

Retriever Courage Student Advisory Committee (SAC)

Final Report and Recommendations

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Executive Summary

The Student Advisory Committee (SAC) was formed in December 2018 as part of the Retriever Courage initiative, responding to the September lawsuit filed against UMBC. Moving from a reactive to a proactive response, Retriever Courage and the SAC formed with the larger purpose of creating long-lasting change to prevent sexual violence/misconduct and effectively intervene to support those impacted by sexual violence/misconduct. The SAC convened members with relevant interests, expertise, and lived experience related to sexual violence/misconduct, and includes a diversity of students from various backgrounds, majors and academic departments, and organizations.

By student consensus, seven sub-committees were formed to address various components of sexual violence/misconduct prevention and response at UMBC: 1) Title IX reform; 2) police reform; 3) expanding campus resources; 4) prevention training and education; 5) facilities; 6) responsible employee relations; and 7) diversity and inclusion. Each sub-committee elected a student leader. In addition, two SAC co-chairs were elected, all of whom serve on the Retriever Courage Implementation Team alongside university faculty, staff, and administration. In their role on the Implementation Team, the SAC co-chairs advocate for student perspectives in all elements of decision making, and ensure streamlined communication between SAC and the Implementation Team.

Since early this year, SAC has met bi-weekly to research, discuss, and prepare recommendations. The recommendations which follow are organized by sub-committee, and are designated in terms of priority: strongly recommended, and recommended, and consider. The SAC will continue to meet through the summer and following academic year, and will work with the rest of Retriever Courage to center student voices in any recommendations and decisions regarding sexual violence/misconduct.

The process of implementing lasting change to longstanding practices and programs is a difficult one, but our more crucial task is getting students to trust that their university cares enough to take sexual violence/misconduct seriously and do everything in their power to prevent it from occurring in the first place. We know from decades of research that sexual violence/misconduct is an all too common experience among college students, particularly among women, members of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community, and those with disabilities, and that reporting to campus officials is low. Additionally, those who report often do not receive the support and assistance they need to heal from their experiences. We stand in solidarity with all survivors and individuals impacted by sexual violence/misconduct, and hope our work encourages them to feel confident they will be supported at UMBC and beyond.

Assessment from Title IX Reform Sub-Committee

Overview

The Title IX Sub-Committee has focused on two important objectives: first, surveying the campus in order to determine their perception and understanding of current Title IX procedure; and second, addressing the impact of the substantial changes to federal Title IX policy proposed by Trump administration Secretary of Education Betsy DeVos to Title IX/sexual misconduct policy at UMBC and the University System of Maryland (USM).

Regarding the first objective, step one of data collection involved interviewing members of the sub-committee previously involved in the Title IX process as complainants (i.e., those reporting their victimization to Title IX staff) (pg. 4). This lived experience informed step two of data collection, a Google Form assessing general student knowledge on Title IX, the reporting process, and resources available to students involved in the Title IX process (pg. 5). The Google Form largely indicated students were unaware of the purpose of Title IX, the location of the Title IX Coordinator, the steps involved in reporting sexual violence/misconduct to Title IX, and resources available to those impacted by sexual violence/misconduct. Lastly, step three of data collection is a confidential Qualtrics survey for those who have had an incident of sexual misconduct/violence reported to Title IX. Data collection for step three is ongoing, and results will be made available to the campus community at a later date.

Regarding the second objective, the Title IX sub-committee reviewed interim federal Title IX guidance provided by Betsy DeVos, Secretary of Education in the Trump administration, and considered the detrimental impact it will have on the UMBC community. In brief, the interim guidance proposes the following changes to federal Title IX policy: informal resolution (e.g., mediation) can be used for any complaint, including sexual assault; utilizing a higher standard of proof, moving from the “preponderance of evidence” standard (50.1% likelihood misconduct occurred) to “clear and convincing” standard (75% likelihood misconduct occurred); moving from a suggested 60 day time frame for completing investigations to no fixed time frame; making the appeals process only made available to respondents (i.e., perpetrators) and not complainants (i.e., victims/survivors); and permitting of cross-examination of the complainants by the respondent’s legal representation.

Federal Title IX policy directly influences campus Title IX policy, and thus this interim guidance is likely to change Title IX/sexual misconduct policies in the USM and at UMBC. Along with UMBC student leaders and USM representatives, the sub-committee is drafting a letter urging the USM to adhere to Obama-era Title IX guidance and reject the interim Title IX guidance. In the case that the Trump administration Title IX guidance does become federal law, the committee has outlined recommendations to UMBC Title IX staff regarding how to move forward while maintaining the dignity of survivors and not adding to difficulty and confusion for those involved in the process. The most pressing issues identified with the Trump administration Title IX guidance are: 1) proposal of a smaller jurisdiction of sexual violence/misconduct cases which fall under the jurisdiction of UMBC’s Title IX staff; 2) the possibility of using a higher burden of proof; and 3) the narrowing definition of sexual harassment.

