San Francisco State University

Office of the Vice President for Student Affairs & Enrollment Management
Equity Programs & Compliance

FY 2014-2015 Title IX Annual Report

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INTRODUCTION

Starting in June 2014, San Francisco State University (SF State) launched an ambitious effort to restructure and significantly enhance how it provided Title IX Coordination and Discrimination, Harassment & Retaliation (DHR) Administration programs and services. This self-examination and augmentation was in part spurred by changes in federal legislation which went into effect in March of 2014 (summarized here by the American Council on Education: http://www.acenet.edu/news-room/Documents/VAWA-Summary.pdf).

In the new delivery model, SF State strives to leverage national and state legislative and regulatory focus on the issues related to campus sexual violence and implement a comprehensive institutional intervention that moves beyond mere compliance to actually identify and eliminate the root causes of sexual violence, as well as actively promote and sustain a campus learning and working environment that affords equitable opportunities without regard to any individual's gender or gender identity.

In this approach, SF State's Title IX-based efforts are intended to complement the institution's self-stated and long-standing commitment to issues of equity, inclusion and social justice. We recognize that moving in this direction requires a multi-year investment to create the change, and that tenacity and perseverance will be required to sustain the effort. This report documents our inaugural year's activities, efforts and outcomes.

Please provide any feedback to:

Mr. Katon Dalton, Manager, Equity Programs & Compliance
Office of the Vice President for Student Affairs & Enrollment Management
Phone: (413) 338-6053
Email: kdalton@sfsu.edu

All comments and feedback are appreciated and will be considered as we develop future reports.

EVALUATION

SF State made a concerted effort during fiscal year (FY) 2014-15 to foster a culture of equity on campus. Training efforts, investigations and resolution of complaints, as well as data analysis, determined appropriate areas of focus and augmented the University's capacity for equity.

We engaged in training the campus community about our policies, and created awareness of issues involving sexual harassment/violence and discrimination, harassment, and retaliation. As awareness and understanding grow, we can bolster our efforts by focusing on strategies aimed at influencing the campus climate in an effort to achieve greater equity.

There is documentation to support that increased education, outreach and training is typically associated with increased reporting. As such, increased reporting at SF State is a testament to our outreach efforts and perceived responsiveness. We believe that our efforts to inform our campus community of our policies and procedures have reassured both students and employees that effective, prompt and responsive action will be taken to redress a report of unacceptable behavior that is inconsistent with University policy, should they so choose to invoke our administrative process.

SF State has a demonstrated track record of taking every reported incident of sexual misconduct seriously when it is reported to the Title IX Coordinator or designee and providing timely, compassionate and appropriate support to victims and complainants when they come forward. We have a fair and multi-partial investigative approach that honors the due process rights of both the respondent and of the complainant, and have consistently responded to the increased number of complaints by students, staff and faculty in accordance with our policies. In continued support of this effort, for FY 2015-16 the University is increasing the number of investigators and the capacity of its investigators in order to more efficiently investigate and resolve complaints that are brought to our attention.

In creating and maintaining a safe campus, a necessary condition for a supportive learning environment, SF State has created several committees and workgroups for the purpose of identifying pervasive and critical issues arising under Title IX. The **Title IX & DHR Oversight Team** is charged with determining how the campus is complying procedurally with California State University (CSU) policies. In complying with the Executive Orders, this team has been very effective in bringing resolution to issues raised. Additionally, the **Equity Programs & Compliance Leadership Team** and the **President's Advisory Board on Gender Equity & Title IX** provide further guidance and recommendations with regard to University policies and practices, as well as campus culture, relative to the area of Title IX, gender equity and related issues.

SF State has been successful in generating campus-wide dialogue and shared ownership of a critical problem that has been long-standing on just about every college campus in the United States. We seek to fulfill our responsibilities to correct deep-rooted issues in a manner that

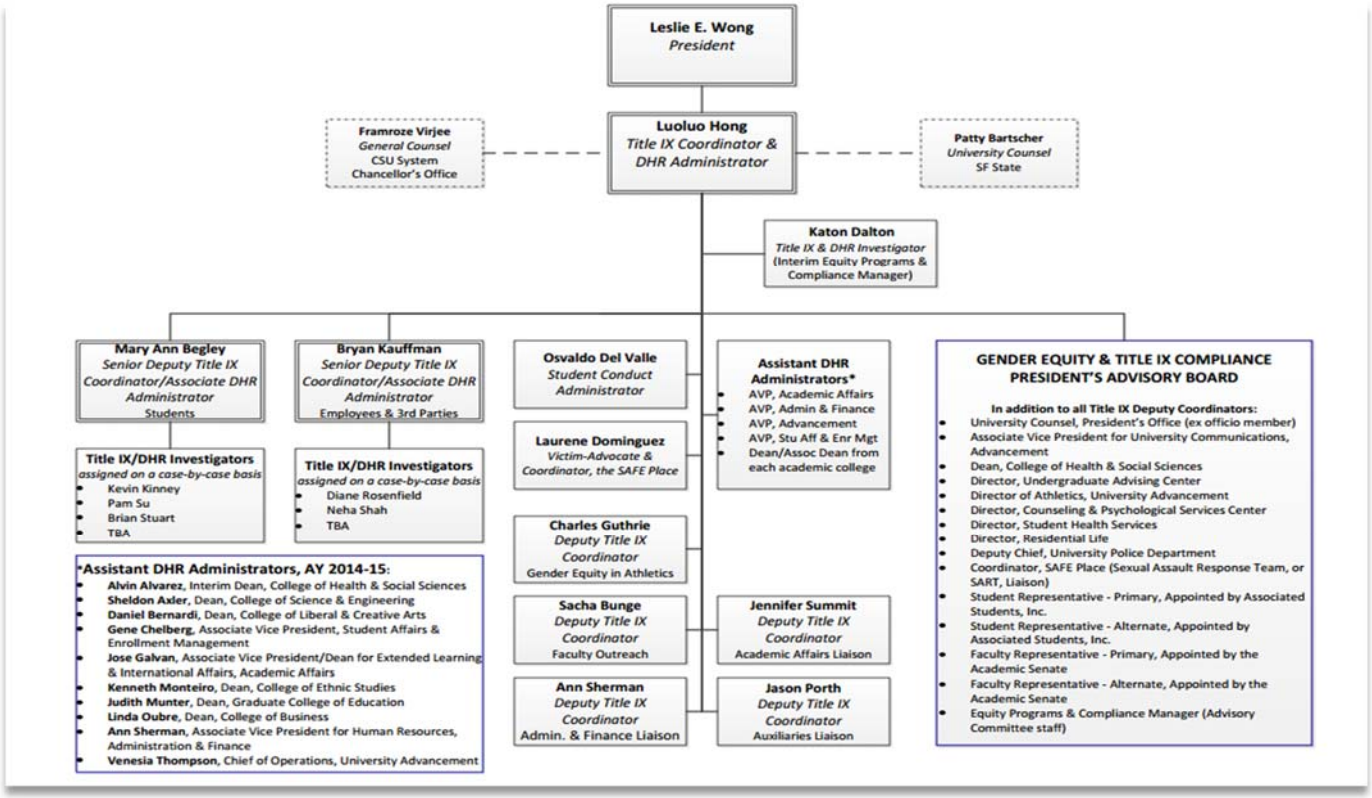
surpasses what is simply required. We view it as our primary responsibility under Title IX to support the campus community in being the most equitable institution possible.

