



# Title IX Strategic Working Group

2018–2019 End of Year Report



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# Overview

**Washington University, like most universities in the nation, has been challenged to address the serious issues of sexual assault and misconduct on our campuses, and our students have rightly expressed their concern that these matters should be treated with the highest level of urgency and sensitivity. Our ultimate goal is to reduce the number of instances of sexual assault and misconduct at Washington University to none; however, we know that is extremely difficult to achieve. Even as we work to prevent incidents from occurring, we have to keep a firm focus on ensuring that our students are supported, treated fairly and respectfully, and given the appropriate tools to navigate the Title IX process. We also want to reduce the overall time to complete the Title IX investigation process.**

On April 27, 2018, Chancellor Mark Wrighton charged Vice Chancellor for Student Affairs Lori S. White to lead a working group with responsibility for the university's response to sexual assault and misconduct. As a result of student protest, Dr. White was charged with addressing the following four areas of university response to sexual assault and misconduct:

- Reducing stress on students involved in the Title IX process; reducing timelines; and increasing sensitivity.
- Enhancing resources for mental health services and survivor support; Title IX investigative staff; and training, especially to make the process and those who support our students more trauma-informed and more sensitive to all identities.
- Providing a channel for peer advocacy to assist students going through the Title IX process and provide advice to the Title IX Office.
- Establishing accountability measures with opportunities for student feedback.

On September 4, 2018, the university released a report titled "Improving Washington University's Response to Sexual Assault & Misconduct: A Call to Action." The report outlined a number of university commitments including new resources, as well as recommendations for responding to concerns raised by students related to Title IX policies and procedures.

During the 2018–19 academic year, the Title IX Strategic Working Group, in partnership with students, established seven Implementation Teams. Each Implementation Team focused on reviewing and responding to a set of recommendations from the 2018 "Improving Washington University's Response to Sexual Assault & Misconduct: A Call to Action" report. The Title IX Strategic Working Group 2018–2019 End of Year Report summarizes the Implementation Teams that were created, as well as the charges, outcomes, and further recommendations that each Implementation Team reported.

In addition to the progress made by the Title IX Working Group and the Title IX Implementation Teams, individual departments also addressed recommendations within the 2018 "Improving Washington University's Response to Sexual Assault & Misconduct: A Call to Action" report. Most notably, individual departments oversaw the installment of an on-call, 24-hour, survivor support counseling service in partnership with Habif Health & Wellness Center and the hiring and training of 6.5 FTE additional staff members. The additional staff were hired in the Title IX Office, RSVP Center, and Habif Health & Wellness Center. The recommendation for on-call, 24-hour, survivor support counseling service and the hiring of 6.5 FTE staff was outlined in the 2018 "Improving Washington University's Response to Sexual Assault & Misconduct: A Call to Action" report.

# Report from

## THE ADVISORY COMMITTEE IMPLEMENTATION TEAM

### **Advisory Committee Co-chairs:**

Rob Wild, Associate Vice Chancellor and Dean of Students and Erin Culbreth, Senior Associate Provost, administrator co-leads; Katy Hutson, student co-lead

### **Charge:**

To establish a Title IX University Advisory Committee to provide feedback on the Title IX process and policies, advise the Provost and the Title IX Office, and offer recommendations for improvement

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### **OUTCOMES**

The Advisory Committee Implementation Team addressed the details of the creation of the Title IX Advisory Committee, including determining the structure, and recruiting and selecting members. The Title IX Advisory Committee membership is made up of 12 standing members of the committee including six students, three faculty, and three staff. Additionally there is one additional person assigned to staff the committee whose role is to coordinate meeting logistics and take notes during the meetings. The appointments are as follows:

- The Provost appointed a senior member of the University Administration to serve as chair, in addition to the two additional staff appointments.
  - The Faculty Senate Council appointed three faculty representatives.
  - Six students were selected through an application and in person interview process.
- 

### **RECOMMENDATIONS**

Moving forward, the university will strive to ensure committee members represent the diverse identities and backgrounds of our community. The members will be expected to have some knowledge of the issues surrounding sexual and relationship violence and the Title IX process. Additional training will be provided. Committee members will serve two-year, staggered terms to ensure there is both continuity and new perspectives as a part of the committee. While it is not expected that the Advisory Committee will hear specific and detailed information about individual Title IX cases, all members sign a confidentiality agreement to ensure privacy of those going through the process.

The Advisory Committee will hold six, 90-minute meetings per year—three in the fall semester and three in the spring semester. There will be some additional time commitments outside the meetings of around 4–5 hours per semester, mostly for required training.

# Report from

## THE PEER CONSULTANT IMPLEMENTATION TEAM

### **Peer Consultant Program Co-chairs:**

Kim Webb, Director of the RSVP Center and Jessica Kennedy, Director of the Title IX Office, Administrator co-leads

### **Charge:**

To identify and assess similar programs at other institutions and explore the feasibility of establishing a peer consultant program at Washington University based on evidence-informed practice and training requirements

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### **OUTCOMES**

Staff conducted an evaluation of practices at other institutions. Staff did not find any institution that provided neutral peer support to all parties during a Title IX investigation. During committee meetings, co-chairs and students addressed the challenges to staff, train, and support this type of peer support team. Concerns were shared by staff and students regarding the potential and/or ability to recruit students willing to provide support to student respondents. The committee agreed that these issues may be challenging to overcome. The committee tasked Jordan Crean, education specialist for the Title IX Office, with conducting additional research regarding the feasibility of developing a peer consulting program.

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### **RECOMMENDATIONS**

Pending the outcome of Jordan Crean's research, the Peer Consultant Implementation Team will address future recommendations regarding the creation of a Peer Consultant program.

# Report from

## THE PROCESS IMPROVEMENT IMPLEMENTATION TEAM

### **Process Improvement Co-chairs:**

Sheryl Mauricio, Associate Dean for Student Conduct and Community Standards and Cynthia Copeland, Assistant Director of the Title IX Office, administrator co-leads; Max Klapow, student co-lead

### **Charge:**

To review the recommendations for improving Title IX processes identified in the 2018 report and explore the feasibility of additional ideas that have been suggested within the confines of federal law.

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### **OUTCOMES**

The Process Improvement Implementation Team clarified current challenges and made recommendations for future changes to better address the needs of students in the Title IX process. The Process Improvement Implementation Team:

- Completed outlining the process with an empathetic, experience-based approach, noting where previously identified problems manifest.
  - Proposed a structured, phase-based design for the process to improve expectations-management and control the flow of information from the Title IX Office to Complainants and Respondents. This proposed design is being evaluated and fleshed out.
  - Defined what types of strategy, communication, and design work is needed to better present the options and resources offered by the Title IX Office. We are exploring a partnership with Bear Studios LLC. Bear Studios LLC is a Washington University-affiliated consulting group supported by the Skandalaris Center for Entrepreneurship and the Olin Undergraduate Business School.
  - Began creating a mission statement to be used as a standard when future changes are proposed to the process.
  - Began brainstorming what an informal process might look like. This includes examining peer institutions' processes, defining what a "successful" outcome might look like without punitive measures, and making sure any process would be in compliance with Title IX and Missouri law.
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### **RECOMMENDATIONS**

The Process Improvement Team recommends finishing the tasks currently assigned to the team and working collaboratively with the Title IX Strategic Working Group and the Title IX Advisory Committee to determine how to incorporate feedback on the Title IX process into the ongoing work of the Title IX office and the Title IX Advisory Committee.

# Report from

## THE RESPONDENT RESOURCES IMPLEMENTATION TEAM

### **Respondent Resources Chair:**

Sarah Steinkamp, Assistant Dean for Educational and Special Initiatives for the Division of Student Affairs

### **Charge:**

To assess best practices and evidence-based research to inform resources and support offered to student respondents

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### **OUTCOMES**

This implementation team assessed peer institutions' policies and procedures, best practices, and evidence-based research on respondent support and resources. The implementation team conducted this work in order to determine whether any adjustments to the resources and support offered to university respondents might be appropriate.

