

MEMO

To: University Steering Committee, Adam Harvey, Chair
Implementation Team, Retriever Courage

From: Co-Chairs, Retriever Courage Faculty/Staff Advisory Committee

Date: April 26, 2019

RE: Recommendations from the Faculty/Staff Advisory Committee

Since the formation of our group in October 2018, the Faculty/Staff Advisory Committee (FSAC) has been researching and preparing a year-end set of recommendations to aid UMBC in comprehensively addressing issues related to sexual and gender-based violence, misconduct, and prevention and training.

The FSAC consists of volunteers from across campus departments and units, representing all ranks of faculty and staff across colleges and offices, and including members of the Shady Grove campus. Since November 2018, we have met monthly as a committee of the whole, and biweekly as subcommittees.

Early in our process, the FSAC decided to approach this challenge from two perspectives: an internally-focused inventory of current practices at UMBC, and an externally-focused scan of models and practices at other U.S.-based colleges and universities. This year-end set of recommendations proceeds from our research along those two lines and reflects what we see as being top priorities for continuing to make UMBC a safe, inclusive community. The FSAC will meet on an ongoing basis during the next academic year and will be engaged in making further recommendations as appropriate going forward.

In presenting the recommendations below, we use the following language: *strongly recommend*, *recommend*, and *consider*. With these rankings, our intention is to suggest the urgency of priorities, while also indicating that all of the following recommendations deserve full consideration, as we see each one as contributing to a holistic response for UMBC. We further note, in considering the importance of these recommendations, that we must be mindful of meeting the needs of the Shady Grove campus as UMBC policies and practices change.

RECOMMENDATIONS

UNIVERSITY STRUCTURE

- **Strongly Recommend:** Change where the Title IX process resides, by moving it into a separate office -- such as a new Office of Diversity and Inclusion (see below). We are urgently concerned with conflict of interest between the need to protect the university from litigation and maintaining a fair and equitable process for responding and reporting parties under Title IX. In addition, the Title IX administrative process and coordination of care for individuals affected by sexual misconduct should be distinct and separate processes.
- **Strongly Recommend:** Hire a full-time victim advocate who can work with survivors on campus. This advocate could also be an expert in Restorative Practices (see below).
Initial step: Working with TurnAround can be a first step to address short-term needs.
Next step: This person could be housed in the Women's Center or in Health Services or in a new Center for Trauma and Violence Prevention and Response (see below).
- **Strongly Recommend:** Develop 24-hour victim services. Ideally, we would have advocates who can staff a call center or escort students to SAFE exams, the police, etc. This unit could be housed in the Women's Center, in Health Services, or in a new Center for Trauma and Violence Prevention and Response (see below).
Initial step: Working with TurnAround can be a first step to address short-term needs.
Next step: Hire and train staff to operate a call center.
Next step: Develop training for in-person advocate services (escorting, etc.) and hire and train staff to implement it.
Note: If key personnel determine that frequency of need is too low to warrant in-house staff, measures should be taken to ensure that 24-hour access to victim services is available to UMBC students via other comparable means.
- **Strongly Recommend:** Appoint one person from each UMBC department or equivalent unit to be the point person regarding Title IX processes and to provide ongoing updates to their department or unit. Appointees should be provided additional training and support vis-a-vis Title IX processes and resources, and their efforts should be appropriately recognized as part of their workload.
- **Recommend:** Create an Office/Division for Diversity and Inclusion. This office would coordinate training efforts, house the new staff we have recommended be hired, and report to the President. Part of this Office/Division could be a new Center for Trauma and Violence Prevention and Response.
- **Recommend:** Create a Center for Trauma and Violence Prevention and Response, a unit with its own director, created with input with key stakeholders on campus, including survivors as well as units/organizations that are already doing related work at UMBC. This would be the central place for UMBC's response to violence trauma and would serve as a place for victims and survivors to receive support around issues of violence and trauma. It would be a place where

prevention issues are addressed and would be the central place for employee and student training.

- **As an interim solution**, increase funding and staffing to the units/organizations (e.g., the Women's Center) that are currently doing the work that the recommended center and associated staff would eventually take on.
- **Recommend:** Work with the UMBC police department to fully implement a community policing model, which includes hiring community resource officers and assigning campus police officers to patrol designated areas of campus and to develop relationships with the groups residing/working in these areas. (References for this section are provided in Appendix B.)