SF STATE TITLE IX COORDINATION AND DHR ADMINISTRATIVE STRUCTURE

Title IX Coordinator and DHR Administrator

At SF State, Dr. Luoluo Hong, Vice President of Student Affairs and Enrollment Management, is the designated Title IX Coordinator and DHR Administrator. Dr. Hong coordinates compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex or gender in education programs and activities. As Vice President for Student Affairs & Enrollment Management, Dr. Hong has the independence to avoid any potential conflicts of interest; the qualifications, training, and time to address complaints; and, the authority to fulfill this coordination responsibility. In her capacity as Title IX Coordinator, Dr. Hong coordinates responses to all incidents involving possible discrimination, which includes monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate; she also oversees and ensures all efforts to educate, train and raise awareness of SF State students and administrators/staff/faculty as required by policy and external mandates.

FUNCTIONAL ORGANIZATION CHART (WITH NAMES OF APPOINTEES)
Title IX Coordination & DHR Administration
Effective Date: August 1, 2014; Updated January 1, 2015



Title IX and DHR Coordination

Title IX & DHR Oversight Team

In executing a coordinated and institutional response to allegations of prohibited conduct, SF State formed a **Title IX & DHR Oversight Team** (Oversight Team) responsible for case management. CSU Executive Orders 1095, 1096 and 1097 allows the Title IX Coordinator and DHR Administrator to delegate duties as necessary. The Oversight Team coordinates and monitors reports and investigations to assure that responses are timely, appropriate, impartial, and in compliance with all relevant CSU Executive Orders. The Oversight Team convened 21 times over FY 2014-2015, approximately on a bi-monthly basis.

The Oversight Team is comprised of the following individuals:

- Title IX Coordinator & DHR Administrator
  Dr. Luoluo Hong, Vice President for Student Affairs & Enrollment Management
  415.338.7313, vpsaem@sfsu.edu

- Sr. Deputy Title IX Coordinator / Associate DHR Administrator for Students
  Dr. Mary Ann Begley, Associate Vice President & Dean of Students
  415.338.2032, begley@sfsu.edu

- Sr. Deputy Title IX Coordinator / Associate. DHR Administrator for Employees and 3rd Parties
  Mr. Bryan Kauffman, Director, Labor Relations & Employee Development
  415.405.3672, bkauffma@sfsu.edu

- Equity Programs & Compliance Manager; Title IX & DHR Investigator
  Mr. Katon Dalton, 415.338.2032, kdalton@sfsu.edu

OVERSIGHT TEAM PROJECTS ORGANIZED BY SF STATE STRATEGIC VALUES

SF State recently launched a new strategic plan in Spring 2015. The plan can be found on the web at http://planning.sfsu.edu. The plan stipulates short-term, mid-term, and long-term priorities and goals, organized by five institutional values. The values are listed below, along with key initiatives undertaken by the Oversight Team during FY 2014-15 in support of each value.

Courage	Drafted a model syllabus statement for further discussion by the Equity Programs and Compliance Leadership Team (EPCLT) and Academic Senate; Explored a Consensual Relationship Policy with the EPCLT; Created intake and investigation protocols in response to case management review and development of best practices.
Life of the Mind	Identified groups for Title IX and DHR education, adapted presentations for these constituencies, and reviewed the effectiveness of these trainings; Created student, staff, and faculty brochures; Screened the "Hunting Ground" for the campus; Collaborated in the administration of training for new and transferring students.
Equity	Collaborated in the creation of protocols for comprehensive services to students who have experienced sexual violence; In partnership with Capital Planning, Design & Construction (CPDC) assessed the need for and feasibility of adding gender-inclusive restrooms campus-wide and lactation rooms for nursing mothers campus-wide; Ongoing review of the impact of our practices on students with reasonable accommodations.
Community	Administered a campus climate survey; Streamlined a Timely Warning protocol; Developed a post-incident intervention protocol; met with SF State student reporters; met with local high school students interested in Title IX issues; Gathered and provided input to the proposed revisions to the executive orders; Partnered or established collaborations with community-based organizations/entities, e.g., Futures Without Violence, San Francisco Police Department, San Francisco Women Against Rape , etc.
Resilience	Reviewed interim and ultimate remedies; Established a HOPE Student Crisis Loan Fund to assist students experiencing short-term financial exigency and needing funds to remain in school; Sustained planning, implementation and compliance efforts while simultaneously responding to a significant increase in reported incidents; provided CSU Systemwide leadership and coordination on key initiatives in support of CSU Executive Order 1095 (e.g., Hosted the 1st Annual System-wide Training for Title IX Investigators) in addition to providing campus-based leadership

Equity Programs & Compliance Leadership Team

SF State formed the **Equity Programs & Compliance Leadership Team** (Leadership Team) to provide consultation on emerging issues, including how Title IX and DHR efforts can be best disseminated and implemented across campus. It also provided regular updates and ongoing training points to members. This Team convened 10 times over FY 2014-2015, approximately on a monthly basis.

In addition to the Oversight Team members, the Equity Programs & Compliance Leadership Team is comprised of the following Deputy Title IX Coordinators:

- Sacha Bunge, Dean of Faculty Affairs & Professional Development
  415.338.7023, sbunge@sfsu.edu
- Charles Guthrie, Athletic Director
  415.338.7567, charlesg@sfsu.edu
- Jason Porth, Executive Director for University Corporation
  415.338.6880, jporth@sfsu.edu
- Ann Sherman, Senior Associate Vice President for Human Resources
  415.405.2650, asherman@sfsu.edu
- Jennifer Summit, Dean of Undergraduate Studies
  415.338.7162, jsummit@sfsu.edu

And the following Assistant DHR Administrators:

