



RISD Sexual Misconduct + Safety Task Force

Final Report | May 2019

Task Force Overview

Background

The recent escalation of events and debate surrounding sexual- and gender-based violence, bias, discrimination, exploitation of privilege, and abuse in our country has resulted in a national climate of fear, distrust, and anxiety. RISD has also experienced an increase in Title IX complaints and activity within our community. Recognizing the significance of this moment and its impact on our campus climate in the context of our current cultural environment, both on and off campus, President Rosanne Somerson assembled the Sexual Misconduct and Safety Task Force to review the institution's provision of prevention, support, and response processes surrounding sexual misconduct. The Sexual Misconduct and Safety Task Force was charged with assessing RISD's current practices and procedures as related to issues of sexual violence policy and prevention efforts. The Task Force was called upon to make recommendations to ensure that RISD is providing a safe and supportive environment for members of our community, and as part of doing so is ensuring thorough, prompt, and equitable responses to allegations of sexual misconduct.

Charge

1. **Sexual Assault Prevention:** Are we following best practices for the prevention of sexual misconduct, and do we have appropriate staffing and structures for effective implementation? The Task Force should consider the prevention of sexual misconduct among undergraduate, graduate, and Continuing Education students, as well as staff and faculty.
2. **Support Resources:** Are the resources currently in place to provide support for both students and employees adequate? The Task Force should consider resources made available to community members with complaints of sexual assault (complainants), as well as those against whom complaints are made (respondents).
3. **Policies and Procedures for Sexual Misconduct:** Are the established policies and procedures for receiving, investigating, and resolving complaints of sexual assault and sexual misconduct made by students and employees effective? The Task Force shall review these policies and procedures, assess their effectiveness, and identify areas for improvement consistent with best practice and the institution's vision for a safe and inclusive campus.

Membership

1. Sarah Caggiano, Executive Director, Continuing Education, *Chair*
2. Maggie Balch, Dean, Student Affairs
3. Brigitte Breaux 19 GD
4. Claudia Ford, Lecturer, History, Philosophy and the Social Sciences
5. Kevin Forti, Director, Residence Life
6. Paula Gaetano-Adi, Associate Professor, Experimental and Foundation Studies
7. Pilar Garcia-Fernandezsesma 20 FAV
8. Kristin Gianelis, Administrative Director, Health Services
9. Sara Jordanö, Assistant Professor, Film/Animation/Video
10. Sydney Lake, Title IX Coordinator
11. Steve McDonald, General Counsel
12. Elizabeth Rainone, Deputy Title IX Coordinator for Employees
13. Matthew Shenoda, Associate Provost for Social Equity and Inclusion
14. Shauna Summers, Director, Counseling and Psychological Services
15. Julie Talbutt, Assistant Dean, Student Support and Administration
16. Ramon Tejada, Assistant Professor, Graphic Design
17. Clarke Waskowitz 19 ID

Staff to the Committee

Laura Myer, Events and Special Projects Manager, Office of the President

Process + Timeline + Community Feedback

The Task Force convened bi-weekly beginning in December 2018 and met throughout Wintersession and Spring semesters. The Task Force also solicited community input and attended the following community meetings and events:

- Faculty Meeting | March 6, 2019
- Dr. Treva Lindsey Luncheon + Presentation | March 15, 2019
- Graduate Student Alliance Meeting | March 27, 2019
- Student Alliance Meeting | April 3, 2019
- Staff Council Meeting | April 11, 2019

Furthermore, Task Force Chair Sarah Caggiano participated in several in-person and phone-based conversations with community members where many discussed their past experiences, gave feedback, and offered suggestions.

In addition to these individual and group meetings, an anonymous online Google form was circulated to faculty, staff, and students for their feedback. The form remained open for one month,

and between March 14 and April 15 the Task Force received a total of 46 responses and ideas from RISD community members: 14 from undergraduate students, 5 from graduate students, 8 from faculty, and 19 from staff.