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### **RECOMMENDATIONS**

The Respondent Resources Implementation Team offered eight recommendations to further clarify the university's current resources. In addition the committee recommends establishing a pilot support program for both student complainants and respondents to be implemented in the 2019–20 academic year. This program would be evaluated during the summer session in 2020.

- Add a support role to the USAIB to serve within the Title IX process for both respondents and complainants (pilot suggested for 2019-20).
- Clarify the Title IX website to delineate specific resources, services, and policies related to respondents and complainants.
- Clarify the Habif Health and Wellness website to delineate specific resources, services, and policies related to respondents and complainants.
- Clarify the Conduct and Community Standards website to delineate specific resources, services, and policies related to respondents and complainants.
- Create specific protocols to address the after-hours needs of respondents, work with Habif Health and Wellness Center crisis line to determine appropriate procedures.
- Delineate the Title IX resource guide to address respondent and complainant resources.
- Conduct additional training with the Title IX Office and Habif Health and Wellness Center regarding support of respondents around Title IX concerns.
- Create a protocol for WashU Cares to assess respondents reentering the university after Title IX suspension.

# Report from

## THE SUPPORTING GRADUATE STUDENT NEEDS IMPLEMENTATION TEAM

### **Supporting Graduate Student Title IX Needs Co-chairs:**

Anne Flaherty, Interim Associate Vice Chancellor for Student Health and Wellness and Cheri LeBlanc, Executive Director for Habif Health and Wellness Center, administrator co-leads

### **Charge:**

To assess best practices and evidence-based research to determine whether and what changes might be made to the Title IX, RSVP Center, and Habif areas to better support graduate and professional students

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### **OUTCOMES**

This implementation group assessed best practices and evidence-based research in order inform resources and support offered to graduate students.

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### **RECOMMENDATIONS**

The Graduate and Professional Student Implementation Team relayed a set of recommendations for consideration to the Title IX Strategic Working Group and the standing Title IX Advisory Committee. These recommendations include:

- Create a permanent working group, made up of faculty and students from each graduate and professional school that will examine and offer input on any proposals for Title IX reform from a graduate lens.
- Provide ongoing graduate-student-focused training through the RSVP Center and Title IX Office that works in tandem with graduate student educational and professional development programs. The training will better prepare students to enter the workforce.
- Train all graduate and professional students on RSVP and Title IX issues during orientation and provide ongoing sexual violence prevention and response education tailored toward the graduate and professional student experience.
- Create and implement tailored education about sexual assault prevention and resources for the workplace.
- Create graduate- and professional-student-specific resources that support survivors of assault.
- Create and implement mechanism to centralize all RSVP-related resources school-wide into one office that is accessible to students from the medical and professional schools as well as the Graduate School.
- Establish measures to safeguard the safety of the workplace for graduate students who serve as teachers and mentors to undergraduate students.

The Implementation Team's recommendations will be addressed by the Title IX Strategic Working Group and the standing Title IX Advisory Committee during the 2019–20 academic year cycle.



# Report from

## THE TRAINING AND EDUCATION IMPLEMENTATION TEAM

### **Training and Education Co-chairs:**

Kim Webb, Director of the RSVP Center, Jessica Kennedy, Director of the Title IX Office, and Joy Hoffman, Dean of the Center for Diversity and Inclusion, administrator co-leads; Monica Unzueta, student co-lead

### **Charge:**

Review and assess current training approaches through CDI, RSVP Center, and Title IX offices to determine areas for redesign and future collaborations across units

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### **OUTCOMES**

This implementation team assessed the training and education recommendations and determined it was necessary to develop a comprehensive curriculum. The team discussed the viability of utilizing the social-ecological model (a theory focusing on the personal and environmental factors impacting behaviors) as a framework and the skills and language of bystander intervention in order to collaboratively train students across campus.

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### **RECOMMENDATIONS**

The team recommends the creation of a standing Training and Education committee, with representatives from the CDI, RSVP Center, and Title IX offices, and from several student constituencies across the university.

The Implementation Team's recommendations will be addressed by the Title IX Strategic Working Group and the standing Title IX Advisory Committee during the 2019–20 academic year cycle.

# Report from

## THE WEBSITE REARCHITECTURE IMPLEMENTATION TEAM

### Website Rearchitecture Co-chair:

Jessica Kennedy, Director of the Title IX Office and Jill Friedman, Vice Chancellor for Public Affairs, administrator co-leads; Kat Gemperli, student co-lead

### Charge:

To evaluate current issues with the Title IX-related websites and identify optimization for the creation of a new Title IX website. This group also identified students from various student communities who could be part of beta testing of various concepts for the website.

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### OUTCOMES

This group utilized a student focus group (conducted by Jill Friedman and Chris Amelung from Public Affairs) and website user testing (conducted by Brado Creative Insights) to address the Title IX website issues. The key findings from that research directed us to multiple edits and updates that were to be made to existing websites, and the need for one landing spot on the Students website to provide immediate access to resources and information, then direct out to other websites.

Title IX website edits (<https://titleix.wustl.edu/>)

- Content rewritten to be more concise, personal, and supportive
- Reorganized to make information more discoverable
- Provides more information about what is and isn't confidential and what actions require reporting
- Provides additional information around policies and processes, including a more accessible explanation of the USAIB process
- Resources section of the website reimagined to provide more direction to students on which resources to use in different situations
- Student website changes
- Built the new students' portal to sexual assault and misconduct resources (<https://students.wustl.edu/sexual-violence-misconduct/>)
- Revised RSVP content as identified through research
- Revised Habif content as identified through research

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### RECOMMENDATIONS

The Website Rearchitecture Team recommends continued assessment of the usability of websites associated with Title IX.

The Implementation Team's recommendations will be addressed by the Title IX Strategic Working Group and the standing Title IX Advisory Committee during the 2019–20 academic year cycle.



# Appendix 1:

## Title IX Working Group Implementation Team Membership

# Title IX Working Group Implementation Team Membership

## Advisory Committee

### Co-leads

Rob Wild  
Erin Culbreth  
Katy Hutson

### Members

Allie Lindstrom  
Maya Nepos  
Sophie Scott  
Nathaniel Bernstein  
Annie Johnston  
Julia Greensfelder  
Rachel Pleake

## Graduate Students

### Co-leads

Anne Flaherty  
Cheri LaBlanc

### Members

Amy Braun  
Kirstyn Gordon  
Jen Hartley  
Maren Loe  
Shaun Vaid  
Thomas Van Horn  
Jeremy Wojtak

## Peer consultants

### Co-leads

Kim Webb  
Jessica Kennedy

### Members

Monica Sass  
Joy Chiu  
Mira Reed Twiss  
Alyssa Hunt  
Sophie Scott  
Nathaniel Bernstein  
Anna Wilson  
Anne He

## Process Improvement

### Co-leads

Sheryl Maurico  
Cynthia Copeland  
Max Klapow

### Members

Jodie Goodman  
Luka Cai  
Candace Hayes  
Daria Locher  
Mira Reed Twiss

## Respondent Resources

### Lead

Sarah Steinkamp

### Members

Sheryl Maurico  
Jessica Kennedy  
Anne Flaherty  
Cheri LaBlanc  
Deanna Wendler Modde

## Training and Education

### Co-leads

Kim Webb  
Jessica Kennedy  
Emelyn dela Peña  
Monica Unzueta

### Members

Madhulika Kastury  
Katie Chew  
Monica Sass  
Amy Braun  
Katie Chew  
Tony Sims

## Website Rearchitecture

### Co-leads

Jessica Kennedy  
Jill Friedman

### Members

Kat Gemperli  
Lena Cramer  
Sophie Scott

Detailed final reports from each of the Implementation Teams regarding the work completed to date and any recommendations for future engagement are listed on the following pages.