Data Collection Step One - Sub-Committee Student Experiences with Title IX

Sub-committee members who participated in the Title IX process as complainants/reporting parties at UMBC reported multiple instances of unprofessionalism and misconduct on the part of Title IX staff. Three key areas noted by sub-committee members were the length of investigations and lack of communication regarding the status of investigations; inconsistency in policy around bringing additional individuals (e.g., Support Persons) to hearings; and variability in the conduct of the Board of Review during hearings.

Length of investigation. According to Section VI, “Time Frame for Resolution,” in the UMBC Interim Title IX Procedures for Students, “the University will seek to resolve every report of Prohibited Conduct within sixty (60) calendar days after receiving the report, excluding any appeal.” The section also states that if the investigation must be extended for any reason, “the Title IX Investigator, or designee, (‘Investigator’) will share with the Reporting Party and Responding Party, in writing, any extension of the timeframes, and the reason for the extension.” Although the 60-day timeframe is aspirational and not required, Title IX staff are required to notify all involved parties when the timeframe will extend beyond 60 days. Only in extremely rare instances was an investigation concluded within the aspirational 60 day period, and were students notified in writing of extensions and the rationale for these extensions. A more realistic timeline reported by students ranged from 6 months to over a year, and rarely with an explanation given for the extension.

Support Persons. Another area of note is that several students were told conflicting information as to how many members of support they could bring to their Title IX hearing. According to Section XIV, “Role of Support Person, Attorney, and Non-Attorney Advisor,” in the UMBC Interim Title IX Procedures for Students, “throughout the process, any participant may have a Support Person, Attorney, or Non-Attorney Advisor present with them and assisting them at any investigatory meeting or Board of Review meeting related to the resolution of a report under the Policy or during any Appeal process.” It is important to note that the policy does not specify how many of these individuals (Support Person, Attorney, or Non-Attorney Advisor) the parties are permitted to bring to hearings. Sub-committee members who were reporting parties were told they could only bring one additional individual with them to the hearing, only to discover the responding party was allowed to bring more than one.

Conduct of Board of Review during hearings. Lastly, there were also many discrepancies in how the Board of Review conducted the hearing process, including but not limited to cross-examination of reporting parties, irrelevant investigative questions, and a general sense of doubt toward the reporting party. Sub-committee members who were reporting parties recounted being asked leading questions meant to discredit something they had previously said, either in person or in the investigator’s report. Some noted being asked about their previous consensual sexual interactions with the responding party, with the implication that previous consensual interactions would impact the investigation of a current incident that involved non-consensual interactions.

Data Collection Step Two - General Student Knowledge on Title IX

Title IX policy and on-campus location. Step two of data collection was disseminating a Google Form to assess general student knowledge about Title IX, the reporting process, and resources for those impacted by sexual violence/misconduct. Sixty-two students across several student organizations participated in the survey. While 95% of students said that they had heard

of Title IX, only 44% were able to accurately describe Title IX in their own words. One third (32%) had heard of Title IX but could not describe it, while 19% were able to somewhat describe Title IX. Between the third that had heard of Title IX but could not describe it and of the 19% that could somewhat describe it, 32% described only Title VII, or both Title VII and Title IX. Most students could not locate the Title IX office and coordinator - 82% said they did not know where the Title IX office was located, while 16% were able to state which building the office was located in, but only one student was able to state which building and which floor the office was located on. Lastly, 73% of the students stated that if they or a friend needed to file a complaint, they did not know how to do so.

Responsible employees and resources. A greater split in data was seen around students' knowledge of responsible employees and where to get resources. A responsible employee is a university employee who is mandated to report instances of sexual violence/misconduct to the Title IX Coordinator with identifying information on all involved parties, even without the permission or consent of students. The majority of UMBC faculty and staff are responsible employees, including professors and lecturers, Resident Assistants, Graduate Assistants, and other employees students come into frequent contact with. A little more than half (57%) of students said they had heard of the term 'responsible employee,' however, when asked to list who qualified as a responsible employee on campus, only 45% could list some responsible employees, and only 6% correctly identified that all UMBC faculty/staff are responsible employees unless they are specifically designated as confidential or quasi-confidential. When asked if they knew where to go for support resources, 58% of students indicated they knew where to obtain support resources, and 42% said they did not know where to obtain support resources. Of the 58% who said they knew of support resources, only a subset could identify at least one support resource – 32% listed the Women's Center, 27% listed the Title IX office/Coordinator/website, 11% listed We Believe You, and 10% listed the Counseling Center.