The RISD community responded to our efforts to collect information with solid support—providing input with candor and desiring to provide feedback that would contribute to a constructive analysis of the policies and related practices. The community members, who generally asked to remain anonymous, expressed appreciation that RISD decided to conduct such a review. Through these meetings, it was apparent that there is deep commitment for the well-being and success of students, faculty, and staff in this community.

The RISD Community + Common Themes

Through information-gathering, reviewing best practices, and discussing recent cases, common themes began to emerge organically. These themes included:

- A widespread and significant lack of awareness, understanding, and education related to gender-based discrimination.
- A widespread lack of awareness about general Title IX processes and procedures.
- A belief that there is insufficient campus support for both complainants and respondents.
- A belief that there is insufficient comprehensive education and prevention programs for students, faculty, and staff.
- A general mistrust of how the administration handles the issues of gender-based equality, discrimination, and sexual assault.

The culture of RISD's campus directly shapes student perceptions of their experiences related to sexual harassment, discrimination, and sexual assault. Although anecdotal, most individual conversations describe this culture as being highly anxious, intense, personal, and "close-knit." When incidents of gender-based discrimination occur (or are perceived to have occurred), it causes significant anxiety for students and impacts their ability to concentrate, attend class, and finish work. Some reported that there was "pressure" (self-induced, fear-based, or caused by peers) to avoid "speaking up" through the Title IX process. Many cited the perceived time it would take, and others cited the anticipated outcomes as deterrents to reporting. Some students spoke about their reluctance to speak up against faculty or staff, as they fear subtle (or overt) retaliation. Retaliation can manifest in many forms such as lack of access to space or equipment, inability to secure internship or work positions in their professional field, or inability to secure future recommendations.

While the Task Force's work was divided into three critical areas—Prevention, Support, and Policies and Procedures—this report is written weaving together all of the findings and recommendations in order to provide a comprehensive summary.

Key Findings + Current Challenges

Prevention-Based Educational Program

The Task Force feels strongly that education and prevention of gender-based discrimination are critical needs. The Sexual Assault Prevention and Education Subcommittee analyzed the committee charge and felt the need to look at the terms *sexual assault* and *sexual misconduct/harassment* as two different, and not interchangeable, terms. Gender-based discrimination, insensitivity, and ignorance of issues faced by minorities, including people of trans experience, is related to sexual harassment in the educational context of RISD. RISD lacks a comprehensive educational program around gender-based discrimination, sexual misconduct, and harassment, as well as clear expectations on how to create a respectful professional environment at RISD. Our current Title IX approach appears to be more of an “investigative” approach, rather than preventative. The Task Force believes strongly that intentional changes will shift this balance and create a more positive, potentially trustworthy, and healthier campus community.

Students and staff alike offered feedback that current prevention practices just “scratch the surface” instead of providing more in-depth information around healthy relationships, signs of an unhealthy or abusive relationship, where to turn for guidance, and how to intervene when they become aware of something. While some programs exist, they do not meet the needs of a complex, global, and diverse community. The current training programs for employees are considered a minimum requirement and provide only a broad-level awareness. Ultimately, it will take more staff time (and likely additional staff) to develop, conduct, and implement more comprehensive programs for our community.

In addition, it became evident that there is a lack of clear expectations around behavior, professionalism, and what the institution values in terms of respect. While RISD does have a “code of conduct” for students and Human Resources policies for employees, the community seems to lack the communal understanding and commitment we need to communicate explicit expectations of behavior and professionalism.

Campus Culture + Trust

It is important to consider that RISD provides an intense educational experience, where faculty and students interface in a studio-based culture. The nature of the artistic process, the personal nature of many of the students’ work, and the fact that the international art and design professional field is small, interconnected, and based on personal connections makes the situation very charged when it comes to sexual harassment and gender discrimination.

