

University System of Georgia Campus Safety and Security Committee

Report to Chancellor Henry M. Huckaby
May 19, 2015

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Charge to the University System Campus Safety and Security Committee

The University System of Georgia (USG) Campus Safety and Security Committee was charged with the responsibility to develop recommendations to the chancellor for matters related to public safety, including compliance with Title IX of the Education Amendments Act of 1972, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and campus law-enforcement agency assessment and training needs. Initially charged in October 2014, the committee conducted a comprehensive review of the policies and procedures at the various USG institutions. The full committee met four times, appointed subcommittees (which met monthly), and conducted and analyzed the information and research assimilated as a result of its work. Based upon the information received, the committee prepared the following report for submission to Chancellor Henry M. Huckaby and the Board of Regents (BOR) along with recommendations for improving the safety and security of our students and campuses.

More specifically, the committee examined and submits recommendations on the following:

1. Title IX: campus-and system-level policies, procedures, and practices for responding to and addressing sexual misconduct and offenses against persons on/off campus in compliance with Title IX and other federal legal requirements.
2. Campus Law Enforcement-agency assessment recommendations for compliance with state and federal laws, relationships with the campus community, local law enforcement, needs for education/training, and resource needs.
3. Campus Safety, "Clery Act"-related policies, procedures, programs, and practices for ensuring accurate and consistent reporting of campus crime information.

Committee Members, University System Campus Safety and Security Committee:

The committee was co-chaired by Presidents Steve M. Dorman of Georgia College & State University and G.P. "Bud" Peterson of the Georgia Institute of Technology. Members of the committee were:

Vice President Gina Sheeks (Columbus State University)
Vice President Victor Wilson (University of Georgia)
Vice President Lee Fruitticher (Georgia Regents University)
Chief Antonio Long (Atlanta Metropolitan State College)
University Counsel Sharon "Nyota" Tucker (Albany State University)
Title IX Coordinator Maggie Viverette (Valdosta State University)
USG Faculty Council Chair Sally Robertson (Georgia Perimeter State College)
Director of Student Development Jacqueline Awe (Savannah State University)
Director of Student Development Maggie Martin (Abraham Baldwin Agricultural College)
Assistant Director Tim Kelly (University of Georgia)
Chief Human Resources Officer Tom Gausvik (Clayton State University)
Student Dillon Roseen (Georgia Institute of Technology)
Student Juawn Jackson (Georgia College & State University)
Student Drew Jacoby (University of Georgia)
Graduate Student Azell Francis (Georgia Southern University)

Executive Summary

On Sept. 9, 2014, Chancellor Henry M. Huckaby announced the establishment of the *University System of Georgia Campus Safety and Security Committee* to review and develop recommendations on matters related to public safety at the System's 30 public colleges and universities. The committee was charged with conducting a comprehensive review of the policies and procedures at the institutions, with a focus on those specifically related to Title IX, Campus Law Enforcement, and Campus Safety.

From the committee, three subcommittees were established to review key areas that pertain to the safety of the overall campus environment, faculty, staff, students, and visitors. The three subcommittees were: Campus Safety/Law Enforcement Subcommittee, Clery Act Subcommittee, and Title IX Subcommittee. These subcommittees were charged with taking a high-level overview of their respective areas and bringing to the full committee suggestions and/or recommendations to improve the overall performance and operational excellence in each of their respective areas.

Several consistent themes emerged from the subcommittees' work that provide helpful guideposts as the USG considers how to move forward with the recommendations contained in this report. In addition to those outlined below, recommendations specific to each area are included in the report.

After reviewing current institutional operations in each of the three areas, each subcommittee submitted recommendations designed to enhance the preparation, training, and education of personnel in their respective area of review. The consensus of this review is that all USG employees and students should receive specific education and training related to their reporting responsibilities, requests for confidentiality, and Title IX requirements. Training should be both customized and required for all constituent groups. Adopting a systemwide training process would be prudent and effective. It could help ensure consistency in the training approach, providing assurance that certain standards are met. It would also allow the University System to take advantage of economies of scale.

A single centralized website with an intuitive URL should be developed and maintained to collect and publicize information from various sources in order to promote consistency across system institutions. This website should include clear, specific, and comprehensive information about how the USG defines, investigates, and resolves incidents of sexual assault, sexual harassment, domestic/dating violence, and stalking.

Ongoing research should be conducted by each institution in order to better inform policy and practice among the various institutions within the USG. Member institutions should undertake a review of existing support services and resources for all parties involved on an annual basis.

Because consistency across the USG is important, a "Policy Template" should be created to guide all USG institutions. However, because of the wide range of institutions, locations, and missions, institutions should be provided an opportunity to optimize the policy for their particular campus needs, provided that the policy remains consistent with legal requirements.

The USG should hire a System Title IX Coordinator to provide appropriate oversight for compliance of institutional policies, practices, and programs in coordination with the USG Office of Legal Affairs and USG institutional Title IX Coordinators. This coordinator would serve as a

central resource for information and expertise for the USG on matters related to Title IX and related laws.

In addition, the Title IX Coordinator would be charged with coordination of efforts, where appropriate and advantageous, among the USG, the Technical College System of Georgia (TCSG), and the Georgia Independent College Association (GICA) in order to create synergies throughout the organizational bodies that govern higher education in Georgia. (Note: During the 2015 General Assembly session, it was recommended that the committee include representatives from the TCSG and GICA.) Based on that recommendation, this committee invited representatives to attend the various subcommittee and committee meetings and actively collaborated during the final review process. As a result, this report, although not originally intended to do so, presents what we believe is a shared vision and approach from a substantial majority of all public and private non-profit Georgia colleges and universities in order to provide consistency and raise awareness and effectiveness. As applicable, specific recommendations for the USG, including the systemwide training process could be extended to the Technical College System of Georgia and the independent colleges.

This committee found that the abuse of alcohol and other substances is a significant contributing factor in many of the most serious public safety issues addressed in this report. Alcohol and drug abuse serve as catalysts in property crimes, hate crimes, and many other types of undesirable campus behavior. With respect to sexual assault, alcohol abuse can play an “especially pernicious role...creating circumstances in which sexual violence is both easier to commit and more difficult to prosecute,” as so powerfully stated in the report of the 2013-2014 University of North Carolina Campus Security Initiative.

High-risk drinking and drug abuse also have a negative impact both on academic performance and student retention. Because the risks associated with alcohol and drug abuse extend well beyond matters of public safety, this committee recommends that the chancellor appoint a separate alcohol and drug abuse task force. In the interest of time, Co-Chairs Dorman and Peterson submitted an advance communication to Chancellor Huckaby outlining the recommendation.

Summary of Recommendations

Clery Act:

- Require each institution to name a Clery Coordinator and establish a Clery Coordinating Committee on each USG campus.
- Form a standing USG Clery Committee, led by the System's Clery Coordinator, to be composed of Clery Coordinators from each campus.
- Develop consistent reporting guidelines and warning templates, and have each institution prepare geographical maps that clearly outline the Clery reporting boundaries. These should include areas frequented by students and in many cases will extend beyond campus boundaries.
- Make Clery documents, policies, templates, etc., and campus Annual Safety Reports (ASR) available on a common, easily accessible USG website.
- Issue timely warnings, when necessary or prudent, for Clery Act crimes that occur within the above defined Clery geography as well as crimes that occur within the patrol jurisdiction of the campus police or security department, whenever the crime is considered by the institution to represent a serious or continuing threat to students and employees. Timely warning shall also be communicated to the USG Clery Coordinator.

Campus Law Enforcement:

- Define the essential functions of USG Campus Police Departments by aligning expectations and functions with Board policy.
- Develop, establish and implement a law enforcement assessment program for all USG institutions.
- Convene a USG Public Safety Committee under the direction of the USG Director of Safety and Security to review the findings of the assessment programs.
- Establish a USG training program for the purpose of reviewing current campus law-enforcement agency training needs.
- The USG should ensure that a salary and job description survey of campus public safety positions is performed periodically. Each institution should perform its own salary study, which should include comparison with similar positions local to the institutions and service regions.
- Explore the implementation of a system-wide employee assistance program for public safety personnel to provide support for those employees in handling stressful situations.
- Continue the Chief's Leadership Initiative, chief hiring assessment, and promotional assessment and review hiring standards for campus police departments to ensure that best industry practices and standards are followed when hiring officers.
- Ensure that the head of each institution's police or security department has appropriate access to the institution's president and that the USG Director of Safety and Security has appropriate access to the chancellor to reflect the importance of safety and security.

Title IX:

- Develop and adopt policies and procedures that provide clear information dissemination regarding support services and confidential support services available to the campus community in the event of sexual assault, sexual harassment (as defined in BOR policy), domestic violence, dating violence, and/or stalking.
- Require USG employees and all students to receive specific education and training with regard to reporting responsibilities, requests for confidentiality, and other matters related to the prevention of sexual misconduct.
- In consultation with the USG's Title IX Coordinator, conduct a campus climate survey of students periodically in order to better inform policy and practice among institutions within Georgia.
- Ensure that USG institutions' sexual misconduct policies and procedures clearly reflect obligations imposed by Title IX, the Clery Act, VAWA, and the Campus SaVE Act and create a model policy to be used by institutions within Georgia that will allow institutions to customize policies for their particular campus needs as well as meet legal obligations.
- Annually review and publish existing support services and resources for all parties involved in incidents of sexual misconduct.
- USG institutions should establish relationships with local providers and community services that can assist in providing care for victims and possibly facilitate a victim's participation in the reporting process.
- Higher education systems within the State of Georgia will coordinate to ensure adherence to federal rules and regulations relating to Title IX.
- The USG should hire a System Title IX Coordinator to provide appropriate oversight for compliance of campus programs and that coordinator should lead a Regents Administrative Committee on Title IX (RAC-TIX).

Recommendations

Clery Act

The Clery Subcommittee was charged with reviewing and developing recommendations for matters related to Clery Act compliance at all USG institutions, including compliance related to policies, procedures, programs, and practices for ensuring accurate reporting of campus crime information.

To offer USG institutions immediate and easy access to Clery resources, the committee recommends a Clery Coordinator at each institution who will participate in a standing committee composed of USG Clery Coordinators. The standing committee will provide an opportunity to engage in regular dialogue and training regarding Clery Act requirements. Utilization of the tools already available to USG and the expertise of individuals at USG institutions can provide an effective and low-cost solution to maintaining compliance with Clery regulations.

The Clery subcommittee reviewed campus crime-reporting policies and procedures, and the Annual Security Reports (ASR) of each USG institution. Based upon this review, the following recommendations were made:

Recommendation 1: Require each USG institution to identify and name a Clery Coordinator and recommend the establishment of a Clery Coordinating Committee at each USG institution.

Rationale / Recommended Action Items:

- With the assistance and input from the USG Clery Committee, institutions will select an employee, and their respective job title/position, as a campus Clery Coordinator. Institutions should anticipate that the individual selected as Clery Coordinator will have significantly increased job responsibilities.
- The Clery subcommittee considered naming, or tasking the USG with naming, individuals/positions at each institution. However, due to the varying structures, resources and sizes of USG campuses, it was determined that this task is best left to the individual institutions, with input and guidance from USG as needed.
- The USG Safety and Security Committee strongly supports the establishment of a Clery Coordinating Committee for all institutions to help foster more constructive and regular dialogue between the many parties responsible for Clery compliance including Student Affairs, Housing, Human Resources, Legal Affairs, and University Police.

Recommendation 2: Form a standing USG Clery committee composed of the Clery Coordinators identified in recommendation No. 1 to provide consistency and guidance to USG institutions.

Rationale / Recommended Action Items:

- The standing USG Clery Committee should meet regularly (at least biannually) to discuss changing regulations, lead training sessions, and propose new guidelines or recommendations for USG institutions. In addition, the USG Clery Committee would issue reminders and prompts as yearly deadlines or new

regulation effective dates approached and be available to assist with institution-specific questions (i.e., Clery geography).

- With input from the chancellor and USG staff, a USG Clery Coordinator should be appointed to work with a permanent USG Clery Committee, which could prove to be a tremendous resource for USG institutions. Since a pending proposal exists to form a permanent USG Title IX Committee, the possibility of combining these two committees has been discussed, but it is not recommended. Clery and Title IX do overlap in certain areas, but not enough to warrant the combination of committees. Clery has very specific crime reporting and compliance obligations far different from the procedural and investigatory issues dealt with in Title IX. Combining the two committees would dilute their full potential for USG.

Recommendation 3: Create and collect Clery Act documents, Annual Security Report (ASR) templates, training programs, etc. to be made available to all institutions via the USG website.

Rationale / Recommended Action Items:

- These documents would include sample crime statistic tables, incident-reporting forms for campus security authorities, and examples of Clery geography maps obtained from resources maintained by USG, USG institutions, and the extensive guidance provided by the United States Department of Education.
- Also included in this newly formed document library would be a glossary of Clery definitions, clarified and tailored for USG institutions, as well as a Clery requirements checklist for campuses to ensure compliance. All of the above documents would be created, collected, and vetted by the newly formed USG Clery Committee. Easy access to such a document library would further facilitate understanding of the many definitions and compliance requirements mandated by the Clery Act.

Recommendation 4: Each USG institution should issue timely warnings for Clery Act crimes that occur on Clery geography as well as crimes that occur within the patrol jurisdiction of the campus police or security department when the crime is considered by the institution to represent a serious or continuing threat to students and employees. Patrol jurisdiction would be considered any property that does not meet any of the Clery geographic area definitions, but which is regularly provided with police or security patrol services by the campus agency. Timely warning shall also be communicated to the USG Clery Coordinator.

Rationale / Recommended Action Items:

- The purpose of the timely warning is to enable people to better protect themselves. A timely warning must be issued for any Clery Act crime that occurs within Clery geography and is considered by the institution to represent a serious or continuing threat to students and employees. Under Clery, institutions are not required to issue timely warnings for incidents that occur outside of traditional Clery geography but are within patrol jurisdiction. By comparison, institutions are required to enter incidents into their crime log that occur within patrol jurisdiction.

This recommendation encourages consistency and better meets the spirit of the Act and the timely warning provision.

Recommendation 5: Each USG institution should prepare minimum Clery geographical maps annually through their Clery Compliance Coordinator and submit them to the USG Clery Committee for approval.

Rationale / Recommended Action Items:

- Clery geography remains a considerable source of confusion among institutions. Assistance can be provided by USG and the newly formed Clery Committee; however, no issue is more unique to individual campuses than geography. It is recommended each campus make initial determinations for Clery boundaries since they understand the particulars of their location. That map and any relevant questions should be submitted to the USG Clery Committee for approval. With basic boundaries set by the institution, the USG Clery Committee will then be in a better position to make informed recommendations as to how and whether to expand the geography in accordance with Clery requirements. With input from the committee, each USG institution should publish a Clery geography map for reference and inclusion in their ASRs.
- Questions were raised as to whether USG or the newly formed USG Clery Committee could or should review all USG institutions' ASRs. While guidance will be provided by the USG and the new committee, ASRs are lengthy, complex documents unique to an institution. The considerable time and work hours that would go into such a review would make this impractical.

With the implementation of the above recommendations, including an on-campus Clery Coordinator, a Clery Compliance team, assistance from a standing USG Clery Committee, and access to a considerable library of guidance materials, the preparation and distribution of an ASR should prove to be a much more manageable task.

Campus Law Enforcement

Based upon the charge to the Campus Safety/Law Enforcement Subcommittee, it focused its review in the following five areas:

- Campus Police agencies' compliance with state and federal laws.
- Relationship with their respective campus communities.
- Local law-enforcement collaboration.
- Need for education and training.
- Resources needs for the campus police agencies.

The Campus Safety/Law Enforcement subcommittee asserts that the recommendations suggested by the full committee, if adopted, will enhance all University System of Georgia Campus Police Departments regardless of their location or size, and support their pursuit of operational excellence.

Recommendation 1: Define the essential functions of USG Campus Police Departments by aligning the expectations and functions with Board policy.

Recommended Action Item:

- Amend existing Board of Regents Policy 9.12.7 Campus Security & Police to insert the following language: *Each institution shall establish and maintain a department responsible for providing security and police services and shall designate an individual to serve as the director of public safety or chief of police. Each department should be capable of providing the following functions at a minimum: patrol, investigative, communication, administrative, and campus community outreach.*

Resource Considerations:

- Each institution will be evaluated to determine what resources, if any, will be needed.
- Each institution will be required to submit a plan of action to the Board of Regents Director of Safety and Security that will be implemented to bring their police departments into compliance with the USG policy.
- Additional after-action assessments would be conducted to determine whether each institution is (remains) in compliance.
- To determine whether campus police agencies are in compliance with state and federal laws, an assessment must be conducted. This inspection should be conducted by an external source to provide transparency in the process and a fresh perspective in determining compliance with state and federal statutes governing police agencies, BOR policy, and Clery reporting.

Recommendation 2: The USG Director of Safety and Security will develop, establish, and implement a campus law enforcement department assessment program for all USG institutions. Assessments will review department performance in five specific

service areas: 1. Administration; 2. Patrol; 3. Investigations; 4. Communications; 5. Campus Community Policing.

Recommended Action Item:

- Amend existing Board of Regents Policy 9.12.7 Campus Security & Police to insert the following language: *“The USG Director of Safety and Security is responsible for the administration of a recurring program to assess USG departments responsible for providing security and police services.”*

Resource Considerations:

- Peers from USG institutions will serve as on-site assessors. Funding will be needed in the Safety and Security Division/Institutional budget to cover travel costs for assessors. Providing personnel support for USG Safety & Security will need to be considered to assist in the development, delivery, and/or monitoring of the assessment program.

Recommendation 3: Establish and convene a USG Public Safety Committee to review the findings of the assessment programs and other recommendations.

Recommendation 4: Establish a USG training program under the direction of the USG Director of Safety and Security, for the purpose of reviewing current USG campus law enforcement agency training needs specific to the campus environment, identifying gaps, and development/implementation of necessary training programs.

Recommendation 5: The USG should ensure that a salary and job description survey of campus public safety positions is performed periodically. Each institution should perform its own salary study, which should include comparison with similar positions local to the institutions and service regions.

Recommendation 6: Explore the implementation of a systemwide employee assistance program for public safety personnel to provide support for those employees in handling stressful situations.

Rationale: We acknowledge that policing is inherently a stressful occupation, and it is vital to ensure that the appropriate employee assistance programs are available for maintaining professional and healthy employees as campus police.

Resource Considerations:

- Funding may be required to conduct the analysis.

Recommendation 7: Continue the Chief’s Leadership Initiative, chief hiring assessment, and promotional assessment and review hiring standards for campus police departments to ensure that best industry practices and standards are followed when hiring officers.

Recommended Action Item:

- Led by the Director of Safety and Security, institutions should clearly understand this policy and mandatory cooperation with the hiring assessments of chiefs, participation in Chief’s Leadership Initiative, supporting promotional assessments within campus police departments, and implementing best practices when hiring

police officers. Resources may be required at the institutional level to allow for agencies to send officers for the required testing such as polygraph and psychological testing.

Rationale: This recommendation has been suggested to support the Director of Safety and Security in the continuance of the Chiefs Leadership Initiative, chiefs hiring assessment, and officer promotional assessment. This initiative is instrumental in assisting in the recruitment and hiring of qualified and professional applicants as chiefs, supervisors, and line officers.

Recommendation 8: Ensure that the head of each institution's police or security department has appropriate access to the institution's president and that the USG Director of Safety and Security has appropriate access to the chancellor to reflect the importance of safety and security.

Rationale: To reflect the importance of safety and security on USG campuses and within the System Office, it is important to ensure the appropriate access to the highest level of authority at each institution (the president) and at the System Office (the chancellor).

Title IX

The Title IX Subcommittee convened during a six-month period between October 2014 and March 2015. In conducting its work, the subcommittee gathered information and data from a range of sources. These include reference to federal regulatory guidelines and legal compliance; baseline assessments from USG Title IX Coordinators regarding current policies, practices, and needs related to Title IX on USG campuses; and identification of available resources for purposes of Title IX education, training, and reporting.

The information and data collected from these sources greatly inform the recommendations set forth regarding Title IX S. These recommendations encompass eight primary areas:

- Information Dissemination
- Education and Training
- Campus Climate Survey
- Policies and Procedures
- Campus Support Services
- Local Provider and Community Service Relationships
- Coordination among Higher Education Systems within the State of Georgia
- Title IX Administration

Title IX Survey Summary:

In order to establish baseline data from which to inform its work, the Title IX Subcommittee identified the need for a comprehensive assessment of current Title IX practices, needs, and opportunities among the 30 institutions within the USG. A Title IX Institutional Survey was forwarded to the USG Title IX Coordinators on Nov. 16, 2014. Each institution completed the survey.

Highlights from the USG Title IX Institutional Survey:

- A majority of institutions have provided Title IX training to faculty, staff, and students (93%).
- A majority of institutions report Title IX training is mandatory for faculty, staff, and students on their respective campuses (87%).
- A majority of institutions also provide non-mandatory Title IX training for faculty, staff and students (80%.)
- A majority of institutions report Title IX Coordinators have received adequate training (93%). A majority also report Title IX Investigators have received adequate training (96%).
- Institutional Title IX training records are maintained through various means, including paper and electronic files. Title IX Coordinators are the primary persons and/or offices responsible for record maintenance.
- Title IX Investigators are housed in various institutional administrative units, with a majority located in Student Affairs, AA/EEO, Legal Affairs, and Athletics. A majority of

Title IX Deputy Coordinators are housed within Student Affairs, Human Resources, Athletics, and Academic Affairs.

- Institutional Title IX trainings are facilitated online, in person, or both. Campus communications related to Title IX are channeled through multiple outlets to include email, websites, brochures, trainings, and Clery notifications.
- A majority of institutions report they do not have an officially designated Victim Advocate (53%). Campuses report they do provide resources for victims of sexual assault and the accused.
- Institutions report the need for coordination of education and prevention training across the system. Systemwide training, adequate funding, and support for maintaining an effective response to Title IX regulatory requirements are identified as critical needs.

Recommendation 1: The USG and each USG institution should develop and adopt policies and procedures that provide clear information dissemination regarding support services and confidential support services available to the campus community in the event of sexual assault, sexual harassment (as defined in BOR policy), domestic violence, dating violence, and/or stalking.

Regulatory Reference: *The Office of Civil Rights 2011 Dear Colleague Letter, (p.9).*
<http://www.ed.gov/ocr/letters/colleague-201104.html>

Rationale: It is critical that students, staff, academic personnel, parents, vendors, and other members of the USG and each USG institution community have easy access to information about resources, policies, and programs related to these acts of sexual assault, sexual harassment (as defined in BOR policy), domestic violence, dating violence, and/or stalking, as well as information about reporting options. In addition, information about institutional policies and available resources is required by the Clery Act to be listed in each institution's Annual Security Report (ASR).

Recommended Action Item:

- The USG will create a centralized website with specific comprehensive information about sexual assault, sexual harassment, domestic/dating violence, and stalking. A single website with an intuitive URL should be developed and maintained to house information from various sources, while promoting consistency across system institutions.
- Must be published in each institution's ASR.

(Reference: Title IX Survey Report Details, Question 6, Page 7; Title IX Institutional Survey Report, Questions 17-19, Page 12.)

Recommendation 2: USG employees and all students must receive specific education and training with regard to reporting responsibilities, requests for confidentiality, and other matters related to the prevention of sexual misconduct.

Regulatory Reference: *Questions and Answers on Title IX and Sexual Violence, (p.38).*
<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>

Rationale: As required by federal civil rights laws, all Responsible Employees, all Other Employees, and Confidential Resources must be trained on their reporting requirements. While it is the responsibility of each USG institution to identify and define Mandatory Reporters, the USG should provide guidance in accordance with federal regulations.

Recommended Action Items:

- Training should include information about Title IX requirements and what constitutes sexual assault, sexual harassment (as defined in BOR policy), domestic violence, dating violence, and/or stalking. Training should include information about reporting options, including formal reporting and confidential disclosure options, institutional grievance procedures, and Title IX's protection against retaliation.
- Employees should also receive training on how to identify sexual misconduct (including interpersonal violence), appropriate methods for responding to a

student who may have experienced violence, the impact of trauma on victims, and available campus and community support services. Training should occur prior to or during new-employee orientation. Refresher training should occur annually. In addition, students and employees should participate in bystander training specifically designed to reduce the incidence of sexual assault.

- All Title IX Coordinators, Deputy Coordinators, and Title IX Investigators should undergo systemwide annual training on Title IX, Clery Act, the Violence Against Women Act (VAWA), and the SaVE Act. In addition, these Title IX officers should undergo training in the conduct of Title IX investigations.
- Research indicates that students who are in their first few weeks of college are at a particularly high risk of experiencing interpersonal violence, specifically sexual assault. As such, all students must have completed sexual misconduct training prior to their first semester of enrollment at each USG institution. Refresher training should occur annually.
- Students should be educated about the persons on campus to whom they can confidentially report incidents of sexual harassment, sexual violence, and other forms of violence, and the institution's Responsible Employees who are required to report the incident to the Title IX Coordinator.
- Title IX Coordinators and campus safety personnel should undergo targeted training on an annual basis.
- Responsible Employees (those employees who are required by law to report alleged violations of policy) should be trained on an annual basis so employees are knowledgeable about their roles and responsibilities.
- The USG shall define mandatory reporting. Each institution may define Mandatory Reporters more broadly.
- Information regarding mandatory reporting shall be placed in each course syllabus.

(Reference: Title IX Survey Report Details, Questions 7-27, Pages 8-29; Title IX Institutional Survey Report, Questions 2-13, Pages 2-10.)

Based on the recommendations made above and on the committee's review of the national market for third-party-provided training materials, the committee recommends that the Board of Regents procure a license for all USG institutions to use an electronic training product such as EverFi's *Haven – Understanding Sexual Assault* for training students and employees. This recommendation is based on the committee's findings that:

- the legal obligation to prevent sexual misconduct and other forms of sex discrimination applies equally to all University System institutions,
- many students transfer among USG institutions and the committee finds that such students should receive consistent training,
- the Board of Regents, acting as licensing agent, will be able to obtain licensing terms substantially more favorable than any institution could obtain on its own, and
- a common training platform will assist institutions with maintaining compliance with federal regulations, even as those regulations are amended.

Given these findings concerning the advantages of employing a common training platform for all new students and employees, the committee further finds that, at this time, the Board's procurement of the rights to use a product such as *Haven – Understanding Sexual Assault* will most efficiently assist institutions in meeting the training recommendations made by the committee because:

- online training will allow USG institutions to begin the process of educating new students about sexual misconduct before the students matriculate (physically arrive on campus) in the first term of study;
- a product such as *Haven* would integrate well with the student and employee information systems used by the great majority of University System institutions;
- a product such as the *Haven* program includes the use of a campus climate survey, which will assist USG institutions in asking common questions about campus climates; and
- a product such as the *Haven* program contains components that will allow USG institutions to obtain data relating to campus programs and students behavior, and this data can better inform our efforts to combat sexual misconduct.

For these reasons, the committee respectfully recommends that the Board procure a license for all USG institutions to use an electronic training product such as EverFi's *Haven – Understanding Sexual Assault* to assist institutions with Title IX and related compliance and training obligations.