Recommendations

- **Strongly recommended:** A survivor/victim advocacy office be re-established and at least one full-time victim advocate(s) be hired, who serves as a confidential employee. This advocate should be a licensed clinician with an expertise and interest in victim services and trauma-informed care. UMBC had the Voices Against Violence (VAV) office, which employed a survivor/victim advocate, until July 2016. This individual was available for 24/7 crisis support, advocacy through processes such as obtaining a sexual assault forensic exam (SAFE), reporting to law enforcement or Title IX, and other steps survivors/victims may choose to take after an assault. The lack of one centralized location for advocacy puts strain on university faculty and staff who have been identified by students as having expertise and an interest in working with those impacted by sexual violence/misconduct, including the Women's Center staff, instructors in departments adjacent to these issues (e.g., Gender and Women's Studies; Psychology; Social Work), and Mosaic Center staff. In addition, a centralized location for advocacy would reduce the chances of misinformation being spread and provide an identifiable location for any and all kinds of support for sexual violence, misconduct, harassment, and stalking.
- **Strongly recommended:** Remove the Title IX Coordinator and investigative staff from the Office of the General Counsel (OGC), which is housed in Human Relations. The current placement of Title IX within the OGC reduces the effectiveness of the Title IX

staff in addressing sexual violence/misconduct and further reinforces the idea among students that the university's primary duty is compliance and protecting the university from lawsuits, rather than protecting students who report misconduct to Title IX. The placement of Title IX in the OGC does not adhere to federal Title IX guidance vis-à-vis the Department of Education's Office for Civil Rights, nor the practices of the majority of peer institutions within the USM who do not house their Title IX Coordinator and staff within OGC. The role of OGC is to protect the institution from lawsuits, whereas the role of the Title IX Coordinator is to provide assistance to students involved in the Title IX process, leading to some contradiction in the roles of Title IX and OGC.

- **Strongly recommended:** Develop a Title IX “case tracker” so that reporting and responding parties can easily and quickly check the status of their case and investigation, and updates are no longer the responsibility of individual investigators. Johns Hopkins Hospital uses a similar system/tracker for individuals receiving treatment, known as MyChart. Aspects of MyChart which could be applied to a Title IX case tracker include a direct messaging feature to contact investigators, an online calendar for scheduling appointments with Title IX staff, a summary section for a summary of the current case and status, and information on Title IX and sexual violence/misconduct resources.
- **Strongly recommended:** Mandate the inclusion of standardized “boiler plate” language to every course syllabi which briefly describes Title IX, sexual violence/misconduct, the role of responsible employees, and the steps involved in reporting sexual violence/misconduct and seeking support. This language would appear alongside other required syllabi language, including information for students with disabilities, diversity statements, and information on academic dishonesty. This will address campus-wide misunderstandings of the role of the Title IX Coordinator and process, promote greater understanding of responsible employees so students do not unknowingly disclose information which will be referred to Title IX without their permission, and convey that sexual violence/misconduct is taken as seriously as other forms of discrimination.
- **Strongly recommended:** If the Trump administration interim Title IX guidance becomes federal law, UMBC's Title IX staff should adhere to Obama-era Title IX guidance. This includes: maintaining a jurisdiction of sexual violence/misconduct incidents which occur both on- and off-campus (rather than only on-campus or within an educational program/activity) by pursuing cases as misconduct through our violation of Code of Conduct procedures; continue using the preponderance of the evidence standard (rather than the clear and convincing evidence standard); conducting a formal process for each report of sexual violence/misconduct filed, including an investigation if one is warranted; and not utilizing practices which can be harmful to reporting parties, including allowing cross-examination by responding parties, only allowing appeals from the responding parties rather than both the reporting and responding parties, and taking long periods to complete investigations without appropriate rationale and/or communication.
- **Strongly recommended:** Pending new Title IX regulations, expand Board of Review training to cover trauma-informed questioning. The investigation process is a highly sensitive process and can be worsened by inappropriate or insensitive questions.
- **Strongly recommended:** Clarify the process for reporting parties in obtaining a no-contact order and other interim protective measures. This could be achieved through improved outreach by the Title IX staff, clarifying the Human Relations website, and/or mandated syllabus language explaining Title IX and sexual violence/misconduct.