# Appendix 2:

## Improving Washington University's Response to Sexual Assault & Misconduct: A Call to Action

Executive Summary

# Improving Washington University's Response To Sexual Assault & Misconduct: A Call To Action

## EXECUTIVE SUMMARY

On April 27, 2018, Chancellor Mark Wrighton charged Vice Chancellor for Student Affairs Lori S. White and a working group she would lead with responsibility for addressing the following four key areas of improvement in the university's response to sexual assault and misconduct:

- Reducing stress on students involved in the Title IX process; reducing timelines; and increasing sensitivity.
- Enhancing resources for mental health services and survivor support; Title IX investigative staff; and training, especially to make the process and those who support our students more trauma-informed and more sensitive to all identities.
- Providing a channel for peer advocacy to assist students going through the Title IX process and provide advice to the Title IX office.
- Establishing accountability measures with opportunities for student feedback.

The focus of this working group continued ongoing conversations with members of the campus community about Title IX improvements, including issues raised by students during the *Title Mine* rally in April 2018. In August 2018, the working group submitted to Chancellor Wrighton a report (a full copy of which is attached). Chancellor Wrighton has approved implementation of all of the recommendations, which include:

### 1. STAFFING

The university will add the following staff to deepen support for our students and complete investigations in a more timely and more sensitive way. In total, this represents six additional full-time staff and the increase of one part-time to full-time staff assigned to the Title IX Office, the RSVP Center, and the Habif Center. This is the largest single investment in staffing since the university launched the Title IX Office in January 2017. Additional details about the specific areas of expertise and responsibility can be found within the recommendations below.

#### **Investigations**

- One full-time investigator in the Title IX Office

#### **Training/Education**

- One full-time trainer for Title IX Office
- One full-time trainer for RSVP Center

### **Survivor Support**

- One full-time counseling position in Habib Center to increase ongoing counseling sessions for survivors
- One full-time counseling position in RSVP Center to provide immediate counseling needs to survivors and to relieve the RSVP Director from being a primary counselor
- One full-time student support position in RSVP Center to specifically support marginalized students
- Increase administrative assistant in RSVP from half time to full time

## **2. TITLE IX INVESTIGATIONS**

We acknowledge that our current process, while comprehensive and thorough, takes too long. It is important to note that the 60-day time frame for Title IX investigations recommended in the 2011 Dear Colleague Letter is not a mandated timeframe and, given the structure and organization of our current process, we do not believe a 60-day timeframe is feasible. However, we do believe that with additional resources, we can shorten the length of our current process, and we are committed to resolving Title IX cases as soon as practicable.

### **New Staffing/Resources Committed**

- One full-time investigator position in the Title IX Office.

### **IMPLEMENTATION**

With additional, full-time investigative staff, the university will be substantially better resourced to complete investigations in a timely manner. However, we will continue to work with faculty experts and others to review our process, make evidence-based improvements, and learn from best practices.

## **3. SURVIVOR SUPPORT**

We will provide more and better support to survivors generally and, specifically, survivors from diverse student populations.

### **New Staffing/Resources Committed**

- Two additional counselors to enhance support provided through the RSVP and Habib Centers; and one student support position in the RSVP Center to work specifically with students from ethnic minority populations and other marginalized populations.
- Resources to update contract with on-call, 24-hour counseling service to provide direct after-hours counseling support.
- Resources for full-time administrative staff in the RSVP Center so that professional staff can commit more time to counseling support.

## IMPLEMENTATION

Beginning in the 2018–19 academic year, Washington University will implement the following related to Survivor Support:

- **Counseling Hours:** With additional counseling personnel, we will be able to expand counseling services for survivors and other students seeking counseling services through the Habib and RSVP Centers. We will also expand our 24-hour, on-call crisis counseling.
- **Accommodations:** We will make every effort to improve upon the timeframe in which accommodations are granted.
- **Summer-Specific USAIB Members:** We will explore two USAIB recruitment and training cycles, one in the fall and one in the spring, which will allow us to potentially recruit and train students in the spring so they are available during the summer. We will also increase our recruitment of graduate students for USAIB panels because many of them are available during the summer.
- **Responsible Employees:** We will more clearly define the meaning of responsible employees, include it on the Title IX Office website and explain why responsible employees are designated as such. We will also continue to remind RAs and the community of the RA role as a responsible employee.
- **Waiver of Responsible Employee Obligation to Report:** We will explore with students opportunities for students to share their experiences during particular programs without being fearful that their experiences will be reported to others outside of the program, including university administration. If a responsible employee obligation may, potentially, be waived, there would need to be a counselor available on-site for support, as well as notification to the participants that anything disclosed during the course of the program will not be considered a report to the university. Reporting options would have to also be provided.

## 4. TRAINING AND EDUCATION

We will enhance training for all of those offices and individuals directly involved in the Title IX process and for those offices and individuals in student-facing positions, where and to whom students might report an assault. Training will be both trauma-informed and also culturally informed, with training focused on implicit bias and intersectionality. We will also increase training and education for students overall, particularly beyond the first two years, and students from particular groups. We also are open to partnering with experts in the field to develop and deliver our training sessions.

### New Staffing/Resources Committed

- Two new training specialists to work as part of the RSVP and Title IX teams.
- Resources for training consultants with specific areas of expertise.
- Resources for staff professional development.



## IMPLEMENTATION

Beginning in the 2018–19 academic year, we will implement the following related to Training and Education:

- **USAIB Panels:** We will increase the amount of training for those sitting on USAIB panels by requiring monthly training sessions and providing make-up sessions, adding a four-hour spring training session, and augmenting the training booster prior to a USAIB panel hearing a case.
- **Title IX Staff:** The Title IX staff, including coordinators and investigators, will continue to attend conferences and trainings to enhance their skills and train with experts in the field.
- **Habif Center Staff:** Habif Center providers and staff will annually receive trauma-informed training and also provide more information to students about each Habif Center counselor's specialty area. Students will be able to request a counselor with a specific specialty area to meet their counseling needs.
- **Student Affairs Staff:** We will offer additional targeted training for the RCD staff, Campus Life, the Center for Diversity and Inclusion, WUPD, academic advisors and athletic coaches.
- **Fraternity and Sorority Life/Student Organizations:** Campus Life will require all students participating in fraternity and sorority recruitment to participate in training for Title IX and the Green Dot program.
- **Other Student Training:** We will develop customized training for student-athletes; students in Fraternity and Sorority Life; international students; graduate students; upper-class students, and other student populations beyond first year students.
- **Faculty Accommodations:** The Provost will continue to urge faculty to support accommodation requests from the Title IX Office, RSVP Center, Habif Center and/or Disability Resources Office in a timely manner, and to remind faculty they should liaise directly with administrative staff (i.e., RSVP, Title IX, and Disability Resources) who make the accommodation requests. The Provost, in collaboration with the Dean of the Graduate School, will similarly advise Assistants in Instruction.

## 5. TRANSPARENCY

We acknowledge the importance of clear and easily accessible information regarding our Title IX policies and practices, including data related to Title IX reports and cases.

### IMPLEMENTATION

The Title IX website is one very important source for information, along with other university online resources. We already have begun an in-depth review of the university's web resources and will be conducting both user- and beta- testing in the fall. Student input is extremely important as any revisions should be driven by the needs of the individuals seeking information. As we revise the structure of the site(s), we also will be enhancing the information we share, including:

- More information about what students should expect during the Title IX process.
- A mock case.
- Clearly explained protocols for filing a complaint and other aspects of the Title IX process.
- General sanction information.

- Information about the recruitment, selection, appointment and training process for USAIB members, including student eligibility.
- Easy links to statistics reported in the Clery report.
- On the Habif Center website, better articulate the medical and mental health services provided to survivors, and provide clearer information on the billing process.
- An explanation of the university's threat assessment protocol.

## 6. IMPLEMENTATION AND ACCOUNTABILITY

### IMPLEMENTATION

Several new and important groups will be established to guide successful implementation and ensure continued improvement.