Recommendation 3: In consultation with the Board's Title IX Coordinator, USG institutions should conduct a student campus climate survey periodically in order to better inform policy and practice among institutions within the State of Georgia.

Regulatory Reference: *NOT ALONE: The First Report of the White House Task Force to Protect Students From Sexual Assault*, April 2014, (p.2).

https://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

Rationale: As outlined in *NOT ALONE: The First Report of the White House Task Force to Protect Students From Sexual Assault (2014)*, institutions should conduct campus climate surveys in order to gauge the prevalence of sexual harassment, sexual misconduct, or varying forms of interpersonal violence on campus; test students' attitudes and awareness about the issue; and craft solutions.

Recommended Action Items:

- On a biannual basis, the Regents Administrative Committee on Title IX (part of Recommendation #8) will review climate survey data.
- To the extent possible, campus climate surveys should be coordinated among USG institutions as well as TCSG and independent colleges toward the goal of developing a uniform survey instrument.

(Reference: Title IX Survey Report Details, Questions 28-30, Pages 30 -32; Title IX Institutional Survey Report, Question 1, Page 5, Questions 25-27, Page 15.)

Recommendation 4: USG institutions' sexual misconduct policies and procedures should clearly reflect obligations imposed by Title IX, the Clery Act, VAWA, and the Campus SaVE Act. A model policy shall be created by the USG Title IX Coordinator, which may be used by institutions within the State of Georgia. Institutions may choose to customize the model policy for particular campus needs, so long as the policy is approved by the USG and is fully legally compliant.

Regulatory References: *Clery Act, Campus SaVE Act, VAWA, Title IX, 2011 "Dear Colleague" Letter, the 2014 Q & A Document, NOT ALONE: The First Report of the White House Task Force to Protect Students From Sexual Assault, April 2014.*

https://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

Rationale: While similar in nature, Title IX, Clery, VAWA, and Campus SaVE have different policy requirements and reporting responsibilities. Where appropriate and possible, USG institutions should reference each to ensure compliance.

Recommended Action Items:

- The White House has issued a checklist of items that are required in an institution's policy. Each USG institution must use this checklist to ensure their policies and procedures are compliant with civil rights laws.
- The USG should further explore the need for consistency in terminology within institutional policies.

(Reference: Title IX Survey Report Details, Questions 31-33, Pages 33-35.)

Recommendation 5: USG institutions should annually review and publish existing support services and resources available for all parties involved in incidents of sexual misconduct.

Regulatory Reference: *NOT ALONE: The First Report of the White House Task Force to Protect Students From Sexual Assault, April 2014, (p. 4).*

https://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

Rationale: Institutions that receive federal funds are obliged to protect students from sexual harassment, sexual assault, and other forms of interpersonal violence. *The First Report of the White House Task Force* states that institutions should give victims a confidential place to turn for advice and support, provide specialized training for institutional officials in areas of investigations and reporting, and provide access to a comprehensive network of support services.

Recommended Action Item:

- Institutional assessments should entail an annual review of existing support resources at each USG institution, as well as best practices at other colleges and universities. These assessments should review the current environment of resources on campuses, identify entities that provide support services, and identify ways in which these support services can be used most effectively. These assessments may include identification of financial needs to close gaps in services or the need to create new services.
- Each institution should publish resources on its website.

- This should be included in each institution's Annual Security Report.

(Reference: Title IX Survey Report Details, Question 34, Page 36; Title IX Institutional Survey, Questions 20-22, Page 13.)

Recommendation 6: USG institutions should establish relationships with local providers and community services that can assist in providing care for victims and possibly facilitate a victim's participation in the reporting process.

Regulatory Reference: NOT ALONE: The First Report of the White House Task Force to Protect Students From Sexual Assault, April 2014, (p. 4).

https://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

Rationale: Community partnerships are critical to getting responding and complaining parties the assistance they need. Certain key elements should be part of a comprehensive victim-services plan, and crisis intervention services should be available 24 hours a day. While some institutions may have comprehensive resources in place to provide all necessary services, others may need to coordinate with local community partners.

Recommended Action Items:

- USG institutions should develop specific collaborations with local community providers and support services in order to provide victims with immediate and long-term assistance.
- USG institutions should establish partnerships and collaborations across institutions to provide support services for victims. USG institutions, TCSG, and the GICA, separately and individually, should serve as resource networks, assisting sister institutions with education, training, and crisis response.

(Reference: Title IX Survey Report Details, Questions 35-36, Pages 37-38; Title IX Institutional Survey Report, Questions 21-22, Pages 28-29.)

Recommendation 7: Higher education systems within the State of Georgia will coordinate to ensure adherence to federal rules and regulations relating to Title IX.

Rationale: Institutions of higher education are responsible for achieving and maintaining Title IX program administration and compliance. Coordinated efforts among higher education systems within the State of Georgia would provide opportunities for economy of scale in training, education, and compliance efforts.

Recommended Action Items:

- The USG, TCSG, and GICA should form a coalition to discuss Title IX trends and related topics. This group should meet at least twice annually.
- The USG Title IX Coordinator should serve as the University System's liaison to TCSG and GICA.
- The establishment of a Regents Administrative Committee on Title IX (RAC-TIX), as recommended in Recommendation #8 of this report.

(Reference: Title IX Survey Report Details, Question 8, Page -10, Question 35, Page 37; Title IX Institutional Survey Report, Question 28, Page 33.)

Recommendation 8: The USG should hire a System Title IX Coordinator to provide appropriate oversight for compliance of campus programs and that coordinator should lead a Regents Administrative Committee on Title IX (RAC-TIX).

Rationale: A System Title IX Coordinator will serve as a central resource of information and expertise for the USG on matters related to Title IX and liaise with the TCSG and the GICA.

Recommended Action Item:

- The USG Title IX Coordinator shall be provided funding sufficient to manage the Title IX operations for the USG to include resources for training, assessments, and personnel.

The USG should establish a Regents Administrative Committee on Title IX (RAC-TIX). This Administrative Committee will coordinate information development and dissemination; review and make recommendations regarding gaps and weaknesses in existing programs, policies, and services; and identify training needs for USG faculty, staff, and students. Membership will be composed of USG Title IX Coordinators and others as deemed appropriate by this committee.

(Reference: Title IX Institutional Survey Report, Questions 28-30, pages 32-34; Title IX Survey Report Details, Question 28, Page 33 and Question 37, Page 41.)

Appendix I – Institutional Survey Report

Campus Safety Committee

Survey Date: November 2014

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Executive Summary

On September 9, 2014, Chancellor Hank Huckaby announced the establishment of The University System of Georgia Campus Safety and Security Committee to review and develop recommendations on matters related to public safety at the System's 30 public colleges and universities. The Committee was charged to conduct a comprehensive review of policies and procedures at University System institutions to include those specifically related to Title IX, Campus Law Enforcement, and Campus Safety.

In order to establish baseline data from which to inform its work, The Title IX Subcommittee identified the need for a comprehensive assessment of current Title IX practices, needs and opportunities among the 30 institutions within the USG. A Title IX Institutional Survey was forwarded to the USG Title IX coordinators on November 16, 2014. A total of thirty institutions completed the Title IX Institutional Survey.

Highlights from the USG Title IX Institutional Survey:

- A majority of institutions have provided Title IX training to faculty, staff and students (93%)
- A majority of institutions report Title IX training is mandatory for faculty, staff and students on their respective campuses (87%)
- A majority of institutions also provide non-mandatory Title IX training for faculty, staff and students (80%)
- A majority of institutions report Title IX Coordinators have received adequate training (93%). A majority also report Title IX Investigators have received adequate training (96%).
- Institutional Title IX training records are maintained through various means, to include paper and electronic files. Title IX Coordinators are the primary persons and/or offices responsible for record maintenance.
- Title IX Investigators are housed in various institutional administrative units, with a majority located in Student Affairs, AA/EEO, Legal Affairs and Athletics. A majority of Title IX Deputy Coordinators are housed within Student Affairs, Human Resources, Athletics, and Academic Affairs.
- Institutional Title IX trainings are facilitated online, in-person, or both. Campus communications related to Title IX are channeled through multiple outlets to include email, websites, brochures, trainings, and CLERY notifications.
- A majority of institutions report they do not have an officially designated Victim Advocate (53%). Campuses report they do provide resources for victims of sexual assault and the accused.
- Institutions report the need for coordination of education and prevention training across the system. System-wide training, adequate funding, and support for maintaining effective response to Title IX regulatory requirements are identified as critical needs.

Survey Questions

Question 1: Has your institution conducted a campus climate survey?

(n=30)

Institutions that had administered a survey provided an instrument type and indicated that it was administered either online, in house, both, or unspecified. Of those institutions that did not specify a survey instrument, four indicated that their type of administration was online, one was in house, and one was unspecified.

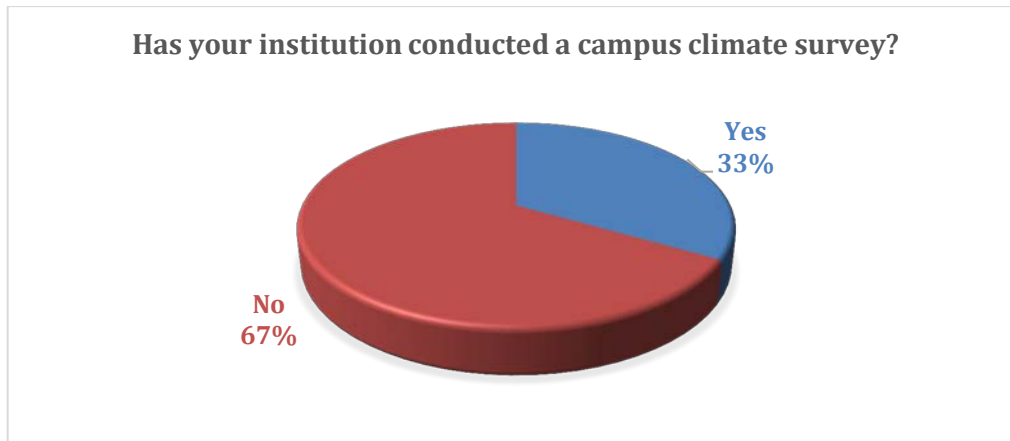
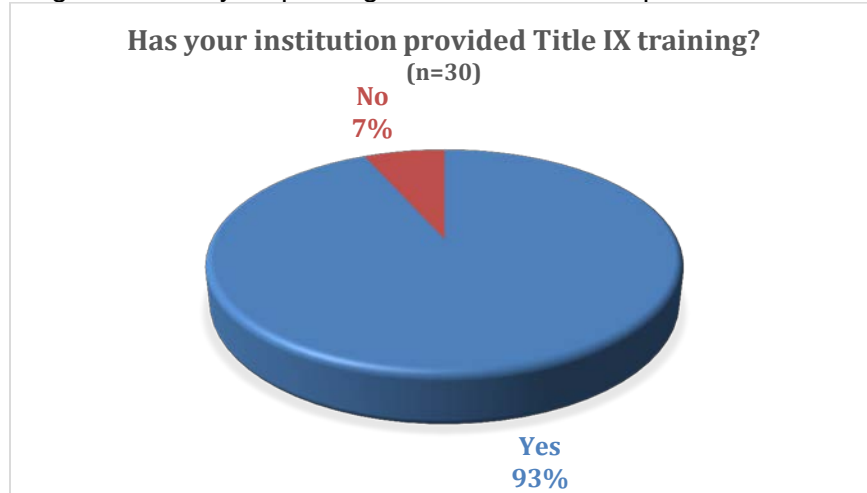


Table 1. Survey instrument type (n=10)

Survey Instrument	Administration Type
Bullying Survey, Georgia State Professor Student Survey	Unspecified
ACHA Survey	Unspecified
HERI Faculty Survey	Online
Carl Vinson Institute Survey	Unspecified
Unspecified	Online
Unspecified	Online
Unspecified	Online
Unspecified	In house
Unspecified	Online
Unspecified	Unspecified

Question 2: Has your institution provided Title IX training?

Of the respondents, 93% commented that their institutions offered Title IX training. Of the ways the training was enforced for the institutions, the top three methods of enforcement were: 1) making training a mandatory requirement, 2) having campus leadership ensure training, 3) making the training a necessary step in registration or new hire process.



Of those receiving Title IX training, the top constituents included: various faculty, housing staff, athletes, the Athletic Department, various campus groups, and students.

Question 3: Campus groups that have received training

(n=30)

- Faculty
- Housing Staff
- Athletes
- Athletic Department
- Campus Groups
- Students

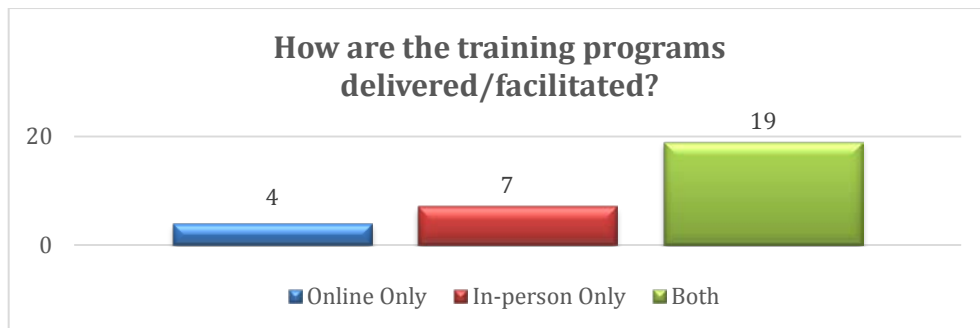
Question 4: Are any of the training programs for the campus groups listed above mandatory?

(n=30)

The majority of respondents indicated that training is mandatory for the entire campus (faculty/staff) One respondent (NA) has not offered Title IX training to date. Also included were new employees and new students.

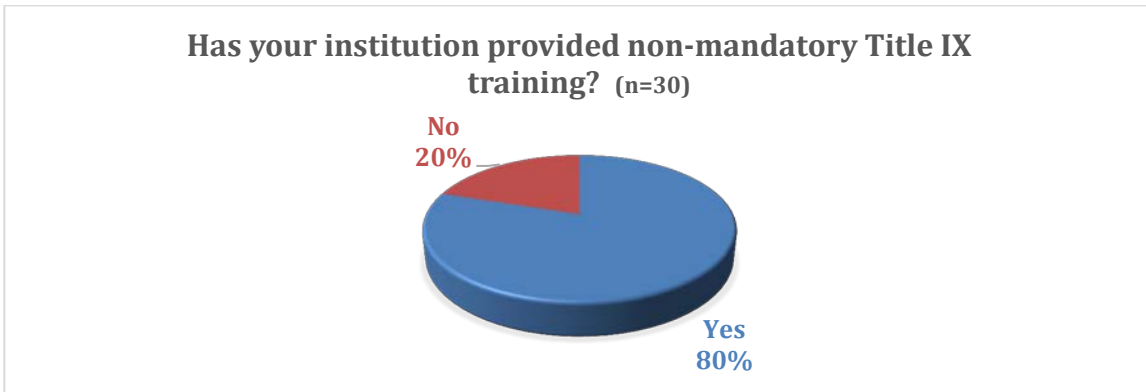


Question 5: How are the training programs delivered/facilitated?

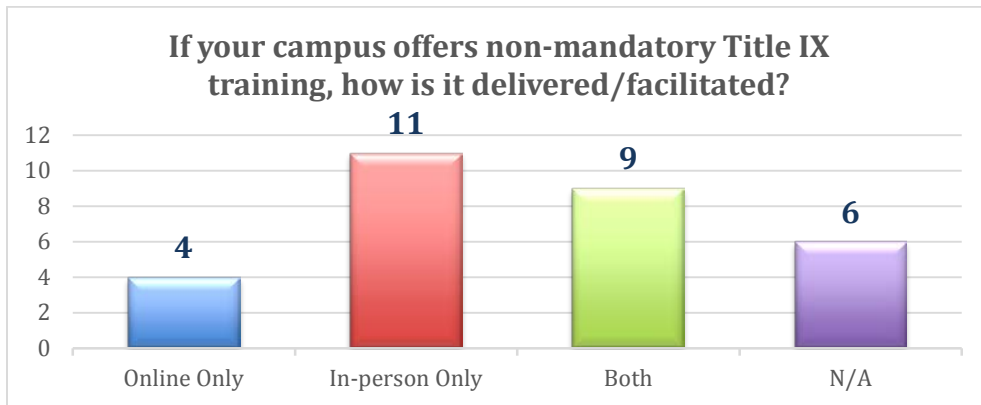


Other modes of delivery for Title IX training included written materials, brochures, and pamphlets.

Question 6: Has your institution provided non-mandatory Title IX training?



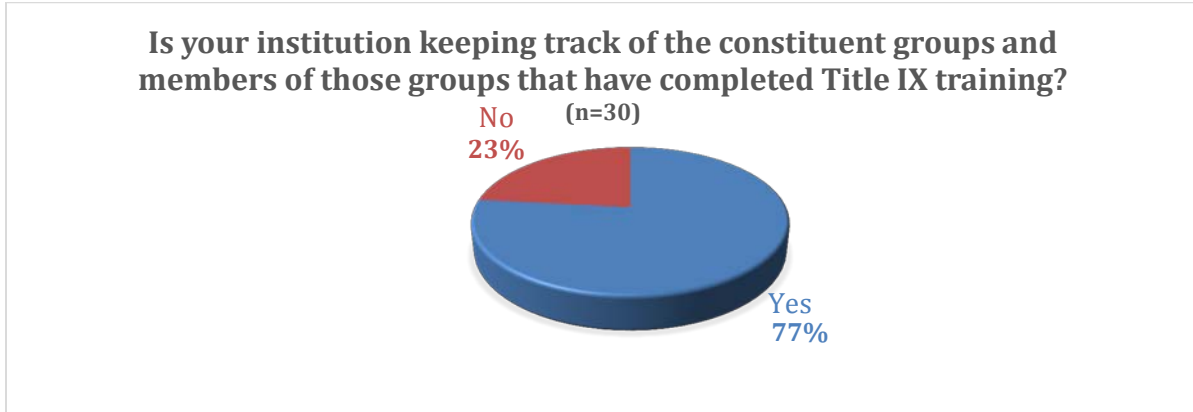
Question 7: If your campus offers non-mandatory Title IX training, how is it delivered/facilitated?



Other modes of non-mandatory training include departmental web pages and webinars.

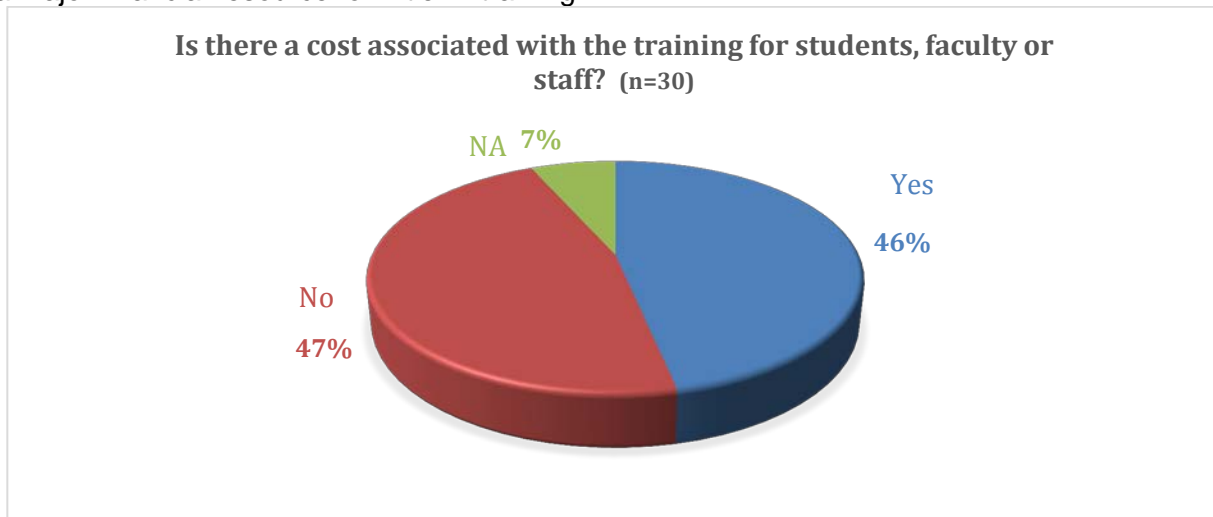
Question 8: Is your institution keeping track of the constituent groups and members of those groups that have completed Title IX training?

Title IX training is recorded in numerous ways. Most respondents said that they kept track of completed trainings via paper and electronic files. The primary office and/or persons responsible for housing the training files are Title IX Coordinators.



Question 9: Is there a cost associated with the training for students, faculty or staff?

Primarily, individual units covered funding for Title IX training. Student Affairs was also listed as a major financial resource for Title IX training.



Question 10: Has your Title IX Coordinator received adequate training?

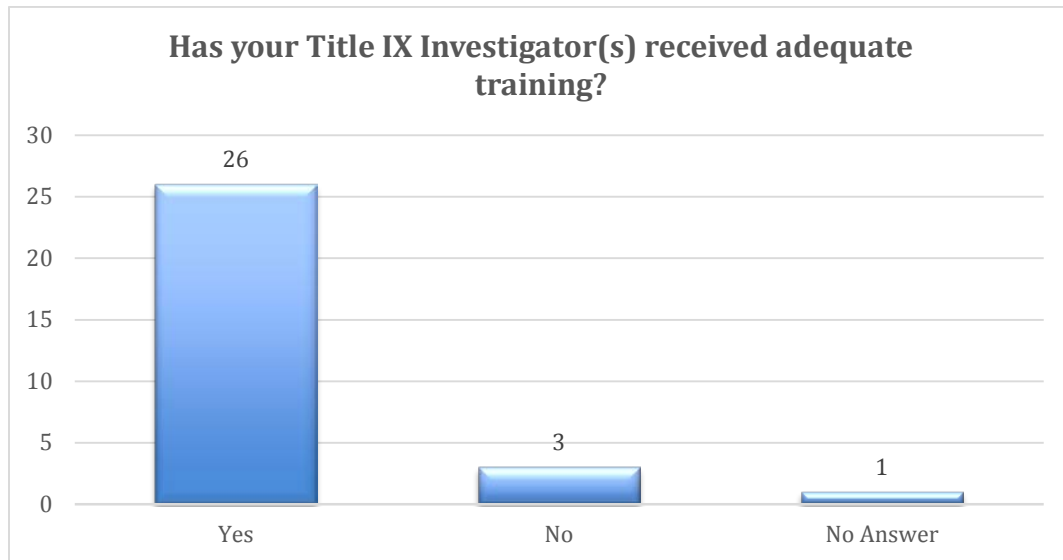
(n=30)

The majority of the respondents listed ATIXA (The Association for Title IX Administrators) as the organization that provided Title IX training. Most respondents listed more than one organization for Title IX training. The second and third most used training organizations were USG (The University System of Georgia) and NACUA (The National Association of College and University Attorneys).



Question 11: Has your Title IX Investigator(s) received adequate training?

(n=30)

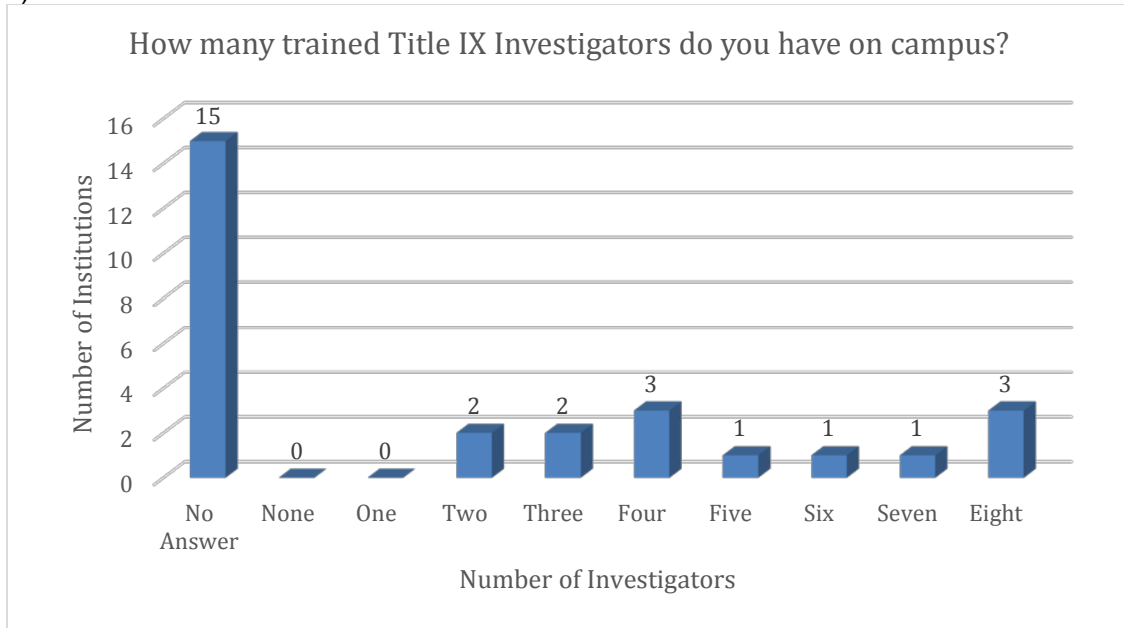


Question 12: Concerning Title IX training, how is “adequate” defined by your institution?

Defining adequate training differed from institution to institution. For the most part, institutions defined “adequate training” as training that was conducted by an outside agency. Other qualifications for adequate training include 1) training that follows federal guidelines, 2) training delivered by certified officials, 3) training that is ongoing, and 4) training that is approved by the University System of Georgia.

Question 13: How many trained Title IX Investigators do you have on campus?

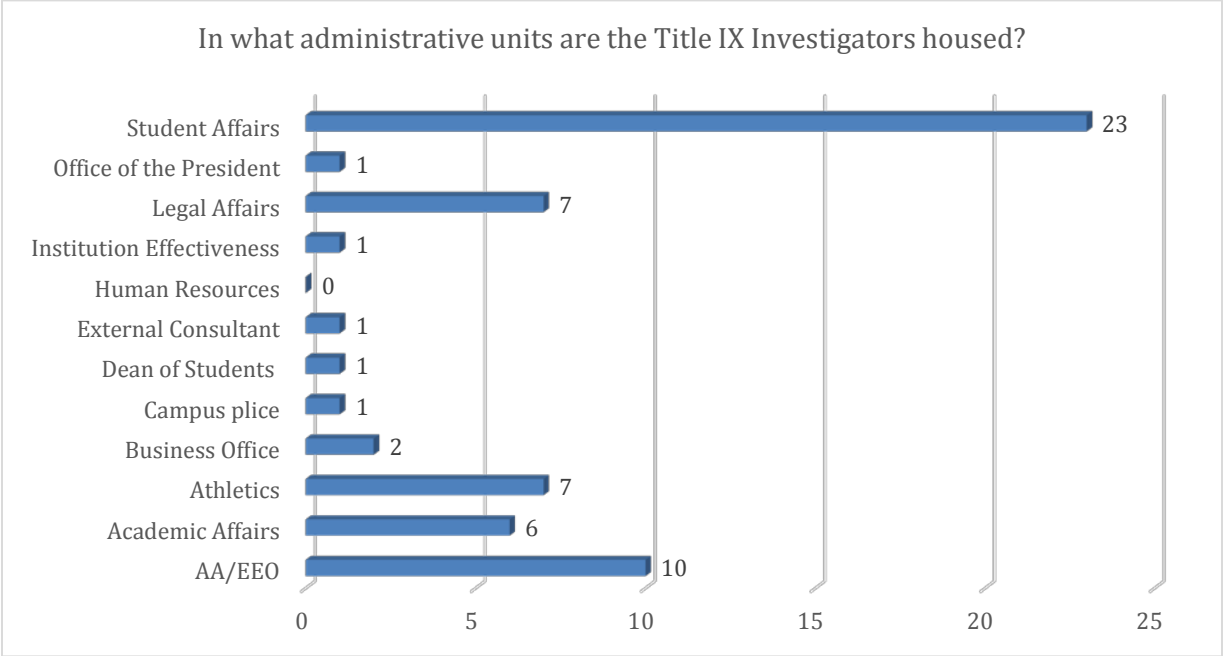
(n=30)



Of the thirty respondents, thirteen institutions have at least two trained Title IX Investigators.