TITLE IX REPORTING AND THE DISCLOSURE PROCESS

- **Strongly Recommend:** Title IX office should provide annual reports to the campus community of sexual misconduct that have been adjudicated through the Title IX office. This would increase transparency and address one of the central student concerns.
Note: Goucher's Title IX coordinator is willing to talk with UMBC about their [reports](#) to the Goucher campus community and how they came to their current report structure (beyond just releasing the Clery stats, which was how things were previously handled). At the end of every calendar year, they release information about the closed cases from that year. This includes: overall number of cases reported, numbers for each type of misconduct, information about who the respondents were (student, staff, faculty at Goucher, or people outside the university), and case conclusions.
- **Strongly recommend:** Better communication regarding support for survivors, the Title IX process, the responsible employee responsibilities, and prevention and education.
 - Be more transparent in communicating the Title IX process – what happens when the Title IX report is made?
 - Maintain transparent communication and provide consistent updates with reporting and responding parties going through the Title IX process (i.e. weekly or bi-weekly updates on the status of the investigation)
 - Dedicate resources to creating an informative and prominent website for information about Title IX and the disclosure process (see, e.g., [a similar website at Goucher](#)).
 - Include an infographic in addition to the written explanation to support readers with different ways of absorbing information.
- **Strongly Recommend:** Update the Title IX form and/or create a shorter/simpler form, available in hard copy and online, that becomes the first step in reporting any potential Title IX cases. (See Appendix A, at the end of this document, which lists suggested edits.)
- **Strongly Recommend:** The University must reconsider its compelled disclosure policy. While UMBC's policy in this regard is consistent with other universities, the University's response could be more victim-centred in its approach. Suggestions:
 - Clearly describe and widely disseminate compelled reporting policies and procedures to allow those who have experienced possible Title IX violations to make an informed

- decision about how to proceed in regards to reporting the events to university personnel (e.g., revamped Title IX webpage, flyers and postings throughout campus).
- Obtain input from individuals who have experienced Title IX violations in the past (e.g., sexual assault survivors) to identify how to center future survivors' needs in navigating UMBC's policies and procedures.

PREVENTION AND TRAINING

- **Strongly Recommend:** Engage in national training and involvement with the [Promoting Restorative Initiatives for Sexual Misconduct \(PRISM\) on college campuses](#), run by David Karp at Skidmore College. This is THE organization doing work with Restorative Practices (RP) and sexual violence in the U.S. UMBC should either bring PRISM representatives to campus and/or send a delegation from campus to their national conference.

Initial step: The FSAC and SAC can help suggest who from UMBC would be a good group for that delegation.

Next step: It is important to connect with UMB (Quince Hopkins) and Towson who are already incorporating RP work on their campuses with respect to existing Maryland statutes, with a broader goal being to build a regional consortium of colleges and universities who can lead in this area. (References for this section are provided in Appendix B.)
- **Strongly recommend:** Increase marketing and financial support for prevention workshops already happening on campus. Identify areas where we don't currently offer trainings and build those trainings for our campus (either by using an existing program, sending campus community members to a national conference/training, or building our own programming from scratch).

Next step: Hire someone who can coordinate these workshops and facilitate trainings for the peers or workshop instructors. This person should have demonstrated diversity and inclusion awareness, knowledge and skills to provide intersectionality-based trainings that can reduce access disparities and support barriers for historically underrepresented and marginalized populations (particularly those groups that are disproportionately impacted by sexual violence).
- **Strongly recommend:** Have more extensive information/resources about interpersonal violence on the Retriever Courage website. Other universities offer robust models for providing students with information about different kinds of interpersonal violence ([Colorado State is a good model](#)) as well as for supporting survivors (the UMBC Women's Center already has good material).
- **Strongly recommend:** Mandatory student training should be enforced via blocks on student accounts for students who don't complete the training in a timely manner; this is common among universities (see, e.g., University of Massachusetts, Amherst, which has a mid-October deadline).

Next step: Establish a schedule for student training that ensures every new student receives in-person training in their first year and that other, subsequent mandatory and ongoing programming occurs, in order to reinforce that training over time.
- **Recommend:** Create a mandatory credit-bearing course for students that will address consent, prevention, health, and safety and that would count toward the 120 credits needed to graduate.

Initial step: Develop a module that will be mandatory in the IHU/FYE courses and make the first year course mandatory.

Next step: From this module, develop a free-standing credit-bearing course that will become mandatory.