- Alvin Alvarez, Interim Dean, College of Health & Social Sciences
  415.338.3326, aalvarez@sfsu.edu
- Sheldon Axler[1], Dean, College of Science & Engineering
- Daniel Bernardi, Interim Dean, College of Liberal & Creative Arts
  415.338.1541, bernardi@sfsu.edu
- Eugene Chelberg, Associate Vice President for Student Affairs & Enrollment Management
  415.338.2916, chelberg@sfsu.edu
- Jose Galvan[2], Associate Vice President / Dean for Extended Learning & International Affairs
- Kenneth Monteiro, Dean, College of Ethnic Studies
  415.338.1694, monteiro@sfsu.edu
- Judith Munter, Dean, Graduate College of Education
  jhmunter@sfsu.edu
- Linda Oubre, Dean, College of Business
  415.338.2669, loubre@sfsu.edu

[1] Since retreated to faculty
[2] Since retired

- Ann Sherman, Senior Associate Vice President for Human Resources
  415.405.2650, asherman@sfsu.edu
- Venesia Thompson, Chief of Operations, University Advancement
  415.405.4061, venesia@sfsu.edu

EQUITY PROGRAMS & COMPLIANCE LEADERSHIP TEAM CONTRIBUTIONS
ORGANIZED BY SF STATE STRATEGIC VALUES

Courage	Discussed a consensual relationship policy in advance of and separate from the system wide policy; Provided comment and recommendations on draft policies and procedures.
Life of the Mind	Collaborated around new faculty training and department chair education; Identified opportunities to tailor training to campus constituencies and connect with leadership development; Identified training needs for FY '15 -'16.
Equity	Reviewed cases, concerns, and reporting data to identify themes impacting the creation and maintenance of an equitable learning environment.
Community	Explored risk management of internship programs; Explored a communication campaign; Contributed to a model syllabus statement; Reviewed campus climate data.
Resilience	Identified areas of common vulnerability and discussed how to be proactive in addressing them; Envisioned progression from providing information on reporting responsibilities to building skills and capacity.

President's Advisory Board on Gender Equity & Title IX

SF State also formed a **President's Advisory Board on Gender Equity & Title IX** (Board) consisting of faculty, students, and campus officials to identify strategies for developing plans and strategies to promote a campus environment free of gender-based discrimination and to support the primary prevention of sexual violence. The Board further strove to ensure that employees and students know how to identify and report, as well as intervene/interrupt, prohibited behavior. The Board met at the beginning and end of each semester for FY 2014-2015, to ensure consistency and coordination in facilitating effective and timely compliance with applicable CSU Executive Orders, regulatory requirements, and governmental mandates. The Board also maximizes the likelihood that we operate from a shared vision and purpose in supporting student learning and fulfilling SF State's academic mission. Board members identified a wide range of issues and systemic problems to address in the near future, and selected four priority areas of focus. Members then participated in one of four working groups to further explore how to shift education efforts from knowledge to behavior change, from proximate causes to root causes, and from individual to shared responsibility.

GENDER EQUITY & TITLE IX COMPLIANCE PRESIDENT'S ADVISORY BOARD CONTRIBUTIONS ORGANIZED BY SF STATE STRATEGIC VALUES

Courage	Ongoing effort to identify academic and administrative policies to be informed by gender equity principles; Exploring how to look beyond gender to address intersectionality.
Life of the Mind	Identified focus areas that will be data informed (Environmental Scan, Media Driven Educational Efforts, Program Driven Educational Efforts, and Philosophy of Civility); Reviewed preliminary data on Title IX and DHR incidents throughout the year.
Equity	Provided feedback to the SF State Planning Committee regarding short, mid, and long term initiatives.
Community	Contributed to a model syllabus statement; contributed to development of Clery Timely Warning language; Explored using media to engage students in creating video and engaging faculty in fostering this discussion.
Resilience	Discussed advocacy services for complainants and respondents, and extending similar services to employees before changes were made to the Executive Orders in June 2015.

SF State Athletics Department

The SF State Athletic Department provides and maintains equivalent resources for female and male student athletes across all program components in accordance with Title IX. Athletic participation by sex is proportionate to SF State's undergraduate enrollment. The athletic department uses roster management as a tool to effectively achieve proportionality. All sport program operating revenues and expenses, equipment, facilities and athletic scholarships are aligned to ensure that the University is providing a gender-equitable student-athlete experience.

SF State complies with the requirements of the Equity in Athletics Disclosure Act (EADA) by completing an annual report of participation rates, financial support and other information on men's and women's intercollegiate athletic programs. This report is available on the US Department of Education's Office of Postsecondary Education Web Site.

Additional information about SF State's athletic programs, including a printed copy of the EADA report, is available from the Department of Athletics through Charles Guthrie, Director of Athletics, (415) 338-7567.

TRAINING, PREVENTION & OUTREACH

SF State has delineated training activities from prevention education and outreach efforts.

Training comprises those events, usually time-limited in nature, that are designed to assist the target audience with understanding the various policies of the CSU and procedures of the campus, as well as components to ensure compliance with state regulations and federal legislation. The primary aim of training is to increase awareness surrounding campus resources to respond to incidents of sexual harassment/sexual violence, as well as to encourage comprehensive, timely and appropriate reporting of Title IX-related incidents. Ancillary goals may include helping to promote a campus climate that is more caring and compassionate to victims of sexual violence. Research shows that it is reasonable to expect that an increase in the amount of training provided will result in increased reporting and inquiries related to sexual violence.

In FY 2014-2015, our primary emphasis was on providing training. In this effort we conducted 33 in person trainings reaching 1,250 individuals. The training and workshop sessions can be accessed here: http://titleix.sfsu.edu/Materials. Educational and outreach efforts also include sending Gender Equity & Title IX/VAWA notices to the campus at the beginning of the Fall semester. This notice asks for the campus's assistance and support with cultivating a working and learning environment reflective of SF State's core beliefs in social justice, and provides links to available on and off campus resources, contact information of key Title IX personnel, and other vital information. The notices can be found here: http://titleix.sfsu.edu/content/mandated-notices.

At the beginning of the academic year, SF State provided online training for all first-time incoming students through Campus Clarity. Students were informed of the consequences should they fail to complete the training by deadline, which includes a Dean of Student's Hold being placed on their student record until such time that the federally required task is completed. At SF State, this process has been highly effective resulting in a 98.4% completion rate before the beginning of the Spring 2015 semester.

Prevention includes those programs, activities and strategies, sustained over time, that are designed to gradually shift attitudes, increase knowledge and change behaviors, thereby contributing to a demonstrable reduction in the incidence and prevalence of sexual violence on and around campus. It encompasses both efforts to target individuals as well as to address systemic issues, community norms, and institutional culture. The primary aim of prevention is to stop violence from happening in the first place, for a critical mass of SF State community members. A central feature of our prevention programming will be the establishment and growth of a men's program, highlighting men's unique role and responsibility in educating themselves and others about violence prevention. Primary prevention will be augmented during the course of the next academic year, in addition to sustaining current training efforts.