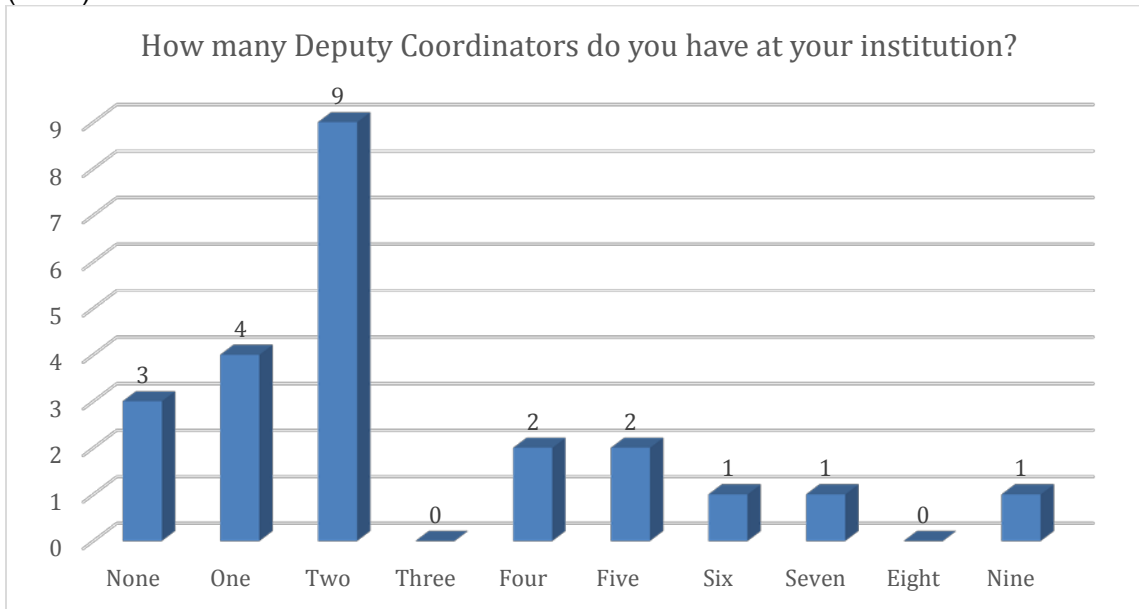
Question 14: In what administrative units are the Title IX Investigators housed?

(n=30)



Question 15: Number of Deputy Coordinators at each institution

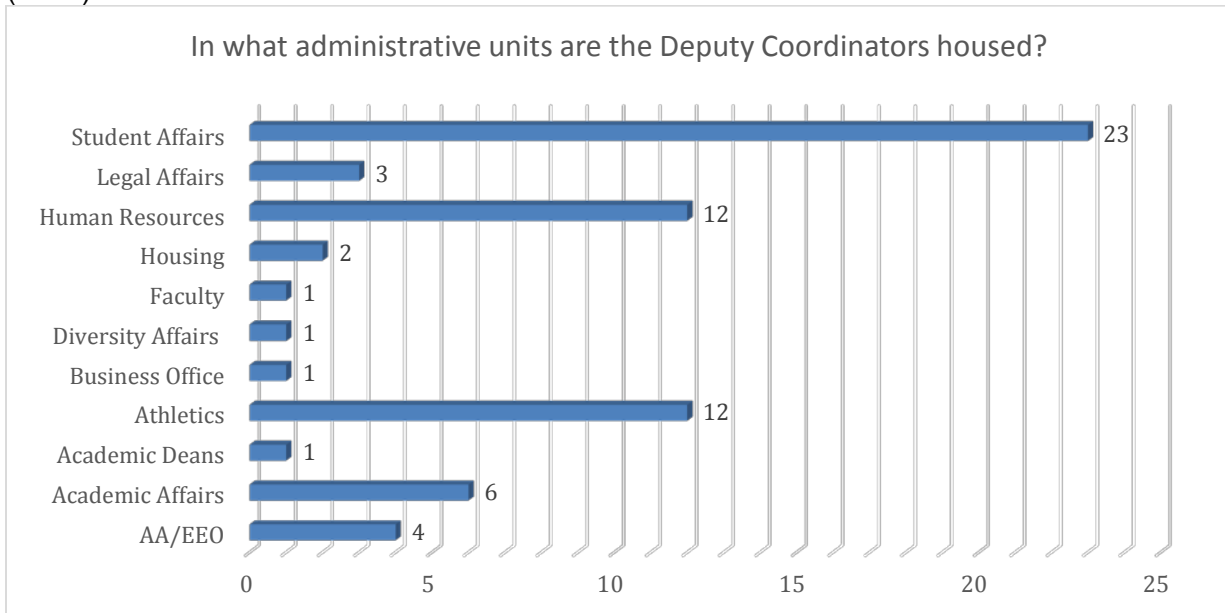
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The majority of respondents had at least two Deputy Coordinators, or the equivalent, at their institution.

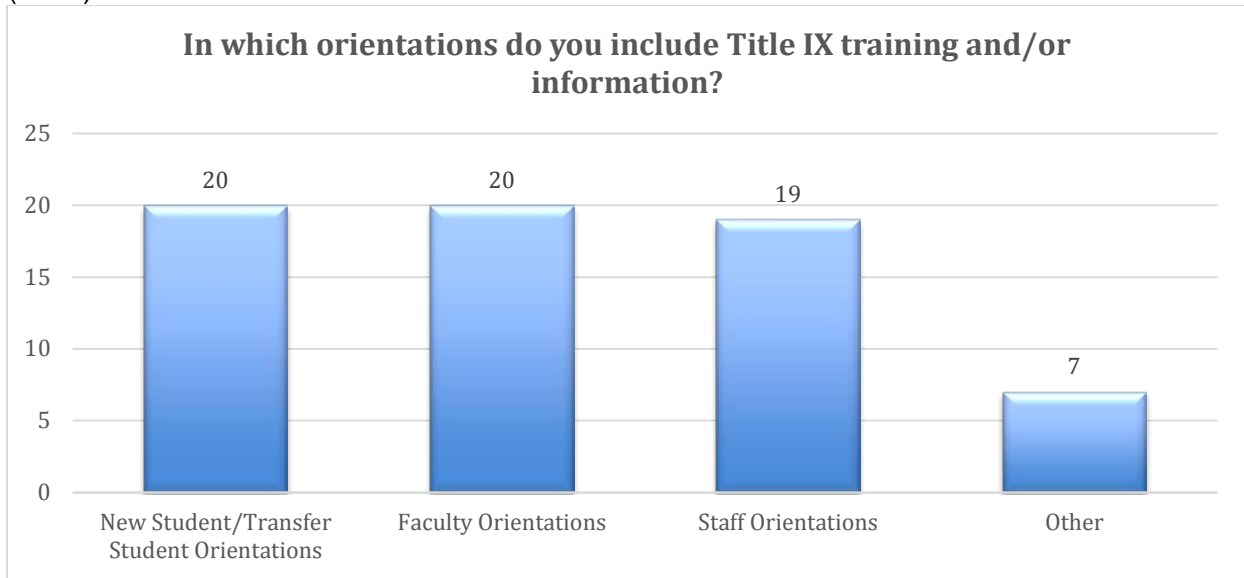
Question 16: In what administrative units are the Deputy Coordinators housed?

(n=30)



Question 17: In which orientations do you include Title IX training and/or information?

(n=30)



Question 18: Who on your campus decides if a formal charge should be brought against the following accused perpetrator(s) in a Title IX case?

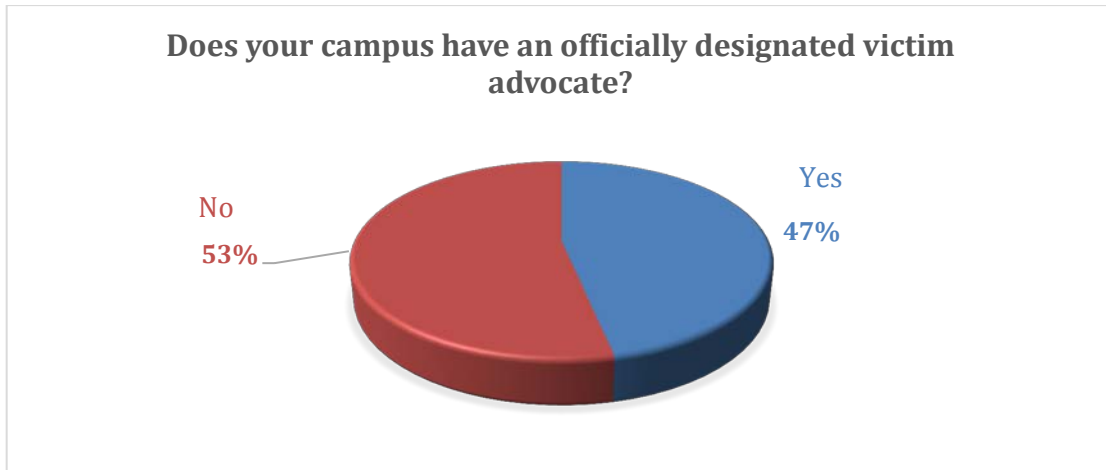
Accused	Campus Official
Student:	<ul style="list-style-type: none"> • Dean of Students • Title IX Coordinator • Judicial Affairs • Deputy Title IX Coordinator • Student Conduct Officer • Employee
Staff Member:	<ul style="list-style-type: none"> • Vice President of Employment Unit • Employee • Human Resources • Title IX Coordinator
Faculty Member:	<ul style="list-style-type: none"> • Academic Affairs • Provost/President • Human Resources • Title IX Coordinator

Question 19: Campus Communication

Faculty, staff, and students are made aware through multiple outlets. Communications are made through email, phone, policy, website, trainings, brochures, posters, and CLERY notifications.

Question 20: Victim Advocates

(n=30)



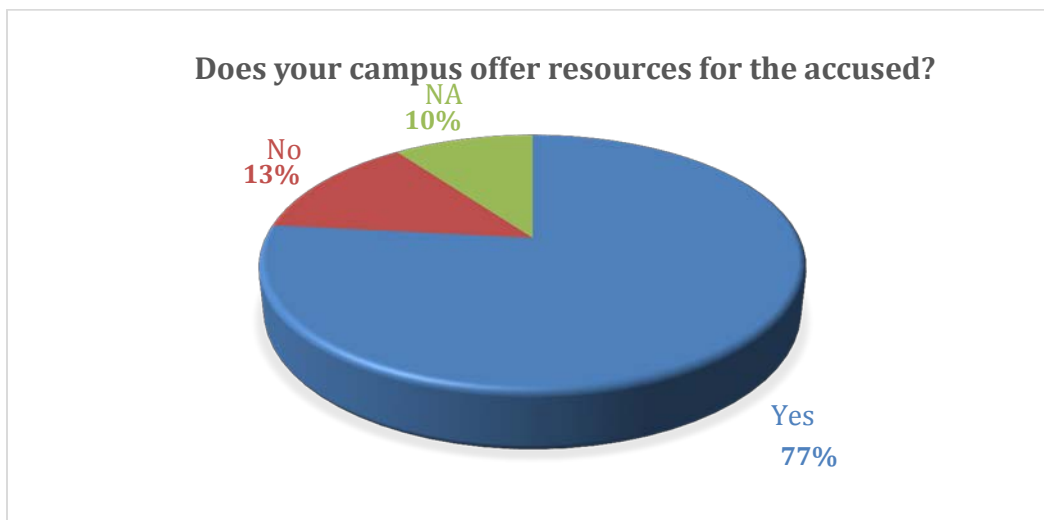
Question 21: Resources for victims of sexual assault

(n=30)

- Victim Advocates
- Counseling
- Medical Assistance
- Legal Assistance

Question 22: Resources for the Accused

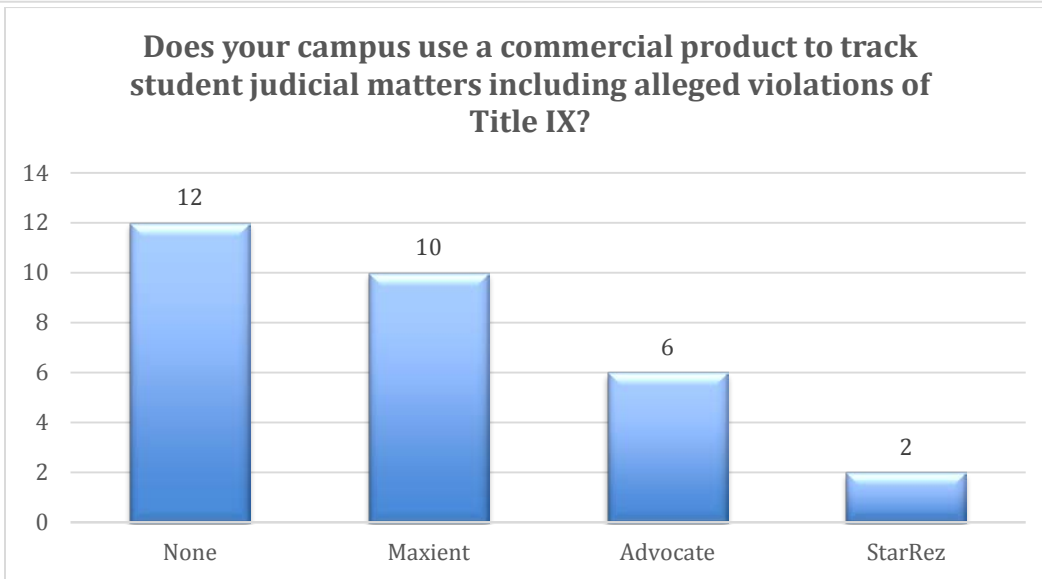
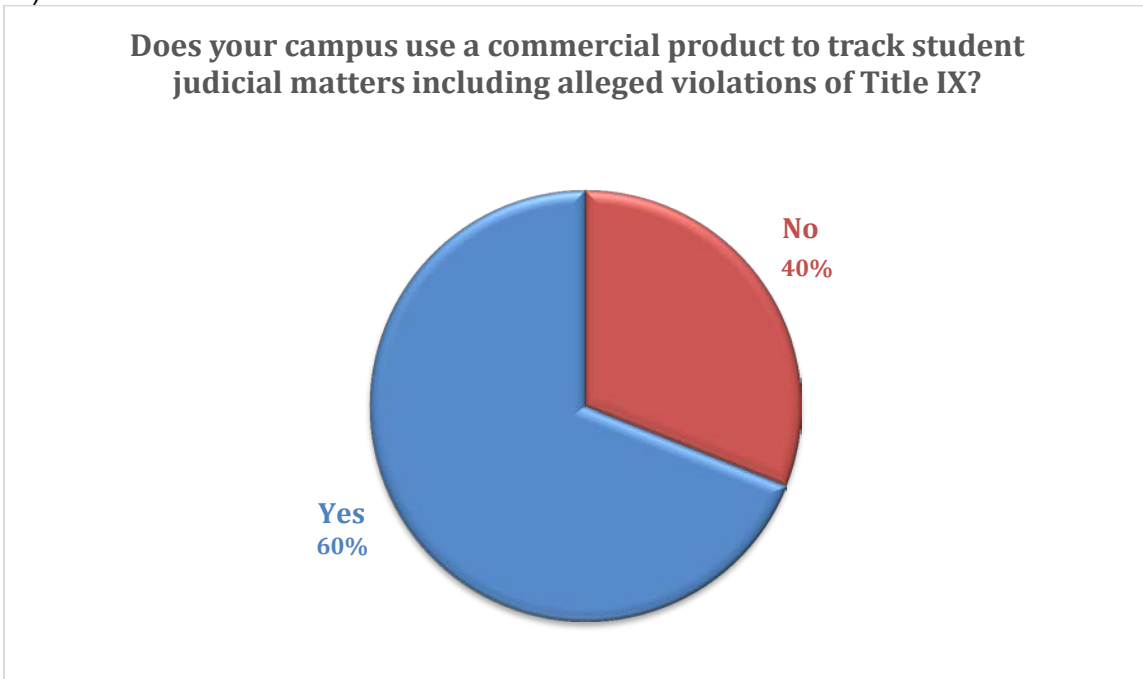
(n=30)



Resources offered the accused include counseling and legal assistance.

Question 23: Tracking student judicial matters

(n=30)

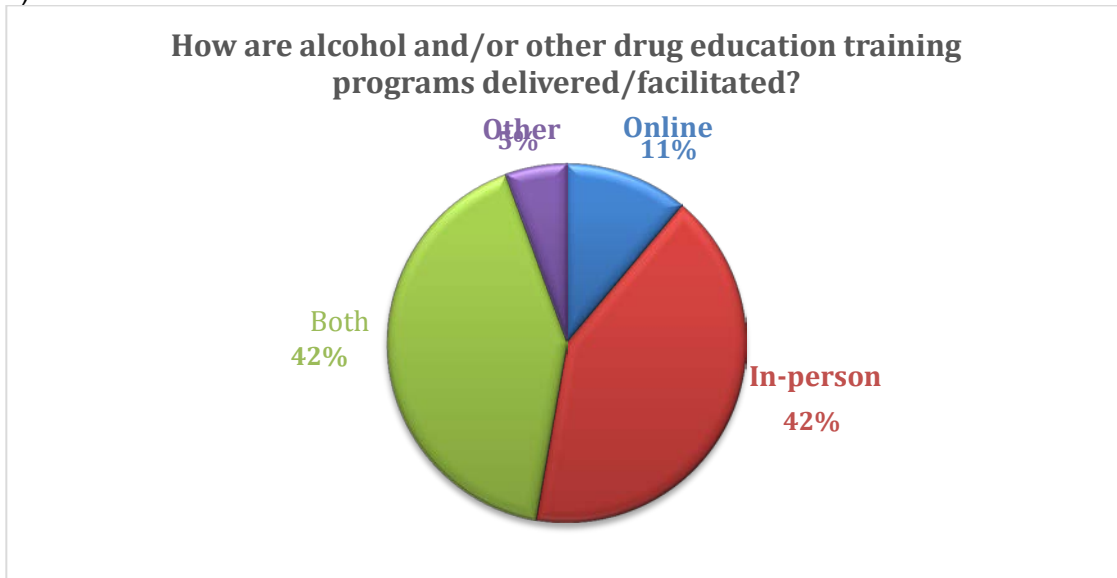


Question 24: Types of Alcohol and other drug education training programs offered

- EDGAR 86
- Haven
- Individual Counseling
- SASSI (Substance Abuse Subtle Screening Inventory)
- Alcohol EDU
- Institutionally Designed Program

Question 25: Alcohol and drug training programs delivery

(n=30)



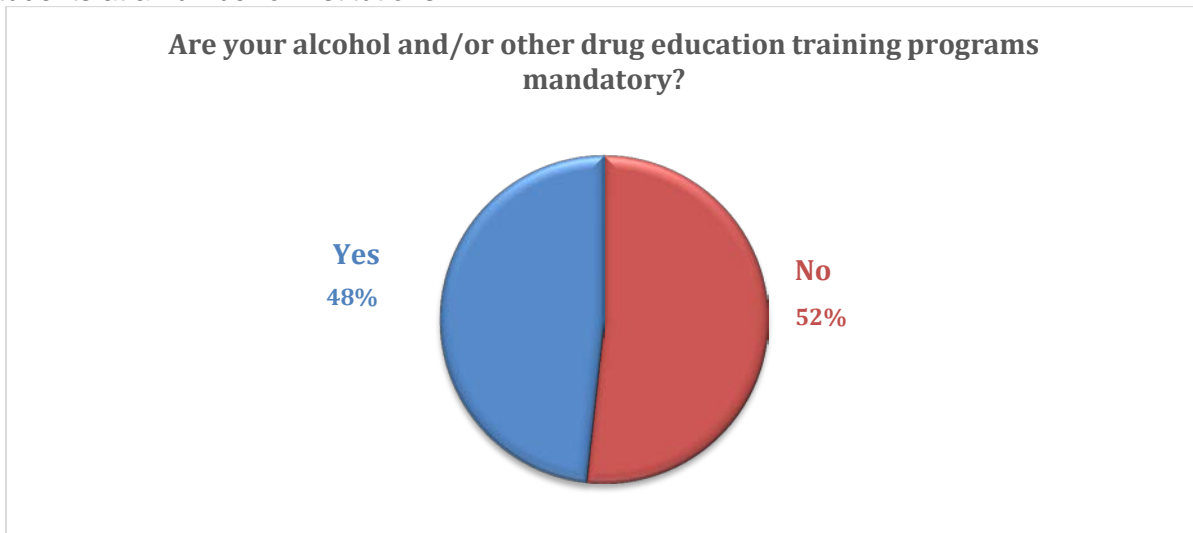
Question 26: Funding for alcohol and drug training programs

1. Student Affairs
2. External Grants
3. Unit Budgets
4. Internal Grants

Question 27: Alcohol and drug training program

(n=30)

The majority of respondents surveyed answered that enforcement of training programs is handled through Student Affairs. Registration blocks are also used as an enforcement tool for students at a number of institutions.



Question 28: System wide strategies desired

- System wide training
- Adequate funding
- Development of training modules
- Recommended appeals process

Question 29: Additional Resources for Sexual Assault Response

- Trained Investigators
- Title IX Coordinator solely dedicated
- Additional staff
- Additional funding

Question 30: Additional Comments

- Training materials, resources, and then time to deliver are the biggest needs at this time for us.
- Interested in seeing results of this survey and feedback from institutions on their campus climate surveys.
- It might be more cost effective if there was a university system wide approach to using investigators - documentation of all persons identified as trained that can be called upon by individual universities.
- This area is changing with unprecedented speed and frequency. Regulatory requirements are increasing. Successful efforts in awareness and prevention will require continuous campaign and result in increased demands on those with Title IX responsibilities. Additionally little has been emphasized in supporting the accused but this area will draw increased levels of scrutiny requiring increased levels of attention. The concern is that adequately responding to these demands will lose in the battle for resources if those resources continue to come from the institutions' general budgets. Budget supplements targeted for Title IX purposes will aid in the appropriate and proportionate response to Title IX requirements.
- I am always worried about what I "don't know" and would welcome any additional training for Title IX that the system office could offer.
- Interested in seeing results of this survey and feedback from institutions on their campus climate surveys. If it is a valuable survey, can USG contract with a consultant to reduce fee per institution?
- Training materials and resources and then time to deliver are the biggest need at this time for us.
- Consistent funding and training across the USG system.
- More affordable training sponsored by the USG for various departments.

TITLE IX INSTITUTIONAL SURVEY OPEN-ENDED RESPONSES

Question 1: Has your institution conducted a campus climate survey? If so, what type of survey instrument did you administer?

- Online instrument
- Online survey
- Plan to conduct in spring semester 2015
- Developed in-house
- Our institution worked with Gail Stern to survey incoming freshmen on bystander intervention strategies and attitudes toward sexual violence. We are also participating in the ACHA study, which is a random sampling of the entire student body and includes questions about campus sexual climate.
- We did the HERI faculty survey last fall. We did an online survey for staff in November 2013.
- We intend to conduct one in spring 2015 unless one is conducted system wide
- The survey was conducted online. Faculty and staff were invited to participate. A sample of freshmen was invited to participate in a separate online survey.
- Via Carl Vinson Institute
- Intend to do later this academic year

Question 2: Has your institution provided Title IX training? If so, how have you enforced/ensured training has been completed by various campus constituencies?

- All the coordinators met and determined the groups that needed to be trained, and then approached the high risk first then branched outward. We have created a database where we are tracking the training completed by various campus constituencies.
- Online training and tracking
- University Vice Presidents have ensured faculty and staff complete required sexual harassment training, which includes Title IX training.
- Spoke to the supervisors and made it required training for their personnel. Training conducted every semester.
- Required attendance by senior leadership. Strong recommendations to specific areas to include athletics, student affairs and human resource employee relations group. Attendance has been taken as well.
- For staff, the training is required to be completed online. The computer system allows HR to view who has/has not completed the training by the deadline. For mandatory training, job or group duties cannot begin until training has been completed (e.g. for CL's or hearing board panelists).
- Training is underway and segmented for different campus constituencies. Bystander training for all students is getting ready to start.
- "Incoming students 23 years old and under" are the only constituency having mandated Title IX training. Training completion is tracked by user id and class registration is blocked until training is completed. New staff and faculty employees are informed of the

policy and provided the link during on-line employee registration, but are not formally trained. New faculty orientation includes Title IX training. Numerous opportunities for Title IX training are available to all constituencies, but participation is not enforced or ensured.

- We have documented who we have trained and are planning on adding our on-line training component to our annual compliance training.
- We run it for the campus but it is not mandatory at this time. We plan to use 'soft' holds for training planned spring 2015 for all students under 30 hours. The instrument we will use will be MyStudentBody.
- Campus constituencies are requested to seek training updates regularly. Upon completion they are asked to provide evidence (certification, certification of completion etc.) Those documents are retained in their personnel file.
- Student Success Course module is required for all incoming students; Employee on line training module enforced by Human Resources.
- We have provided Title IX training to our Title IX Coordinator and our Deputy Coordinators.
- In progress.
- The Title IX training was part of the annual Faculty Staff Institute, required attendance by ALL Faculty & Staff at the beginning of the Academic Year.
- All new students via new student orientation. All employees via SkillSoft online training course. Managers are part of meeting training program compliance.

Question 3: Please list the campus groups that have received Title IX training.

- Students, Conduct Hearing Officers, Academic leaders (Dept. Heads, Associate Department Heads, Associate Deans, Deans, etc., new faculty (orientation), Greek, Student Government, RA's, Cadet Leadership, Public Safety
- All Employees - Staff and Faculty
- University faculty and staff (including new faculty and staff), Athletic teams (e.g., Men's' Basketball teams), various new student classes (UWG 1101), Resident Advisors, University Peer Educators
- Faculty, Staff, and Students
- Athletics; Student Affairs; Human Resources; Diversity Office; Academic Affairs
- Community Leaders and Resident Directors (Housing), Multicultural Student Center staff, Judicial Affairs hearing board panelists, student SHRM group, all staff, new faculty, all students enrolled in First Year Experience
- Resident Assistants; Athletic Operations Personnel; Student Athletes
- Some Title IX training has been provided to segments of all campus groups
- All of our Housing staff, all new students/faculty/staff, and various faculty/staff groups
- Faculty, staff & students
- We did a short training at a faculty meeting and trained our public safety department

- All employee/student e-mail was a tool for basic communication. Also training was conducted for all incoming students in orientation summer 2014. It is also addressed in all faculty and staff orientations.
- Student Affairs; Athletics; Title IX Coordinator- Office of the President; Human Resources ; New Faculty orientation; Staff- Staff Development Day
- Public Safety
- New students, employees, Title IX Panel members
- New students and all managers
- Currently of the 800+ employees approximately 385 have received training
- New Students - New Student Orientation; Athletes; Campus Safety; Student Services; Residential Life. However, I would suggest that all areas receive updated training.
- New Students. Employees. Will be doing additional training for athletes. Part of a management training program.