Through personal conversations and anonymous feedback from students, staff, and faculty, the Task Force recognizes that there is a lack of trust in how RISD deals with sexual misconduct and the Title

IX process. While this is true for the majority of college campuses across the United States, that impression can change by educating the RISD community on current prevention practices as well as introducing new initiatives intended to prevent, educate, and support. Sexual misconduct is a difficult subject matter, and to prevent “a culture of silence” on campus it is imperative to create spaces free from retaliation for students, faculty, and staff. Broad-level communication around gender equity practices is missing, and a lack of information can result in assumptions.

Community feedback highlights the negative effect hearsay about a case can have on the entire community. However, legal and ethical privacy requirements prevent Counseling and Psychological Services (CAPS), Health Services, and Title IX from sharing information, even when the goal is to dispel misinformation. “Whisper networks” occur on our campus because people feel the need to share. Not surprisingly, misinformation occurs, and rumors can become the narrative and be seen as fact even when they bear only selective information. The reality is that two (or more) people can have very different experiences of the same interaction; one person’s truth can become “the truth” that is circulated within the community. The institution cannot always respond to misinformation about specific cases due to FERPA and other privacy protections, and trust often erodes. The Task Force suggests that we define what is “public” disclosure.

There has been feedback regarding expectations not being met by the Title IX process. There is some dissatisfaction regarding outcomes often due to a mismatch between the expected/desired outcome and the outcome following a hearing. There is a need for an upfront or early in the process explanation of a potential range of sanctions if the respondent is found to have violated a RISD policy. This outcome transparency will assist with reasonable expectation setting and ideally a greater understanding of the college’s breath of recourse in a given situation.

Resources + Support

The current structure of the Title IX Office requires one staff member to serve multiple, and sometimes conflicting, roles. For example, the Title IX staff person may meet with a student to advise them regarding the resources, support, and reporting options available to them, and that same staff member may also be the person who conducts an investigation of the complaint and sanctions an individual who is found responsible for a violation. To maintain the fairness and integrity of the entire Title IX process, RISD must create expanded support structures that address this. A model used at many institutions separates these roles by providing trained staff outside the Title IX Office who can advise students regarding the resources, support, and reporting options available to them. These are often staff in CAPS, Health Services, the LGBTQ center, the women’s center, the diversity office, the office of religious and spiritual life, Human Resources, the Ombuds office, etc. The Title IX Office would connect with parties as they begin a formal complaint process.

The concept of “responsible employees” (mandated reporters) under Title IX is difficult to clearly understand and communicate campus-wide. Similarly, there is confusion about what type(s) of misconduct responsible employees are required to report to Title IX. Students share incidents of sexual misconduct with trusted faculty, staff, and student employees, often with the expectation that it will be kept confidential. Community members need to have a strong understanding of who responsible employees are and what they are required to report in order to follow legal guidelines. The official Title IX procedures begin at the time the institution is notified. There are currently procedures in place to have whomever the situation is reported to contact the Title IX Coordinator, who is on call 24/7, and share with them the incident information so that the Title IX Coordinator can work to offer resources, tailor-fit support, and review options for next steps. Typically incidents are initially reported to the Title IX Coordinator, Public Safety, or offices in Student Affairs including professional and student staff in Residence Life; however, due to the relationships built in the classroom and ways that students process their experiences in their art, there is also an increase in reporting to faculty and academic support staff. There are many challenges that have occurred with this model in the past including confusion around what is reported, if it falls within Title IX guidance, and how the situation needs to be remedied. Since there are potentially many people involved—with a wide range of understanding about Title IX—it creates a confusing process for everyone, most notably the person making the complaint.

Ultimately, there is a need for more in-depth training for frequent “first-responders” like Public Safety and Student Affairs, and there is a need for additional training for faculty as well as a clarification on who is a responsible employee that is required to report. It is imperative for these “responsible employees” to know and understand this role, be able to communicate their obligations to students, and act in accordance with those responsibilities.