Health Promotion & Wellness

In FY 2014-2015, the foundation for initiating and expanding prevention efforts was implemented as well. Specifically, staff formerly scattered across three units (in Student Health Services, Counseling & Psychological Services, and Residential Life) were brought together under the leadership of a new director role in a new unit, designated Health Promotion & Wellness (HP&W). Starting in FY 2015-2016, this unit will be responsible for coordinating, implementing, evaluating and continually improving a comprehensive campaign of prevention education and outreach programs, targeting specific cohorts and affinity groups. The unit will use pedagogical approaches appropriate to students' diverse learning styles and various stages of development throughout college, from freshmen to senior, to graduate school and beyond. Adopting a public health approach, HP&W will also reach out to faculty and staff, leveraging the notion that health communities require the involvement and ownership of all of its members. The mission of HP&W is to achieve health equity and enhance academic, personal, and professional success for all members of the SF State community. Using a socio-ecological perspective and practicing with cultural humility, HP&W aims to positively shift culture and social norms around health and wellness and to increase students' self-efficacy to make informed health decisions.

THE SAFE Place

For the past 22 years, the Sexual Abuse Free Environment (SAFE) Place has been a resource for SF State students, staff, and faculty. The SAFE Place is staffed by a full-time coordinator, Laurene Dominguez, who is a certified Rape Crisis Intervention Counselor and certified Domestic Violence Counselor. Ms. Dominguez is the designated confidential victim-advocate that SF State is required to provide in support of students in CSU Executive Order 1095.

Throughout the calendar year, The SAFE Place supports victims and survivors of sexual violence who are registered students at SF State. All services through The SAFE Place are confidential and free of charge. Services include supporting students dealing with any past or recent incidents of sexual violence; providing ongoing support as needed; assisting and advising students through the reporting process with UPD, or with San Francisco Police Department if the incident occurs off campus; supporting students through the forensic sexual assault exam process if needed; supporting students through a Title IX investigation as needed; and, working collaboratively with San Francisco Women Against Rape (SFWAR) to ensure that students have access to evening and weekend support through the SFWAR 24-hour hotline (415) 647-7273.

In FY 2014-2015, The SAFE Place provided services around all forms of sexual violence by participating in 103 events, reaching approximately 4,303 individuals. In FY 2015-2016, the SAFE Place will convene the Support, Advocacy & Response Team (SART) to help ensure that proximate support services are provided to both complainants and respondents throughout the Title IX investigative process. Services will be made available to both students and employees. In this capacity, SART team members can make a significant and positive difference in the journey of students and employees who experience trauma.

In addition to these direct services provided, The SAFE Place also conducted outreach workshops to increase student awareness about the availability of confidential victim-advocacy services, as well as how to support a peer or friend who has experienced sexual violence.

CAMPUS CLIMATE ASSESSMENTS

During the 2014 – 2015 academic year, SF State participated in two surveys, the America College Health Association's National College Health Assessment (ACHA-NCHA) and the Educational Advisory Board's (EAB) pilot Climate Survey, with the intent of establishing a benchmark regarding the campus climate in relation to sexual violence, sexual assault, domestic violence, dating violence, and stalking. Through these surveys, we anticipated gaining a better understanding of the prevalence and attitudes toward discrimination based on sex or gender on campus, particularly among students, using the data gathered to help us create effective policies and programming for our campus, and projecting and adequately providing on-campus resources. While not yet mandated federally, we believed that establishing a benchmark this year would be beneficial to the campus community, and this initiative was supported by CSU Executive Order 1095 and the *Dear Colleague Letter* issued by the Office of Civil Rights in October 2014.

While there is an ongoing effort by key personnel to address and investigate Title IX complaints, there was a concerted effort this year to train students, faculty and staff on the procedures and process for filing a complaint, as well as on general Title IX policy awareness. Our efforts paid off as there was a significant increase in the number of reports during the 2014 – 2015 fiscal year as compared to the 2013-2014 fiscal year. While we celebrate that achievement, realistically, we anticipate that it will take approximately three (3) to five (5) years to saturate the campus with information about the available Title IX resources on campus. The data we captured this year from the NCHA and EAB surveys demonstrated that we do indeed need to increase our efforts even beyond what we did this past fiscal year.

ACHA National College Health Assessment

The American College Health Association's National College Health Assessment (ACHA-NCHA) survey is a nationally recognized health survey that is designed to provide a comprehensive snapshot of the health habits, perceptions, and behaviors of college students. This survey was administered by Student Health Services in Spring 2015 via the web, and all students were invited to participate. The response rate as 10.94%, for a total number of 2,516 respondents. Each institution was permitted to submit institution-specific questions. Given this opportunity, we decided to focus five additional questions on Title IX as a means of assessing the campus climate. Below are some of the results:

1. Approximately 28% of respondents stated that they did not receive information on sexual assault/relationship violence and approximately 55% did not receive information on violence prevention. In contrast, almost 55% of respondents wanted to receive information on sexual assault/relationship violence prevention and 53% of respondents stated that they wanted to receive information on violence prevention.

This demonstrates that there is a need to provide additional outreach and education on preventative measures around sexual violence and sexual assault.

2. When asked about their experience while drinking alcohol, 1.3% of self-identified male respondents and 2.7% of self-identified female respondents indicated that someone had sex with them without their consent. In comparison, when asked if while drinking alcohol they had sex with someone without gaining their affirmative consent, 1.3% of self-identified males and 0.1% of self-identified females agreed to that statement.

3. When asked how safe students felt when walking on campus during the day in relation to Sexual Violence, Domestic/Partner Violence and/or Safety, the survey data revealed that 79% of students who self-identified as male felt very safe. In comparison, 67% of respondents who identified as female felt very safe and only 39% of respondents who self-identified as transgender felt very safe.

CAMPUS DAYTIME	**Female**	**Male**	**Trans**
Not safe at all	0.8%	0.8%	4.3%
Somewhat unsafe	2.8%	2.6%	13.0%
Somewhat safe	29.8%	17.6%	43.5%
Very safe	66.6%	79.0%	39.1%

Not surprisingly, those who identified as male tended to feel very safe on campus by 12 and 40 percentage points higher respectively in comparison to those who identified as female or transgender. This reveals that we need to be doing more education and outreach to the transgender community as 17% of respondents who identified as transgender indicated that they felt somewhat unsafe or not safe at all during the day on campus.

4. When asked how safe students felt when walking on campus at night when it comes to Sexual Violence, Domestic/Partner Violence, and/or Safety at SF State, 76% of male respondents felt somewhat or very safe whereas only 42% of female respondents and 39% of transgender respondents felt the same way.

