>

Do they have a page that outlines the hearing board process?

no, but reporting in general is here: <http://sexualmisconduct.risd.edu/reporting-options/>

Do they have sanction guidelines?

Do they have resources on their website for survivors/victims?

<http://sexualmisconduct.risd.edu/resources-support/>

Do they have resources on their website for accused folks?

Do they have a Victim's Advocate?

Do they define consent/list consent policies?

same link as above What is consent? Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. If coercion, intimidation, threats, and/or physical force are used, there is no consent. If a person is mentally or physically incapacitated or impaired so that the person cannot understand the fact, nature or extent of the sexual situation, there is no consent; this includes conditions due to alcohol or drug consumption or being asleep or unconscious. Where one has taken advantage of a position of influence over another may be a factor in determining consent.

Do they have conduct advisors/folks trained to help students navigate the hearing process?

Do they explain mandated reporting and what the responsibilities are?

Do they reference State Laws?

Do they have training programs available for faculty and staff?

Do they have training/education resources for students?

Additional noteworthy information about this institution:

I think this is a good sample for us. Employee information is separate from other tabs, it appears the site was designed for students.

Bystander intervention tips are really useful: <http://sexualmisconduct.risd.edu/bystander-intervention-tips/>

"how to help a friend": <http://sexualmisconduct.risd.edu/help-friend/>

Institution: Pratt

Do they have a webpage devoted to Title IX?

no, but pdfs here https://www.pratt.edu/uploads/pratt_sexual_misconduct_policy.pdf and here: https://www.pratt.edu/uploads/4779_SexualAssault_R5.pdf

Do they have a page that outlines the hearing board process?

Do they have sanction guidelines?

Do they have resources on their website for survivors/victims?

https://www.pratt.edu/uploads/4779_SexualAssault_R5.pdf

Do they have resources on their website for accused folks?

Do they have a Victim's Advocate?

yes, through SART from this pdf https://www.pratt.edu/uploads/pratt_sexual_misconduct_policy.pdf
The Pratt Institute Sexual Assault Response Team (SART) is a group of trained Pratt Institute staff members who provide assistance to victims/survivors of sexual misconduct, including sexual assault, sexual harassment, domestic violence, dating violence, and stalking. Assistance may include counseling, advocacy, medical care, academic interventions, and referrals. SART members will explain the available options and resources, and assist survivors to the best of their abilities. SART members strive to ensure that a survivor has the resources he or she needs, while protecting the victim/survivor's privacy consistent with state and federal law and Institute policy. SART is available 24 hours a day, 7 days a week. During business hours, SART may be reached through Health and Counseling (718-399-4542) or the Security Office (718-636-3542). After business hours, please contact SART through Residential Life On-Call Staff or the Main Security Booth (718-636-3540). Regardless of whether or not an official complaint of sexual misconduct is made, various counseling options are available from the Institute's Health and Counseling Center, located in Suite 117 of Willoughby Hall, 215 Willoughby Avenue, Brooklyn, NY 11205 (719-399-4542). Hours of operation for Health and Counseling can be found at www.pratt.edu/health.

Do they define consent/list consent policies?

"Consent" means an informed, knowing, and voluntary decision to engage in a mutually agreed upon sexual activity. Consent to engage in one form of sexual activity does not imply consent to other forms of sexual activity. Past consent to engage in sexual activity does not constitute present or future consent. Consent cannot be obtained from coercion, force, intimidating behavior or threats. An individual who is inebriated or otherwise incapacitated (by alcohol or drug use, unconsciousness or sleep, or disability) or otherwise helpless cannot consent. Silence or lack of resistance is not deemed consent. Consent can be revoked at any time. from here https://www.pratt.edu/uploads/pratt_sexual_misconduct_policy.pdf

Do they have conduct advisors/folks trained to help students navigate the hearing process?

Do they explain mandated reporting and what the responsibilities are?

Do they reference State Laws?

Do they have training programs available for faculty and staff?

Do they have training/education resources for students?

Institution: UNC Chapel Hill

Do they have a webpage devoted to Title IX?

<http://sexualassaultanddiscriminationpolicy.unc.edu/>

Do they have a page that outlines the hearing board process?

extensive! <http://sexualassaultanddiscriminationpolicy.unc.edu/procedures/>

Do they have sanction guidelines?

Do they have resources on their website for survivors/victims?

Do they have resources on their website for accused folks?

Do they have a Victim's Advocate?

Do they define consent/list consent policies?

<http://sexualassaultanddiscriminationpolicy.unc.edu/prohibited-conduct/consent/>

Do they have conduct advisors/folks trained to help students navigate the hearing process?

Do they explain mandated reporting and what the responsibilities are?

Do they reference State Laws?

Do they have training programs available for faculty and staff?

Do they have training/education resources for students?

Additional noteworthy information about this institution:

I like this language "gender violence services."

Also, it appears that UNC has different policies for students and employees