#### Concern for Students Team

The university will establish an administrative Concern for Students Team, reporting to the Office of the Provost, and headed up by the Vice Chancellor for Student Affairs and a representative of the Provost. The purpose is to:

- Strengthen **coordination** between and among the offices and programs with responsibility for prevention efforts, enforcement of Title IX policies, investigation and adjudication of complaints, and support services, including the Title IX Office, the Office of Student Conduct and Community Standards, the RSVP Center, the Habif Center, the Dean of Students, WUPD, and others. Importantly, this coordination will ensure better case management during the Title IX process and that students' concerns are responded to immediately and with sensitivity.
- Regularly **convene** team, including representatives from the above offices and other campus partners to assess progress, areas of concern, and opportunities for improvement and to receive feedback from members of the university community.
- Enhance **communication** throughout the university community about progress, areas of concern and opportunities to improve, and to provide opportunities for input.

#### Advisory Committee on Title IX Policies and Practices

The university will create a Title IX advisory committee, to include students, faculty, and staff, which would provide regular feedback to the Provost and to the Director of the Title IX Office about the Title IX process, policies, and practices, and the university's efforts in implementing this action plan.

#### Peer Consultants

The university will work with students to develop a peer consultant program within the Title IX Office to work with complainants and respondents. Students participating in the Title IX process would have the opportunity to be assigned a peer consultant who would be an additional source of support and information as they go through the USAIB process.

**Title IX Office**

With the previous addition of an assistant director, and the approved recommendations in this report to further enhance staffing to support training and complete investigations in a more timely manner, we have an opportunity to orient the expertise within the Title IX Office more efficiently and more effectively. Going forward, the Title IX Director will be able to focus attention broadly on overall process, policy, coordination with other offices and programs, and continued improvement. The Assistant Director, then, can assume more responsibility as a primary staff member serving as day-to-day, student-facing contact. This will ensure that we sustain our efforts in implementing these recommendations and also better meet individual students' needs.



# Appendix 3:

## Improving Washington University's Response to Sexual Assault & Misconduct: A Call to Action

Significant Next Steps



# Improving Washington University's Response To Sexual Assault & Misconduct: A Call To Action

## SIGNIFICANT NEXT STEPS AUGUST 2018

**Important note:** The following represent select key next steps the university will take in implementing recommendations from the working group. Most will require close collaboration with students and other members of the university community. For further detail and a complete listing of action items planned for implementation, please refer to the full report of the working group.

### **Immediately**

- Post and begin the recruitment process for new Title IX Office, RSVP Center, and Habib Center positions.

### **By September 15, 2018**

- Collaborate with students to identify those recommendations where student input is critical for implementation and establish implementation groups involving students (i.e., creation of a peer consultant program, scope and recruitment for advisory committee on Title IX, structure and focus of education and training programs, etc.).
- Begin process of website user testing with students to inform process of redesign and re-architecting of Title IX-related content.

### **By October 1, 2018**

- Articulate the responsibilities and training requirements of student Title IX peer consultants.
- Articulate the focus of the Advisory Committee on Title IX, criteria for committee member selection, and selection process.

### **By October 31, 2018**

- Members of the Title IX Advisory committee appointed, and meeting schedule for the academic year established.
- Begin the recruitment process for students who are interested in serving as peer consultants.

**Throughout fall semester and ongoing**

- Regular meetings of implementation teams responsible for successful execution of the approved recommendations.
- Regular meetings of the Concern for Students team, an administrative team who will ensure coordination between and among offices and programs involved in the Title IX process, investigations/reporting, student support and student health, training and education, and learning from best practice. Importantly, this coordination will ensure better case management during the Title IX process and that students' concerns are responded to immediately and with sensitivity.

**By March 1, 2019**

- Launch enhanced web resources.
- Complete peer consultant training.



# Appendix 4:

Improving Washington University's  
Response to Sexual Assault &  
Misconduct: A Call to Action

# Improving Washington University's Response To Sexual Assault & Misconduct: A Call To Action

AUGUST 2018

## **Our Objective**

Washington University, like most universities in the nation, has been challenged to address the serious issues of sexual assault and misconduct on our campuses, and our students have rightly expressed their concern that these matters should be treated with the highest level of urgency and sensitivity. Our ultimate goal is to reduce the number of instances of sexual assault and misconduct at Washington University to none; however, we know that is extremely difficult to achieve. Even as we work to prevent incidents from occurring, we have to keep a firm focus on ensuring that our students are supported, treated fairly and respectfully, and given the appropriate tools to navigate the Title IX process. We also want to reduce the overall time to complete the Title IX adjudication process.

On April 27, 2018, Chancellor Mark Wrighton charged Vice Chancellor for Student Affairs Lori White and a working group she would lead with responsibility for addressing the following four key areas of improvement in the university's response to sexual assault and misconduct:

- Reducing stress on students involved in the Title IX process; reducing timelines; and increasing sensitivity.
- Enhancing resources for mental health services and survivor support; Title IX investigative staff; and training, especially to make the process and those who support our students more trauma-informed and more sensitive to all identities.
- Providing a channel for peer advocacy to assist students going through the Title IX process and provide advice to the Title IX Office.
- Establishing accountability measures with opportunities for student feedback.

This report highlights the work that has been completed in these areas to date, and outlines next steps, including requests for additional staffing and financial resources where needed. Among the tangible outcomes that have been implemented or are proposed to be implemented are:

- The addition of two trauma-informed training and education specialists to work as part of the Relationship and Sexual Violence Prevention (RSVP) Center and Title IX teams;
- A robust schedule of trauma-informed training for Title IX, Habif Health and Wellness Center (Habif Center), and other staff, including Student Affairs; and trainings in Title IX and the Green Dot program required for students participating in Fraternity and Sorority Life, and strongly encouraged for students participating in other student organizations;
- Hiring of additional counselors in the Habif Center and RSVP Center, including one specializing in supporting students from ethnic minority populations and other marginalized student populations;



- Expanded on-call resources at the Habib Center;
- The addition of one full-time investigator for the Title IX Office;
- Creation of an Advisory Committee on Title IX Policies and Practices to include students, faculty, and staff, which would provide regular feedback to the Provost and to the Director of the Title IX Office about the Title IX process, policies, and practices, and the university's actions called for in this report;
- Creation of a Concern for Students Team to strengthen coordination among offices and programs, regularly convene a Title IX advisory committee to assess progress, and enhance communication throughout the university community; and
- Development of a peer consultants group for students involved with Title IX and to work with the Title IX Office on student outreach and feedback;
- Updated Title IX website to provide greater transparency into the Title IX process and easier access to resources, policies, and institutional data, as well as better integration with other online sources of information.

### **Background—Student Movement**

Over the years, even as we have worked to implement new processes and procedures and to enhance support resources, Washington University students have shared serious concerns about the university's processes for providing support to students who experience sexual assault or misconduct. That feedback culminated last spring when, on April 26, 2018, students held a *Title Mine* rally to protest the university's response to Title IX issues, express support for survivors of sexual assault and misconduct, and to suggest a number of improvements in the university's Title IX policies and related practices. Following the *Title Mine* rally, the student organizers provided a written list of demands, hereafter referred to as recommendations, to the university.

Acknowledging there is more the university must do to address student concerns, Chancellor Mark Wrighton charged Vice Chancellor for Student Affairs Lori White to consider the *Title Mine* recommendations, as well as other student feedback, and develop an action plan for improvement. Vice Chancellor White and Kim Webb, director of the RSVP Center, met with student organizers of the *Title Mine* rally on May 3, 2018 to discuss their recommendations in greater detail. Beginning on May 22, 2018 and throughout the summer, Vice Chancellor White met with various campus representatives to further review the student recommendations to determine feasibility and resources needed for implementation. Campus representatives included the following offices/departments: Academic Deans' offices, Center for Diversity and Inclusion, Dean of Students, Office of the Vice Chancellor and General Counsel, Habib Center, RSVP Center, Student Conduct and Community Standards, Office of the Provost, Title IX, and the Office of the Vice Chancellor for Student Affairs.

The students' written document (See Appendix) provided an excellent framework for enhancing our Title IX efforts in these areas: *Training and Education*, *Survivor Support*, *Transparency*, *Staffing and Accountability*. What follows is a summary of the student recommendations in each area and the university's response, as well as a complete list of requests for additional staffing and other resources.

## 1. STAFFING

**Summary of Student Recommendations:** Students recommended a number of different staffing resources for the RSVP Center, the Title IX Office, and the Habib Center, as well as requests for legal assistance and trained survivor advocates.