Question 4: Are any of the training programs for the campus groups listed above mandatory? If so, for which campus groups is training mandatory?

- All (6 institutions)
- Hearing Officers, Academic Leaders, new faculty, Greek, SGA, RA's, Cadet Leadership, Public Safety
- New employee training and Resident Advisor training are mandatory
- Athletics; Student Affairs; Diversity Office; Legal Affairs; Health Services
- All students enrolled in First Year Experience, all new faculty, all staff members, all hearing board officers who will sit on Title IX cases
- Incoming students 23 years and under
- Housing staff and new faculty/staff. It will be mandatory for all campus when the module is added to our annual compliance on-line training
- Employees
- Title IX; Athletics; Human Resources
- Students with fewer than 30 hours
- New students; employee training via Skillsoft

Question 5: How are the training programs delivered/facilitated? Other (please specify)

- Written materials: brochures, pamphlets, etc.
- Employee on-line; student and panel is in person

Question 6: Has your institution provided non-mandatory Title IX training? (See Question 7 for open-ended responses)

Question 7: If your campus offers non-mandatory Title IX training, how is it delivered/facilitated?

- Title IX Policy and Information for Victims posted online on multiple college departmental webpages
- Training is also offered through outside agencies in the form of webinars and in-person training.
- If so, how are training records maintained?
- The Title IX Coordinator maintains a list of training sessions presented in-person. Our Building A Better U training portal maintains electronic records of completed online staff training. First Year Experience instructors keep records of students who attended training as part of that course.
- Title IX Coordinator is keeping a record of all relevant training.
- Maintained in the campus Title IX coordinators' office
- Individual trainers are maintaining - Training & Development Office; Student Affairs; Legal Affairs, and Health Services
- Online tracking
- By name of person, title, department name, date, specific training attended (and nature of content); dated with required next training.
- EOO track training by groups and the number of participants in a spreadsheet. Health Center staff keeps records of groups and number of participants through their scheduling system and spreadsheet. UGA PD keeps records of groups trained.
- Sign in sheets and on-line database
- Students will be traced in MyStudentBody. Officials who have investigator or similar Title IX training are currently recorded in a word document but we are exploring other options
- Sign in sheets and certificates of completion are placed in employee files.
- Course records for students and HR records for employees, Student Conduct Officer's records for Title IX Panel
- I say no; however, I keep track of the training that has been provided, most of which is a year old and time for refresher.
- Manually.
- Exception reporting on employees. New students are required as a part of orientation.

Question 9: Is there a cost associated with the training for students, faculty or staff? If so, for which campus groups, and how is Title IX training funded on your campus?

- Students - in the past used leftover funds from various student affairs activities. In the last month we have established a separated title IX Department with funding to cover training.
- Office of the President.
- Central and unit budgets with responsible employees that are providing the training.
- Training is funded through shared accountability with various budgetary units.

- Through the budgets of various offices.
- EOO, University Health Center, Student Conduct, and UGA PD support training efforts. No additional funds have been provided for Title IX training and each group absorbs the cost within their existing budgets.
- The cost of a computer module training for new students. Presenters' time/salary.
- Student Affairs budget, but need additional funding!!!!
- The Title IX training for managers was done by attorneys so there were attorney training fees.
- Not at this time for students. Considering alternative in future. Cost for SkillSoft.

Question 10: Has your Title IX Coordinator received adequate training? If so, please identify the organization that provided the training.

- ATIXA, USG legal, UNG legal
- ATIXA Title IX Certification
- The Title IX Coordinator has ATIXA Title IX Coordinator Certification, attended various webinars hosted by various entities (e.g., Stetson Law, End Violence Against Women International, American Student Conduct Association) and other training on Title IX and sexual violence.
- Association of Title IX Administrators; University System of Georgia; National Association of College and University Attorneys.
- Association of Title IX Administrators (ATIXA): Certified September 2014
- ATIXA
- NACUA
- ATIXA, NACUA, Paper Clip, Higher Ed, NCHERM
- NACUA, The Clery Center, Department of Education, Workplace Investigation Group.
- I received training at the system office on investigating... I could use additional training.
- ATIXA Training
- ATIXA, CUPAHR, SHRM
- Training sponsored by the BOR and ATIXA software
- ATIXA, USG, various webinars
- Annual updates via BOR/USG, ATIXA Training, Webinars, etc.
- ATIXA
- ATIXA and Pepper Hamilton LLP

Question 11: Has your Title IX Investigator(s) received adequate training? If so, please identify the organization that provided the training.

- All institution investigators attend Title IX investigator training conducted by various on campus experts (e.g., Title IX Coordinator, University Patient Advocates, University Police Department).
- ATIXA Title IX Certification

- Association of Title IX Administrators; University System of Georgia; National Association of College and University Attorneys
- ATIXA, NACUA web casts but need more in-depth training
- Primarily the Association of Title IX Administrators (ATIXA): Certified October 2014; National Association of College Attorneys (NACUA): Certified November 2014; Georgia Independent College Association (GIAC): October 2014
- ATIXA
- Workplace Investigation Group, NACUA.
- See above.
- I was trained at the system office and the deputy coordinator has just recently attended provided by the system office.
- ATIXA
- ATIXA and SCOPE
- Training sponsored by the BOR and ATIXA software
- ATIXA, USG, various webinars
- There has been training provided but it would not be categorized as adequate.
- ATIXA training webinar
- ATIXA

Question 12: Concerning adequate Title IX training, how is “adequate” defined by your institution?

- Certification by a third party national organization.
- The institution defines adequate based on requirements outlined in federal law as well as federal guidance.
- Certificate Title IX Training for Investigators and Coordinator.
- Having a good grasp of theory and the concept. Still lacking forensic training.
- ATIXA's training touches on ALL areas of Title IX compliance. The 4-day comprehensive course completed by our Coordinator focuses broadly on the role of Title IX Coordinators, Title IX compliance, investigations, athletics equity, and 504 disability compliance. Participants who successfully complete the course receive Title IX Coordinator Certification from ATIXA. All participants receive a set of 250 PowerPoint slides and 250 pages of supporting materials, including the ATIXA Model Title IX Compliance Policy and Grievance Procedure. The training is presented by a multi-disciplinary faculty with demonstrated expertise, who have been writing, researching, litigating, enforcing, training and working in depth on Title IX for many years. ATIXA appears to currently be the leading source for Title IX expertise and has certified more than 500 campus Title IX Coordinators across the country. ATIXA's 2-day course provides basic information for Title IX investigators with similar expertise and intensity.
- Formal certification by recognized organization like ATIXA and NACUA.
- Comprehensive, on-going training on the following components: legal and regulatory framework; policy development, implementation and practice; conducting investigations; collecting and evaluating evidence; procedural practices; and interview techniques. The Title IX Coordinator and investigators all complete Title IX certification training through

ATIXA . The Title IX Coordinator is also certified through NACUA. This certification is supplemented several times each year with webinars.

- NACUA On-line Training Course, 2 Day Investigation Training, 5 - 10 Webinars, seminars, and conferences. Each attends at least one multi-day intensive Title IX training annually.
- ATIXA is the leading association of professional Title IX administrators so we considered current training adequate or above. However, USG specific training would be very helpful.
- Basic training.
- USG-approved training.
- Ongoing- training and development occur on a semester basis.
- Comprehensive course that covers investigation, identifying Title IX offenses, disciplinary procedures and due process, sanctions, appeal
- Recent and comprehensive training
- Certification by ATIXA
- ATIXA training webinar
- Certified.
- ATIXA certification

Question 13: How many trained Title IX investigators do you have on campus? (Open-ended responses)

- None formally trained.
- Not all Deputy Coordinators have completed training yet. Some additional folks who are not named Deputies have completed the training and are available to assist with investigations.
- Eight certified. 1-Title IX Coordinator 1-Deputy TIXC 6- Title IX Investigators (another will be trained prior to the end of the year). NOTE: Normally two TIXIs are assigned by the TIXC on serious cases. Also, Title IX's serve on the three member Appeals Panel is a TIX.

Question 14: In what administrative units are the Title IX Investigators housed? Other (please specify)

- Academic & Student Affairs, Public Safety, Athletics
- Athletics
- Athletics
- Athletics
- Athletics, external experts
- Business and Fiscal Affairs, Athletics
- Note: Some TIX Investigators are outside HR.
- Office of President

Question 15: How many Deputy Coordinators (or similar positions) do you have at your institution? (See open-ended responses)

- We have at least two on each campus with the exception of one small campus which is served by two other campuses
- None
- There is one Deputy TIX Coordinator who oversees the Office of Institutional Equity, Diversity, and Compliance & Equal Opportunity Programs which is in HR. The TIXC is the Chief HR officer as well.

Question 16: In what administrative units are the Deputy Coordinators housed? Other (please specify)

- No additional responses

Question 17: In which orientations do you include Title IX training and/or information Other (please specify)

- Faculty and Staff Fall and Spring Institutes, which includes new faculty and staff members
- Faculty and Staff Institute
- Parent Orientation
- Plans are in place to add this component to both faculty and staff orientations during spring semester. We also plan to include a module in annual compliance beginning fall of 2015.
- The institution is actively preparing to incorporate Title IX training and information in upcoming new student/transfer student orientations for fall 2015.
- This is planned for Student Orientation. Currently, annual Compliance month for employees; Student Success Course for new freshman and incoming students.

Question 18: Who on your campus decides if a formal charge should be brought against the following accused perpetrator(s) in a Title IX case?

STUDENT:

- Dean of Students (all are deputy Title IX Coordinators)
- Employee
- Title IX Coordinator in consultation with appropriate Deputy Title IX Coordinator
- Title IX Coordinator or Hearing Panel or President
- Title IX Coordinator (4 responses)
- Office of Judicial Affairs (within Dean of Students)
- Title IX Coordinator/Investigator in consultation with some members of the UGA Sexual Assault Response Team (SART) as dictated by the particular facts.
- Assistant Dean of Students

- Dean of Students/Deputy Title IX Coordinator
- Student Conduct
- Student Conduct Officer then Title IX Panel
- This is not a single person decision. The appropriate leader, the Title IX Coordinator and the president would most likely discuss any of these situations if they were serious enough.
- Angela Harris, Denise Eady, Charles Jones
- Title IX Coordinator and Assistant Coordinator

STAFF MEMBER:

- Vice President in charge of the employment unit
- Employee
- HR Director/Title IX Coordinator
- EEO or Human Resources
- Human Resources
- Denise Eady, Tricia Addison, LuWanna Williams
- HR Director (Title IX Coordinator)
- HR Director/Title IX Coordinator
- Title IX Coordinator (five institutions)
- Title IX Coordinator and Assistant Coordinator
- Title IX Coordinator in consultation with appropriate Deputy Title IX Coordinator
- Title IX Coordinator or Hearing Panel or President
- Title IX Coordinator then Title IX Panel
- Title IX Coordinator/Investigator in consultation with some members of the UGA Sexual Assault Response Team (SART) as dictated by the particular facts.

FACULTY MEMBER:

- Academic Affairs
- Denise Eady, Tricia Addison, LuWanna Williams
- Employee
- HR Director (Title IX Coordinator)
- Human Resources
- Provost and/or President
- Provost & HR Director
- Title IX Coordinator (4 institutions)
- Title IX Coordinator then Title IX Panel
- Title IX Coordinator/Investigator in consultation with some members of the UGA Sexual Assault Response Team (SART) as dictated by the particular facts. UGA SART Members – EOO, UGAPD, Student Support Services, Student Conduct, RSVP, CAPS, Ombudspersons, Legal Affairs, Athletics, Housing
- Title IX Coordinator in consultation with appropriate Deputy Title IX Coordinator
- Title IX Coordinator or Hearing Panel or President
- Title IX Coordinator

- Title IX Coordinator and Assistant Coordinator

Question 19: How do you communicate information to the campus community regarding sexual assaults, Title IX, or related issues?

- Email, training sessions - depending on the issue
- The university communicates information to the campus community via email and telephone regarding sexual assaults, Title IX, or related issues as determined by the UPD. The reports also guide targeted Title IX training offered by the university.
- Policy.
- Institutional website, emails (Sexual Harassment Policy sent out each year to all users), Sexual Assault Awareness week in April each year, flyers, forums and other programs, and campus radio
- Clery notifications, campus newsletter, training sessions, Office of Equal Opportunity and Title IX and Sexual Assault Response Team's websites, brochures in various campus offices
- Website; emails; post cards; posters
- Annual Campus Clery Report
- Emails; Flyers; Campaigns; Forums; Training Sessions; Posters; Orientation ; Bus cards; Wallet cards; Letters
- University Communication; Email, and the Title IX Website
- Through emails and in person training by HR and public safety
- E-mails regarding general safety and resources as necessary. Websites, awareness fairs (e.g. RAINN Day)
- Mass email to either the student base or faculty/staff
- On-line Compliance Month training covers policy and what to do if receive a Title IX report; Student Success course, Residence Life training. As necessary, Public Safety would send crime alert following a report of sexual assault.
- I don't understand this question. If you are asking if we have a policy, yes, we do and it includes an automated incident reporting process.
- Web; Posters; Flyers
- Clery Report

Question 20: Does your campus have an officially designated victim advocate? If so, how are students, faculty and staff made aware of this resource?

- Students, faculty, and staff are made aware of the University Patient Advocates through materials distributed (e.g. sexual assault brochure, Title IX literature, etc.,) and online resources (University Health Services webpage, Title IX webpage).
- Through Student Affairs and Public Safety including emails, forums and programs, campus radio, student newspaper, faculty and spring institutes.
- Policy. Website, trainings & briefings, referral by the Title IX office, Dean's office and the campus police department.

- Our campus has an MOU with the local rape crisis center to provide an advocate. This information is provided directly to victims.
- We have two primary advocates that are part of the University Health Centers, Health Promotion Department. In addition, there is a Health Promotion staff member who is also trained to serve as a male advocate if requested and/or needed. The campus community is made aware of the advocate program through multiple outlets that include:
 - Letter that went out to the entire community from the V.P. of Student Affairs office outlining services and resources available on campus
 - Relationship and Sexual Violence Prevention (RSVP) resource cards that are distributed during orientation to incoming students, in classroom presentations, faculty and staff training sessions, tabling at campus events, and multiple support offices on campus have these cards available for students.
 - RSVP cards made visible and available within medical clinics within University Health Center
 - RSVP resource cards also made available within partnering community agencies: the Cottage, Project Safe, UGA's Family Violence Clinic
 - Various UGA department websites list the RSVP advocate information as a resource for students
 - Discussion of RSVP services via any/all classroom and campus presentations
 - RSVP has their own webpage: www.uhs.uga.edu/rsvp
 - RSVP involvement on social media outlets: Student group on Facebook; RSVP Twitter page; University Health Center Facebook posts
 - Contact information posted for advocates posted on flyers promoting upcoming outreach/awareness events
 - RSVP contact information and list of advocate services on flyers within all residence halls
 - Bystander Intervention training/Watch Dawgs includes information in the presentation about RSVP advocates
 - Bus cards have been placed on UGA buses with information on advocate program and other resources on campus
 - Cross training of Health Educators who present on multiple topics include RSVP advocate information as a resource on campus
 - Campus and community SART (sexual assault response team) team participation
 - Interpersonal violence training was provided to all resident assistants, Athletics team members, Army ROTC cadets, on campus and included information on RSVP and advocate program
 - All EOO trainings to include: residence hall trainings, PanHellenic training, staff and faculty training, academic department training, and any targeted trainings requested on Title IX, or trainings requirements identified through Title IX investigation findings
 - Orientations
 - Resource Fairs
 - UGA PD Self-Defense Training
 - Trained RSVP peer educators (student group members) who assist with on-going awareness and education on relationship violence, sexual assault and stalking. They are supervised by RSVP Coordinator
 - University Judiciary outreach events.
- Email; brochures; referrals program
- Our advocate is not on campus. We hand the victim of crimes information detailing their rights and contact information to seek assistance. It is also available on the public safety website.ms, and a website.
- Not on campus but we partner with the Director of Sexual Assault Crisis Center
- Through promotion and marketing, communication updates and the website
- No, however, we do have a Domestic Violence peer counselor for students
- We do use our Personal Counselors

Question 21: What resources does your campus offer to a victim of sexual assault?

- Advocate and counseling can be identified for their support through the Title IX office, Women's Resource Center or Student Affairs office.
- Student counseling, rape crisis centers (We have MOU's), Student Health
- On and off campus counseling and resources
- The university offers counseling services, university patient advocates, health services (e.g., rape examination), and partnership with West Georgia Rape Crisis Center. Accommodations including: no contact orders against the alleged perpetrator or changes in academic, extracurricular activities, living, transportation, dining and working situations are available to the victim during and after the investigation as appropriate.
- Counseling, Victim Advocate
- They are accompanied to the hospital by one of our Women's Resource Center staff. At the victim's request, accommodations are made with housing, counseling and class attendance, project deadlines and grade considerations, and Rape Crisis Center resources.
- The following resources are offered free of charge to the victim: counseling, forensic medical examination, medical care (including medication), crisis advocacy via the local rape crisis center, safety and comfort accommodations (e.g. change of class schedule, residence hall, no contact agreement, etc.), campus law enforcement trained in responding to allegations of sexual violence, other services as the need arises.
- Counseling Center, Student Affairs
- Counseling and medical
- Personal counseling and other accommodations as needed
- 1-Office of Institutional Equity, Diversity, Compliance & Equal Opportunity Programs 2-Campus Counseling Services 3-Campus Health Clinic 5-Local resources: health, counseling; law enforcement.
- Confidential Counseling provided by Counseling and Psychiatric Services , Medical Service including STI testing, medications (No evidence collection is performed) RSVP advocates provide assistance and coordination for the following: •Emotional Support •Medical Services •Legal advocacy •Safety Planning •Academic Assistance •Advocacy
- Hospital accompaniment, interview accompaniment, coordination of resources and reporting, crisis intervention, help coordinating academic interim measures, emotional support, and safety planning.
- Counseling services, health services, accommodations.
- Counseling, class, housing accommodations if necessary
- Counseling services; interim measures. We offer counseling to students through our certified counselors.
- Valley Behavioral (mental) Health Services and they utilize HODAC, Inc.

Question 22: Does your campus offer resources for the accused? If so, please list the resources provided.

- Partnership with the county agency assisting with sexual assault.
- The university offers counseling services, university patient advocates, health services for accused individuals.
- Counseling, and Healthy Choices Development Program.
- Advocate and counseling can be identified for their support through the Title IX office, Women's Resource Center or Student Affairs office.
- If the accused person is also a student, he or she is offered free of charge: counseling services, free legal consultation provided by an attorney retained by the Student Government Association, no contact agreements, and other services as the need arises.
- 1-Office of Institutional Equity, Diversity, Compliance & Equal Opportunity Programs 2-Campus Counseling Services 3-Campus Health Clinic 5-Local resources: health, counseling.
- Yes, the same resources available for the complainant are available for the respondent. (see above).
- Not currently, but we have few cases and have not had an accused student request such resources. They have counseling resources just as any other student.
- Counseling/Accommodations.
- Counseling/Student Affairs
- Counseling Services
- If requested.
- We have had very few cases in the past five years. We would offer student counseling as appropriate.
- Counseling, Interim measures
- Valley Behavioral (mental) Health Services and any outsourced agency as deemed appropriate.
- Same as above.
- Personal counselors.

Question 23: Does your campus use a commercial product to track student judicial matters including alleged violations of Title IX? If so, please provide the name of the product(s) you use as well as the cost structure and how it is funded.

- Advocate
- Advocate is used for student judicial matters. We are exploring expanding the use to the Title IX office.
- Advocate, funded through Auxiliary Funds (Housing Budget), fees are made on an annual basis.
- Maxient
- Maxient
- Maxient

- Maxient
- Maxient- funded through the Student Affairs budget.
- Maxient. This is a yearly contract funded from the budget of the Division of Student Affairs.
- Maxim
- The Office of Student Conduct uses Judicial Action to track judicial matters; however, Title IX matters are adjudicated in EOO. EOO uses Microsoft's Access to track Title IX matters. Judicial Action is funded through Housing and costs \$15,494.00 per year. Access does not require additional funding. UGA is in licensing negotiations with Symplicity for their Advocate student conduct product and anticipate moving to Symplicity's Advocate by May 2015.
- Will need to check.

Question 24: Please list the types of alcohol and/or drug education training programs you currently offer:

- Alcohol EDU and Haven (on-line mandatory for all incoming first year and transfer students 23 years old and under) •Brief Alcohol Screening and Intervention for College Students (also includes other drugs) •Drugs and Alcohol With Good Sense (DAWGS); group education class •E-Chug and E-Toke (on line screening tools) •Watch Dawgs Bystander Intervention Training (alcohol and sexual assault intervention training) •Orientation sessions for incoming students •Orientation sessions for parents •Mentor program for students at risk •Collegiate Recovery Community (for students in recovery from process addictions) •Social Marketing and Bus card campaigns •Staff training provided to all resident assistants on campus •Classroom presentations •Awareness Campaigns
- Alcohol and Drug Education Task Force and BACCHUS Peer Educators plans programs year round such as National Collegiate Alcohol Awareness Week and Safe Spring Break
- BASICS, CASICS, ASTP, E-CHUG, SASSI (Substance Abuse Subtle Screening Inventory), Define Your Limit programming, recovery programming and visits to select First Year Experience courses are performed by the Office of Alcohol and Other Drugs and the Addiction Recovery Center
- EDGAR 86 training
- Haven
- Mostly individual one time programs. Student life does a program once a year called "wasted knowledge" that goes over many different aspects of alcohol education. DSC is currently hoping to have an on line third party training program for incoming freshman that will cover alcohol & drug education and sexual assault prevention.
- Nothing formally across all campuses. Have done some sessions with outside firm on drunk driving simulations.
- Prime for Life; Twelve Steps; Alcohol Literacy Challenge
- Professional speakers, campus employee speakers, website, mass email communications and freshman GT 1000 class.

- Programs are offered through the Division of Student Affairs with the Department of Student Development including Health Services includes Substance Education and Prevention; Individual Substance Counseling.
- Resident Assistants receive training and all students receiving information about alcohol and drug use.
- Social Responsibility Course
- Student workshops
- Students receive training at Orientation; Residents at Mandatory Move In Meeting; Employees at Compliance Month Training in October; Student Affairs Awareness Events
- The university offers TIPS training, general alcohol education (open to UWG 1101 freshman classes), alcohol jeopardy, alcohol and nutrition (targeted towards athletics), alcohol education related to fetal alcohol syndrome.
- We offer A&D through our annual compliance program and we offer information to students in orientation.

Question 25: How are alcohol and /or other drug education training programs delivered/facilitated? Other (please specify):

- On-line (alcohol edu, e-chug and e-toke) In person (everything else)

Question 26: How are alcohol and/or other drug education training programs you currently offer funded?

- Alcohol EDU is funded through the V.P. of Student Affairs office and the Provosts office. All other programs and staffing are funded through the University Health Center and a private donor/foundation account.
- Currently funded through external grant funding
- Funded through the Student Affairs budget and funding also received from federal government
- Internal funding
- N/A
- N/A but if needed, student fees
- Some programs are funded by departmental budgets. ASTP, BASICS and CASICS are funded by fees imposed on alcohol and other drug violators.
- Student Affairs
- Student Affairs
- Student Affairs
- Student Affairs
- Student Affairs budget
- Student Fees
- Student Fees
- Unit budgets
- Volunteers of faculty and staff

Question 27: Are your alcohol and/or other drug education training programs mandatory? If so, how is the requirement enforced?

- Not, but it is included in the MyStudentBody module that will be mandatory as part of the Title IX training in Spring 2015
- Some of these programs are mandatory. Holds are placed on the accounts of students who are required to take the training, so that they cannot register for courses until the training is complete.
- Student Orientation, Employee Compliance Month Training
- The on-line alcohol education training is mandatory for all incoming first year and transfer students 23 years old and under. Registration is blocked for students who have not completed the training.
- Through Division of Student Affairs Student Conduct Office.
- Through Student Affairs
- Training done through Freshman Orientation, through the annual Greek education programming and Athletic department training
- Yes, for Judicial referrals

Question 28: What System-wide strategies could be employed to address training needs and requirements for campus responses to sexual assault and other offenses against persons?

- System wide Title IX Training - an all-day training session, including investigation - so we are doing it consistently throughout the system. Would be nice to have a system sponsored training of students done by an outside vendor at all the campuses. Development of online options that we can incorporate into faculty and staff orientation
- Develop mandatory training modules; House trained Title IX investigators to support smaller institutions and for overflow/conflict investigations at all institutions; Legislative support (tracking legislation and regulations, drafting legislation) ; Ensure adequate funding ; System Title IX Coordinator; System Training Coordinator
- A standard policy
- A system-wide training module for all students, one for employees, a system-wide training program for investigators and Title IX Coordinators conducted by qualified professional experts. The recent training was advertised too late and conflicted with too many other meetings.
- A USG website that articulates who is a mandated reporter, what to report, to whom to report, and supports the policies that are currently in place at campuses.
- Additional staff development training. Clinically and medically trained service providers.
- Annual training by/ or sponsored by USG; point person at USG for Title IX questions from institutions; working group to gather "Best Practices" in Title IX policy, response, etc.
- Coordinator and Investigator Training (Entry level and more in depth as well), Hearing Panel Training - Title IX Specialist at system level Regular TITLE IX related system wide meetings

- Development of a comprehensive curriculum to be implemented with blended learning solutions.
- It would be helpful for the system to provide a list of "recommended" appeals processes. A universal training system that is Title IX and well as Clery (VaWA) compliant could also be employed to address the training needs on campus.
- Procuring the training resources that may be used by all USG institutions to ensure the appropriate training content is provided.
- Quarterly training
- Repository of training programs for various groups: Students (ongoing and new students) Faculty and Staff Investigators Coordinators Hearing Boards Executive Team
- System-wide online/website training programs students, faculty and staff.
- USG could provide certification programs for USG employees
- We are lucky to have a good deal of resources at our disposal in the community in which we are located. I imagine there are smaller schools without that level of support. System-wide training (like the existing ethics module) might be helpful. It may also be helpful to designate a system-level unit where questions can be directed when a school is unsure of how to proceed with a given case.
- We need system wide training that covers issues like this and makes use of economy of scale to help cover the cost.

Question 29: What additional resources does your campus need to adequately respond to sexual assault?