Given the requirement of responsible employees to report certain types of sexual misconduct, it is especially important that there are confidential resources on campus where students can discuss incidents of sexual misconduct without the mandate for them to be reported to Title IX. The Offices of Health Services and CAPS are the only *legally confidential* spaces for students within the institution. These spaces are primarily clinical and therefore may present barriers for students not already engaged in, or open to, clinical services. For employees, a similarly confidential space is provided off-campus through the Employee Assistance Program. As was mentioned above, an expanded support structure that provides trained staff outside the Title IX Office who can provide information to students about the resources, support, and reporting options available to them would help address these concerns.

Because RISD Public Safety officers are EMTs and respond to a wide variety of situations that sometimes involve incidents of possible sexual misconduct, it is important that the Public Safety team includes multiple staff who are trained in victim support and advocacy. In addition, it would be

beneficial for at least one Public Safety staff member to be trained in Title IX and Sexual Misconduct investigation. It is strongly recommended that all Public Safety officers be trained in the response, health, and safety options, as well as the local police reporting guidelines for cases involving potential sexual misconduct. This comprehensive approach will require significant time and resources. Staff will need to be trained in best practices, student input will need to be gathered, and programmatic efforts will need to be led across campus. Funding will also be required to support these efforts appropriately.

Under Title IX guidance, support in the form of an advisor is available to complainants and respondents during investigations. Emotional and medical support for complainants and respondents during all phases of the Title IX process—before, during, and after adjudication—is available in CAPS, Health Services, and throughout the offices in Student Affairs. However, students (especially respondents) do not often seek these types of support. More can be done to provide other avenues of support, particularly for respondents. For example, there is no formal support mechanism for students returning to RISD and re-integrating to the campus following the completion of a sanction, such as suspension. In addition, current support available to staff and faculty is limited, and additional support should be considered. This could be made available through the office of Social Equity and Inclusion, an Ombudsperson, additional resources in Human Resources, or well-published resources available through off-campus entities such as the Employee Assistance Program.

Given the nature of our campus environment, consideration must be given to public displays of artwork and social media posts that may draw from the context of sexual misconduct. Avoiding censorship while protecting the privacy rights of involved students, staff, and faculty must be balanced. We recommend more conversation around the definitions and boundaries between “discomfort” and a breach of policy, values, law, etc. This is a complex matter that requires further conversation.

Policies + Procedures

The Policy and Procedure Subcommittee took an in-depth look at RISD’s policy and procedures and the way the institution handles cases that involve both a RISD complainant and RISD respondent. In this exploration, the subcommittee paid special attention to the way that our community, made up of mostly artists, not only looks at information but also how many process information. When looking at how the institution adjudicates cases and how those processes are communicated for student/student, student/employee, and employee/employee cases (the subcommittee also explored additional circumstances that require nuance to navigate situations that include people who are part of the community in a less formal capacity, such as guest critics, visiting artists, etc.), overall the determination was made that a multi-tiered approach is needed based on our

current climate, a need for more education, and explanation of our policy, as well as some revision to our process.

RISD's Title IX Policy is not unified to encompass students *and* employees. Community feedback suggests that our current policies, while written clearly, may not communicate clear expectations across the entire spectrum of potential complaints.

For those who have incidents that are reported to the Title IX Office, there is a collaborative conversation that addresses needs of the reporting party beginning with medical needs, emotional support options, and safety planning. There are both on- and off-campus resource options given. In terms of safety planning, this is tailor-fit to meet the needs of an individual. It may include separating parties via campus order or court order, a housing change, and/or changes in academic workspace; there are also times that there is a removal from campus for a responding party if the information initially reported deems them an imminent threat to the campus community. These interim measures and support options are decided upon by the Title IX Coordinator, and in some cases in partnership with other campus support offices. The college faces a difficult conversation when it comes to separating parties. The current practice is to offer a change to the person reporting. For example, if two students share a class and one student reports the other student has harmed them, RISD says to the reporting student that they can change classes. But the reporting student typically does not want to change courses; they want a safe learning environment. Our current process does not allow for the removal of another student until after a lengthy adjudication process, as the responding student has the right to access their education unless they have been found responsible. If they are found to have violated a policy, it *may* be an outcome that the reporting party have preferential registration. There has been expressed dissatisfaction with this practice as students feel they are being harmed again by needing to choose between a comfortable educational environment or access to a specific course. This same practice has occurred with regards to employee working environments.