Assessment from Police Reform Sub-Committee

Overview

The police reform sub-committee was primarily tasked with assessing and improving the existing relationship between UMBC students and the UMBC Police Department. The aforementioned lawsuit in September named UMBC Police Chief Paul Dillon as a defendant, and alleged he played a role in mishandling two reports of sexual violence to the university through discouraging a sexual assault victim from reporting their assault to local law enforcement (Baltimore County Police Department). Chief Dillon denied the allegation and later requested a dismissal from the lawsuit. In addition, many media reports about the lawsuit confounded the actions of UMBC Police Department and the Baltimore County Police Department. These allegations and news reports greatly diminished the already weak trust between UMBC students and the UMBC Police Department, and contributed to some victims' decisions to not report misconduct to campus police.

The sub-committee engaged in ongoing bi-weekly meetings with Deputy Chief of Police Bruce Perry with the following goals: 1) understand UMBC Police Department policies and practices as regards sexual violence/misconduct; 2) clarify the relationship between campus police and local law enforcement particularly as pertains to sexual violence/misconduct cases; and 3) offer recommendations for better practices which are sensitive to the unique needs of those impacted by sexual violence/misconduct. In addition, the sub-committee researched the policies and practices of the campus police forces of peer institutions. The recommendations which follow are informed by meetings with campus police and research on peer institutions.

Recommendations

- **Strongly recommended:** A formal and separate accountability committee should be created that would investigate reports from UMBC community members of police misconduct and/or brutality. Often, counties will have a division in their associated prosecutorial office that investigates cases of police misconduct. The Baltimore City State Attorney's Office has a Police Integrity and Public Trust Unit which investigates police misconduct claims. UMBC should implement a similar accountability committee made up of professional investigators unaffiliated with the university and members of the Office of Student Conduct and Community Standards. Once the committee has completed an investigation, it can release a report of findings. Upon reviewing the report, UMBC's administration can take necessary and appropriate penal action.
- **Strongly recommended:** UMBC Police should receive workshops on topics such as diversity/inclusion, trauma-informed support, and de-escalation techniques. Camden County College, New Jersey and North Carolina State University, North Carolina are some of the few universities that have implemented workshops to improve policing practices, including de-escalation technique workshops.
- **Strongly recommended:** Hire a Community Outreach Officer who is tasked with planning and facilitating outreach events to the broad campus community and student organizations. This individual can make particular efforts to connect with student leaders (e.g., Student Government Association, Graduate Student Association) and other organizations representing communities disproportionately impacted by policing, incarceration, and police harassment (e.g., Black Student Union, Latino Student Union,

LGBTQ Student Union). This individual should have expertise and an interest in social justice, diversity, trauma, and mental health. Other universities, including, Yale University, University of Chicago, University of Nebraska, and San Diego State University, have utilized this model to improve relations between campus police and students.

- **Strongly recommended:** Hire additional female officers, so at least one is on duty at all times. While issues of sexual violence/misconduct can occur to anyone, it is noted that women are affected disproportionately by this issue and always having a female officer on duty that could be requested by a victim/survivor could help to increase reporting and/or provide additional support to those who choose to report.
- **Recommended:** Hire additional officers from diverse ethnic, social, and/or cultural backgrounds, including those proficient in languages common among UMBC international students and other communities (i.e., American Sign Language).
- **Recommended:** Increase and improve effectiveness of social media outreach from the UMBC Police Department. This would help increase awareness of the role of campus police in protecting students and promote campus safety. Additionally, it would enable UMBC Police to directly engage with UMBC community members. This would promote transparency around the department's activities, thereby creating more trust between the UMBC community and UMBC Police.
 - **Recommended:** Improve UMBC Police's twitter and myUMBC platforms. Currently, their presence on these platforms is severely limited. Other offices and departments on campus use social media to successfully engage with the UMBC Community. Updating and maximizing social media use could increase trust and engagement with the community.
 - **Consider:** Create a Facebook page
 - **Recommended:** Create an unpaid, for-credit social media/administrative internship to improve social media platforms. UMBC hosts many talented media and communications majors that could reinvigorate UMBC Police's social media with the latest technical skills. They would create social media posts that would engage and be relatable to the UMBC community (i.e. using memes). By doing this, it would make the UMBC Police seem more approachable.
- **Recommended:** Increase patrol officers' visibility on-campus in heavily-populated student areas (i.e. the Commons) through increasing mandatory foot patrolling hours and engage with students. Currently, UMBC Police Officers are only required to do 200 patrols a year of non-vehicle patrol (foot, bike, or Segway). If officers did a patrol once every day, it would take only 6 months to complete this requirement, which does not fully meet needs on a campus where a majority of the population is walking around on campus.
- **Recommended:** Increase visibility of student marshals. This could be accomplished through putting their pictures and biographies on the UMBC Police Department website and having them patrol campus in student-heavy areas (i.e. the Commons) to engage with students. By increasing visibility on campus, UMBC community members would be able to recognize and associate positive emotions (i.e. trust, respect, etc.) with officers.
- **Recommended:** Consistent follow-ups on all sexual assault crime reports. In particular, let the campus community know when the perpetrator has been taken into custody.