**University Response:** Throughout the report, we have noted areas in need of additional investment—both in terms of staffing and other resources. Specific to staffing, the following will greatly deepen the university’s ability to support our students and complete investigations in a more timely and more sensitive way. In total, this represents six additional full-time staff and the increase of one part-time to full-time staff assigned to the Title IX Office, the RSVP Center, and the Habib Center. This is the largest single investment in staffing since the university launched the Title IX Office in January 2017. Additional details about the specific areas of expertise and responsibility can be found within the recommendations below.

### Investigations

- One full-time investigator in the Title IX Office

### Training/Education

- One full-time trainer for Title IX Office
- One full-time trainer for RSVP Center

### Survivor Support

- One full-time counseling position in Habib Center to increase ongoing counseling sessions for survivors
- One full-time counseling position in the RSVP Center to provide immediate counseling needs to survivors and to relieve the RSVP director from being a primary counselor
- One full-time student support position in the RSVP Center to specifically support marginalized students
- Increase administrative assistant in the RSVP Center from half time to full time

## 2. TITLE IX INVESTIGATIONS

We acknowledge that our current process, while comprehensive and thorough, takes too long. It is important to note that the 60-day timeframe for Title IX investigations recommended in the 2011 Dear Colleague Letter is not a mandated timeframe and, given the structure and organization of our current process, we do not believe a 60-day timeframe is feasible. However, we do believe that with additional resources, we can shorten the length of our current process, and we are committed to resolving Title IX cases as soon as practicable.

### New Staffing/Resources Committed

- One full-time investigator position in the Title IX Office.

## IMPLEMENTATION

With additional, full-time investigative staff, the university will be substantially better resourced to complete investigations in a timely manner. However, we will continue to work with faculty experts and others to review our process, make evidence-based improvements, and learn from best practices.

## Process Review

- During the 2018–19 academic year we will explore other Title IX models that might shorten the Title IX process even further. We will involve students, faculty, and staff in this review.

## 3. SURVIVOR SUPPORT

**Summary of Student Recommendations:** Students have requested increased survivor support in a variety of ways through the RSVP Center and Habif Center, development of a peer consultant program, an immediate response to requests for no contact orders and for no contact orders to extend to social settings, and access to rape kits and drug testing in the Habif Center. Recommendations were also offered related to providing funding for students who cannot afford co-pays and to better articulate those who are designated responsible employees and the “why.”

**Summary of University Response:** We recognize the trauma survivors’ experience and know that we need to do more to provide support to survivors generally and for survivors from diverse student populations. We recommit ourselves to enhancing survivor support through the Habif Center and the RSVP Center—the two on-campus departments that survivors most frequently seek out for counseling and other support.

### New Staffing/Resources Committed

- Additional counselors to increase counseling capacity for survivors in the Habif Center and RSVP Center, including counselors in both centers to work specifically with students from ethnic minority populations and other marginalized populations. (Currently there is a counselor in the RSVP Center who works with students who identify as LGBTQ\*).
- Resources to update contract with on-call, 24-hour counseling service to provide direct after-hours counseling support.
- Resources for full-time administrative staff (an increase from the current part-time staff) in the RSVP Center so that professional staff can commit more time to counseling support.

## IMPLEMENTATION

Beginning in the 2018–19 academic year, Washington University will implement the following related to Survivor Support:

- **Counseling Hours:** Once an additional counselor in the Habif Center is hired, the center will be able to expand counseling services for survivors and other students seeking counseling services. Habif Center providers will continue to practice ethical guidelines if and when they must determine whether counseling sessions should conclude or a referral to an off-campus provider should be made. We are also expanding our 24-hour, on-call crisis counseling. We will continue to establish and maintain relationships with community providers who offer services that some students may prefer to access off campus instead of on campus and who may be able to treat students in need of long-term counseling.
- **Funding for Co-Pays:** Insurance regulations do not allow for waiver of co-pays.

- **No Contact Orders:** We are committed to putting no contact orders into place within a timely manner. Additionally, we already extend no contact orders to social settings and implement social organization suspensions as interim measures, when appropriate. For example, depending upon the circumstances, we may impose a no contact order or place limitations on participation in student organizations if the complainant and respondent participate in the same group. It should be noted that we have limited ability to restrict respondent participation in informal social activities hosted in off-campus, private residences.
- **Accommodations:** We will make every effort to improve upon the timeframe in which accommodations are granted. While the Title IX Office and RSVP Center respond in a timely manner to accommodation requests, the review and implementation of these requests often require working with other campus offices and faculty, which can take time to coordinate. As noted in the previous section, we will continue to educate faculty and others about the importance of timely response to accommodation requests from the RSVP Center, Title IX, and/or Disability Resources offices.
- **SANE and Drug Testing:** We explored offering Sexual Assault Nurse Examiner (SANE) services through Habib in 2010. However, we made the decision not to offer SANE services at the Habib Center for several reasons. First, it takes many hours to be trained as a SANE. SANE providers also need to regularly perform SANE exams to stay current on their skills. In addition, the amount of time it takes to conduct a rape kit is significant, and we have good relationships with hospitals close to campus that provide SANE services. We will continue to evaluate whether SANE services should be offered at the Habib Center. Regarding drug testing, Kim Webb piloted drug testing when she was on staff at the University of Missouri and determined that drug testing was cost prohibitive. The drug testing that is currently available is limited and most often is not able to detect drugs due to how quickly predatory drugs are eliminated or absorbed. Therefore, at this time, we will not offer drug testing in the Habib Center.
- **Summer-Specific USAIB Members:** Currently, due to the amount of training in which USAIB members are required to participate, we recruit USAIB members once a year (at the beginning of each academic year). Moving forward, we will explore two USAIB recruitment and training cycles, one in the fall and one in the spring, which will allow us to potentially recruit and train students in the spring who have indicated they plan to be in the area during the summer. We will additionally explore the student participation in USAIB panels during the summer via Skype or phone. We will also increase our recruitment of graduate students for USAIB panels because many of them are available during the summer.
- **Responsible Employees:** We will more clearly define the meaning of *responsible employees*, include it on the Title IX Office website, and explain why responsible employees are designated as such. While we certainly do not want to discourage students from reporting because we have designated most university employees (other than counselors, clergy, and others as specified) as *responsible employees*, we also want to make sure that no incidents of sexual assault, harassment, or other forms of sexual misconduct are unreported as has occurred on other college campuses (e.g., Penn State University, Michigan State University, the University of Southern California). We will also continue to remind RAs and the community of the RA role as a *responsible employee*. We appreciate the nuance of RAs balancing their duty to report with their roles as supportive listeners and want to ensure that RAs have the skills to exercise these important dual roles. We know RAs may be the first individuals on campus to whom students turn

when they or a friend have been sexually assaulted, and we want to make sure students continue to feel comfortable with RAs as a resource.

- **Waiver of Responsible Employee Obligation to Report:** We acknowledge the request from students to review spaces and programs where the obligation of a *responsible employee* to report is waived for a particular time and/or space. For example, *Destination Q* is a program where students might request the responsible employee obligation be waived during the program so that students can feel free to share their experiences without being fearful that their experiences will be reported to others, including university administration, outside of the program. **We would like to talk with students about other programs where they would like to request a responsible employee waiver.** In any instance where the *responsible employee obligation* is waived, there would need to be a counselor available on-site for support, as well as notification to the participants that anything disclosed during the course of the program will not be considered a report to the university. Reporting options should also be provided.
- **Peer Advocacy/Peer Consultant Program:** Please see our recommendations for a peer consultant program in the recommendations on Accountability.

#### 4. TRAINING AND EDUCATION

**Summary of Student Recommendations:** Students have requested to increase the number of training hours and types of training (e.g., trauma-informed and with sensitivity to students from marginalized populations) for those who sit on USAIB panels; staff in Title IX and student health and in student-facing positions; and students who hold particular roles or are active in particular student organizations (e.g., RAs, student leaders, student-athletes, Fraternity and Sorority Life). Students also have requested better education for faculty on the need for accommodations.