- Trained investigators with expertise in sexual violence investigations.
- Personnel: currently our Title IX Coordinators serve dual roles. Ideally a dedicated Title IX Coordinator is preferred so that training, investigation and case oversight could reside in one individual.
- Our institution has made special efforts to direct adequate resources to this critical function. We are currently looking at restructuring the Title IX and EEO office to potentially include a dedicated investigator in addition to the Coordinator and the other staff members who are trained and available, but not dedicated investigators.
- None, although we have very limited staff in Personal counseling.
- No additional resources at this time
- More trained investigators
- More staff and the above mentioned training
- Money!
- Funding to compensate an individual solely tasked with training and investigations
- Funding for awareness programming and training.
- BOR should allow additional funding under Title IX and Clery.
- advocates and advocate centers
- Adequate personnel and funds

- Additional staff: trainers, advocates, investigators Targeted programs for accused Funds for campaigns Dedicated Title IX Coordinator Dedicated resources to Gwinnett and Griffin campuses
- A dedicated allocation and source of budget/funding from the USG, specifically for TIX purposes.

Question 30: Do you have any other additional comments, questions, or concerns?

- I am always worried about what I "don't know" and would welcome any additional training for Title IX that the system office could offer.
- Interested in seeing results of this survey and feedback from institutions on their campus climate surveys. If it is valuable, can USG contract with a consultant to reduce fee per institution?
- It might be more cost effective if there was a university system wide approach to using investigators - documentation of all persons identified as trained that can be called upon by individual universities
- No
- Not at this time
- Thank you for your efforts to assist institutions with this very critical issue!
- This area is changing with unprecedented speed and frequency. Regulatory requirements are increasing. Successful efforts in awareness and prevention will require continuous campaign and result in increased demands on those with Title IX responsibilities. Additionally little has been emphasized in supporting the accused but this area will draw increased levels of scrutiny requiring increased levels of attention. The concern is that adequately responding to these demands will lose in the battle for resources if those resources continue to come from the institutions' general budgets. Budget supplements targeted for Title IX purposes will aid in the appropriate and proportionate response to Title IX requirements.
- Training materials, resources, and then time to deliver are the biggest needs at this time for us.

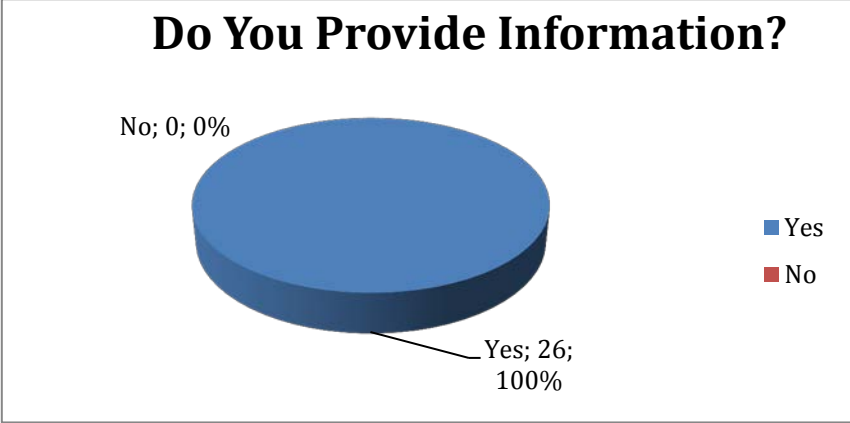
Appendix II – Institutional Survey Report Details

Campus Safety Committee

1. Name of Institution:

Abraham Baldwin Agricultural College			Georgia Institute of Technology	
Albany State University			Georgia Perimeter College	
Armstrong State University			Georgia Regents University	
Atlanta Metropolitan College			Georgia Southern University	
Bainbridge State College			Georgia Southwestern State University	
Clayton State University			Georgia State University	
College of Coastal Georgia			Gordon State College	
Columbus State University			Kennesaw State University	
Dalton State College			Middle Georgia State College	
Dartmouth State College			Savannah State University	
East Georgia State College			South Georgia State College	
Fort Valley State University			University of Georgia	
Georgia College & State University			University of North Georgia	
Georgia Gwinnett College			University of West Georgia	
Georgia Highlands College			Valdosta State University	

2. Do you provide information regarding campus support services (see question #2) and campus confidential support services (e.g. Counseling Services, Student Health Clinic/Center, etc.) at your institution in the event of sexual violence, sexual assault, sexual misconduct, sexual harassment, domestic/dating violence, stalking or other forms of interpersonal violence?

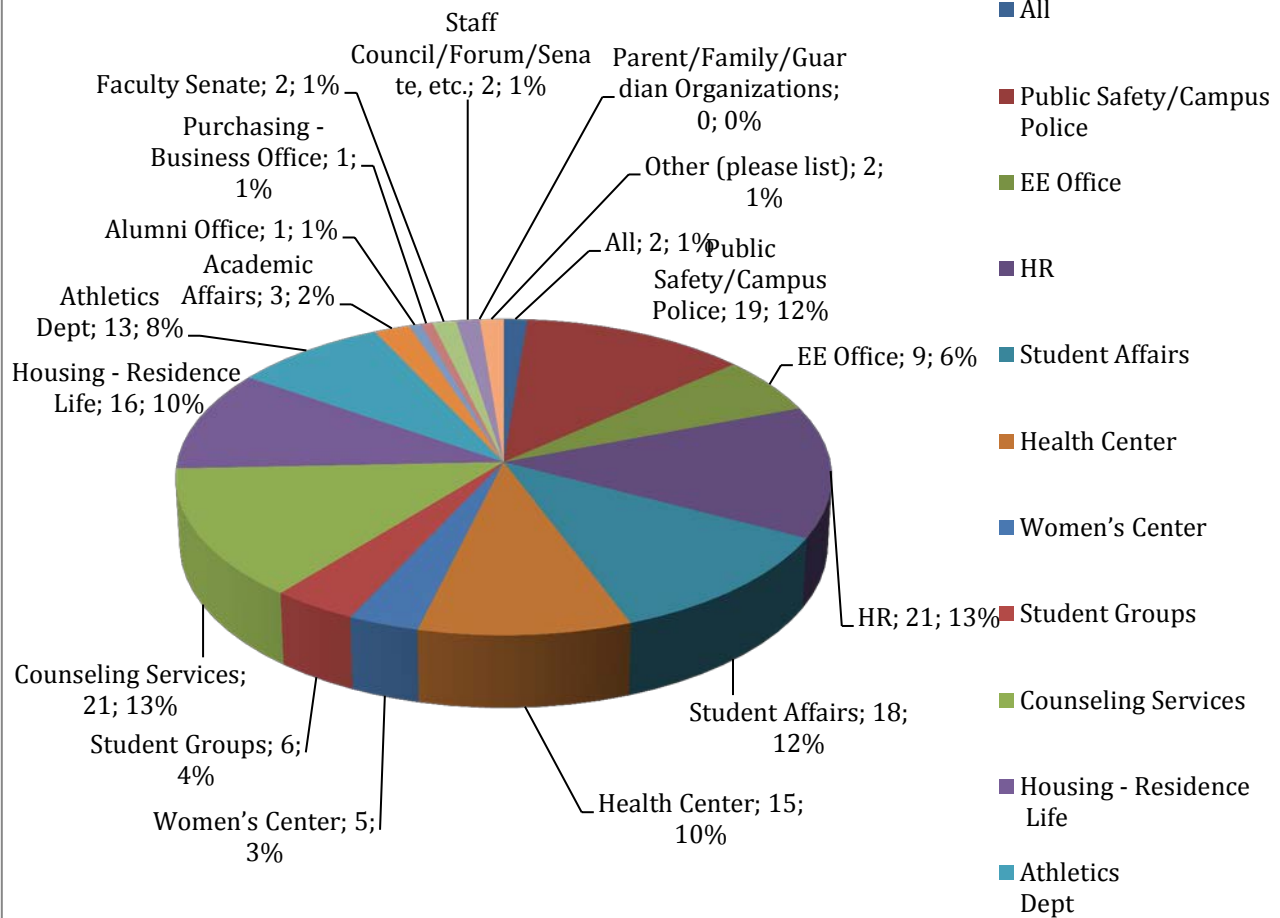


Please describe what information you provide:

- Refer to counselor for visit.
- All of the above
- For Students: Written Notices, Website for Students, web based/in-person training. For Employees (to include faculty): Brochures, Website, referrals to EAP
- Counseling services contact, along with Health and Rape Center contacts.
- All of the above and in multiple areas. websites, flyers, brochures, training materials
- Code of Conduct, Trainings, Emails, and Presentations
- Resource pamphlets and brochures from different offices that provide support
- We review Title IX rights with all students involved in a Title IX case and review the services that we provide. In addition, we train mandatory and confidential reporters about these services. Finally, we have a 30 minute presentation at all orientations reviewing Title IX and the services we provide.
- Yes information is distributed via a "Resources for Sexual Assault" pamphlet given to all students in the event of sexual violence.
- Title IX brochures and posters, student development brochures, "Dealing with Difficult Students" brochure. Title IX information posted on the ABAC Dean of Students, Student Development, Athletics and Human Resources websites.
- We provide contact information for the support services.
- Counseling Services/student Health Center
- We provide pamphlets, communication, and information on our website.
- Primarily internal and external counseling resources as GHC are not residential and do not have a clinic.
- information re Women's Resource Center, GTPD, Health Center, Grady Rape Crisis Center, and confidential resources
- awareness training, email reminders
- Information provided by Assistant Title IX Coordinators and available on our website.
- Public Safety Department provides verbal information and a written pamphlet to the victim about these services.
- Announcements regarding training/facilitate training and report incidents that fall under Title IX violations.

3. What organizational units are responsible for disseminating information regarding campus support services and campus confidential support services at your institution? (check all that apply)

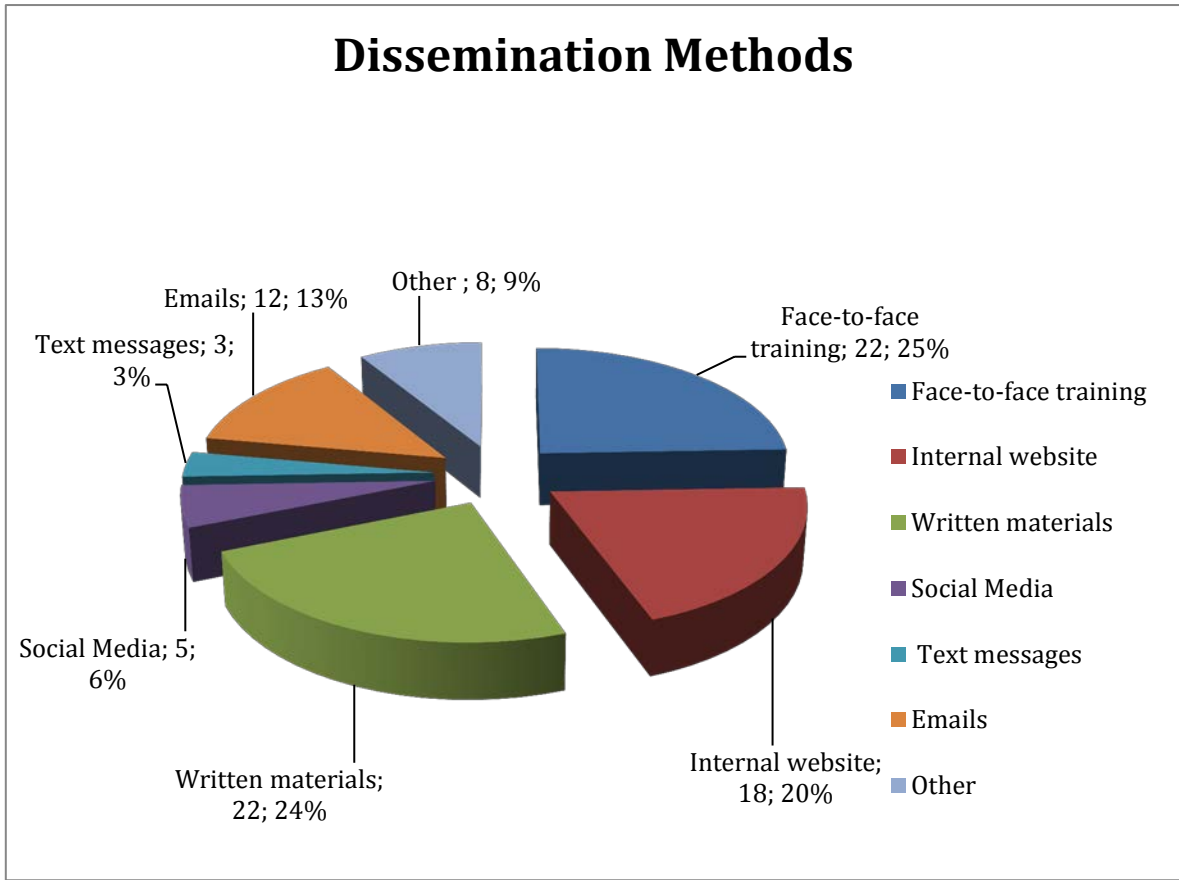
Organization Units Responsible for Dissemination



Other (please list):

- Depending on the circumstances, most of the above organizational units may be responsible for disseminating information regarding campus support services and campus confidential support services.
- Equity, Diversity & Inclusion Office

4. How do you disseminate information regarding campus support services and campus confidential support services at your institution about sexual violence, sexual assault, sexual misconduct, sexual harassment, domestic/dating violence, stalking or other forms of interpersonal violence?



Please explain how you coordinate the dissemination of information regarding campus support services and campus confidential support services at your institution. If you have a website(s), please provide the website address(s).

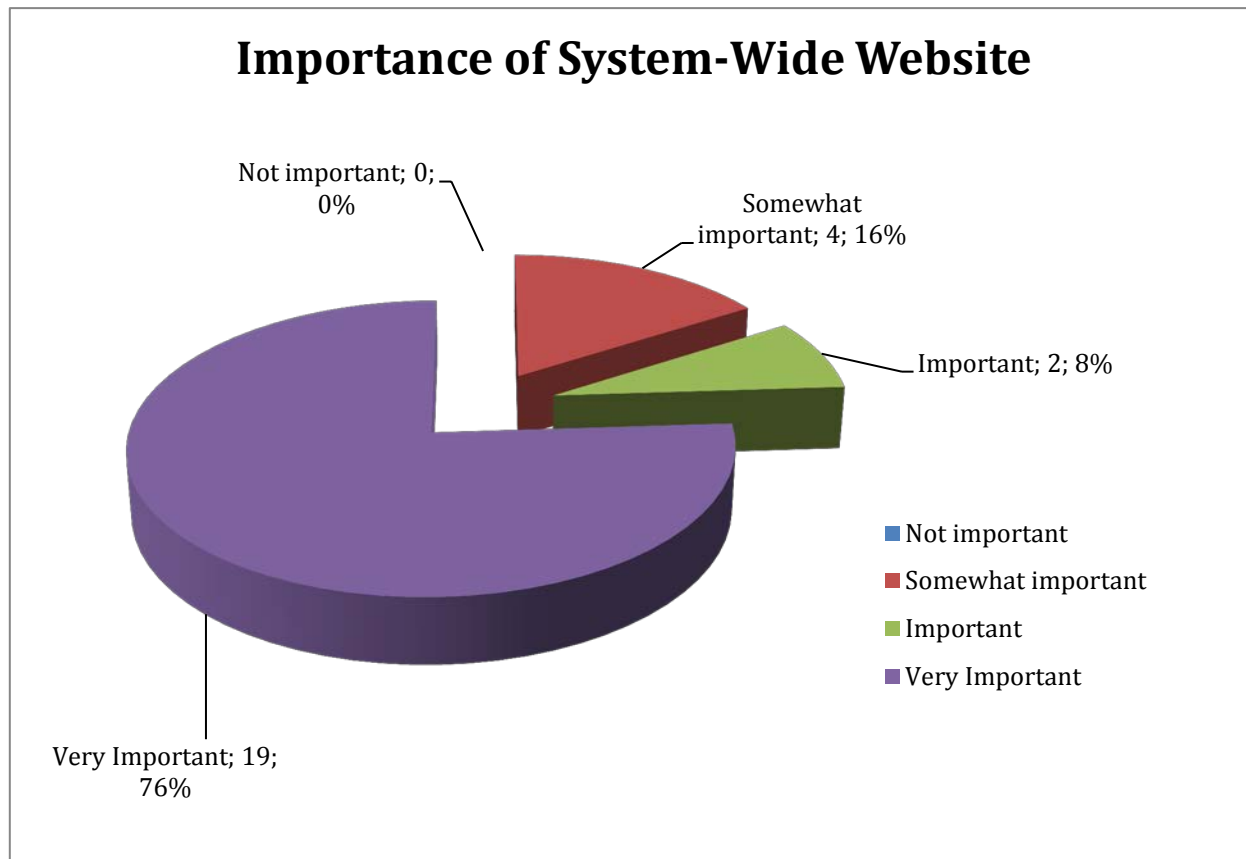
- Counselor's office notifies other areas if reported in this manner. If Public Safety/Campus Police notified, then a referral to counselor occurs.
- Clery Act website.
- Develop in in-house web based training for staff and faculty. Web based (Haven) for students.
- The dissemination of information is coordinated through postings, orientations, lectures and workshops, and the AMSC website.
- Coordinated through our Coordinated Community Response team.
- faculty meetings; presentations to classes; online orientation; face-to-face meetings with students
- Code of Conduct
- We dissemination information during the Freshmen Week, Residential Directors training, Student Affairs annual training, Sexual violence prevention month, Title IX and Sexual harassment training, and Faculty/Staff General Assembly.

(Question 5 Continued) Please explain how you coordinate the dissemination of information regarding campus support

services and campus confidential support services at your institution. If you have a website(s), please provide the website address(s).

- We do training for all mandatory and confidential reporters. We cover Title IX at all new student orientations.
- Title IX committee holds primary responsibility for campus communication and awareness.
- We meet with students during orientation. We also put information on our website regarding Title IX. This semester we are looking at an online training tool for students that will include information regarding campus support.
- Through training and information providing during various events. Athletic Convocation, new student orientation, Greek events, dorm meetings, etc.
- Starting summer 2015, all students, faculty, and staff will be required to complete comprehensive online sexual misconduct training. This training meets the requirements of the SaVE Act and will be used in conjunction with face-to-face training and information sessions.
- Information is shared during Onboarding, training, and new student orientation.
- Classroom presentations and through student publications
- My office works with the Sexual Violence Task Force to help disseminate information across the campus. The committee is comprised of faculty, staff, students and administrators working together to ensure our campus is safe.
- Online training to new students in new student orientation.
- At new student orientation information is provided. Other written materials are available on the internal website or in written materials.

5. How important is it to have a system-wide website with comprehensive information about sexual violence, sexual assault, sexual misconduct, sexual harassment, domestic/dating violence, stalking or other forms of interpersonal violence?



Please share your thoughts:

- The website will provide consistent current information to all institutional stakeholders.
- This shows system wide support, consistency and importance to the issue.
- A system-wide website would be very beneficial in that it would act as an extended arm accessible to us in disseminating this critical information.
- It needs to address the different nuances of individual institutions and the support system each of them have in place. Individual campuses have differing levels of off campus and on campus support services available.
- There is so much inconsistency about what is actually needed to be in compliance. A system wide website would be extremely helpful. This also assists small schools which do not have extensive staff to develop a college specific webpage dedicated to this information.
- I think it is very important to have a centralized website to reference for institutional information and materials.
- This would help with consistency and ensuring best practices are used system-wide.
- It helps all of the institutions remain consistent and shows that the system is also trying to address the issue.
- Having a system-wide website with comprehensive information would be useful as it would also be another resource for Title IX coordinator, administrators, and students. The only concern would be potential confusion or inconsistency amongst the universities, government resources (e.g., notalone.gov), and any other federal guidance. Having information on resources is good, but having too much information on resources in an inconsistent manner may negate any gains.

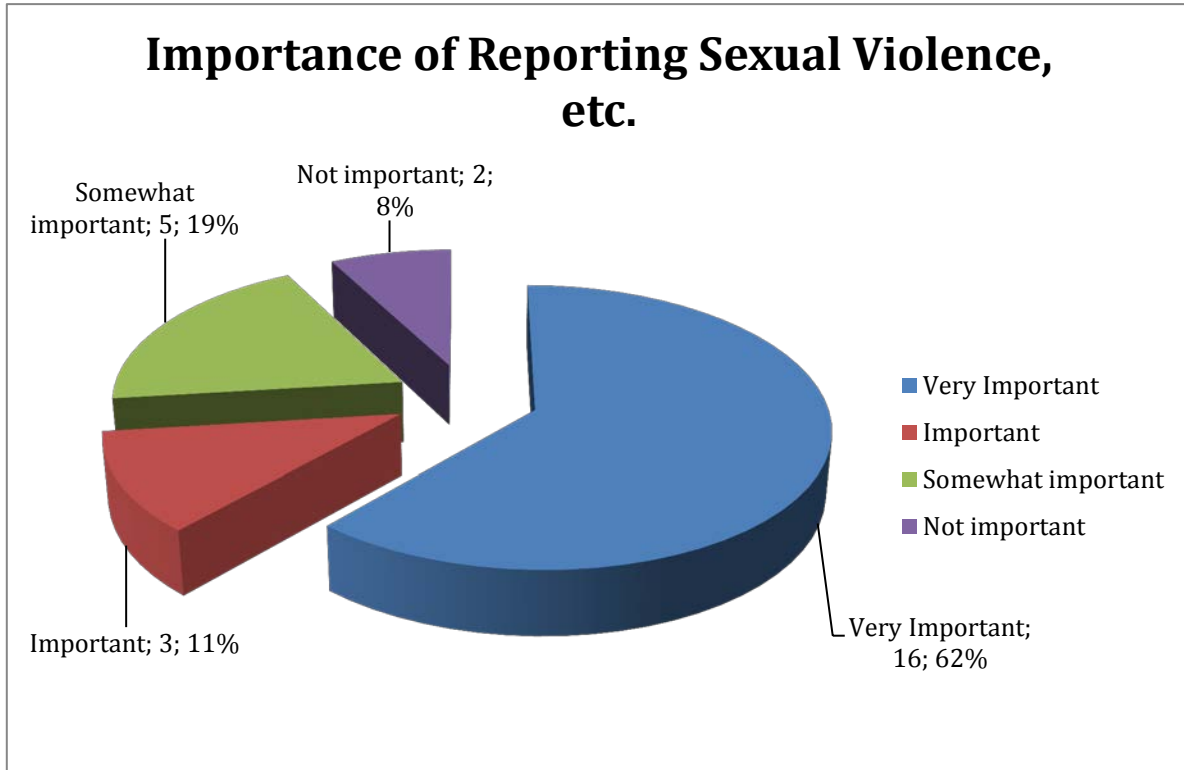
(Question 6 Continued) Please share your thoughts:

- Consistency of language across the system would provide a unified front.
- This would be extremely helpful, as we are a smaller school with limited resources.
- Sexual misconduct is diverse and many of the programs and services are specific to each college and university within the USG system. It might be helpful to have a USG comprehensive overview website, with BOR policies, procedures, etc., and then provide links to each campus' website for sexual misconduct.
- Title IX Coordinators are left holding the bag to educate their campuses about Title IX and the corresponding federal requirements without support from USG.
- This serves as another resource for people to access. It also can serve as a repository of each institution's website links to facilitate accessing information.

6. Does your institution have a specific website where students, staff, academic personnel, parents and other constituencies have easy access to information, including resources, policies, and programs related to these acts of violence and harassment, as well as information about reporting options?



7. How important is information that is disseminated and published on sexual violence, sexual assault, sexual misconduct, sexual harassment, domestic/dating violence, stalking or other forms of interpersonal violence, etc. be standardized across USG institutions?



Please share your thoughts on this:

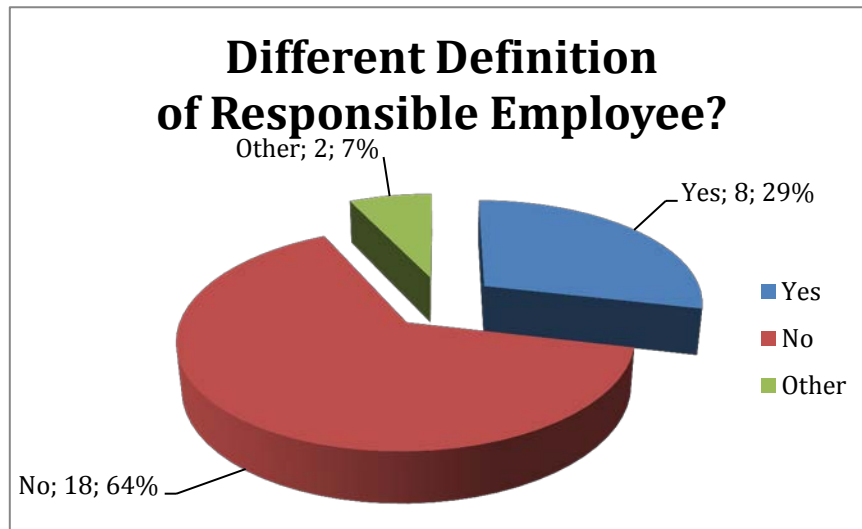
- All USG institutions should have some systematic approach for handling such matters. Especially, in the current litigious environment in which we operate.
- USG Institutions should be provided guidance, but the institutions should be able to develop protocols that are most effective for their specific campus environment.
- This shows system wide support, consistency and importance to the issue.
- Standardization is not actually the key concern; the important factor is that each institution complies with USG and federal requirement to disseminate the information across our campuses. The content of the information is already standardized.
- Standardized information may not fit the necessities for all campus and all information,
- As federal policies do not provide comprehensive guidelines on what schools should do to be in best practice, having a USG standardized policy will help keep our schools compliant and clear on expectations.
- I think that high-level information and standards from the USG is important while also giving the institutions the ability to add institutional-level items to them.
- Again, we need to make sure all institutions are consistent and it shows that they system is taking a leadership role on the issue.
- The culture at every institution is different. Institutions should be provided a baseline and allowed to use creative methods to touch their particular population of students given the culture.

(Question 8 Continued) Please share your thoughts on this:

- It is critical that student and employee training, resources, and language be standardized across the system to ensure consistency and attain cost effectiveness. "Unified front"

- While each campus will have unique needs, from geographic location to student body size, there should be some baseline standards set for all USG campuses in terms of promoting services and resources and providing those services and resources. For example, a sexual misconduct webpage no more than one click from the main page that covers the above categories could be mandated. Awareness campaigns and a designated Title IX coordinator, and a number of deputy coordinators, could be mandated based on student body size. Some baseline requirements with accountability reporting to the USG on an annual basis would make this a priority while allowing flexibility for the diversity of college and university needs.
- This information is important as long as it is consistent and easily accessible.
- It would be more important to us if we had housing.
- Anything that we all need to know as a collective group should be sent in a standardized format. Leave it to the Title IX Coordinators to decide what information is shared with their specific campus community. Not all campuses are on the same page where this issue is concerned and too much information causes friction.
- I think there are some things that can be standardized but many elements are going to vary by institution based upon the resources they have available.
- Having similar use of terminology such as sexual assault, sexual violence, bystander intervention helps to ensure consistency.