Assessment from Expanding Campus Resources Sub-Committee

Overview

The expanding campus resources sub-committee was tasked with assessing UMBC's current resources for survivors/victims of sexual violence/misconduct and making recommendations to expand current measures and address areas of misinformation. A key project enacted by members of this sub-committee, Communications Support Specialist, and Common Vision was the creation of the Retriever Courage sexual violence/misconduct resource brochures, which are currently found in the two resource stand pilots in Commons. The brochures offered list information for on- and off-campus resources, including the Title IX Coordinator, the Counseling Center, We Believe You, the Women's Center, definition of quasi-confidential employees, and information on obtaining a sexual assault forensic exam.

Recommendations

- **Strongly recommended:** Unless the program is reinstated, remove all references to Voices Against Violence, both online and flyers still found posted in some academic buildings. This office does not exist, and students should not be directed to it or lead to think it exists.
- **Recommended:** Increase signage across campus about support resources. Some universities have put up posters of their Title IX Resources Team so their students can easily identify these individuals when they need support. Currently, our Title IX Resources Team members can only be found on the Human Relations website, and are rarely utilized to help students impacted by sexual violence/misconduct. In addition, there is considerable confusion from the campus community about whether the Title IX Resources Team is only intended to support reporting parties, or both reporting and responding parties.
- **Recommended:** Distribute the Retriever Courage sexual violence/misconduct resource brochures to all academic departments/offices, and encourage all faculty and staff to have them available for students. Have the Office of Human Relations (which houses the Title IX Coordinator and staff) use this brochure when providing survivors/victims resources. These comprehensive brochures ensure all students are being given the same resources and accurate information.
- **Consider:** Expand the Commons resource stands to additional campus buildings in high traffic areas (e.g., RAC, Library, True Grits), based on the success of the two pilot stands, and consider expanding to areas frequented by responsible employees which may be less high traffic (i.e., research labs, teaching assistant offices, graduate student lounges, etc.).

Assessment from Prevention Training Sub-Committee

Overview

Members of this sub-committee collaborated with the Training Implementation Team on a student training team, with the joint task to develop and implement a student prevention education and training program targeting issues of sexual discrimination, sexual misconduct/violence, and consent. The training was developed to be specific to the UMBC campus and the mission of Retriever Courage. The training is currently being piloted and evaluated with several UMBC classes and student organizations. The student training team has met weekly since the beginning of the year, and pilot trainings have been conducted since mid-March and are continuing into May. Trainings are typically conducted in medium-sized groups (~30 students).

The team of training facilitators consists of one full-time staff, one full-time faculty member, and one full-time undergraduate student of UMBC. The data analysts consist of two full-time undergraduates and one full-time doctoral student. Preparation of the trainings took approximately one month (since February 13, 2019). All trainees underwent a train-the-trainer program to increase consistency between trainers and ensure integrity of any data collected.

Development of Pilot Student Prevention Education/Training Program

Step One – Identify Learning Outcomes

- Have awareness that the university has a policy on prohibited sexual misconduct, interpersonal violence and other related misconduct including sexual and gender-based harassment, sexual violence, relationship violence, domestic violence, sexual exploitation, sexual intimidation, sex and gender-based stalking and retaliation
- Know the university's definition of consent and what is not considered consent
- Identify at least one on-campus resource and one off-campus resource for reporting or responding to sexual misconduct
- Identify two to three options for action which demonstrate that UMBC has a culture that does not tolerate violence and that all members are welcome

Step Two – Develop Content of Training and Delivery

Content

- UMBC's definition of consent
- UMBC's policy on sexual misconduct and interpersonal violence
- UMBC on-campus resources for support and reporting in addition to off-campus resources
- Bystander Intervention: Shared responsibilities of all UMBC members to create a campus of safety and inclusivity

Delivery/Modality

- Primary source of training is in-person (~25-30 minute) via either a staff, student, or combination of staff and student presenter
- Powerpoint presentation to aid facilitation of training
- Training info/reference handout (obtained by participants are the conclusion of the training)

- Case study/scenario half-sheet: “Riley and Cameron”

Step Three – Evaluation of Training for Participants

Participants were assessed pre- and post-training in the following three areas:

Learning and Comprehension

- Awareness of UMBC sexual misconduct/Title IX policy
- Knowledge of UMBC’s definition of consent
- Knowledge of on and/or off-campus resources for sexual misconduct and identifying at least one resource

Ability to Intervene

- Ability to intervene if witnessing an act or potential act of violence

Satisfaction

- Most important takeaway from the training
- Suggestions or improvements for the training

Preliminary data analyses suggest significant increases from pre- to post-training in awareness of UMBC sexual misconduct/Title IX policy, knowledge of UMBC’s definition of consent, knowledge of resources, and ability to intervene. Participants reported high satisfaction with training and provided helpful suggestions to improve the training. Data collection for the pilot study and analyses are ongoing, and complete results will be shared with the campus community at a later date.