Next step: Create a mandatory refresher course, intended for students to take in their junior or senior year. This course could replace the now-phased out P.E. course.

- **Recommend:** Designing and conducting a comprehensive research study of UMBC students' sexual lives, comparable to the [SHIFT \(Sexual Health Initiative to Foster Transformation\)](#) research study at Columbia, so that our programming and interventions address the experiences of UMBC students.
- **Recommend:** Expand current efforts to embed [Restorative Practices](#) (RP) more fully throughout UMBC. There are existing programs on campus, including a two-day RP training from Student Conduct and Community Standards and Residential Life, that are robust on campus but primarily student-oriented. Expanding those trainings could lead to a faculty/staff peer-education model that would also engage those other than students to use RP to help address sexual violence and misconduct. Best practices suggest that a proactive and robust RP program can set an important cultural foundation for the utilization of restorative methods in prevention efforts and in situations responding to harm, both in general and in Title IX situations. Expanding RP training on campus and utilizing these practices can benefit campus climate as well as enhance the effectiveness of programs around Title IX on campus. (References for this section are provided in Appendix B.)
- **Consider:** Hire a full-time Restorative Practices (RP) coordinator for our campus with demonstrated experience working with historically underrepresented and marginalized populations. Many schools are hiring full-time RP coordinators to guide efforts on campus, particularly in prevention of sexual violence/misconduct. We have lots of people on campus whose jobs touch on RP but no dedicated person to provide staffing support. This person could be housed in the the new Center for Trauma and Violence Prevention and Response (see above). (References for this section are provided in Appendix B.)

PROGRAMMING AND COMMUNICATIONS

- **Strongly recommend:** Hire a graphic design professional to coordinate all communications regarding Title IX, sexual assault and other gender-based misconduct and prevention/education.
- **Strongly recommend:** Hire a marketing firm with demonstrated expertise in this area to create a marketing campaign aimed at educating UMBC faculty, staff, and students about the full range of gender-based discrimination and rights covered under Title IX.
- **Strongly recommend:** Produce a campus-wide campaign about the full range of issues pertaining to sexual and gender-based violence, assault, misconduct, prevention, consent, and identity that features the voices of actual students, which might have strong impact and foster discussion -- this could perhaps be an initiative of the Women's Center and University Relations, or a new Office of Diversity and Inclusion and/or a new Center for Trauma and Violence

Prevention and Response (see above). It is important to involve offices and organizations other than Retriever Courage so that the diversity of our student body can be fully represented.

- **Strongly recommend:** Increase campus programming on topics related to sexual violence, prevention and consent.
 - Students (particularly those from historically underrepresented, vulnerable and marginalized groups) should have a strong voice on programming and perhaps drive the choices of what groups we bring to campus.
 - Keynotes or other programming that is linked to orientation and/or homecoming should not be stand-alone but, if used, should be followed by a series of ongoing, peer driven/focused small group discussions that help change culture and encourage personal responsibility.
 - There are a plethora of sources for speakers on Title IX topics, the Clery Act and actual survivors of rape and sexual assault that are willing to share their stories. Good options include: [RAINN](#), [Campuspeak](#), [InsideOut Leadership](#), and [Zero Shades of Gray](#). In addition, [Ignacio Rivera](#) is a local resource for possible future trainings, workshops, and even performances: While they predominantly focus on ending childhood sexual abuse, they also have more general “sex ed” type workshops, as well as ones that focus on healthy sexual relationships, which is part of ending sexual assault.

INFRASTRUCTURE

- **Strongly recommend:** Continue to coordinate with the police department and facilities to improve infrastructure, including signage and lights, at UMBC and at Shady Grove.
 - E.g., continue to add and repair public safety lighting and emergency phones.
 - E.g., add signage on the UMBC campus loop to indicate where the police department is located.

Thank you for considering our recommendations; please also see the two appendices at the end of this document, which provide more detail on recommendations for changes to the UMBC Title IX form (Appendix A) and references for material cited above (Appendix B).