**Summary of University Response:** The university recommits itself to enhancing training for all of those offices and individuals directly involved in the Title IX process and for those offices and individuals in student-facing positions, where and to whom students might report an assault. Training and education is critically important to reducing the number of sexual assaults that occur, and to providing survivors with well-trained professionals who are sensitive to their unique experiences and identities. Training will be both trauma-informed and also culturally-informed, with training focused on implicit bias and intersectionality. We will also increase training and education for students overall, particularly beyond the first two years, and students from particular groups. We are also open to partnering with experts in the field to develop and deliver our training sessions.

##### **New Staffing/Resources Committed**

- Two new training specialists to work as part of the RSVP and Title IX teams. The RSVP training specialist will focus primarily on awareness, prevention education, and risk reduction, and the Title IX training specialist will focus primarily on Title IX processes, reporting options, policies, and procedures, and will also support the proposed Title IX peer consultant program, which is described further under the Accountability recommendations below. These two training specialists will work closely with one another and also work collaboratively with the existing training specialist in the Center for Diversity and Inclusion.
- Resources to hire training consultants with specific areas of expertise as needed, and to assist with training during the fall semester in particular, which is the most intensive training period.

- Professional development funds for staff to engage in professional development activities focused on these critical issues with experts in the field.

## IMPLEMENTATION

Beginning in the 2018–19 academic year, Washington University will implement the following related to Training and Education:

- **USAIB Panels:** We will increase the amount of training for those sitting on USAIB panels. Currently, new USAIB members complete seven hours of fall training while returning members complete 3.5 hours of fall training. Eight monthly training sessions, 90 minutes each in length, are also provided to the USAIB members. Topics covered during these training sessions include:
  - o trauma and trauma-informed practices in investigations;
  - o how to conduct interviews and develop questions for the parties and witnesses;
  - o the role alcohol and drugs play in sexual assault;
  - o the USAIB process;
  - o barriers to reporting;
  - o prevention efforts at Washington University;
  - o how to review investigation reports;
  - o how to make decisions using the preponderance of evidence standard;
  - o how to write a decision;
  - o the role of WUPD in sexual assault investigations;
  - o vicarious trauma and self-care;
  - o Safe Zones training; and
  - o impact of sexual assault in different communities and identities (e.g., international students, LGBTQ\*, Fraternity and Sorority Life, etc.).

Beginning in the 2018–19 academic year, we will require additional monthly training sessions and make-up sessions, add a four-hour spring training session, and augment the training booster prior to a USAIB panel hearing a case.

- **Title IX Staff:** The Title IX staff, including coordinators and investigators, will continue to attend conferences and trainings to enhance their skills and train with experts in the field.
- **Habif Center Staff:** Habif Center providers and staff will annually receive trauma-informed training. A training for Habif Center staff has already occurred this summer on August 1, 2018. Front-line Habif Center staff will receive additional training on protocol for responding appropriately and sensitively to students who come into Habif Center indicating they have been sexually assaulted. Habif Center will also provide more information to students on their website about each Habif Center counselor's specialty area. Students will be able to request a counselor with a specific specialty area to meet their counseling needs.
- **Student Affairs Staff:** This summer, Student Affairs staff participated in trainings focused on trauma-informed approaches and Green Dot training. These trainings were also open to staff members on campus outside of student affairs and occurred on June 26, 2018 and on July 19, 2018. In addition, a training session was held in July for Residential Community Director (RCD) staff. We will offer additional targeted training for the RCD



staff, staff in the Title IX Office, Campus Life, the Center for Diversity and Inclusion, WUPD, academic advisors, and athletic coaches.

- **Fraternity and Sorority Life/Student Organizations:** Campus Life will require all students participating in fraternity and sorority recruitment to participate in training for Title IX and the Green Dot program. Campus Life will also work with Student Union to offer information about Title IX and Green Dot training for student organization leaders as part of the Student Group Leader Training that will take place on September 8, 2018. Campus Life will continue to offer Responsible Contact Training and Events with Alcohol Training as part of their Group Pathways to Success (GPS) Training Series for student groups. In addition, Campus Life will work proactively this fall with the RSVP Center and the Title IX Office to find ways to offer additional trainings relevant to student groups as part of this series.
- **Other Student Training:** We already have mandatory training for all first- and second-year students and will make sure that the RSVP Center and Title IX Offices and staff are introduced during these trainings, particularly at The Date program during new student orientation. Once hired, the new training specialists will be charged with developing and delivering customized training for student-athletes, students in Fraternity and Sorority Life; international students; graduate students; upper-class students, and other student populations beyond first- and second-year students. Additionally, we will explore the idea suggested by students that the Career Center work more directly with upper-class students to prepare them for potential harassment and discrimination in the workplace. We will also explore online training resources and determine whether and when these might be most appropriate and effective with particular populations.
- **Faculty Accommodations:** The Provost will continue his annual letter (See Appendix) to faculty providing information about accommodation requests, asking faculty to support accommodation requests from the Title IX Office, RSVP Center, Habif Center, and/or Disability Resources offices in a timely manner, and emphasizing that faculty should not be asking students directly for information regarding their accommodation requests but should follow up with the office (i.e., RSVP, Title IX, Disability Resources) making the accommodation request. We will also ask the Provost, in collaboration with the Dean of the Graduate School, to write a similar letter to Assistants in Instruction. The Title IX Office and RSVP Center will also work more closely with the Academic Deans' offices as appropriate to help facilitate timely faculty responses to accommodation requests.

## 5. TRANSPARENCY

**Summary of Student Recommendations:** Students have requested improvement of the information available on the Title IX website, including data and resource information, information about the length and execution of the USAIB process, and transparency related to the selection and training of USAIB members. Students have also requested better information about services provided by the Habif Center and the university's protocol for threat assessment of students. Additionally, students requested that the overall Title IX process be shortened.

**Summary of University Response:** We acknowledge the importance of clear and easily accessible information regarding our Title IX policies and practices, including data related to Title IX reports and cases. We also acknowledge that our current process, while comprehensive and thorough, takes too long. It is important to note that the 60-day timeframe for Title IX investigations recommended in the 2011 Dear Colleague Letter is not a mandated timeframe, and given the structure and organization of our current process, we do not believe a 60-day timeframe is feasible. However, we do believe that with additional resources, we can shorten the length of our current process, and we are committed to resolving Title IX cases as soon as practicable. We are also open to working with faculty experts to review our process and to make evidence-based recommendations to shorten and improve our process. We are also exploring other Title IX models that might shorten the process even further without compromising a thorough and fair investigation.

#### **New Staffing/Resources Committed**

- One full-time investigator position in the Title IX Office.

#### **IMPLEMENTATION**

**Title IX Website:** The Title IX website is one very important source for information, along with other university online resources. We already have begun an in-depth review of these web resources and will be conducting both user- and beta-testing in the fall. Student input is extremely important as any revisions should be driven by the needs of the individuals seeking information. As we revise the structure of the site(s), we also will be enhancing the information we share, including:

- More information about what students should expect during the Title IX process.
- A mock case. **We would like to work with students to determine what information about a mock case would be most helpful in terms of understanding the process.**
- Clearly explained protocols for filing a complaint and clearer definitions of what constitutes a formal complaint as opposed to an informal report of an incident that is alleged to have occurred.
- General sanction information.
- Protocols for various parts of the process, including length of time to review and respond to investigation reports as well as circumstances under which extensions can be requested.
- Information about the recruitment, selection, appointment, and training process for USAIB members including student eligibility for USAIB and aggregate demographic information of USAIB members, if known. Prior to serving on a USAIB Panel, the Title IX Office conducts a conflict check to confirm that there is no conflict of interest on the part of the panel members. To protect the integrity of the process, we do not publicly identify those individuals who are USAIB panel members. Any USAIB panel member determined to have a conflict of interest with a complainant or respondent is not allowed to serve on particular panels.