Recommendations

Retriever Courage Student Training Pilot

- **Strongly recommended:** Continue pilot presentations and data collection for Retriever Courage student training, which is currently a 25-30 minute lecture and discussion-based training for students. The training focuses on four topics: consent, policy, resources, and bystander intervention. This training should primarily be conducted in-person in a format that is interactive and engaging, especially for new UMBC students.
- **Strongly recommended:** Make changes to aforementioned Retriever Courage training which aligns with suggestions from pilot study participants, including adding more info on policy, presenting more consent scenarios, and providing more opportunities for engagement, interaction, and skills-based learning. This would increase the duration of the training, but the training should be no longer than one hour (40 minutes of lecture).
- **Strongly recommended:** Collaborate with outside researchers with expertise on researching sexual violence prevention education and training to effectively evaluate training/educational efforts.

Staffing and Funding Needs

- **Strongly recommended:** To ensure longevity of training efforts, hire external staff to coordinate and facilitate trainings. Currently the majority of training coordination and facilitation falls on staff and students with additional full-time jobs and responsibilities. A minimum of 4-5 external staff would be ideal, given the goal of training of training all

14,000+ UMBC students. These staff could be housed in the University Health Services, or in a newly formed victim/survivors advocacy office.

- **Recommended:** Facilitators should have extensive experience in health promotion, risk prevention and community outreach, and should also have expertise and interest in sexual misconduct/violence.
- **Recommended:** Students leaders should assist in the facilitation of trainings, to receive course credits as Peer Health Mentors with University Health Services.
- **Strongly recommended:** Increase marketing and financial support for prevention workshops already happening on campus by leveraging existing training/partnerships:
 - Green Dot
 - Consent and Respect
 - Relationship Workshops via University Health Services Peer Health Mentors
 - External Workshops: Hopeworks, Force, Turnaround, Maryland Coalition Against Sexual Assault, etc.
 - Relationship Workshops via the Counseling Center, University Health Services, Women's Center, etc.
 - Respect and Diversity Workshops via the Mosaic Center
- **Recommended:** Provide more extensive information and resources about sexual misconduct/violence on the Retriever Courage website. Continue to refer to the Retriever Courage website within the trainings as a universal, common ground for individuals to learn/reinforce what was covered during the training.

Training Dissemination and Requirements

- **Strongly recommended:** Mandatory student training via class registration blocks for non-compliance of training requirements for undergraduate, graduate, and transfer students. UMBC imposes these same registration blocks for financial issues, (e.g., unpaid parking tickets and library fees), advising holds, and administrative issues, but not for non-compliance with sexual violence/misconduct training. The majority of other schools in the USM impose registration blocks for student non-compliance around sexual violence/misconduct training.
- **Strongly recommended:** Systematically evaluate different modalities of training, including trainings of different lengths and different group sizes, general trainings versus those modified to particular grade levels or sizes, in-person versus online, etc. In addition, explore modalities of training for those with special circumstances which may inhibit their ability to participate in the typical student training (e.g. those with disabilities, those with language barriers, etc.)

Media Campaigns around Sexual Misconduct/Violence

- **Strongly recommended:** Training must continue beyond the primary, first exposure to the Retriever Courage initiation. Training must be continuous, on-going, and offer a variety of small-dosage exposure through various multimedia outlets in order to increase multiple points of contact.
- **Recommended:** Develop UMBC Consent Campaign:
 - Posters
 - Consent Videos
 - Common Video Coverage/Advertisement (iNet)

- Flyers in Dorm
- Social Media Takeovers
- Banners
- Advertisement on myUMBC
- Talk Series//Discussion Series
- Workshops
- Dorm/Resident Events (hosted by RA's)
- Additional format of Bystander Training (i.e. Bring in the Bystander)
- External organizations provide training and workshops
- **Recommended:** Offer class credit and/or extra credit to those who participate in the UMBC Consent Campaign. There will be checkpoints that students must accomplish throughout the semester and overall academic year:
 - Complete the mandatory, in-person Retriever Courage Training
 - Attend one Consent Campaign in-person event (workshop, training, speaker)
 - Complete short, online training modules (repeated throughout the semester)
 - Attend a Bystander Intervention Training (ex: Green Dot)