CAMPUS NIGHTTIME	**Female**	**Male**	**Trans**
Not safe at all	14.6%	5.0%	13.0%
Somewhat unsafe	43.7%	18.8%	47.8%
Somewhat safe	36.5%	42.9%	39.1%
Very safe	5.2%	33.3%	0.0%

Similar to the results above, respondents that felt somewhat unsafe or not safe at all, were largely female or transgender: 58% and 61% respectively.

5. When asked how safe students felt when walking in the surrounding community during the day when it comes to Sexual Violence, Domestic/Partner Violence, and/or Safety at SF State, 95% of male respondents felt somewhat or very safe, 94% of female respondents, and 65% of transgender respondents felt somewhat or very safe. Analogous to the question about on-campus safety, while walking during the day, 4.3% of transgender respondents did not feel safe at all.

COMMUNITY DAYTIME	**Female**	**Male**	**Trans**
Not safe at all	1.0%	0.8%	4.3%
Somewhat unsafe	5.1%	4.5%	30.4%
Somewhat safe	46.2%	31.5%	39.1%
Very safe	47.7%	63.2%	26.1%

6. When asked how safe students felt when walking in the surrounding area at night when it comes to Sexual Violence, Domestic/Partner Violence, and/or Safety at SF State, 66% of male respondents felt somewhat or very safe whereas only 35% of female respondents and 22% of transgender respondents felt the same way.

COMMUNITY NIGHTTIME	**Female**	**Male**	**Trans**
Not safe at all	22.0%	7.1%	26.1%
Somewhat unsafe	44.1%	26.6%	52.2%
Somewhat safe	29.6%	40.5%	21.7%
Very safe	4.2%	25.8%	0.0%

Of note is the difference between the feeling of safety on-campus versus the surrounding area. Whereas 58% of female respondents and 61% of transgender respondents felt somewhat unsafe or not safe at all at night on campus, those percentages jump to 66% and 78% respectively for female and transgender respondents regarding safety in the immediate area off campus.

7. Students were asked if they personally were to experience sexual violence, domestic/partner violence and/or stalking, which individual offices they would feel comfortable contacting to report or to seek assistance.

Per the data, 91.6% of the respondents were not familiar with the Title IX Coordinator and 78.1% were not familiar with the SAFE Place. In relation to whom they would report, 87% of respondents would choose to report to a family member or a friend followed, and 87% would report to campus police.

This data reflects some work SF State needs to do around notifying students about their reporting options, and what is entailed when they avail themselves to them.

8. Students were asked to share their perception of how specific SF State community members would respond if they chose to share an experience with them about sexual violence, domestic/partner violence and/or stalking happening to them. In general, they largely felt that campus media (13%) and administration (10%) would be somewhat or very unsupportive whereas faculty (78%) and students (78%) and staff (77%) would be somewhat or very supportive.

9. Students were asked how much of a problem or issue they perceive sexual violence, domestic/partner violence and/or stalking to be at SF State.

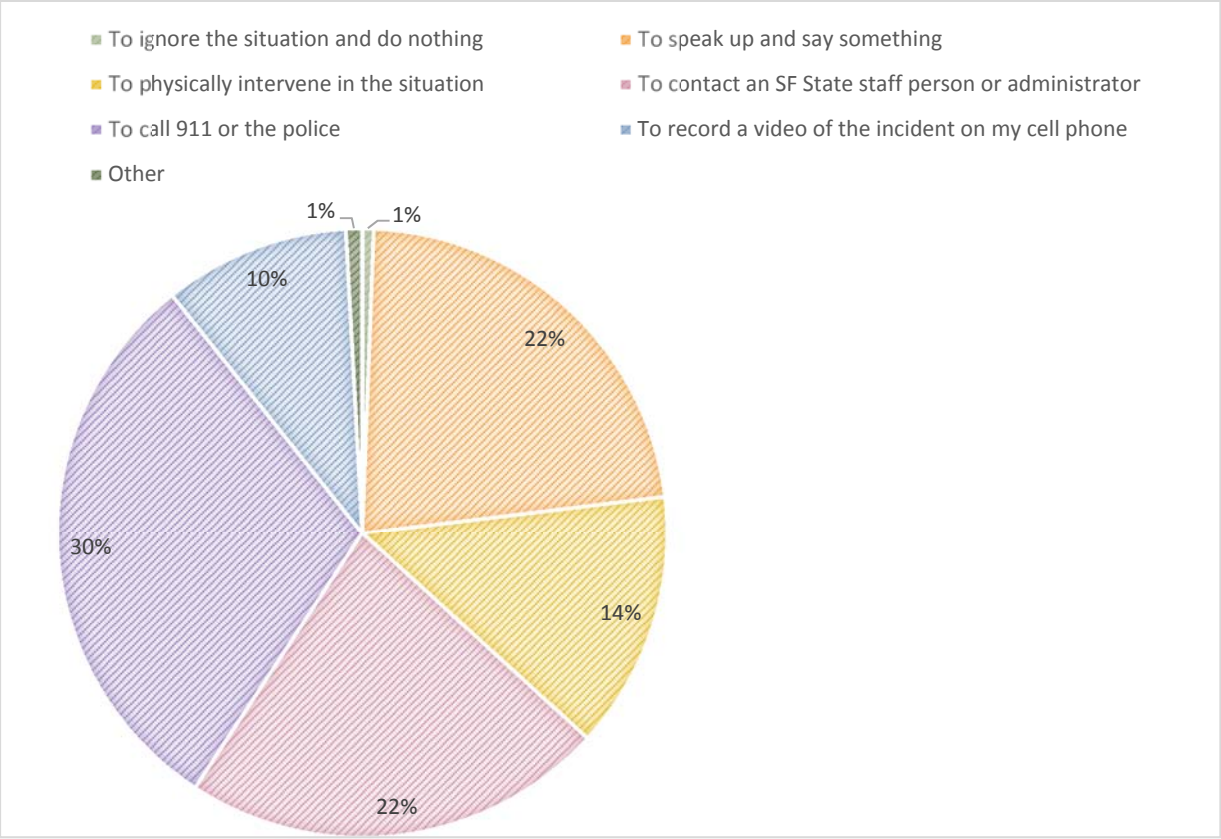
Type of Violence	Not a problem or issue at all	Somewhat of a problem or issue	Very much a problem or issue	Not sure if it is a problem or issue
Sexual Assa Sexual Violence	15.4%	46.1%	32.4%	6.1%
Domestic/Patner Violence	26.2%	38.0%	21.4%	14.4%
Stalking	22.0%	40.6%	24.5%	12.8%

- 32% of respondents felt that sexual violence was very much a problem or issue at SF State. Further analysis showed that 77% of these respondents identified as female, 22% identified as male, and 1% identified as transgender.
- 21% of respondents felt that domestic partner violence was very much a problem at SF State. Further analysis showed that 78% of these respondents identified as female, 21% identified as male, and 1% identified as transgender.
- 25% of respondents felt that stalking was very much a problem or issue at SF State. Further analysis showed that 78% of these respondents identified as female, 21% identified as male, and 1% identified as transgender.