There are two important considerations to note about the policies and procedures findings. First, the Task Force did not review previous cases or conduct an "audit" of how these cases were handled. While this was suggested by two anonymous community members, it would require a more significant undertaking, along with permissions from all involved parties. Second, it is important to note that there are impending changes regarding Title IX adjudication processes from the Trump Administration, and the institution will likely face further complications or constraints. With that said, for the purpose of Federal compliance any process proposed may be significantly impacted by new regulations, when released.

Recommendations

Prevention-Based Educational Program

Setting clear professional expectations for our campus around behavior is critical. **The Task Force recommends a review of the current expectations of behaviors for faculty, staff, and students and consideration of a unified policy and set of expectations, along with a formal method of communicating these expectations.** It became abundantly clear that awareness and expectations are not clearly understood.

It is imperative that **RISD develop a campus-wide, comprehensive, continual strategy for sexual assault and discrimination prevention, awareness, and education.** A comprehensive awareness and education strategy must consider the following:

- The developmental stages of students related to their age, inclusive of those under age 18, as well as older students in graduate programs and Continuing Education programs. Create workshops around generational and cultural differences, professionalism, and maintaining boundaries.
- Graduate student populations and how professional relationships are so personal, the work is personal, and the time spent together is very long. Consider a required teacher preparation course for graduate students who plan to teach.
- Educate international and domestic students on the differences in culture, religion, and upbringing when it comes to sexual relationships and misconduct. There is a wide range of understanding around healthy relationships, consent, stalking, and harassment that varies by culture and age.
- Consider enhanced training for off-campus programs (European Honors Program), travel courses, programs in other countries, etc. Although Title IX “follows” RISD students, they may be in another context where laws may be entirely different. Consider specifying the travel programs and European Honors Program in policy and procedure documents.

While creating new, comprehensive prevention and education-related programming is a necessity, it is the accountability that comes along with it that will ultimately change behavior. **The Task Force strongly suggests that we find ways to hold our community accountable for lifelong learning.** On some campuses, employee merit increases are withheld unless trainings are completed. On others, students cannot register for courses without completion. While these are some examples, we advise honest and open dialogue about the need for more accountability on our campus. **The Task Force strongly advises that someone is designated to lead this effort and convene regular meetings to discuss an action plan, along with ways to encourage—or even mandate—community engagement and lifelong learning.**

Additionally, the **Task Force recommends RISD create opportunities for students to be prepared, by discipline, to enter the professional world.** We recommend creating opportunities where departments and/or divisions teach the associated professional ethics. Students need to be prepared to enter the professional world in this regard.

Lastly, the **Task Force recommends a redesign and rebranding of [RISD's Title IX website](#).** There is substantial information there, but it is difficult to navigate. More sublinks (tabs for faculty, employers, students, etc.) would improve the user experience. Clarifying terms and definitions such as “consent,” “harassment,” “cyberstalking,” and “assault” is necessary, as there are general misunderstandings on campus around these definitions. There also needs to be a **solidified plan to implement the infusion of information across campus** including marketing materials, website, and general language in the process materials to clearly articulate the process and the rationale behind it.