Assessment from Facilities Sub-Committee

Overview

The Facilities sub-committee was tasked with addressing facilities-related safety concerns on campus, which negatively impact the perception of student safety on campus and create conditions which increase the likelihood of crime and other misconduct on campus. The sub-committee's work included the following: 1) creating and disseminating an anonymous Google Form to the UMBC community to assess facilities-related safety concerns; 2) meeting with the UMBC Facilities Management; and 3) consulting with students impacted by sexual violence/misconduct on what facilities changes would contribute to their feeling safer on the UMBC campus. The recommendations which follow are informed by direct input from students and through meeting with the UMBC Facilities Department.

Facilities-Related Safety Concerns Google Form

26 students, including residential and commuter students, and one staff member participated in the survey. The main concerns identified from the survey included the accessibility of blue lights, as well as a lack of proper lighting in residential areas, walking paths to parking lots, and walking paths to main buildings on campus such as the Commons.

- **Garage lighting:** A lack of lighting on top of parking garages, including but not limited to the Commons Garage, Walker Apartments Garage, and others.
- **Emergency Phones (“Blue Lights”):** There are emergency phones installed around the campus along sidewalks and buildings, designated by blue lights above the phones, which connect directly to the UMBC Police Department. Participants expressed concerns about too few emergency phones on campus, and a desire to have at least one other emergency phone in viewing distance of an emergency phone. In addition, few emergency phones are located indoors, which may be prohibitive for people who have accessibility constraints or are otherwise in need of emergency assistance while indoors.
- **Reporting facilities concerns to the Facilities Department:** Participants noted that the Facilities Department website was not easily accessible nor clear. It was unclear to most participants how they would report a facilities concern (such as a broken light) or take the initiative to start a project toward improving campus safety.
- **Concerns about non-UMBC campus members on campus:** Participants noted that non-UMBC campus members occasionally sleep on campus in spaces such as the Retriever Athletic Center (RAC), which makes students feel uneasy.

Meeting with Facilities Management

The sub-committee met with Facilities Management to share student facilities-related safety concerns. Facilities staff committed to improving the user-friendliness of their website, and providing more frequent updates to the campus community on ongoing facilities projects, such as improving campus lighting. In addition, Facilities Management encouraged students to proactively address safety concerns through filing a formal facilities-related reports. They suggested that residential/on-campus housing requests be addressed through Resident Life, emergency phone requests be addressed through the UMBC Police Department, and that all other facilities-related concerns could be addressed through Facilities Management.

Recommendations

- **Strongly recommended:** Add additional lighting to campus garages, including Commons Garage, Walker Apartment Garage, and others.
- **Strongly recommended:** Additional proximal emergency phones be installed, and phones be checked at least once weekly to ensure they are working properly.
- **Strongly recommended:** Develop and utilize a website to report on-campus facilities-related concerns directly to Facilities Management or other parties (e.g., Resident Life and UMBC Police Department). One such idea developed by a UMBC student is called “Light Out Reporting System,” and the ideas is as follows:
 - Create a website called <http://lightout.umbc.edu>, <http://lights.umbc.edu>, or some similar URL. This website would be mobile-optimized and have a search box where you would type in the Light’s ID. It could also have a view for people to see open reports of lights that are out.
 - After the ID is entered, it takes you to a page where it would allow you to report the light. Additionally, you can see if it has already been reported and the status of the report. Each time a report is made on the application, an email to Facilities Management is generated.
 - On each of the lights around campus, there would be a sticker with a QR Code, the Light ID, and the website URL. If you were to scan the QR code on the light, it would take you directly to the page where you can report that particular light as out. The Light ID and the Website URL are also on the sticker to allow for double checking, but also provide contingencies if the QR code doesn’t work.
- **Strongly recommended:** Host an additional lighting tour to go over improvements made since the Fall 2018 lighting tour and check for additional areas of improvement.
- **Recommended:** Hire a Facilities Management communication liaison staff member to be the mediator between the community and the department and to also be the mediator for the department and the other departments (e.g., Resident and campus police).
- **Recommended:** Continue to consult with students impacted by sexual violence/misconduct on facilities-related concerns which increase or decrease their feelings of safety on campus.

Assessment from Responsible Employee Relations Sub-Committee

Overview

The Responsible Employee Relations sub-committee was tasked with increasing student awareness and knowledge of responsible employees, and improving the role of responsible employees in working with students impacted by sexual violence/misconduct. The sub-committee assessed current practices at UMBC as well as peer institutions in the USM to make the following recommendations.