The percentage of male respondents that perceive sexual violence, domestic partner violence, and stalking to be very much a problem or issue at SF State was lower than those who identified as female or transgender, and provides insight into the type of outreach and programming we need to do with men on campus.

10. Students were asked how they would respond if they saw someone being sexually assaulted or the victim of domestic/violence on the SF State campus and what they believe is expected of them in response as a student. 30% of respondents indicated they would call 911 or campus police, 22% said they would say something and/or contact a SF State staff member for help, 14% would physically intervene, and 10% would record a video of the incident. Only a small percentage (1%) said they would do nothing. These results are summarized on the next page in a pie chart.

EXPECTED RESPONSE AS A STUDENT



Educational Advisory Board Campus Climate Survey

The Educational Advisory Board campus climate survey is an anonymous online survey that assesses students' perceptions, behaviors, attitudes, and experiences related to sexual violence on campus. The survey was administered by the Equity Programs & Compliance team in Spring 2015 on a pilot basis, and SF State signed on to participate as a member of the EAB. The response rate for the EAB survey was 9%, for a total number of 2,542 respondents. This was a low response rate, and we attribute this to poor timing on the University's part in administering this instrument to closely on the heels on a prior survey, but many of the takeaways from the survey are valuable. This survey started the day after the NCHA survey ended; therefore, we suspect survey fatigue was a factor in the low response rate. In the future, SF State will be coordinating surveys in a much more strategic fashion.

Key demographics:

- The majority of the respondents identified as heterosexual and female.
- 44% of respondents identified as White/Caucasian, 28% Latino, and 33% Asian
- Over half of the respondents lived off campus, and 1/3 lived at home with family
- The majority (56%) indicated that they did not participate in a student organization

Campus Climate & Harassment

- 94% felt that the school would take their report seriously
- 86% felt that the school would take steps to protect the person making the report from retaliation
- 82% of respondents felt the faculty were genuinely concerned about their welfare
- 82% of respondents feel safe at this school
- 65% feel that administrators were genuinely concerned about their welfare
- 42% of respondents do not feel close to people at SF State
- 39% indicated that someone had made a sexist joke/remark in their presence since the beginning of the school year
- 50% felt that a student making a report of an incident of sexual violence would experience retaliation
- 42% felt that the education attainment/career of the person making the report would suffer

The survey results are somewhat contradictory. For example 86% believed that the school would take steps to protect the person from retaliation, but 50% felt that the person making the report would face retaliation anyway. One can infer from this that students are less concerned about the school itself retaliating and more concerned about the respondent or people close to the respondent retaliating against them.

Another point of interest is that 82% perceive that the faculty genuinely worry about their welfare as students, but 42% expressed worry that their career as a student would suffer. Most likely this perception is related to the emotional stress from which the complainant would experience, and is also possibly the result of a lack of knowledge about the interim remedies the Equity Programs & Compliance team can put in place to assist them academically.

Prevention Training & Student Knowledge

- 44% of respondents in all class years indicated that they had received prevention training since the beginning of the school year, and 34% indicated that they had not received training
- 83% indicated that the training was useful in increasing their knowledge about the definition of sexual violence, 81% for sexual violence prevention strategies, 79% about reporting an incident of sexual violence, and 73% for bystander intervention. However, only 65% said the training provided increased their knowledge of the school's procedures to investigate a case of sexual violence
- 83% felt confident that the school would administer the formal process to fairly address reports of sexual violence but only 42% understood what the school would do to address sexual violence complaints (formal procedures)
- 60% of respondents were aware of confidential resources on campus

It appears that the training being conducted has been useful in increasing students' knowledge base, but it is also clear that we need to include more information in the workshops about the executive orders that guide our process. This data also suggests that there should be a conscientious effort to promote our victim advocacy/confidential resources on campus.

Sexual Violence Experiences

- 7% of respondents indicated that they had experienced at least one incident of sexual misconduct since the beginning of the school year
    - 88% of those experienced someone fondling, kissing, rubbing up against their body, and/or clothing removal
    - 45% experienced someone trying to penetrate them
    - 35% experienced someone trying to perform oral sex on them or making them perform oral sex
    - 28% experienced someone penetrating them without consent
    - 27% experienced someone performing oral sex on them or making them perform oral sex

It is notable that over 25% of female respondents indicated that they experienced unwelcome sexual contact prior to attending college.

Reporting an Incident

- 97% did not report an incident of unwelcome sexual conduct to the school
- The most common concerns about reporting were:
    - Not being sure the other person intended harm (46%)
    - Feeling ashamed/embarrassed (36%)
    - Wanted to forget it happened (32%)
    - Didn't know they should tell (30%)
    - Didn't want the offender to get in trouble (29%)
    - Feared that they would not be believed/taken seriously (28%)
    - Lack proof that the incident happened (24%)
- Respondents were more likely to tell a friend about what happened (55%)
- 51% said they would contact Counseling & Psychological Services.
- Only 11% would contact the Title IX Coordinator.
- 61% of respondents who reported stalking, reported to a friend. Only 5% reported to the school. Of those that reported to the school, 9 out of 11 said the intervention really helped and/or resolved the issue all together.

Similar to the ACHA-NCHA survey, respondents were more likely to tell a friend about what happened rather than report the incident to the school. The most common concerns about reporting are very revealing, and reinforces that SF State needs to think of ways to address the stigma that surrounds reporting so that our students know they can get the resources and help they need.

REPORTED INCIDENTS IN FISCAL YEAR 2014-2015

At SF State the roles of Title IX Coordinator and Discrimination, Harassment, and Retaliation (DHR) Administrator are assigned to the same individual, resulting in the Equity Programs and Compliance Office receiving and addressing reports of sexual violence, and discrimination, harassment, and retaliation. Except as noted by policy, SF State employees who have reason to know of allegations that may violate Executive Order 1095, 1096, or 1097, cannot agree to maintain a victim's confidentiality, and are required to elevate potential concerning events to the Title IX and DHR Administrator. Employees are also encouraged to immediately and directly refer victims to the appropriate campus resources. Employees are not expected to and are discouraged from conducting a preliminary evaluation of whether allegations violate University policy. Instead, employees are expected to elevate concerns to the Title IX and DHR Administrator so steps can be taken to determine whether the alleged behavior could be considered prohibited conduct, stop the alleged conduct, investigate if appropriate, and remedy the effects of the conduct.