Respectfully submitted,

Members of the Faculty/Staff Advisory Committee

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APPENDIX A. RECOMMENDATIONS FOR CHANGES TO TITLE IX FORM

- Redesign the form for simplicity and clarity. Current form is long and complicated, and it asks responsible employees to make judgements not everyone is trained to make (i.e. what type of assault occurred, safety assessment, etc.).
- Given the type of information that is being asked for on the report (e.g., categorize the type of abuse, assess safety, etc.), the current form should be completed by someone who has experience and knowledge about these issues.
- This new form would include:
 - Name of the employee reporting
 - Name of the persons involved
 - Description of what was shared – what happened?
- If the current form must be used, we recommend the following:

- Change the title of the form to something like “Referral Form.”
 - Re-design the form by hiring a designer to do it.
- Pay attention to organization, including where things are placed on the form (i.e. move the “Incident ID” to the end of the form; name and contact information should be the first thing on the form).
 - Make language clearer
 - Form needs better flow
- Clarify expectations for responsible employees completing the form. For example:
 - What is meant by “all known information must be provided”? Must responsible employees go beyond filling out the form and submit additional information?
 - Who can submit the form anonymously? Not everyone is aware of this.
 - Re-think asking responsible employees to classify the “incident.” Not everyone can determine if the incident is a “sexual assault I or II,” or if it is “sexual exploitation.” People may have a hard time differentiating between “relationship violence” and “domestic violence.” These are complex issues that only trained individuals should be asked to determine.
 - Re-think asking responsible employees to assess for safety, including suicidal thoughts. This is another complex issue, and it may be difficult for all responsible employees to assess for safety appropriately.
 - The form directs responsible employees to contact several campus resources if the person needs help with housing. Only include resources available to students. For example, will UMBC be able to assist regardless of where one lives or how many people are in the family? What if this is a student with multiple children of multiple ages? Who will make sure the student and his/her/they family is safe and has a place to stay?
 - Only include health care options that are available and responsive, especially when it comes to the need for a SAFE exam.
 - Clarify the issue of child abuse reporting. The tips/checklist says that “suspected child abuse, neglect, sexual, or otherwise, must be reported to the University’s Police.” It also says they “should be” reported to the Title IX office, and “can be made to the local Department of Social Services.” What does the law say about reporting to DSS? Is this not a “must” but a “can be” issue?
 - Make sure the list of resources for the person involved only contains information that is accurate, available, and accessible.
 - Add a “last revised” date.
- Those tasked with the responsibility of updating this form should have the training to do so and should have the following:
 - Information on what “must” be on the form (legal issues vs. institution issues)
 - Information on what is “negotiable” on the form (what cannot be removed and what can be changed)
 - We also recommend that UMBC research best practices for designing and routing these forms.
 - Include in all trainings why this form is necessary, i.e. is it a legal issue or UMBC policy?

APPENDIX B. REFERENCES

References for University Structure section

- [Community Policing on a College Campus](#) (Butler University, IN)
- [10 Years Of Proactive Community Policing Build Campus Teamwork, Make UB \[University at Buffalo\] A Safer Place](#)
- Sloan, Lanier, and Beer, "Policing the Contemporary University Campus: Challenging Traditional Organizational Models," *Journal of Security Administration* 23 (1), 2000, 1-20.
- RaShall M. Brackney: served as the former Chief of Police of [George Washington University](#). Most notably, Dr. Brackney was the first African American female in the nation to oversee a Special Operations Division. She is a recognized expert in the areas of harm reduction, procedural and restorative practices, and community-police relations. Dr. Brackney earned Bachelors and Masters Degrees from [Carnegie Mellon University](#) and a Ph.D. from [Robert Morris University](#).

References for Restorative Practices section

- [Restorative Justice Approaches to Sexual Assault](#)
- [Colleges Can Recover From Racial Crisis by Taking a Lesson From Mizzou](#)
- Koss, M. P., Wilgus, J. K., and Williamsen, K. M. (2014). [Campus Sexual Misconduct: Restorative Justice Approaches to Enhance Compliance With Title IX Guidance](#). *Trauma, violence, & abuse* 15(3).
- Koss, M. P. (2013). [The RESTORE Program of Restorative Justice for Sex Crimes](#). *Journal of Interpersonal Violence*.
- Local initiatives and experts
 - [Circle of Restorative Initiatives for Maryland](#): In November 2018, UMBC hosted their Fall conference
 - [Maryland Judiciary Mediation and Conflict Resolution Office \(MACRO\)](#)
 - [Quince Hopkins](#), Director, Erin Levitas Initiative for Sexual Violence Prevention in the UMB School of Law; she is willing to speak at/work with UMBC
- National experts:
 - [Chris Linder](#), University of Utah
 - [Gina Abrams](#), Boston University and International Institute for Restorative Practices
 - [Mary Koss](#), University of Arizona

<<END RECOMMENDATIONS>>