Recommendations

- **Strongly recommended:** In line with the recommendation of the Title IX reform sub-committee, mandate the inclusion of standardized “boiler plate” language to every course syllabi which briefly describes Title IX, sexual violence/misconduct, the role of responsible employees, and the steps involved in reporting sexual violence/misconduct and seeking support. In addition, this same language should also be included on Blackboard course pages.
- **Strongly recommended:** Ensure all responsible employees, particularly students who are responsible employees (i.e., Resident Assistants, Graduate Assistants), participate in ongoing training on sexual violence/misconduct and Title IX, at a minimum of once per year. All responsible employees are currently completing bi-annual (every 2 years) training on Title IX and their role as responsible employees. However, annual training would help responsible employees feel more prepared to sensitively and effectively support students who disclose sexual violence/misconduct. This is particularly important for new graduate students who enter the university with the expectation of being a responsible employee with little to no applicable knowledge or experience. The Women’s Center “Supporting Survivors of Sexual Violence” workshop focuses specifically on how to handle student disclosures from a trauma-informed and survivor-centered approach. In addition, Green Dot offers helpful information on bystander intervention, and efforts to promote a greater sense of community responsibility around sexual violence/misconduct.
- **Strongly recommended:** Allow for confidential online reporting of sexual violence/misconduct incidents to the Title IX Coordinator. Other schools in the USM, including University of Maryland-Baltimore, University of Maryland, College Park, University of Maryland, Eastern Shore, Frostburg University, and Towson University have online submission forms where members of the university community can confidentiality, and in many cases anonymously, report incidents of sexual violence/misconduct to the Title IX Coordinator. This reduces the burden of reporting to Title IX, as students would not be required to reach out via email/phone or meet in person. For students impacted by sexual violence/misconduct, having to restate their experiences via email/phone or in-person communication may be too emotionally difficult. In addition, students who witness sexual violence/misconduct but want to remain anonymous can easily report concerns to the Title IX Coordinator.
- **Recommended:** In line with the recommendation from the expanding campus resources sub-committee, distribute the Retriever Courage sexual violence/misconduct resource brochures to all academic departments/offices, and encourage all faculty and staff to have them available for students. These comprehensive brochures ensure all students are being given the same resources and accurate information.

Assessment from Diversity and Inclusion Sub-Committee

Overview

The Diversity and Inclusion sub-committee was tasked with identifying specific groups of students that do not have adequate resources as regards sexual violence/misconduct and that have not been included enough in conversations about campus reform. While there is always more work to be done in this area and for this sub-committee, general recommendations were made based on conversations during SAC meetings.

Recommendations

- **Strongly Recommended:** In line with the recommendation of the Title IX reform sub-committee, a survivor/victim advocacy office be re-established and at least one full-time victim advocate(s) be hired. This person should have an interest and expertise in working within diverse communities, including but not limited to the immigrant and/or undocumented community, the deaf and hard of hearing community, the LGBTQ+ community, the differently abled community, and with racial/ethnic minority individuals. The hiring process should include representatives from various diverse student organizations to ensure the victim advocate(s) are well-prepared to work with and represent the diversity within the UMBC community.
- **Consider:** Outreach to communities of international graduate students to address issues of sexual misconduct/violence occurring between graduate advisors and their mentees.

Appendix A: Committee Members

Student Advisory Committee Co-Chairs: Nadia BenAissa, Aliya Webermann

Title IX Reform Sub-Committee: Chair- Ethan Hudson; Members- Heather DeVal, Dakota Monsen-Murray, Miranda Cardillo, Ella Hawkins

Police Reform Sub-Committee: Chair- Samiksha Manjani; Members- Patrick Reid, Mariam Abalo-Toga, Kalada Nemieboka

Expanding Campus Resources Sub-Committee: Chair- Jessica Lease; Members- Autumn Cook, Christa Lewis

Prevention Training Sub-Committee: Chair- Haley Owens; Member- Jasmine Chyou

Facilities Sub-Committee: Chair- Estelle Ra; Member- Taylor Lutich

Responsible Employee Relations Sub-Committee: Chair- Jacob Mathew; Members- Brittany Gay, Becca Mann

Diversity and Inclusion Sub-Committee: Chair- Kristin Watson; Members- Scott Buchan, Margarita Correa, Carmen Freeman

Appendix B: Sample Title IX Syllabus Language

Disclosures of Sexual Misconduct and Child Abuse or Neglect

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct. While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator.

Additionally, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect. The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

After-hours counseling and care available by calling Campus Police at 410-455-5555

Other on-campus supports and resources:

The Women's Center, 410-455-2714 (for students of all genders, identities, and expressions)

Title IX Coordinator, 410-455-1606