As a result of SF State's administrative structure, training efforts, and employees adhering to their institutional responsibilities as mandated reporters, a wide array of potential concerns are elevated to the Title IX and DHR Administrator. Potential concerns may involve allegations of sexual violence; discrimination, harassment, or retaliation; and, matters that do not fall within the scope of EO 1095 that are ultimately resolved under other University policies and procedures. For example, reports may involve allegations of isolated incidents of unprofessional behavior unrelated to the complainant's protected characteristics or questions about the existence, content, and application of department policies.

While some reports are pursued through a formal investigation process, some reports may ultimately be resolved without one for a variety of reasons. Cases may not be investigated due to the allegations not on their face suggesting a violation of University policy, interim measures having successfully addressed the concern, and the complainant not wishing to proceed with an investigation to name a few. Irrespective of whether the report is deemed within the scope of EO 1095 or is addressed with or without an investigation, reports require a coordinated response including but not limited to conducting an initial inquiry, providing advocacy services and support, referring to and following the appropriate administrative process, and providing relief and resolution.

Executive Order 1095 requires California State Universities to publish reports on Sexual Violence incidents annually on October 1st, for the prior fiscal year, without disclosing any information that would reveal the identities of the parties involved. As noted above, the number of matters elevated to and addressed by the Title IX and DHR Administrator is not limited to reports of Sexual Violence. As noted below, in FY 2014-2015 the Equity Programs and Compliance Office received 85 reports of Sexual Violence (including sexual harassment); 36 reports of discrimination, harassment, or retaliation; and, approximately 10 reports that were not within the scope of EO 1095, for a total of 131 reports.

Sexual Violence Reports for FY 2014-2015

The total number of Sexual Violence[3] reports received.	**85**

The number of Sexual Violence reports received in which a Student is the Respondent.	**29**
The number of Sexual Violence reports received in which an Employee is the Respondent.	**10**
The number of Sexual Violence reports received in which a Third Party is the Respondent. [4]	**46**

The number of Sexual Violence reports received in which a Student is the Complainant.[5]	**73**
The number of Sexual Violence reports received in which an Employee is the Complainant.	**7**
The number of Sexual Violence reports received in which a Third Party is the Complainant.	**5**

The total number of Sexual Violence reports investigated.	**10**

The number of Sexual Violence reports investigated in which a Student is the Respondent.	**4**
The number of Sexual Violence reports investigated in which an Employee is the Respondent.	**3**
The number of Sexual Violence reports investigated in which a Third Party is the Respondent.	**3**

The number of Sexual Violence reports investigated in which a Student is the Complainant.	**9**
The number of Sexual Violence reports investigated in which an Employee is the Complainant.	**1**
The number of Sexual Violence reports investigated in which a Third Party is the Complainant.	**0**

The number of Sexual Violence reports resolved without investigation, including a description of the resolution and/or reason for no investigation.[6]	**75**

[6] Investigations were not completed in cases where the complainant did not pursue an investigation, and the use of interim remedies resolved the matter to the complainant's satisfaction.

The number of Sexual Violence investigations pending as of July 1, 2015.[7]	**6**

The number of Sexual Violence investigations in which the Respondent was held responsible, including a description of the final sanction.[8]	**2**

The number of Sexual Violence investigations in which the evidence was found insufficient to hold the Respondent responsible.	**2**

[4] In some cases the identity of the respondent is unknown to the complainant or the complainant did not disclose the identity of the respondent. Information on third party respondents is not required per Executive Order 1095 (June 23, 2015).
[5] Complainant information is not required per Executive Order 1095 (June 23, 2015).
[6] Investigations were not completed in cases where the complainant did not pursue an investigation, and the use of interim remedies resolved the matter to the complainant's satisfaction.
[7] Information not required per Executive Order 1095 (June 23, 2015).
[8] (1) Report of sexual harassment resulted in final sanctions of disciplinary probation for 2 years, 25 hours community service, and a reflection paper. (2) Report of sexual assault resulted in final sanctions of a 2 year suspension, removal from campus housing, a no contact order, and clinical verification of fitness to return to campus.

Discrimination, Harassment, and Retaliation Reports for FY 2014-2015

California State University system-wide policy ***does not*** require SF State to report the following discrimination, [9] harassment,[10] and retaliation[11] (DHR) statistics annually on October 1st, for the prior fiscal year. In the interests of transparency and to educate the campus community, we are providing this information on DHR incidents. These reports are in addition to the reports received on the basis of sexual violence.

The total number of DHR reports received.	**36**

The number of DHR reports received in which a Student is the Respondent.	**1**
The number of DHR reports received in which an Employee is the Respondent.	**29**
The number of DHR reports received in which a Third Party is the Respondent.	**6**

The number of DHR reports received in which a Student is the Complainant.	**21**
The number of DHR reports received in which an Employee is the Complainant.	**11**
The number of DHR reports received in which a Third Party is the Complainant.	**4**

[9] Discrimination means an adverse action taken because of a protected status.

[10] For employees, harassment means unwelcome conduct engaged in because of a protected status and (1) submission to, or rejection of, the conduct is made a term of the complainant's employment; or (2) submission to or rejection of such conduct by the complainant is used as the basis or threatened to be used as the basis for employment action or decisions affecting the complainant; or (3) the conduct is sufficiently severe or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the complainant, and is in fact considered by the complainant as intimidating, hostile or offensive. (EO 1096, June 3, 2014).
For students, harassment means unwelcome conduct engaged in because of a protected status that is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the student, as limiting the student's ability to participate in or benefit from the services, activities or opportunities offered by the University. (EO 1097, June 3, 2014).

[11] Retaliation means adverse action taken against a person because they have or is believed to have (1) exercised rights under University policy; (2) reported or opposed conduct which they reasonably and in good faith believes is DHR; (3) participated in a DHR investigation or proceeding; or (4) assisted someone in reporting or opposing DHR. (EO 1096/1097, June 3, 2014).

The number of DHR reports investigated.	**9**

The number of DHR reports investigated in which a Student is the Respondent.	**0**
The number of DHR reports investigated in which an Employee is the Respondent.	**9**
The number of DHR reports investigated in which a Third Party is the Respondent.	**0**

The number of DHR reports investigated in which a Student is the Complainant.	**5**
The number of DHR reports investigated in which an Employee is the Complainant.	**3**
The number of DHR reports investigated in which a Third Party is the Complainant.	**1**

The number of DHR reports resolved without investigation.	**27**

The number of DHR reports in which the Respondent was held responsible, including a description of the final sanction. [12]	**1**

The number of DHR investigations in which the evidence was found insufficient to hold the Respondent responsible.	**8**

[12] Individual resigned before being separated from the University.

OBSERVATIONS & RECOMMENDATIONS

The organizational structure for supporting Title IX Coordination and DHR Administration at SF State has the distinct advantage that one executive office is privy to the content and resolution of all reported incidents and inquiries that come through the Equity Program & Compliance Office. It is important to note that the Office receives a notable volume of complaints and reports, but not all cases ultimately fall under the purview of CSU Executive Order 1095, 1096 or 1097. Regardless, there is appropriate follow up in all situations, and the response is commensurate to the context of each incident or inquiry.