- Easy links to statistics reported in the Clery report. Links to the university's Clery statistics reported as part of its Annual Security Report are available on the WUPD and Protective Services websites and will be added to the Title IX website. The university does include the number of reports of sexual assault and sexual misconduct it receives, even if the incident happens on non-university property, in a footnote in the Annual Security Report. Also, anonymous reports on reportable Clery offenses are represented in the aggregate Clery data. With each anonymous report received, based upon the information provided, we determine whether there are any steps the university can take, including the need for additional training and safety measures.

#### **Habif Website**

- By the start of the fall 2018 semester we will more clearly articulate on the Habif Center website the medical and mental health services provided to survivors, and provide clearer information on the billing process. Survivor confidentiality cannot be guaranteed in all cases if a student undergoes certain testing or procedures that must be submitted to the insurance carrier. With this in mind, the Habif Center will work to provide additional information so survivors can make informed decisions about the treatment they are seeking at the Habif Center and other potential low- or no-cost alternatives.

#### **Threat Assessment Protocol**

- Over the course of the 2018–19 academic year we will publish an explanation of the university's threat assessment protocol.

## **6. IMPLEMENTATION AND ACCOUNTABILITY**

**Summary of Student Recommendations:** Students have requested a formal opportunity to provide feedback regarding the Title IX process and related policies and practices including the creation of a student oversight committee to prioritize student feedback.

**Summary of the University Response:** We acknowledge the importance of a Title IX system where there are substantive opportunities for regular review and evaluation, and where there is maximum opportunity for student feedback as well as feedback from other members of the campus community.

### **IMPLEMENTATION**

#### **Concern for Students Team**

In order to ensure that the university's actions described in this report—and future recommendations—are implemented and institutionalized, and that the university continues to improve, a Concern for Students Team will be created in the Office of the Provost, headed up by the Vice Chancellor for Student Affairs and a representative of the Provost.

#### **The role of the Concern for Students Team will be to:**

- Strengthen coordination between and among the offices and programs with responsibility for prevention efforts, enforcement of Title IX policies, investigation and adjudication of complaints, and support services, including the Title IX Office, the Office of Student Conduct and Community Standards, the RSVP Center, the Habif Center, the Dean of Students, WUPD, and others. Importantly, this coordination will ensure better case management during the Title IX process and that students' concerns are responded to immediately and with sensitivity.

- Regularly convene team, including representatives from the above offices and other campus partners to assess progress, areas of concern and opportunities for improvement, and to receive feedback from members of the university community.
- Enhance communication throughout the university community about progress, areas of concern and opportunities to improve, and to provide opportunities for input.

While the Concern for Students Team will initially focus its work on Title IX, this team could also be used as model for responding to other issues impacting students that involve the need for a number of campus offices to work more effectively together.

### **Advisory Committee on Title IX Policies and Practices**

Expanding on the student recommendation to create a student oversight committee, we recommend the creation of a Title IX advisory committee, to include students, faculty, and staff, which would provide regular feedback to the Provost and to the Director of the Title IX Office about the Title IX process, policies, and practices, and the university's actions described in this document. The committee would meet regularly and the committee chair would be a senior member of the university administration appointed by the Provost. At least twice per year, the Title IX Office would share with the committee current data about the number of Title IX cases and their status. The group would also serve as a sounding board for any proposed changes to the Title IX process. **We would like to work with students on the development of this advisory committee and in particular to discuss how students would be selected/appointed to the committee.**

### **Peer Consultant Program**

**We recommend working with students to develop a peer consultant program within the Title IX Office to work with complainants and respondents.** Students participating in the Title IX process would have the opportunity to be assigned a peer consultant who would be an additional source of support and information as they go through the USAIB process. The members of the peer consultant program would also be able to provide the Title IX Office leadership with specific and important feedback about the process—feedback that may be more thorough and complete than survey data, which is often skewed toward those who choose to respond.

### **Title IX Office**

With the previous addition of an assistant director, and the approved recommendations in this report to further enhance staffing to support training and complete investigations in a more timely manner, we have an opportunity to orient the expertise within the Title IX Office more efficiently and more effectively. Going forward, the Title IX Director will be able to focus attention broadly on overall process, policy, coordination with other offices and programs, and continued improvement. The Assistant Director, then, can assume more responsibility as a primary staff member serving as day-to-day, student-facing contact. This will ensure that we sustain our efforts in implementing these recommendations and also better meet individual students' needs.

## OTHER RECOMMENDATIONS: LEGAL ASSISTANCE

**Student Recommendations:** Students recommend that the role of attorneys in the Title IX process be clarified, that the university provide legal assistance at no cost to students throughout the case; and that in the event of retaliation, legal assistance should be available after the case closes.

**University Response:** While we do not allow attorneys to speak for students during the investigative process, by law, students have the right to obtain legal assistance if they choose and have that attorney serve as their support person during the course of the investigation. We agree that we should continue to clarify the role of attorneys in our process. We recently adopted a policy that students must certify that any written materials have been created solely by them. We are not able to provide legal assistance to students for Title IX cases or any other student conduct matters.



# Appendix 5:

## Improving Washington University's Response to Sexual Assault & Misconduct: A Call to Action

| Title Mine Student Organizers' Recommendations

# Improving Washington University's Response To Sexual Assault & Misconduct: A Call To Action

## TITLE MINE STUDENT ORGANIZERS' RECOMMENDATIONS (APRIL 2018)

### **Demand One—TRAINING**

A more comprehensive, trauma-informed training program for all persons involved in the Title IX process so that they have an adequate understanding of the dynamics of sexual violence, the effects of trauma, and how to interact with survivors.

This includes, but is not limited to: Title IX Office staff and contractors, WUPD, USAIB, Habif Health & Wellness Center (SHS), Office of Student Conduct, and Residential Life staff.

- Rigorous, trauma-informed and evidence-based training required before joining the University Sexual Assault Investigation Board (USAIB), with retraining immediately prior to becoming a member of a Title IX case panel
  - Training must be on par with RSVP/LIVE training requirements in terms of topics covered and hours trained.
  - USAIB member training must be reviewed and approved by the Oversight Committee (see Demand Five) in regards to intersectionality training (LGBTQ, race, class, ability, etc.), and all members must receive training in all topics covered before serving on a panel.
- Implicit bias training should be required of all individuals trained in the Title IX process.
- All Habif Health & Wellness Center providers and staff need extensive training on trauma-informed practice broadly, and specifically as it is related to sexual and interpersonal violence, especially administrators within the Habif Health & Wellness Center.
  - Currently the Habif Health & Wellness Center has only one counselor with significant experience dealing specifically with sexual violence trained in DBT (dialectical behavioral therapy), one counselor trained in EMDR (Eye-movement desensitization and reprocessing), and only two trained in transgender care.
- The Title IX coordinator should be updated on research literature involving sexual violence (e.g., correlations between sexual assault/violence and later physical violence/murder)
  - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2573025/>
  - [http://www.who.int/violence\\_injury\\_prevention/violence/global\\_campaign/en/chap 6.pdf](http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap 6.pdf)



## **Demand Two—SURVIVOR SUPPORT**

A stronger investment into the support of survivors of sexual assault and intimate partner violence at WashU, including the expansion of survivor accommodations and support resources, stronger requirements for student group training, and identity-specific support and programming.