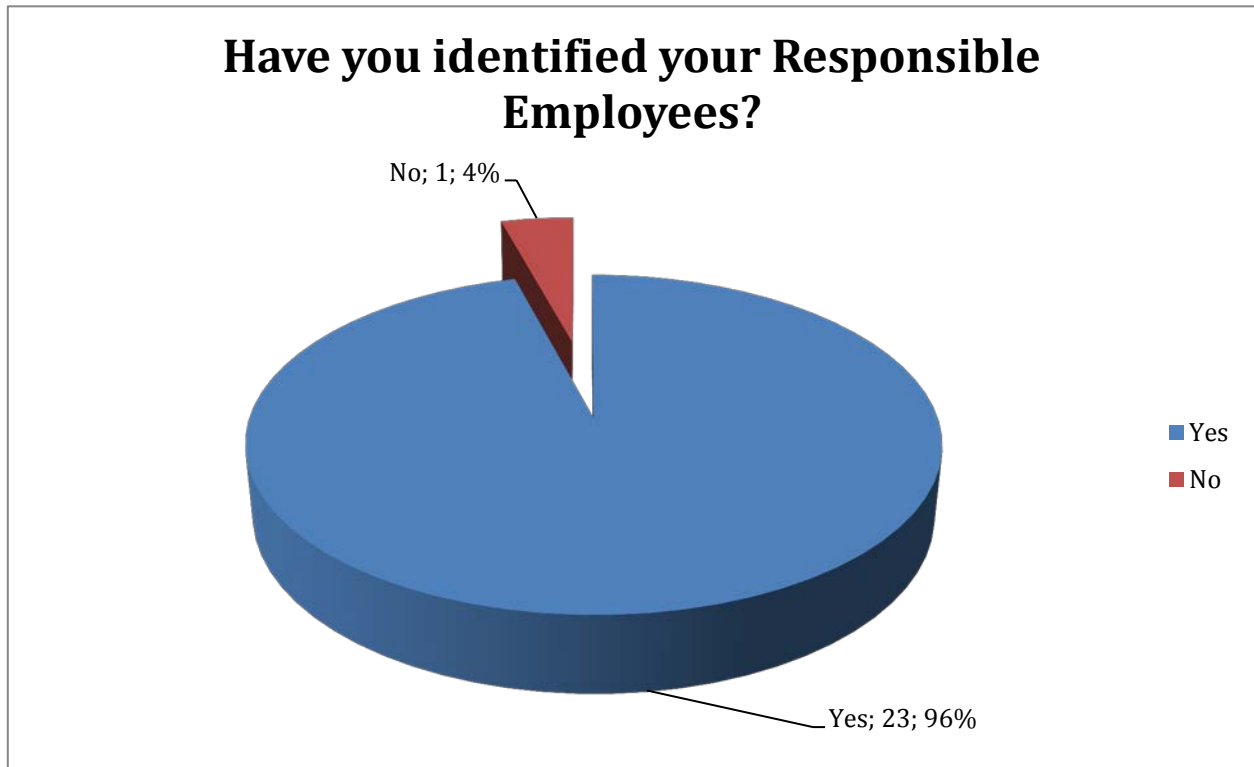
8. Do you use a different definition for Responsible Employees than the one described above?



Please provide your institution's definition of Responsible Employees if it is different than the one stated above:

- We include Faculty, because faculty at SGSC are academic advisors to students. Also, administrative assistants are included to report such information, because they are front line with student exposure in various departments across campus.
- We state that all employees (including admin support) are responsible.
- The definition is the same other than we consider all faculty and staff, including administrative assistant's responsible employees.
- Responsible Employees have a duty to promptly report sexual violence/sexual misconduct, sexual harassment, and/or discrimination. Employees with institutional-level administrative or supervisory responsibilities on campus are considered Responsible Employees. This includes, for example, the President, Vice Presidents, and Deans, Directors, Department Heads, Chairs, Managers, Supervisors, Coaches, Student Affairs professionals (including Resident Assistants), Academic Advisors, Admissions Professionals, and Faculty who serve as advisors to student groups. Also, sworn officers in the Department of Public Safety are Responsible Employees. All faculty members are considered Responsible Employees. Administrative assistants are not Responsible Employees. Confidential Resources are not considered Responsible Employees.
- All faculty and administrative assistants are considered responsible employees.
- It would include administrative assistants as responsible employees.
- We have used the OCR Dear Colleague letter to guide our work, but have not adopted an official definition.
- However, we also have identified Title IX Deputies that are point of contacts and assist with investigations.
- A responsible employee is any employee:
 - (a) who has the authority to take action to redress sexual harassment/misconduct;
 - (b) who has been given the duty of reporting incidents of sexual harassment/misconduct or any other misconduct by students to the Title IX coordinator or other appropriate designee; or
 - (c) who a student reasonably believes has this authority or duty.
- Why on earth would faculty be excluded from being responsible employees regardless of their supervisory status? Students don't know the difference.
- We basically defined all employees as responsible employees.

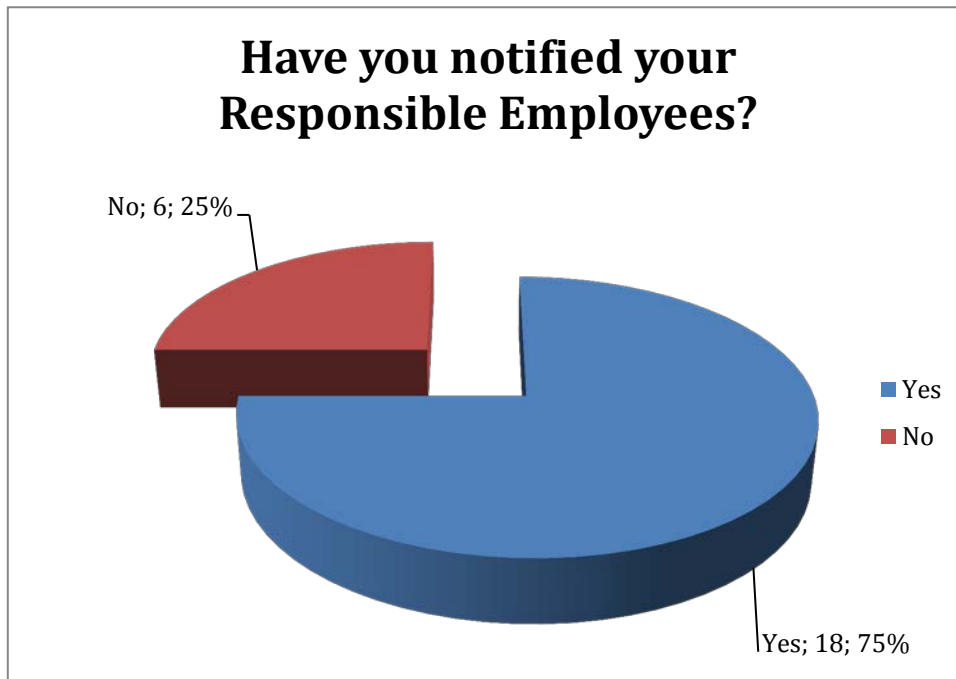
9. Have you identified your Responsible Employees?



Additional Comments:

- The university has identified Responsible Employees and in light of most recent federal guidance is reviewing which employees fall into this category.
- We are consistent with the definition provided.
- All employees will receive training and "responsible employees" as defined, will be notified by way of the training.
- Yes, included in our policy
- I have received pushback about this.

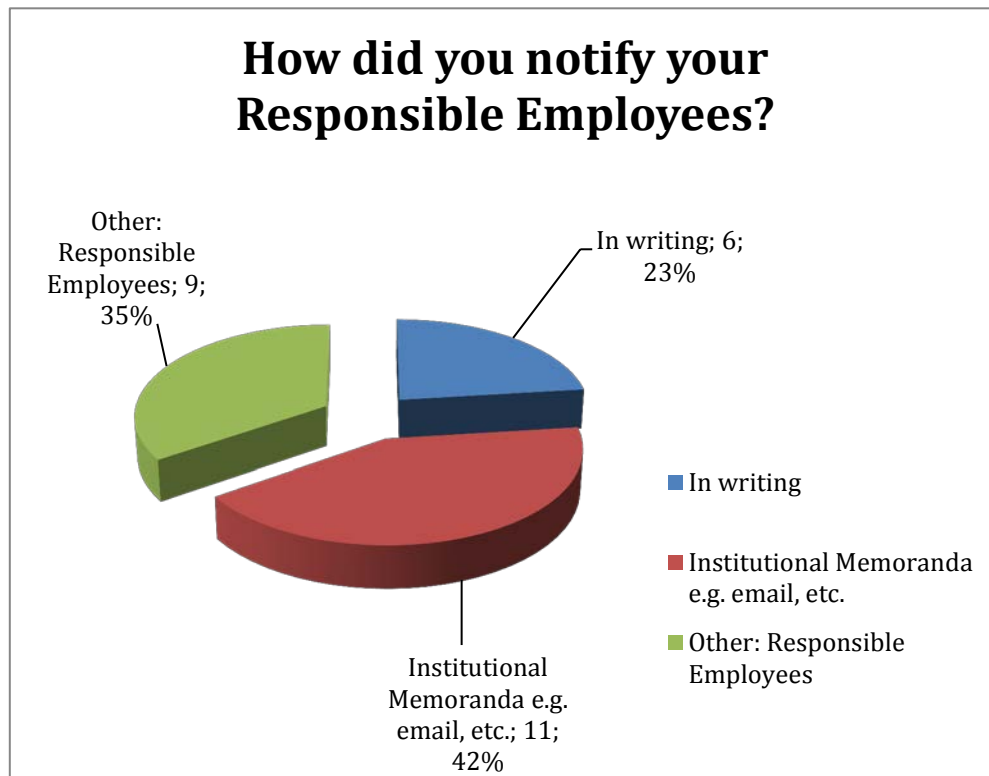
10. Have you notified your Responsible Employees?



Additional Comments:

- Policy and mandatory e-training on Title IX.
- Majority have been notified. We are working a comprehensive notification that will include all employees. To be sent by Feb 15, 2015.
- Some of our identified Responsible Employees have been notified. Others identified Responsible Employees to be notified are in progress.
- It is in process as we recently identified who our responsible employees are
- We are in the process of providing training to all mandatory reporters.
- Will be complete by the end of Spring semester.
- Current responsible employees have been notified. We will continue the notifications as we update our responsible employees list.
- In progress.
- Plans are in place to notify all employees through our Center for University Learning and the corresponding mandatory online training on sexual misconduct.
- We have with the majority. However, we need to do a better job communicating, informing, and updating these responsible employees.
- Did online training using SkillSoft Title IX Training module.

11. How did you notify your Responsible Employees?



Please describe how you notified your Responsible Employees:

- Verbally in meetings. In smaller division/department meetings and in a campus-wide meeting at convocation.
- Policy and mandatory e-training on Title IX.
- Those Responsible Employees that have been identified and notified to date were notified in face to face meeting sessions.
- In process.
- At the faculty opening meeting.
- They were notified during a campus-wide training.
- Responsible employees have received notifications through training face to face and through online sexual harassment training course.
- Title IX and Sexual Misconduct Guidelines and Procedures have been communicated annually via campus announcements, employee meetings, fall staff workshop, athlete team meetings, CA training, academic support tutor training and Greek meeting.
- Some were told in person or in training, but again this is an area we need to improve upon.
- Meetings
- Training.

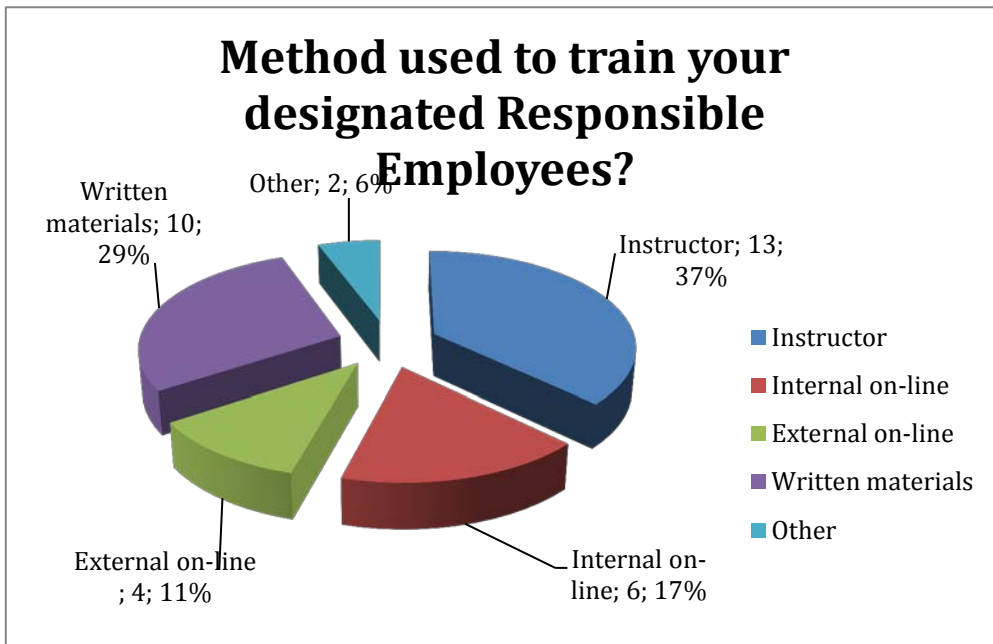
12. Have you trained your designated Responsible Employees?



Additional Comments:

- Gave printed material, but not a formalized course.
- Additional training under development for throughout the year training.
- Majority have been trained.
- Some, not all
- Some have been trained. Others are planned for training during Spring Semester.
- We are in process of setting up training for the additionally added responsible employees. As a VAWA grant recipient we are awaiting approval for our training materials.
- Will be trained by Fall 2015.
- We offer annual training and it provides helpful information for responsible employees. Yet some employees may not know the training applies to them. Therefore, they may not have taken it seriously.
- Additional training is needed for campus safety - all others are trained
- SkillSoft.
- Training is scheduled for March 2015

13. How did you train your designated Responsible Employees? (check all that apply)



Please describe how you trained your Responsible Employees:

- Developing internal on-line product.
- Attended workshop training such as ATIXA and USG training.
- a short presentation at the faculty meeting.
- They were trained during a campus-wide meeting in the beginning of the semester.
- All employees are required to take the sexual harassment training course. In the course there is a section devoted specifically to responsible employees. The section describes what a responsible employee is required to do in order to fulfill their duty.
- Our training involves an external online product that is tailored to our personal needs. We already have the contract in place for the software and currently are working to finalize the institution specific portions of the training.
- Fall semester, face to face training was offered. Spring semester the training will be available online.

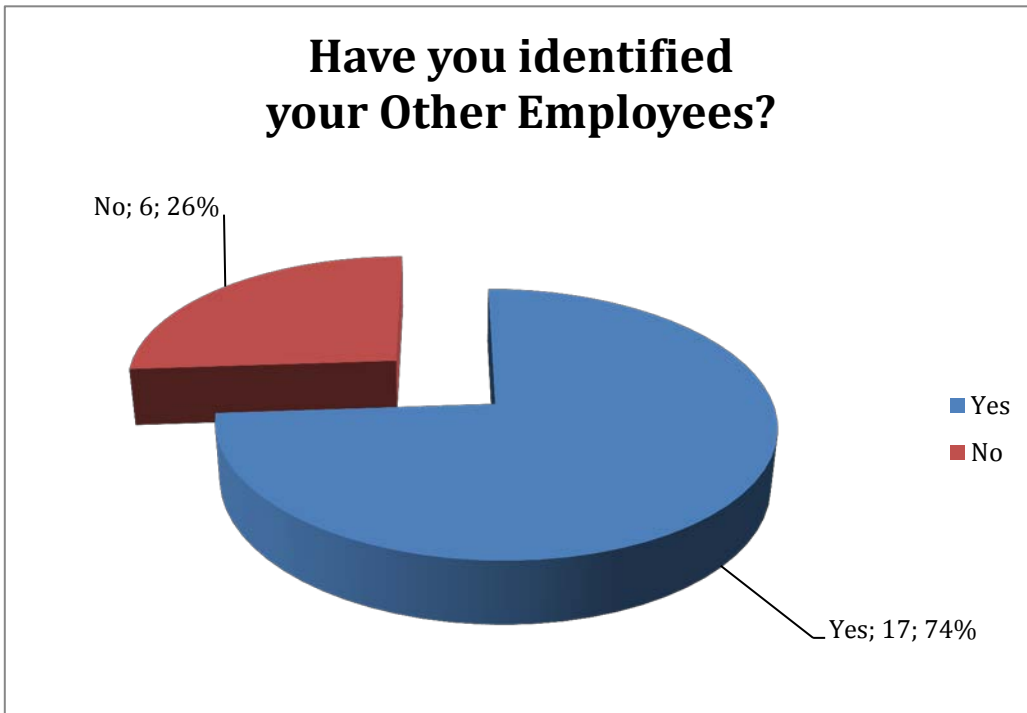
14. Do you use a different definition for Other Employees than the one described above?



Please provide your institution's definition of Other Employees if it is different than one stated above:

- We encourage all employees to report and/or have victim(s) report such incidents as well. The Counselors are not required to breach confidentiality.
- We do not separate out responsible and other employees. All faculty and staff are required to report sexual misconduct/violence.
- Currently, we don't have a separate definition of other employees.
- We have not officially defined other employees. We will likely adopt this definition.
- Title IX Deputies.
- As mentioned, we asked all to be responsible.

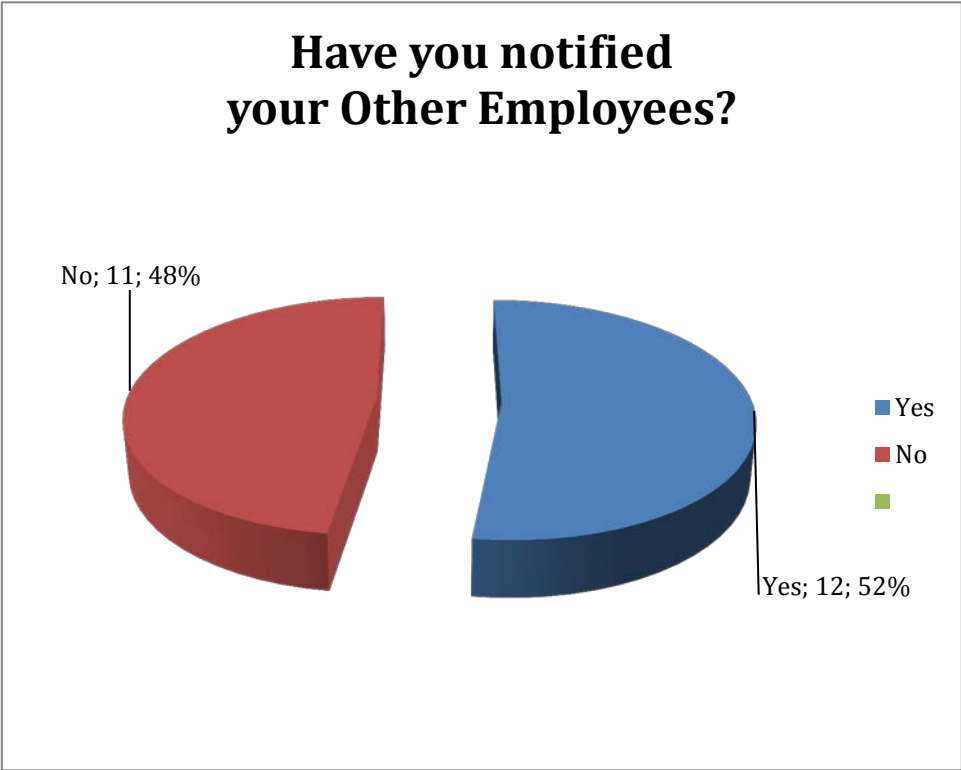
15. Have you identified your Other Employees?



Additional Comments:

- Students only.
- All students and employees who are not designated as confidential or responsible are identified as other employees. Other employees are strongly encouraged to report.
- Yes, primarily as responsible employees.
- All employees will receive online training

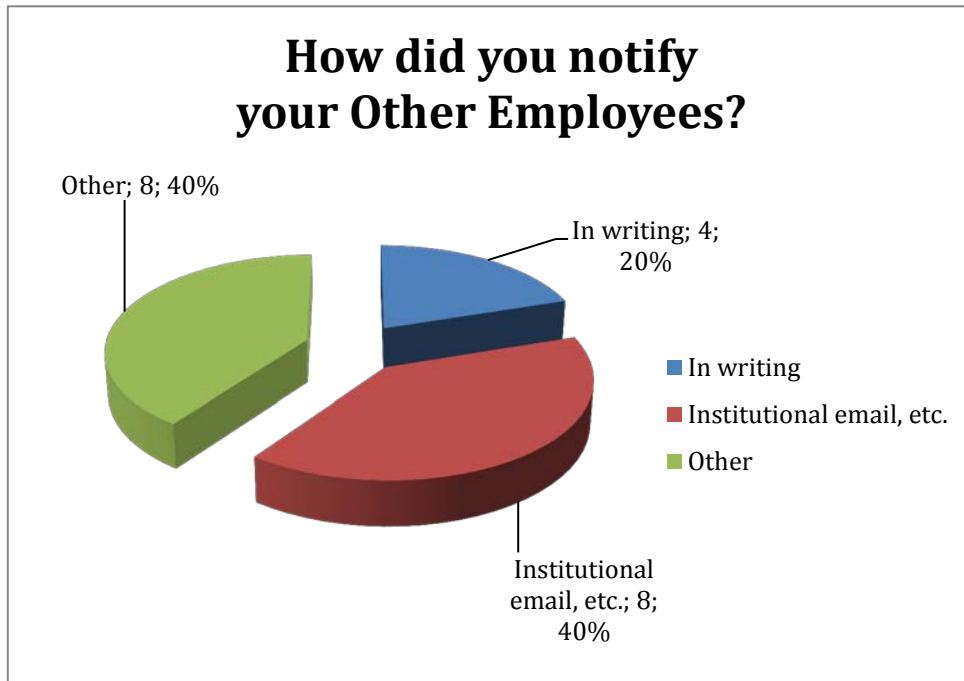
16. Have you notified your Other Employees?



Additional Comments:

- Will be complete by Fall 2015
- See above

17. How did you notify your Other Employees?



Please describe how you notified your Other Employees:

- Through campus written APM via email dissemination.
- Other Employees were notified through face to face workshop training at the Fall 2014 Faculty Staff Institute. Further written and ongoing notification is planned.
- They were notified during a campus-wide training.
- Other employees have been notified of their duties in face to face trainings and via internal online sexual harassment training.
- Thru Sexual Misconduct Guidelines and Procedures handouts.
- See above
- Other employees will be notified in February 2015.
- Through campus training (face to face), power-point and video training session.

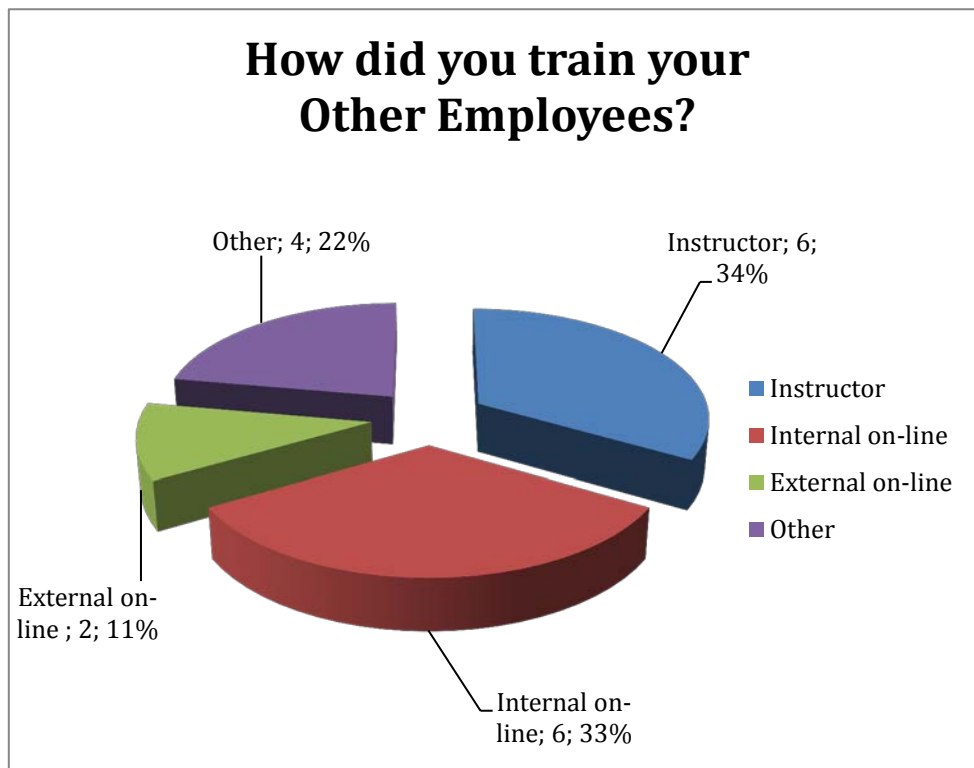
18. Have you trained your designated Other Employees (those not deemed Responsible Employees)?



Additional Comments:

- Counselors have received training.
- Through campus email, on EEO Policies and Title IX.
- Most have been trained.
- Will be complete by Fall 2015.
- We are exploring available training options, and also awaiting further USG system guidance.
- As responsible employees.
- All employees will be trained via our online training system. We are finalizing the institutionally specific modules.
- some
- Other Employees will be trained in April 2015.

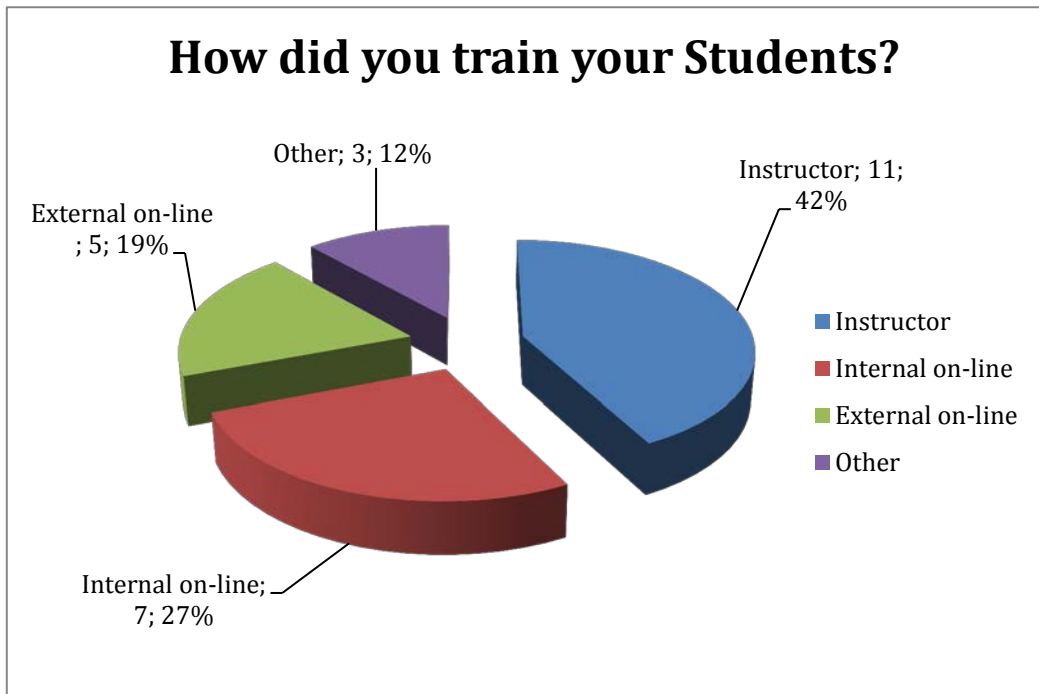
19. How did you train your Other Employees (those not deemed Responsible Employees)? (check all that apply)



Please describe how you trained your Other Employees:

- Most trained through e-training system. Other training is under development.
- Developing internal
- Not all
- Face to face workshop training at the Fall 2014 Faculty Staff Institute for initial identified Other Employees. Further training planned for Spring Semester.
- They were trained during a campus-wide training at the beginning of the semester.
- The internal online sexual harassment training course has been used to train other employees. The training describes and gives examples of other employees that are not required to report, but should report incidents of sexual harassment.
- See above
- Other Employees will be trained in April 2015 by an internal on-line product.