Campus Culture + Trust

The Task Force recommends further development and analysis in how we evolve RISD to a “safe” campus. An intentional commitment to redevelop trust for the campus is important. The Task Force recommends more one-on-one communication and group dialogue to understand and create awareness. Consider how to provide appropriate information and transparency to the campus while maintaining privacy laws. It is important that we engage in conversation around what is “public” knowledge and what is not and, perhaps more important, *why* we cannot and should not disclose certain information. **The Task Force recommends updating the faculty handbook to reflect best practices around complex gender identity information.** The Task Force had many conversations around a lack of support for students transitioning from one gender identity to another and suggests this is reviewed more closely. Lastly, with the consideration of being inclusive to all members of our community, it is important for **RISD to build a stronger community of trust and shared values in order to begin exploring the various ways we may engage restorative justice models, which may be more suitable and beneficial to the kinds of cases we often see, in the future.**

Resources + Support

Staff in the Title IX Office serve multiple and sometimes conflicting roles. Staffing levels and structures should be sufficient to allow advocacy and support resources to be separate from the reporting, investigation, and adjudication process. **The Task Force recommends RISD consider training staff outside the Title IX Office who can advise students regarding the resources, support, and reporting options available to them.** These are often staff in CAPS, Health Services, the LGBTQ center, the women’s center, the diversity office, the office of religious and spiritual life, Human Resources, the Ombuds Office, etc.

Similarly, the Task Force recommends **additional resources to support faculty and staff around Title IX issues**. These could be made available through the Office of Social Equity and Inclusion, an Ombudsperson, additional resources in Human Resources, or well-published resources available through off-campus entities such as the Employee Assistance Program.

The Task Force also recommends there be an **effort to clarify roles and responsibilities, review who are “responsible employees,” and require appropriate levels of training for all individuals joining our community (i.e., students, faculty, and staff)**. For example, Student Affairs, Public Safety, and others should be staffed with multiple staff members who are trained in understanding gender-based discrimination and offering appropriate resources and courses of action. It is imperative for “responsible employees” to know and understand their role and act in accordance with those responsibilities and report in a timely fashion. **Consider more clarity for non-matriculated student reports** and reports during off-campus events or travel courses. (i.e., Continuing Education, summer programs, exchange students).

Students, staff, and faculty would be served by a better understanding of the Title IX process, and it would help to alleviate the “whisper networks” that emerge following some cases. Support services should be available to both complainants and respondents throughout all phases of the Title IX process, including post-adjudication, for instance return following completed sanctions. **We recommend that RISD assembles an ad hoc group to further evaluate best practices for community support (especially following high-profile cases), re-integration of respondents, and the role of restorative justice in the Title IX process**. Lastly, there were conversations, but not conclusions, around where Title IX should fall within RISD’s organizational structure. The Task Force recommends there be a larger conversation around this topic.

Policies + Procedures

In order to provide more clarity, repair trust, and create more transparency around gender equity on campus, the **Task Force recommends creating a high-level “oversight + planning group” consisting of a diverse group of faculty, staff, and students to discuss high-level situations, review communication strategies, and assess policies and procedures, among other topics**. This group existed previously at RISD and was a way to bring forth high-level discussions around campus culture, strategic direction, and changes in governmental guidance. The Title IX Office could share the characterization of the kinds of reports that are coming in. This group can also look at campus climate and longitudinal data and consider new ways of engaging the campus. On a campus where there is significant departmental oversight, it critical we designate a leader to embrace this advisory group and create a culture of dialogue around gender equity, and one that includes *all* identities.

The Task Force also recommends a review of the current Title IX Conduct Board structure under the new governmental guidance. While proposed guidance is still under review by the government, RISD can consider a new board selection process and structure, including whether and how students may serve. In the future, we should also consider an option that allows for “opt-in” restorative justice principles to be incorporated. This would be solely for student cases without a significant power differential dynamic (like student/faculty cases). Currently, in many cases, complainants want (or think that they want) the process to be more punitive, but also want harm acknowledged, and it is difficult to find a path to achieve both. It has been demonstrated that when parties are willing to talk about the impact of an incident and acknowledge harm, you get farther, faster. By contrast, fear of disciplinary action drives respondents to not acknowledge harm but instead defend and deny, which does little to repair the harm, and repairing the harm should be the goal.