- No contact orders need to extend beyond the classroom and residential life, specifically in regard to student groups
  - Social suspension should be instituted for the respondent in student groups of which the complainant is a member
  - The respondent should be required to leave social settings when the complainant is present
- Requests for accommodations need to be met in a timely manner (one day, not one week)
- There should be methods for survivors to receive free therapy outside of the nine free sessions/16 total sessions in SHS
  - There should be long-term care available on campus, rather than students being referred to off-campus resources that may not be accessible to students of all classes, race, gender, ability, etc.
- There should be a 24-hour on-call trained counselor available for students who need that support immediately
  - Uncle Joe's/SARAH is not enough, as they are student volunteers and not trained professionals
- On campus medical care, including but not limited to: rape kits, drug testing, and access to free emergency contraceptives
- Require that all Category 1 student groups on campus have an annual facilitated dialogue about sexual violence prevention in conjunction with LIVE, SARAH, and/or the RSVP Center.
  - Programming can include, but is not limited to: Green Dot, LIVE Facilitations, SARAH Safe, facilitated group dialogue, co-programming about sexual violence or intimate partner violence.
- Create more culturally informed prevention programming for both administrators and student group leaders
  - Marginalized communities are especially prone to and have nuanced cultural forces surrounding sexual violence. Cultural humility must be incorporated into programming; St. Louis-based identity-specific support/advocacy groups must be consulted when creating programming in dialogue with the above resources to ensure prevention programming is created by and for marginalized communities.
    - e.g., The LEAD Institute—education and advocacy for sexual assault in disabled communities
    - e.g., South Asian Women's Empowerment Regional Association (SAWERA)
    - e.g., Metro Trans Umbrella Group (MTUG)

- Increase publicity of the on-campus and off-campus groups and resources available to specific identity groups and ensure all responders (RAs, WUPD, SARAH, Habif Health & Wellness Center, etc.) have this information available.
- Recruit summer-specific USAIB members, including students, so that complainants don't have to choose between a speedy process and a fair panel.
- Survivors who are also in a "Responsible Employee" position should be able to receive support from survivor-specific spaces without the obligation to report.
  - e.g., Take Back the Night allows "Responsible Employees" to be relieved of their reporting duties in that time and space

### **Demand Three—TRANSPARENCY**

More transparency in the execution of Title IX, along with the processes of all other relevant campus programs, including, but not limited to, Habif Health & Wellness Center, WUPD, OSC, ResLife, and CDI.

- More accurate and comprehensive information on the Title IX website, specifically about length of the process.
  - A detailed, annotated step-by-step mock case should be available online for students.
  - The protocol for filing reports and what exactly that entails for different reporting processes should be clearly detailed and easily accessible
- RSVAI in the Institute for Public Health should perform a system dynamics evaluation of the Title IX process in order to identify evidence-based mechanisms to shorten and improve the process
- There should be a published and easily accessible list of specific recommended repercussions for specific violations in order to provide transparency on how decisions are made.
- Create, publish, and maintain consistent policy for the length of time to identify witnesses, the length of time to review/respond to the report, and the process to receive extensions
  - This process must fit in the 60–90 day framework as recommended in the Dear Colleague letter
  - These deadlines and extension request details should be readily available on the Title IX website
- Transparency in how USAIB panelists are selected and trained
  - Selection should be an open application that will be reviewed by the Oversight Committee (see Demand Five) rather than students, faculty, and staff "appointed by the chancellor"
  - Required yearly releases of the USAIB training to maintain accountability to update trainings regularly
- Easily accessible FAQ that includes statistics for all types of reporting, not just to WUPD, which includes the number and type of reports WashU has received, consolidated from all reporting systems, and the number of individuals with more than one report.

- Habif must widely publicize the already available medical and mental health services and coverage that it provides for survivors including on-call counselors, prophylaxis treatment, etc.
- Habif must be more transparent about their billing processes and procedures in order to ensure that survivor confidentiality is being kept throughout patient interactions.
- There should be transparency, publicity, and education on who is and who isn't a "Responsible Employee," what being a "Responsible Employee" means, and what the consequences of reporting will be.
  - It has come to our attention that some "Responsible Employees" force survivors to go through the reporting process, rather than simply educating the survivor about all of their possible options.
- WUPD should be transparent in protocol for responding to reports of sexual assault and other dangers to students.

#### **Demand Four—STAFFING**

Additional staff must be hired in order to both handle cases of sexual and intimate partner violence with more nuance and to expand current resources for survivors.

- Hire a new Title IX director to begin to rebuild trust between the student body and the Title IX office, specifically replacing Jessica Kennedy.
- Hire more investigators in the Title IX office to make sure that things can be done quickly.
  - Removal of investigators that have failed to appropriately respond in a trauma-informed manner during investigation interviews
  - Ensuring trauma-informed training of these investigators before they are placed on a case.
- Trained survivor advocates should be provided to support students through the process. These can be modeled after DV Court advocates.
- The school should provide legal assistance at no cost to the student for any party continuing throughout the case.
  - In the event of retaliation through litigation, legal assistance should be available after a case has closed.
- Hire additional staff at the RSVP center who identify as and who have professional experience working with marginalized communities, including but not limited to: people of color, LGBTQIA\* communities, disabled identities, male survivors.
- Hire additional Habif Health & Wellness Center care providers, both in terms of physical and mental health, with minority-based identities, including but not limited to: POC (Black, Latinx, Asian, etc.), LGBTQIA\*, people with additional needs/disabilities.

### **Demand Five—ACCOUNTABILITY**

Accountability in the form of creating an Oversight Committee for the reporting process that prioritizes student feedback about how the school handles sexual assault and intimate partner violence.

- The committee will be formed by a yearly open application process with members chosen by a panel including representatives from RSVP, CDI, ResLife, and Campus Life.
  - Hire staff whose main role will be to coordinate and manage the Oversight Committee.
  - This committee should be made up of mostly student representatives, besides the staff members.
- The committee should ensure that requests for accommodations are met and that approved accommodations are actually provided.
- Complainant and Respondent can complete surveys about their investigator and/or the USAIB Panel's conduct during the process, which will be sent to and reviewed by the committee.
  - If a member in the process receives too many negative reports, the committee will have the power to remove them from the process.
  - Transcripts of interviews with the investigator and panel should be available to participants for the purposes of filling out surveys.
- The committee will address any issues brought to them regarding the handling of a case by the Title IX office or its affiliates.
  - This includes, but is not limited to: amount of time being taken, information about one side not being shared with the other, and policies not being applied consistently or being applied inappropriately
- This committee should work closely with the administration and WashU's various programs in the implementation of all of our demands.
- This committee should be chartered and contain bylaws.



# Appendix 6:

## Title IX Advisory Committee

Charge and Membership

# Title IX Advisory Committee

## CHARGE AND MEMBERSHIP

From the September 4, 2018 university report entitled “Improving Washington University’s Response to Sexual Assault and Misconduct: A Call to Action”:

*The university will create a Title IX advisory committee, to include students, faculty, and staff, which will provide regular feedback to the Provost and to the Director of the Title IX Office about the Title IX process, policies, and practices, and the university’s efforts in implementing this action plan.*

### **Specifically, the Advisory Committee will:**

- Serve as a feedback mechanism for the Washington University community to hear feedback about the Title IX process. The Committee will develop a system for soliciting feedback from complainants, respondents, and community members. The Committee will follow up on any feedback received in a way that preserves the overall confidentiality and integrity of any investigations and the identity of complainants, respondents, and community members.
- Advise the Provost and the Title IX Office on the feedback received. Provide input to the Provost and the Title IX Office on the overall process and offer recommendations for improvement. In addition, serve as a sounding board for the Title IX Office related to proposed policy and procedural changes.

### **Time Commitment**

Currently, it is anticipated that the Advisory Committee will hold six, 90-minute meetings per year—three in the fall semester and three in the spring semester. There will be some additional time commitments outside the meetings of around 4–5 hours per semester, mostly for required training and review of materials in preparation for committee meetings.

### **Membership**

There will be 12 standing members of the committee to include six students, three faculty, and three staff. Additionally there will be one additional staff member assigned to the committee and who will coordinate meeting logistics and take notes during the meetings.

### **The appointments will be handled as follows:**

- The Provost will appoint a senior member of the University Administration to serve as chair, in addition to the two additional staff appointments.
- The Faculty Senate Council will appoint three faculty representatives.
- The six students will be selected through an application process, which will include an in-person interview.

The university will strive to ensure that the committee members represent the diverse identities and backgrounds of our community. The members will be expected to have general knowledge of the issues surrounding sexual and relationship violence and the Title IX process, and additional training will be provided. Committee members will serve two-year, staggered terms to ensure that there is both continuity and new perspectives as a part of the committee. While it is not expected that the Advisory Committee will hear specific and detailed information about individual Title IX cases, all members will be required to sign a confidentiality agreement to ensure privacy of those going through the investigative process.