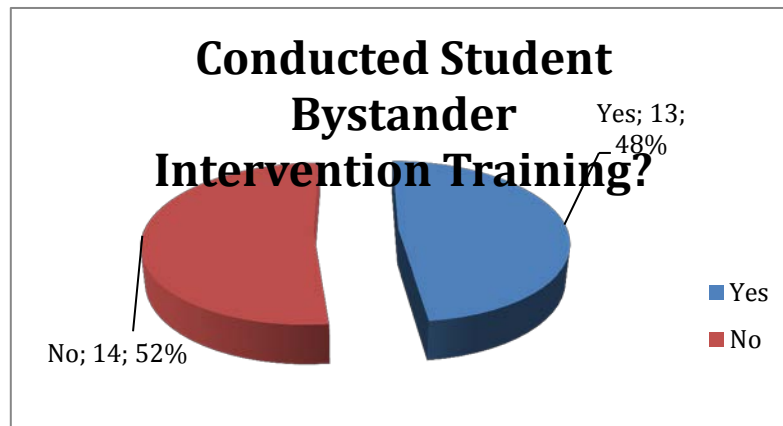
20. How did you train your Students (those deemed Other Employees and not Responsible Employees)? (check all that apply)



Please describe how you trained your Students:

- Initial training through New Student orientation sessions. Plans for implementation of face to face Instructor training as part of Orientation and AMIR classes are in progress. Online web-based training will also be included.
- We do workshops and presentations for students about mandatory and confidential reporters.
- The students are currently being trained through a combination of face to face presentations (sometimes involving University Peer Educators) and also online PowerPoint.
- Via face-to-face meetings with select populations such as Athletes, CA's, and Greek leaders. We brought general awareness to the student body thru information dissemination via brochures, flyer and handouts.
- Student leaders and Student ambassadors are trained.
- Students will complete online training starting this summer and will have a "soft" hold placed on registration until for the next term if the training is not complete.
- Student workers were asked to take the SkillSoft training.
- Students will be trained starting in August 2015 with the incoming freshman class. Basic training vis-à-vis an external and internal product will start to be done in February/March. The Division of Student Affairs will be conducting extensive Bystander Intervention Training in the Spring 2015. Public Safety conducted face-to-face training in Fall 2014 of all Student Athletes and Athletic Operations Personnel.

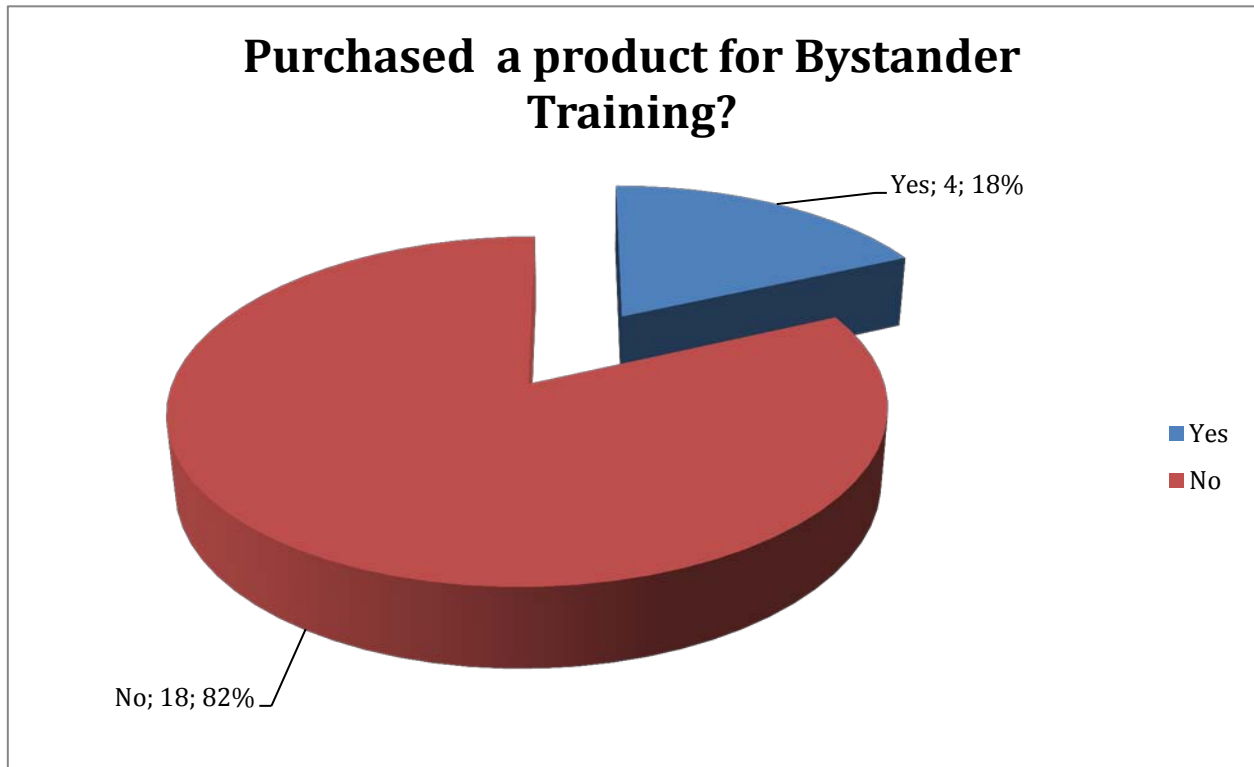
21. Have you conducted Bystander Intervention training for your students? [Note: A bystander or witness is anyone who sees a dangerous or potentially dangerous situation. Bystanders may or may not know what to do or may expect someone else to do something to help. Research shows that educating and engaging bystanders is a promising way to help prevent the problem of sexual violence within college communities.]



Please describe:

- Bystander Intervention training for your students is under way.
- Being done in Dean of Student's Office
- OVW approved Bystander Training. It is called Be BRAVE: Step Up. It is a 3 and 1/2 hour training, delivered face-to-face. We also utilize for all first year students Campus Clarity's "Think About It", which includes a section on Bystander Intervention.
- Bystander Intervention information has been presented at some FYE courses and via a speaker brought to campus. However, this training is the very basic information regarding what Bystander Intervention is and a couple of examples.
- We trained on bystander training for faculty and staff and we will be incorporating it into the student training.
- We incorporate this into our Title IX training.
- Will do so in AY2015-16.
- The training given to students contains a brief section on bystander intervention. The training notes ways that students as bystanders may intervene.
- We do with CA's (Community Assistants)
- We have sent staff to Green Dot bystander training and they are designing and providing training for students this semester. All students will get online training starting this summer and the face-to-face training will continue with athletics, residences life, student government, Greek life, and so on.
- We offer training for the campus on sexual assault and harassment so everyone knows their responsibility. I think this could be enhanced.
- I do not conduct the training. It is facilitated by two of our faculty members who developed the materials about two years ago. The training is for first time full time freshman and transfer students. It is conducted during the Welcome Week.
- Somewhat in the new student orientation training.
- The Division of Student Affairs will be conducting extensive Bystander Intervention Training in the Spring 2015.

22. Did you use a purchased product for bystander training?



What is the name of the purchased product?

- Haven
- Campus Clarity
- We are considering partnering with the local Rape Crisis center to utilize the "Step Up" bystander training program.
- Student Success' Not Anymore
- We're about to
- The Division of Student Affairs will be conducting extensive Bystander Intervention Training in the Spring 2015.

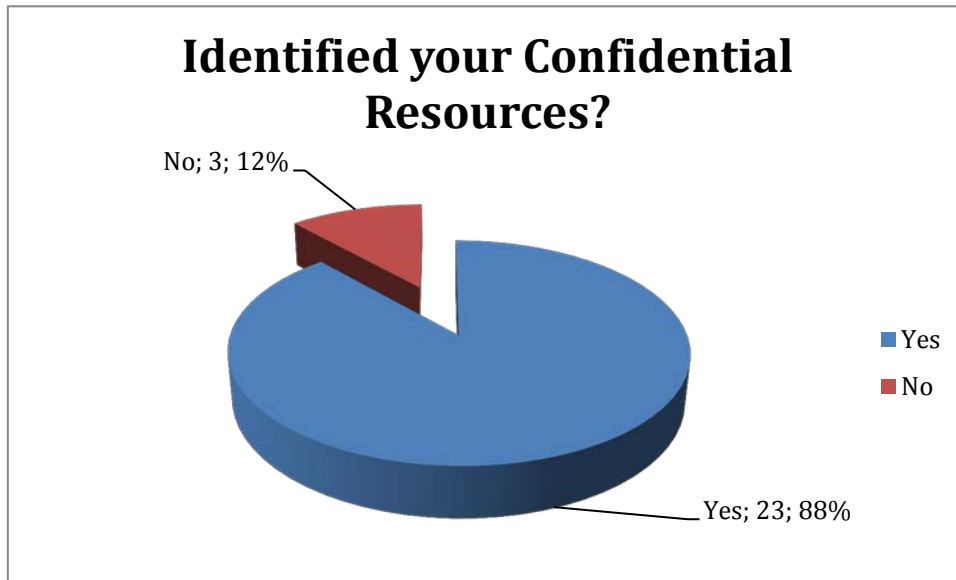
This particular program is called STEP UP Bystander Intervention program and has been around a long time (was developed at University of Arizona for athletes but then expanded for general students). It actually covers helping behaviors, strategies, etc. related to many issues such as alcohol, anger, depression, academic concerns and of course relationship abuse and sexual harassment/assault. Scenarios are presented after the basic training portion, and that is when the examples related to specific concerns (like sexual assault) can be used. It is a train the trainer type of program. Here is the website for more information: <http://stepupprogram.org/>

23. Please describe how you implement your Bystander Intervention training product?

Responses:

- e-training.
- At NSO, Student Leadership and RA's. Also Athletics
- We are currently researching options to comply with this aspect of Title IX implementation and training.
- Required of all incoming first year students. This year we had a 100% completion rate. Our Be BRAVE Step Up has sections open to all campus and offered to specific group requests and needs. This year we have trained 354 students since October 2014.
- Planning currently in progress.
- PowerPoint training
- By way of an online system that links completion and post test score with registration for the next term. We term this a soft hold that provides a semester to complete the training before a hold is placed on registration for the next term.
- Customized training and put in our LMS.
- Online.
- Tentative timeline:
Mid-December: small pilot group initial training - obtain feedback on initial training, then revise training for Train the Trainer implementation
Late January: Provide training for an initial group of individuals across campus to become trainers - to include (but not limited to) Student Affairs, Orientation, Athletics, Advisors, Public Safety, etc.
Will most likely develop an Advisory Group from this initial group of trainers
Mid-March: begin Student Training - examples RAs, SGA, Laker Orientation Leaders, athletes, Council of Student Organization Leaders, etc. (Some of these students will actually become student trainers)

24. Have you identified your Confidential Resources?

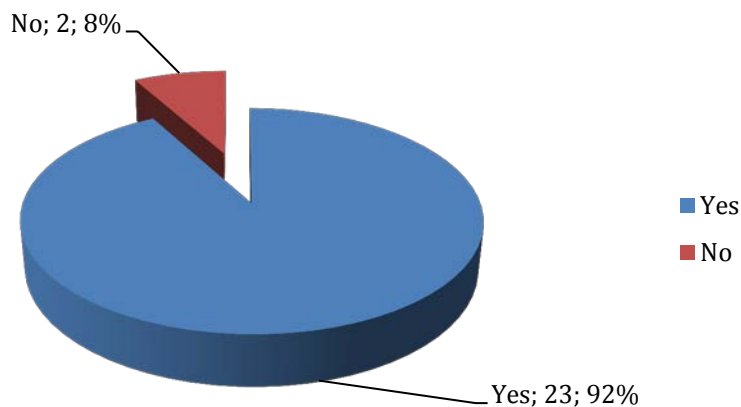


(Question 25 Continued) Who have you deemed a Confidential Resource?

- Counselors
- Campus Counseling Center, Campus Health Services, and related entities.
- Counseling Center Professionals
Student Health Center Professionals
Clergy
- Counseling
EAP
Health Clinic
Victim Assistance Office
- AMSC Counseling and Disability Services Personnel.
- counseling
- Counseling Services and Women's Center. The Women's Center is staffed by trained advocates.
- The Office of Counseling Services and the Student Health Center.
- Student Counseling, Student Health Services and faculty and student ombuds.
- Office of Disability and Counseling Services and Health Clinic professionals
- University Patient Advocates, University Health Services employees (from the front desk to the back of the building), and employees of the University Counseling Center.
- Counseling Services and Health Clinic
- The Student Development Director and Professional Counselor.
- Health Clinic, Counseling and Psychological Services Center, and the Office of the Ombuds
- Individuals who are counselor a in our student counseling center.
- Student Support Services
- Counseling Services and Health Clinic
- Health Center, Personal Counselors.
- Health Clinic personnel and Counseling Services personnel.

25. Have you notified your Confidential Resources?

Have you notified your Confidential Resources?

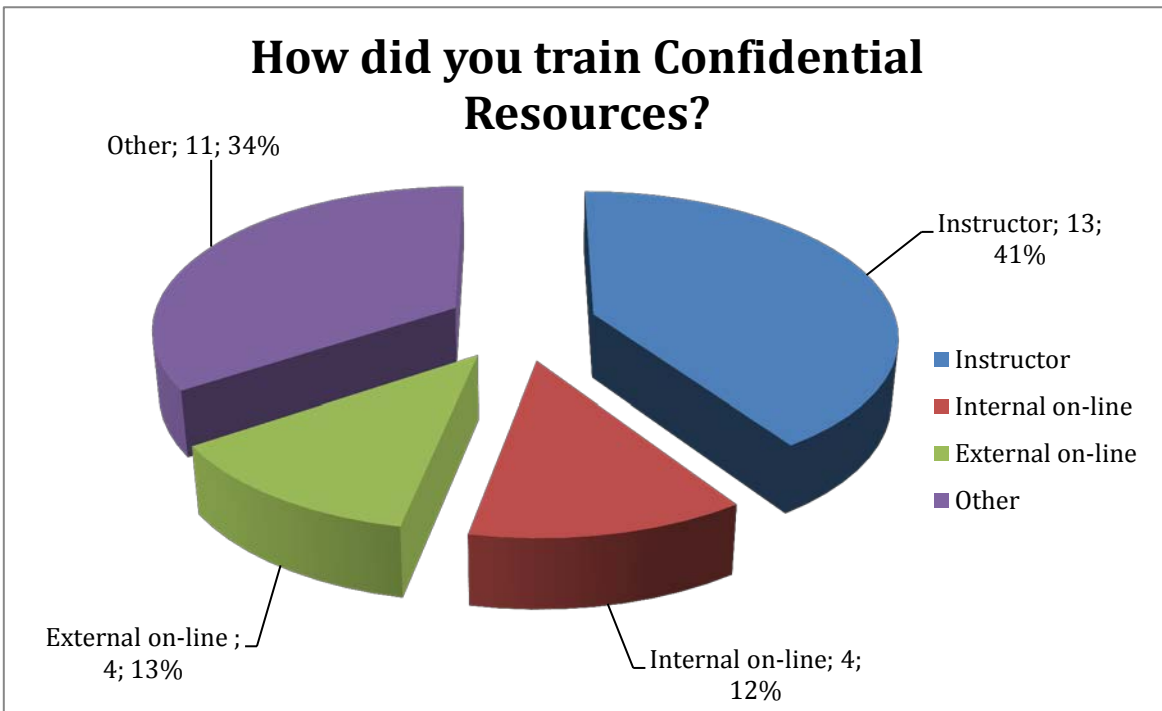


Please describe who you deemed a Confidential Resource?

- Campus Counseling Center, Campus Health Services, and related entities.
- The determination was made based on the guidelines provided in communication from the Office of Civil Rights.
- Counselors
HR Staff (EAP)
Campus Medical professionals
Student Affairs Victim Assistance staff
- Only trained counselors in Academic Resources
- The Office of Counseling Services and the Student Health Center.
- Student Counseling, Student Health Services and faculty and student ombuds.
- Office of Disability and Counseling Services and Health Clinic professionals
- Patient Advocates, University Health Services employees (from the front desk to the back of the building), and employees of the University Counseling Center
- The Student Development Director and Professional Counselor.

- Counseling Services
Health Services
- Health Clinic, Counseling and Psychological Services Center, and the Office of the Ombuds
- Director and counselors in our student counseling center.

26. How did you train Confidential Resources (those not deemed Responsible Employees or Other Employees)? (check all that apply)

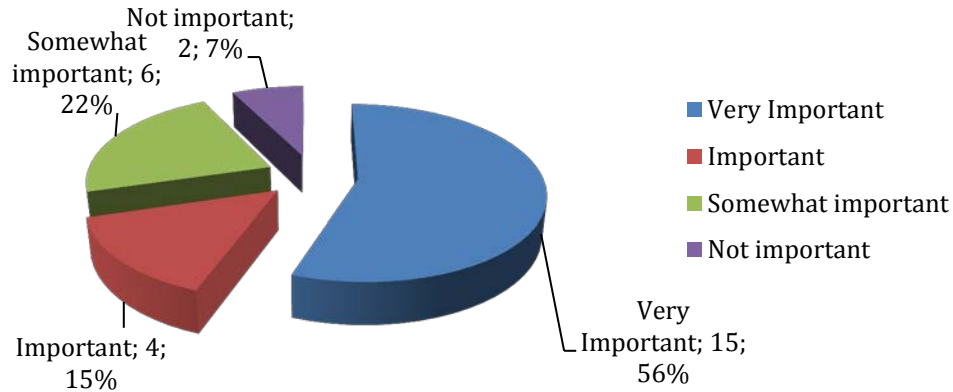


Please describe how you trained your Confidential Resources:

- Attend various seminars
- Face to Face and via e-training.
- External workshop training sessions.
- Our counselor is aware of his responsibilities as a confidential resource from his professional training.
- Advocacy Training for Advocates.
- They were trained in a small group session and through a campus-wide meeting.
- Title IX committee will consider how best to approach Confidential Resources by Fall 2015.
- Title IX and sexual harassment training were provide to the Office of Disability and Counseling Services and Health Clinic professionals
- The supervisors of these areas have been trained to know that they are confidential resources on campus and asked to share with their area. All employees are required to complete the sexual harassment training course which details who the confidential resources are on campus and what information has to be reported in order to fulfill their duty. In the future we will conduct more face to face training within these areas.
- Professional Counseling graduate education, training, and continuing education.
- N/A at this time
- The Title IX Officer has trained professionals in these units. Recently, the EEO office, which includes the Title IX Officer, has been reorganized to more effectively train campus constituents, including employees within confidential resource units.
- Outside trained.
- SkillSoft.
- Confidential Resources have been trained in their handling of client cases in terms of their professional practices responsibilities.

27. How important is it for the USG to conduct a system-wide climate survey to understand the current state of the problem of these varying forms of interpersonal violence on campus?

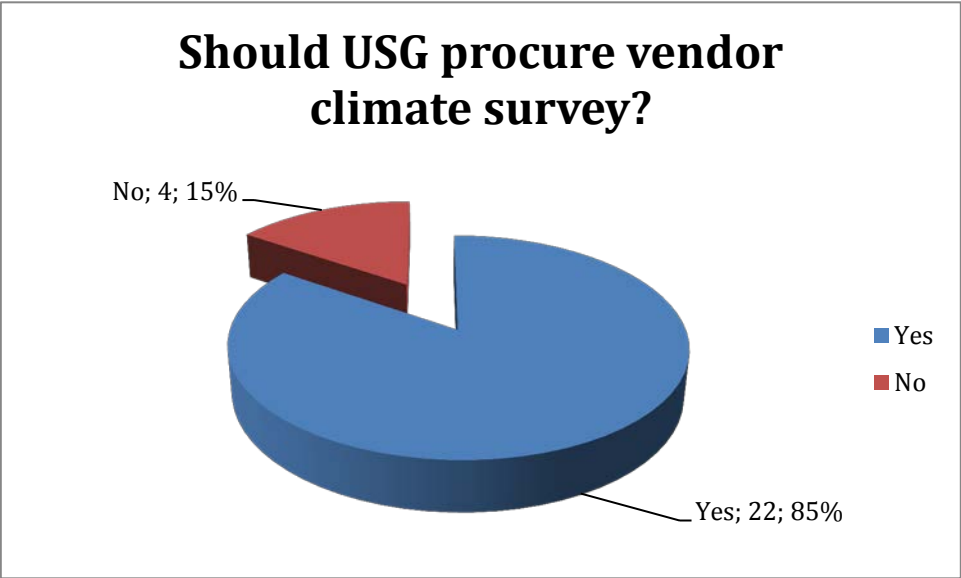
How important is it for the USG to conduct a system-wide climate survey?



Please describe if you have conducted a climate survey at your institution:

- Although we have conducted a climate survey it did not include concerns regarding sexual violence.
- We had Georgia State conduct a staff survey in the Fall of 2013 and we administered the HERI faculty survey in the spring of 2014
- The Campus Climate Surveys should be done, and the USG should mandate that the surveys are done. Each campus should have the ability to set their survey up to meet the needs of their campus. I don't know that one size fits all will be the most efficient way to determine the needs of the individual campuses.
- We will be implementing a climate survey this semester.
- We will participate in a climate survey conducted by EAB with peer institutions (both in and out of state) this semester.
- Savannah State University is currently working on a climate survey.
- We have not currently conducted a climate survey at our institution. However, we are in the final stages of development of the campus climate survey to be administered in late spring 2015.
- We are awaiting the Dept. of Education Student Anonymous College Climate Survey to be rolled out. In 2012 an informal bullying survey was administered to students.
- No climate survey has been conducted on our campus. I am not sure that a system-wide survey would be valuable unless the survey collected campus specific information. Nonetheless, I believe that each institution should conduct a climate survey so that the individual institutions can target areas appropriate for their respective institution. A system-wide survey may allocate resources in a particular area and may divert needed resources away from an area that is in much need of attention at a particular institution. Similarly, disproportionate responses from a particular institution could skew the results and not be meaningful from a system perspective.
- USG should conduct a climate survey for colleges and universities that have not done so already. Otherwise, colleges and universities should provide aggregate data/results to the USG.
- Armstrong's campus climate assessment launches on January 28, 2015.
- Could be done system wide or by campus.
I think I would vote for by campus or at least be able sort and have access to data by campus so needed actions can be taken.
- We will conduct our campus survey the second week of March 2014.

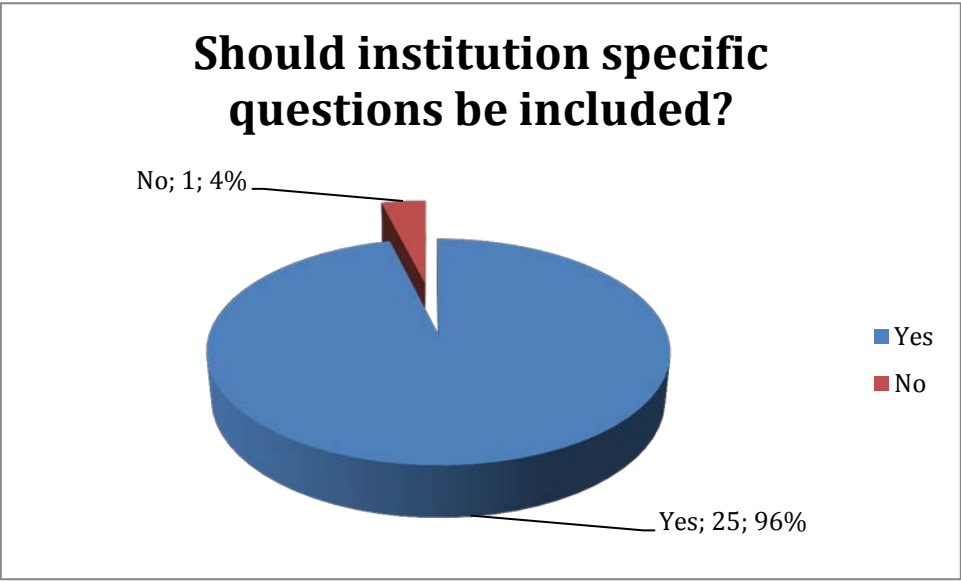
28. Should the USG consider procuring a vendor-based climate survey?



Additional Comments:

- Campuses do not always have budgetary funds available.
- A system based climate survey would provide consistency across all of the institutions and possible provide a basis for comparison to other institutions throughout the country.
- Some campuses are already in the process of implementing a climate survey based on the White House Not Alone example and have already procured a mechanism for delivery.
- We recommend using the Dept. of Education anonymous survey with a supplemental survey relating to alcohol.
- As indicated above, I am not sure how valuable that would be. I would propose that the Board of Regents allocate funds that could aid the institutions in funding institutional surveys. I would recommend that there be a set of common questions across all institutions with some questions specific to the institution and their respective needs.
- We used Rankin and Associates, who is also conducting climate studies at other USG institutions. The consulting group could be secured to conduct climate studies on USG campuses that have not already done so.
- develop internally
- Why would we not use the one the Department of Education is constructing for roll out in 2016? Sue Rankin and Associates Consultants out of Pennsylvania is working with the DOE to construct the instrument.

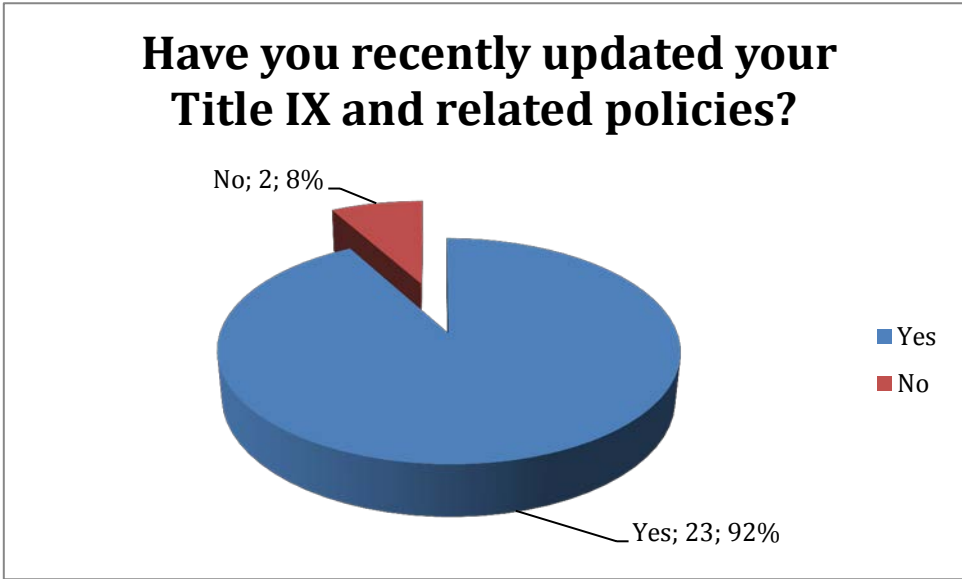
29. If an external vendor climate survey is procured, should an option be available to add institution specific questions?