Lastly, the Task Force recommends the development of a stronger communication strategy. RISD’s process is not perfect (it is not broken, but rather a process that is human and therefore not capable of being perfect); but communication is not sufficient. New ways of engaging the community, such as week-long events or activities that positively promote the awareness, will go long ways to positively impact student culture, regain trust in the process, and provide more transparency overall.

Closing Remarks

RISD's faculty, staff, and students are abundantly committed to the prevention and education of gender-based discrimination. Since revised and expanded Title IX expectations were set by the Federal government in April 2011, RISD has embraced opportunities for learning, policy revisions, reporting, and support. This new review, following eight years of experience, is a welcome assessment of our past progress and current state.

We are working in a complex moment for our campus as the community grapples with a feeling of safety. There are instances of harm that have occurred and community members who struggle to navigate what that means for them as they traverse our campus. While our campus is deeply passionate about creating a safer campus and supporting victims, we lack concern for fellow community members who need room to change and grow from a past transgression; instead there are judgments being made with few facts. What results is a disparate, confusing, and sometimes hostile environment that prevents those in need from seeking help. The college has been mandated by the federal regulations to stop a behavior, remedy the effects, and prevent its recurrence. The Task Force has taken an in depth look at how we address concerns and how to best meet the needs of all of our community members while being federally compliant.

The Task Force ultimately recommends a new, and robust, emphasis on prevention, education, and support resources, while maintaining a strong and neutral Title IX grievance process. Our diverse campus community has a wide continuum of understanding as it relates to sexual misconduct prevention and the programmatic options must be comprehensive and well planned. With a new Deputy Title IX Coordinator added, it is clear that our investigating and conduct process is now better resourced and it is time to resource the preventative measures in a more robust manner. We would like to make every effort to stop behaviors before they begin, and when and as needed, be prepared campus-wide to support the needs of a complainant and honor the rights of a respondent.

Summary of Recommendations

The Task Force recommends that the institution:

- Review current expectations of behaviors for faculty, staff, and students and consider a unified policy and set of expectations, along with a formal method of communicating these expectations.
- Develop a campus-wide, comprehensive, continual strategy for sexual assault and discrimination prevention, awareness, and education.
- Find ways to hold the RISD community accountable for lifelong learning and designate someone to lead this effort and convene regular meetings to discuss an action plan, along with ways to encourage—or even mandate—community engagement and lifelong learning.
- Create opportunities for students to be prepared, by discipline, to enter the professional world.
- Redesign and rebrand RISD’s Title IX website. Widely communicate the website, including the anonymous reporting form.
- Further analyze how we evolve RISD to a “safe” campus.
- Update the faculty handbook to reflect best practices around complex gender identity information.
- Build a stronger community of trust and shared values in order to begin exploring the various ways we may engage restorative justice models, which may be more suitable and beneficial to the kinds of cases we often see, in the future.
- Train first responder staff (Public Safety and Residence Life/Student Affairs) on resources, remedy, and support options to implement as incidents are reported. Resources will be necessary to secure appropriate training in this area.
- Clarify roles and responsibilities and require appropriate levels of training. Review current “responsible employees” and consider potential additions to this group.
- Consider more clarity for non-matriculated student reports such as Continuing Education, Executive Education, and student visitors.
- Consider an ad hoc group to consider best practices for community support, re-integration of respondents, and the role of restorative justice on campus.
- Create an “oversight group” consisting of a diverse group of faculty, staff, and students to discuss high-level situations, develop communication strategies, and assess policies and procedures, among other topics.
- Review the current Title IX Conduct Board structure under the new governmental guidance.
- Develop a stronger, clearer communication strategy.