If possible, please describe an institution specific question your institution may want to include in a system-wide survey:

- This is a question I would ask of our VP's
- See above
- Institution specific questions may include questions regarding location of the incident, questions regarding resources specific to the campus (e.g., Patient Advocates), etc.,
- Residential vs non-residential environments.
- See above.
- We found in our climate study that examining the demographics of who experiences unwanted sexual contact while a student was helpful. GLBTIQ and Disability populations, along with women, were disproportionately impacted.
- Each campus is unique and should be allowed a set of questions that are specific to its environment.
- It would be too cumbersome to coordinate questions from 30 institutions. There should be some allowance for customized questions as part of preparing the survey applicable to all institutions.

30. Have you recently updated your policies and procedures regarding to comply with Title IX, the Clery Act, VAWA, and SaVE?



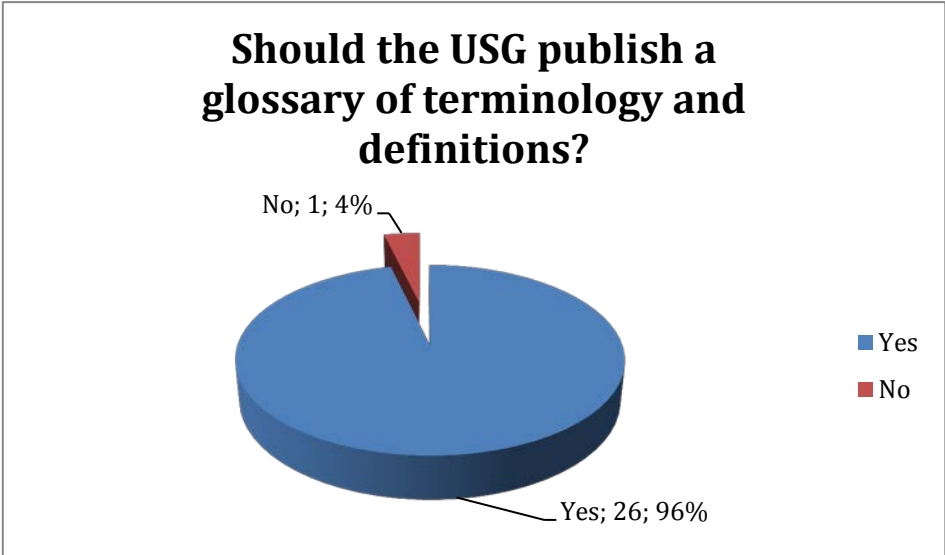
Please describe what you have done or are in the process of doing:

- Policies are in the process of being updated, both Clery, Title IX, and EEO.
- We are in the process of updating them now.
- Recently updated in Student and Employee Handbook. Posters and web sites address change.
- Established an internal committee that is currently in the process of reviewing and updating AMSC's policies and procedures for Title IX compliance.
- Updated code of conduct to include new areas protected under Title IX w/ VAWA amendment
Updated conduct procedures to make sure complainant and accused student have same procedures for Title IX cases.
working on sexual misconduct policy
- Using the ongoing new regulations we updated our Sexual Misconduct in February of 2014 and are currently working on adding additional language to address Clery and VAWA updates.
- We added additional information to the Code of Conduct and we reviewed our Non-Discrimination and Harassment policy and Sexual Harassment policy for the institution.
- we have re-written our Code of Student Conduct and are rewriting our employee handbook.
- We are in the process of reviewing them. We are also establishing a compliance committee which will update policies and procedures as needed.
- SSU have updated the policies and procedures regarding Title IX and we are working on the Clery Act, VAMA, and SAVE.
- We are in the process of reviewing and revising our current Sexual Misconduct policy. The proposed changes to the sexual misconduct policy are not related to the procedural elements, but more so related to making the policy easier to navigate. We are actively reviewing ways to combine our grievance processes for faculty/students.
- In the process of developing policies and procedures.

(Question 31 Continued) Please describe what you have done or are in the process of doing:

- Title IX-Notice of non-discrimination developed and disseminated.
Clery Act-updated website.
*still working on VAWA and SaVE
- Policies are currently in the updating stage.
- We have reviewed and revised our policy in light of the most recent guidance documents as well as making modifications to improve on our processes and procedures.
- Full revision of the student sexual misconduct policy and the addition of mandatory online training for all students.
- Updated policy, automated incident reporting form and updated resources webpage
- Title IX is a new policy that we rolled out over the summer for this campus. VAWA and SaVE are on deck next for updating.
- As recent as a couple of years ago. Not since.
- We have redrafted our policy and procedures to address Title IX. We are now revising our policy to create a One Policy/One Process document for all Non-Discrimination and Anti-Harassment issues.

31. Should the USG publish a glossary of terminology and definitions in order to create uniformity and consistency across institutional policies (i.e., definitions such as sexual assault, complainant and respondent versus victim and accused, etc.)?

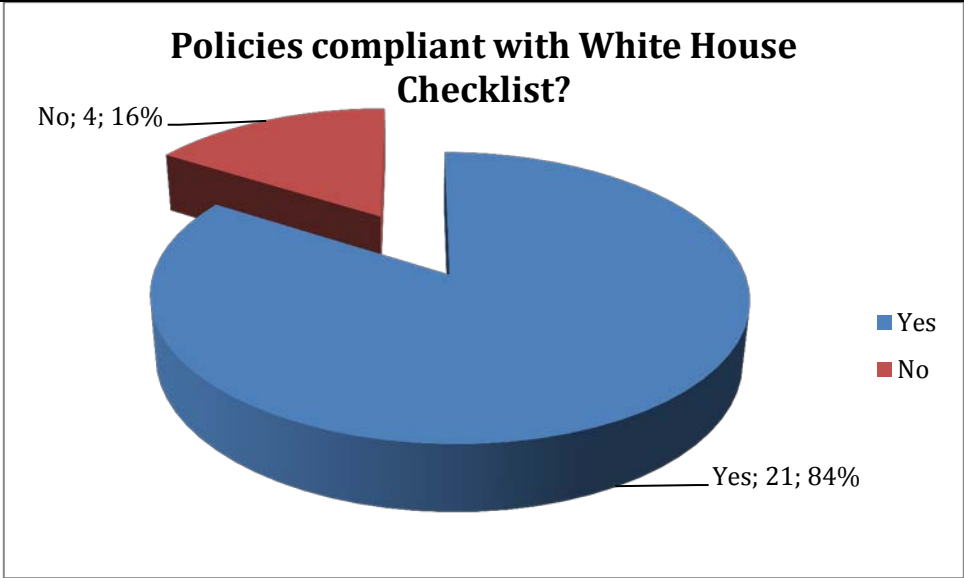


Additional Comments:

- This would be very helpful to USG Institutions.
- A glossary would be helpful to all of the frontline Title IX professionals and would aid in getting accurate feedback should the USG system move forward with a system wide climate survey.
- We think this is of utmost importance because federal laws do not provide clear terminology.
- Could be helpful to institutions who have not already updated their terminology and definitions. Could be detrimental to those campuses that have already updated the information based on the recent governmental regulations and best practices.
- It may be somewhat helpful to have consistency amongst the institutions with regard to terminology used in policies (particularly if a student has transferred from one USG institution to another).
- Consistency needs to be stressed.
- That might be helpful as long as the institutions have some input into those decisions.

32. The White House issued a Checklist of items that are required in an institution's policy regarding sexual violence/sexual assault. Have you used this Checklist to ensure that your policies and procedures are compliant with civil rights laws? Link to the Checklist:

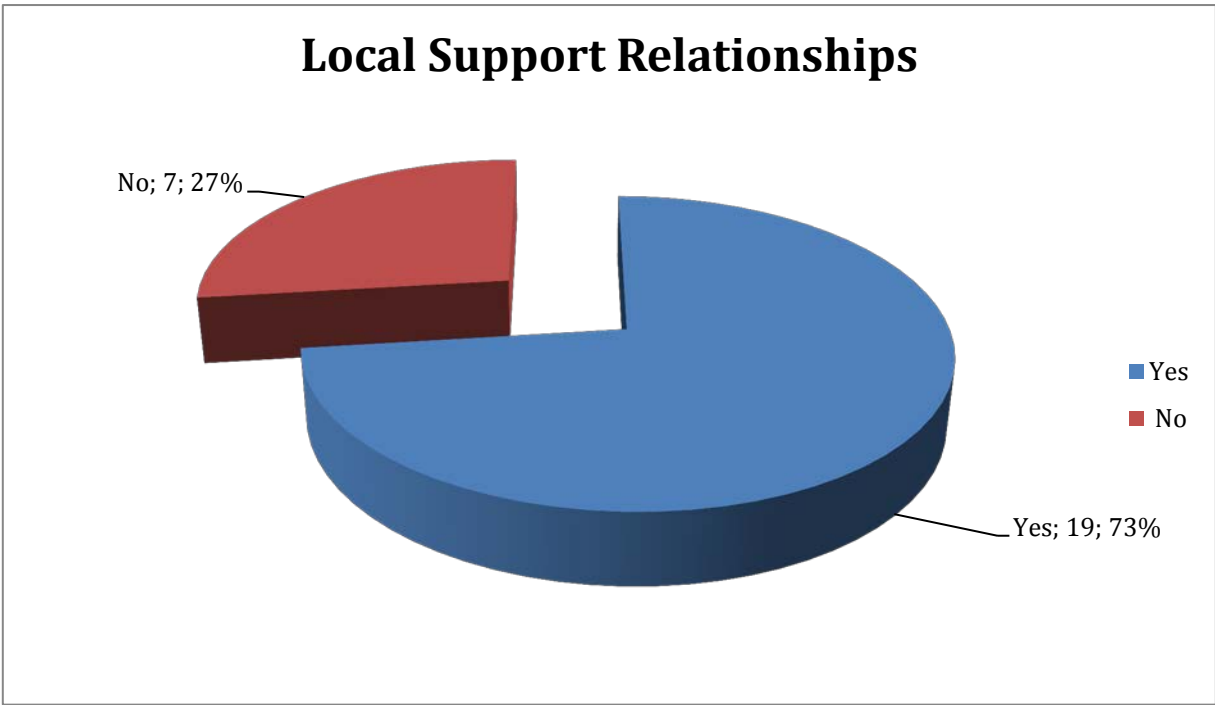
<https://www.notalone.gov/assets/checklist-for-campus-sexual-misconduct-policies.pdf>



Additional Comments:

- Policies are currently being updated and this checklist is part of the draft updated plan.
- We are currently developing policy.
- We will by Fall 2015.
- As we are reviewing and revising our Sexual Misconduct policy, we will be using the Checklist as a guide.
- We briefly reviewed. Probably not as closed as needed.

33. Do you have written agreements, relationships and specific collaborations with local community providers and support services e.g. hospitals (including Sexual Assault Nurse Examiners,) Sexual Assault Centers, and Solicitor’s office for community sexual violence support services?



Additional Comments:

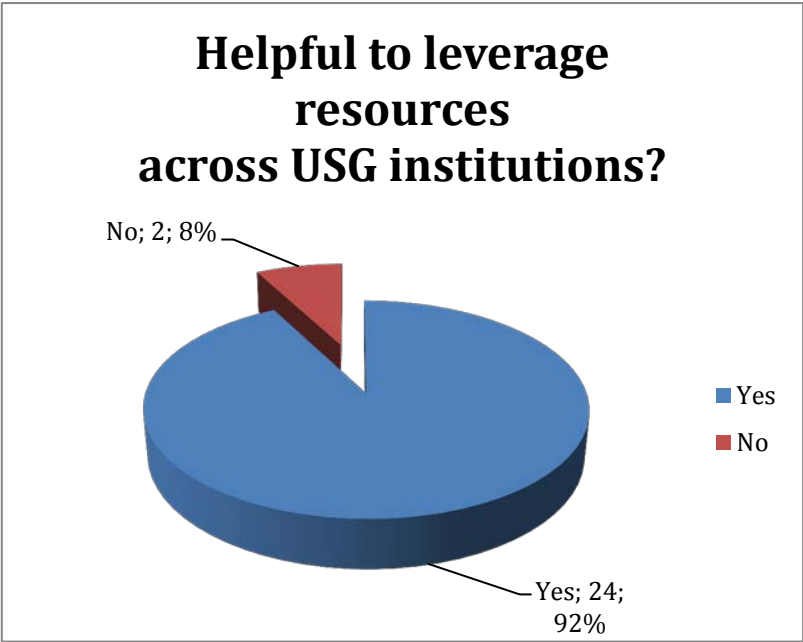
- Local hospital & clinic
- Campus has an agreement with the County Sexual Assault Center.
- Each year our director of public safety meets and signs an agreement that our department will follow the local DA's procedures. This keeps us in contact with, and up to date on procedures to follow in the event of a sexual assault. We adhere to what the procedures state, and utilize advocates and SANE nurses.
- Yes we have partnerships with the hospital and the DA's office. We are working on SANE trained nurses through our OVW Grant. Our nearest Rape Crisis Center is 45 minutes away. They do not provide services to our students, that is what our Women's Center does. Yes we do have a partnership with Georgia Network to End Sexual Assault.
- We have verbal relationships with outside entities.
- All on campus providers are SANES, so we do not have a MOU with the local hospital. We do have a written MOU with the local Rape Crisis center (renewed yearly) and local Domestic Violence shelter.
- This is a major challenge in South Georgia.
- We are members of a community Sexual Assault Response Team (SART). The hospitals are not members of the SART but have relationships members. The community SART meets every other month.
- Wellstar provides our clinic support and is available for support with sexual assault cases. Other community providers also collaborate with KSU in general and KSU public safety to be more specific.
- We are considering how the ones we have are reviewed and revised.

34. Would it be helpful to establish partnerships and collaborations across institutions to leverage resources?

Please describe if you would consider this beneficial:

- We are 30 minutes away from the closest sexual assault center and we have few local resources. It would be beneficial if we had access to other resources
- They are not close enough.
- It would be helpful to have a listserv for Title IX Coordinators along with a repository of Title IX documents and materials.
- A regional approach may be helpful.
- Streamline services and resources. (i.e. crisis line, brochures, handouts).
- It is always good to have additional resources and voices in order to collaborate and learn from others.
- Yes, particularly when it comes to contracting with an online vendor who does sexual misconduct training for undergraduates.
- Not sure. Somewhat depends upon location and what the institution can provide itself.
- Creating a community of practitioners on the issues of Title IX, Clery, SaVE, VAWA that regular meets and plans.

35. Please describe existing campus support resources at your institution e.g., Women’s Center, other entitles which provide support services and ways in which these support services can be used to address the topics being discussed by the USG Campus Safety and Security Committee.



Responses:

- Counselor's Office and a very involved student life department. We are a small campus with close connections to students.
- Counseling Center
Health Center
- Counseling Center, Health Center, Student Conduct Office, University Police
Women's Shelter - External to Institution
- Student Health Center, Counseling Center, Student Victim Assistance, Dean of Students, Title IX coordinator, Police Department
- AMSC Counseling and Disability Services
- counseling center
- The Women's Center offers the following support services to student victim/survivors of violence: hospital accompaniment, accompaniment to law enforcement interviews and/or court proceedings, accompaniment to all campus judicial processes, crisis intervention, safety planning, and support groups.
- The support services we offer are through the Office of Counseling Services and the Health Center.
- Student Counseling, Student Health Services and faculty and student ombuds.
- Counseling Services, Health Center, Student Affairs, Public Safety
- Office of Disability and Counseling Services, Health Clinic, and the Women's Center
- As our Health Services-University Patient Advocates are usually amongst the first responders to victims of sexual violence and also work with these individuals after their initial reports, they may be able to speak to the prolonged effects of trauma as well as provide effective strategies for relaying Title IX information to individuals initially and throughout the healing process.

(Question 36 Continued) Responses:

- UGA Title IX Coordinator:
- UGA Equal Opportunity Office & Title IX Coordinator - (706) 542-7912 or ugaeoo@uga.edu
<http://eoo.uga.edu>
Academic support or problem solving:
Office of the Vice President for Student Affairs - (706) 542-3564
Office of Dean of Students, including Student Support Services - (706) 542-7774
Division of Academic Enhancement - (706) 542-5436
UGA Regents' Center for Learning Disorders - (706) 542-4589
UGA Disability Resource Center - (706) 542-8719/(706) 542-8778 (tty) or dsinfo@uga.edu
UGA Human Resources - (706) 542-2222 or hrweb@uga.edu
Office of Legal Affairs - (706) 542-0006
Ombudsperson Program:
For Students - Linda Edge at (706) 542-7774 or ledge@uga.edu
For Faculty - Cathy Jones at (706) 542-3159 or cmjones@uga.edu
For Staff - Steven P. Gibson at (706) 542-1147 or sgibson@uga.edu
Cultural support:
UGA Office of Multicultural Services and Programs - (706) 542-5773
UGA Office of Institutional Diversity - (706) 583-8195 or diverse@uga.edu
UGA Disability Resource Center - (706) 542-8719/(706) 542-8778 (tty) or dsinfo@uga.edu
UGA Lesbian, Gay, Bisexual and Transgender (LGBT) Resource Center - (706) 542-4077
Student Veterans Resource Center - (706) 542-9629
UGA International Student Life - (706) 542-5867
International Student, Scholar and Immigration Services - (706) 542-2900 or issis@uga.edu
UGA Women's Resources
Individual support, consultation and referral services:
UGA Counseling and Psychiatric Services (CAPS) - (706) 542-2273
UGA Office of Relationship and Sexual Violence Prevention (RSVP) (provides crisis support, information, advocacy, education and outreach) - (706) 542-7233 or (706) 542-8690
UGA Center for Counseling and Personal Evaluation - (706) 542-8508
UGA Psychology Clinic - (706) 542-1173
Aspire Clinic (offers individual, couple, and family therapy) - (706) 542-4486
The Cottage Sexual Assault Center and Children's Advocacy Center (provides interventions, referrals, support and resources for survivors of sexual assault and child abuse) - (706) 546-1133
24-hour Crisis Line - (877) 363-1912
Project Safe (24-hour confidential information and domestic violence services) - (706) 543-3331
Health & medical services:
University of Georgia's Health Center - (706) 542-1162
Women's Clinic - (706) 542-8691
Primary Care Clinics and Urgent Care - (706) 542-1162
John Fontaine, Jr. Center for Alcohol Awareness and Education - (706) 542-1162
Health Promotion Department - (706) 542-8690
UGA Collegiate Recovery Community - (706) 542-0285
St. Mary's Hospital - (706) 389-3000
Athens Regional Medical Center - (706) 475-7000
Athens-Clarke County Health Department - (706) 389-6921
Housing services:
University Housing Department - (706) 542-1421
Residential Programs & Services - (706) 542-6533 or rps@uga.edu
Family & Graduate Housing - (706) 542-1473 or fgh@uga.edu
Law enforcement and student conduct services:
University of Georgia Police Department - 911 or (706) 542-2200
Athens-Clarke County Police Department - 911 or (706) 613-3330
UGA Office of Student Conduct - (706) 542-1131

(Question 36 Continued) Responses:

- Health Clinic, Counseling and Psychological Services Center, Office of Equal Employment Opportunity (EEO)/Title IX Coordinator, Dean of Students, Department of Public Safety, Office of Victim Services, Student Conduct and Academic Integrity, Women's Resource and Interpersonal Violence Prevention Center, Behavioral Risk Team
These units can be integrated in processes through online tracking systems, such as the Simplicity system recently implemented at Kennesaw State. The EEO Office can be supported in providing specific SaVE Act and Title IX training to these units so they are aware of their responsibilities and policy and law obligations.
- Public Safety. Campus Counseling
- Primarily Student Support Services and Human Resources - GHC does not have clinics or center's as referenced in the questions
- We do not have these types of on campus resources.
- Women's Resource Center
Stamps Health Center
- Personal Counseling.
- We have a lot of experience in these surveyed issues within our Counseling Services and Health Clinic, etc. which could provide insight as to how to improve such services.
- Institution's Counseling Service
Student Affairs
Campus Clinic

36. Please review the USG Title IX Subcommittee’s Preliminary Recommendations and provide any feedback about them e.g. edits, suggested changes/additions, comments, questions, etc.

Responses:

- No edits at this time.
- We feel that it is important for the support from USG to address these issues, but we also feel that it is important that each institution be allowed to address the issues in the best manner for their institution.
- I think it would be helpful to have a meeting with all of the USG Title IX Coordinators to discuss this document. It will be helpful to have an understanding of other perspectives as we move forwarding in approving this document.
- I believe the USG should consider purchasing a vendor based system wide online training module (e.g., Lawroom/Campus Clarity, 3rd Millennium, etc.).
- All of the points in the Preliminary Recommendations are included in the survey and are addressed therein.
- Offices responsible for studying the climate should also be given the authority to develop action plans--in collaboration with other units--to ensure compliance and should also be charged with future regular climate studies to document improvements and concerns.
- Responsible Employee's section needs to be defined by USG for all. Do not leave it to the individual campuses. The information I share below came to me from one of our campus counselors who serves on our Sexual Violence Task force". I am concerned that the practice of allowing and or encouraging students to "disclose" in a classroom setting or to their instructor as being somehow protected/privileged communication because the students sign a confidentiality statement offers false reassurance and is unenforceable. The idea that student's disclosure of sexual assault as being related to "academic freedom" simply did not coincide with my understanding of academic freedom.
As a clinician, I find this to be a potentially dangerous practice that may compromise a student's safety and emotional integrity and would be contrary with the clinical ethical standard of "do no harm."
Finally, asking students to sign a "confidentiality" statement presumes that students will abide by this and suggests that the classroom is a safe environment to disclose which again potentially places an already vulnerable student at risk of being judged harshly, blamed for their victimization, ridiculed, which can result in them being re-traumatized.
It occurred to me upon reflection that if an instructor is using the guise of confidentiality as a way to avoid reporting sexual misconduct, then this is a very disturbing development and it is concerning to me as a counselor because this is clearly not in the best interest of the student."
- My perception is institutions are at different levels of focus and compliance based upon resources available. For many this was added onto an existing full time job and we struggle to meet the minimum standards dictated and complete timely and detailed investigations. For others, resources have been dedicated to meet the goals and needs of the institution. A central resource of information, legal advice, outside investigator if needed, would be a great help and has been asked for over the years but little to no action to date.
I think this area is a big risk for the system and some proactive action and resources are needed to further minimize the risks.
- They look good.

Appendix III – Suggested Implementation Schedule

Campus Safety Committee

The academic year in Georgia begins in August and ends in May. The Campus Safety Committee suggests enacting all of these recommendations either prior to or during the 2015-2016 academic year. At the end of each recommendation below is a suggested timeline.

Clery Act Subcommittee:

- Require each institution to name a Clery Coordinator and establish a Clery Coordinating Committee on each USG campus.
 - *Timeline – Fall semester 2015*
- Form a standing USG Clery committee, led by the System’s Clery Coordinator, to be composed of Clery Coordinators from each campus.
 - *Timeline – Fall semester 2015*
- Develop consistent reporting guidelines and warning templates, and have each institution prepare geographical maps that clearly outline the Clery reporting boundaries. These should include areas frequented by students and in many cases will extend beyond campus boundaries.
 - *Timeline – Fall semester 2015*
- Make Clery documents, policies, templates, etc., available on a common, easily accessible USG website.
 - *Timeline – Spring semester 2016*
- Issue timely warnings, when necessary or prudent, for Clery Act crimes that occur within the above defined Clery geography as well as crimes that occur within the patrol jurisdiction of the campus police or security department, whenever the crime is considered by the institution to represent a serious or continuing threat to students and employees. Timely warning shall also be communicated to the USG Clery Coordinator.
 - *Timeline – Fall semester 2015*

Campus Law Enforcement Subcommittee:

- Define the essential functions of USG Campus Police Departments by aligning expectations and functions with Board policy.
 - *Timeline – Fall semester 2015*
- Develop, establish and implement a law-enforcement assessment program for all USG institutions.
 - *Timeline – Spring semester 2016*
- Convene a USG Public Safety Committee under the direction of the USG Director of Safety and Security to review the findings of the assessment program.
 - *Timeline – Fall semester 2015*
- Establish a USG training program for the purpose of reviewing current campus law-enforcement agency training needs.
 - *Timeline – Spring semester 2016*
- The USG should ensure that a salary and job description survey of campus public safety positions is performed periodically. Each institution should perform its own salary study, which should include comparison with similar positions local to the institutions and service regions.
 - *Timeline – Spring semester 2016*
- Explore the implementation of a system-wide employee assistance program for public safety personnel to provide support for those employees in handling stressful situations.
 - *Timeline – Fall semester 2015*
- Continue the Chief's Leadership Initiative, chief hiring assessment, and promotional assessment and review hiring standards for campus police departments to ensure that best industry practices and standards are followed when hiring officers.
 - *Timeline – Fall semester 2015*
- Ensure that the head of each institution's police or security department has appropriate access to the institution president and the USG Director of Safety and Security has appropriate access to the chancellor to reflect the importance of safety and security.
 - *Timeline – Fall semester 2015*

Title IX Subcommittee:

- Develop and adopt policies and procedures that provide clear information dissemination regarding support services and confidential support services available to the campus community in the event of sexual assault, sexual harassment (as defined in BOR policy), domestic violence, dating violence and/or stalking.
 - *Timeline –Fall semester 2015*
- Require USG employees and all students to receive specific education and training with regard to reporting responsibilities, requests for confidentiality, and other matters related to the prevention of sexual misconduct.
 - *Timeline – Fall semester 2015*
- In consultation with the USG’s Title IX Coordinator, conduct a campus-climate survey of students periodically in order to better inform policy and practice among institutions within Georgia.
 - *Timeline –Spring semester 2016*
- Ensure that USG institutions’ sexual misconduct policies and procedures clearly reflect obligations imposed by Title IX, the Clery Act, VAWA, and the Campus SaVE Act and create a model policy to be used by institutions within Georgia that will allow institutions to customize policies for their particular campus needs as well as meet legal obligations.
 - *Timeline – Fall semester 2015*
- Annually review and publish existing support services and resources for all parties involved in incidents of sexual misconduct.
 - *Timeline – Summer semester 2016*
- USG institutions should establish relationships with local providers and community services that can assist in providing care for victims and possibly facilitate a victim’s participation in the reporting process.
 - *Timeline – Spring semester 2016*
- Higher education systems within the State of Georgia will coordinate to ensure adherence to federal rules and regulations relating to Title IX.
 - *Timeline – Fall semester 2015*
- The USG should hire a System Title IX Coordinator who would provide appropriate oversight for compliance of campus programs and that coordinator should lead a Regents Administrative Committee on Title IX (RAC-TIX).
 - *Timeline – Fall semester 2015*