Because we have a "big picture" of the kinds of issues and concerns that arise for both students and employees related to discrimination and/or harassment, as well as inequitable treatment, on the basis of any protected class, Equity Programs & Compliance is uniquely situated to recognize systemic issues or organizational patterns and consequently work to address, alleviate or ameliorate these as quickly as possible. Based on the observations we have relative to all incidents and inquiries directed to the Office, we offer the following recommendations for consideration and follow-up.

1. Continue training outreach and education efforts in support of Title IX, and increase similar efforts in support of Discrimination and Harassment on the basis of other protected classes in addition to gender. Year One of Equity Programs & Compliance's existence was understandably front-loaded in the areas of Title IX; there was the greatest administrative burden to meet all compliance mandates, and there was also significant internal and external scrutiny of SF State's efforts – the same scrutiny faced by all campuses. However, discrimination and harassment on the basis of race/ethnicity, sexual orientation, disability status, and other protected identities are clearly also notable issues of concern, so FY 2015-16 will necessarily require us to ramp up our training, outreach and educational endeavors in these areas while maintaining existing training efforts.

2. Sustain and continually improve intervention and investigation-based programs and services, and increase efforts and strategies that address the root causes of sexual violence, gender inequity and other forms of discrimination/harassment in order to prevent them from happening in the first place. Despite the rhetoric about prevention embedded in much of the policy and legislative language as it relates to Title IX and DHR efforts, the overwhelming bulk of policy requirements and legal mandates focus on improving due process and efficacy/efficiency of investigative processes, as well as on enhancing and ensuring quality provision of assistance and support for victims/survivors of sexual violence, as well as complainants and respondents throughout the investigative process. While this latter body of work is important, they do not in and of themselves result in the reduction of incidents of sexual violence, discrimination or

harassment. This requires concerted, deliberate efforts designed and delivered to prevent these types of behaviors, instituted broadly and over time. Further, Equity Programs & Compliance devoted a lot of attention to *training* students, staff and faculty about our new and updated policies and procedures; yet, while it is important for campus community members to know University policies, as well as understand what resources are available and how/when to access them, this is not the same as *educating* to promote the kinds of attitudinal, knowledge and behavior change that reduce incidents of sexual violence, discrimination or harassment. As such, FY 2015-16 will see SF State focus on building our capacity and competence to offer a comprehensive array of primary prevention programs for students, as well as strategies designed to empower faculty/staff to also be part of creating the optimum campus climate.

3. Evaluate the need for and determine the feasibility of establishing one or more identity-based advocacy and/or education centers on campus. Despite a long-standing, self-stated commitment to issues of access, inclusion and social justice and being distinguished as the only campus with a College of Ethnic Studies, team members in Equity Programs & Compliance were continually struck by the fact that SF State has no institutionally-supported Women's Center, Multicultural Student Center, LGBTQA Student Support Center, or similar centers. There does exist the Women's Center, the Richard Oakes Multicultural Center and the Queer Trans Resource Center within Associated Students – all student-fee funded programs and led/staffed/operated by student employees. These student-led initiatives are critically important, and provide not only valuable learning and leadership opportunities for our students but also important programs/services for students – informed first-hand by student perspectives. Yet symbolically and substantively, these centers cannot replace the work implemented by professionally-trained staff who can sustain programs/services consistently from year to year and can rely on general fund support from the University – student-led centers can complement the contributions of institutionally-based centers. SF State should engage in a benchmarking and self-study process to understand the background and decision-making history that led to our current programming model and determine what is needed to best provide both advocacy and support for students who are from historically marginalized communities, as well as multicultural competency education and social justice capacity-building for the entire student community.

4. Ensure greater implementation of written policies, procedures and practices, made readily available and accessible to affected constituencies. Employees and students often contacted our Office to report being discriminated or retaliated against. Further

inquiry into many of these situations revealed that in fact EO 1096 or 1097 was not implicated; however, the fact remained that we had faculty/staff members or students who felt very hurt, angry or disappointed by how they were treated by an individual or unit. A common theme that emerged was the failure of many units or departments to document their processes for making decisions or for making appropriate exceptions to policy, allowing it to appear to impacted employee or student complainants as though they were being treated differentially and – in the absence of information otherwise – that this differential treatment was due to one or more of their protected identities. Salient examples included how additional teaching course load (linked with additional compensation!) was distributed to instructors and tenured/tenure-track faculty in the department or college, or how late course withdrawals were approved for students.

When policies and procedures are vetted, written down, disseminated and then followed, it minimizes the likelihood that administrative decisions will be capricious or perceived as such. Therefore, all units, departments, division and cabinet areas should be encouraged to identify key or common policies and procedures for which they are responsible and ensure that they are accurately documented and updated on a regular basis, and then promulgated and disseminated through a variety of venues so as to educate impacted or affected constituencies. When decision are made and communicated, reference should be made to these written policies and procedures.

5. Review organization charts and hiring/promotion policies/practices to ensure that there is adequate Management Personnel Plan (MPP) employee coverage in all administrative units, colleges, departments, divisions and cabinet areas. Many problems, conflicts or concerns that ultimately arrive in the Equity Programs & Compliance Office could have been more easily and readily resolved if they had been identified and dealt with sooner. Instead, despite our belief that people had good intentions, issues were allowed to fester, grow, and increase in complexity, etc., with little or no interference. Nearly every unit with which we worked this past year had at least one concerning situation in which the problems identified had been in play for an extended period of time.

   An integral part of a proactive institutional approach to eliminating and reducing Title IX- or DHR-related incidents requires adequate executive and senior-level supervision and oversight in all units, and SF State is thinly-staffed in this regard. We observe that this is particularly true in the academic colleges, where a handful of MPP's are having to provide oversight, guidance and consultation for hundreds of faculty members. These executives and senior-level administrators also need to have adequate training and ongoing support in order to ensure that they can appropriately understand and

effectively execute their supervisory and fiduciary responsibilities. We encountered several MPP administrators who either were not clear in understanding the parameters of their administrative authority, or were uncomfortable fully exerting that authority. We recognize that politically, there are challenges with ensuring that we do not irresponsibly or overly proliferate management ranks at the expense of instructional support or to the detriment of direct service provision – especially when SF State is hampered by limited financial resources. However, it places the University at increased risk and liability, not to mention does not ensure the safest and most inclusive learning and working environment for our students and our employees, if we do not institute appropriate levels of oversight and supervision. It is recommended that an exploration of the broader issue, along with identification of specific areas for focused inquiry, be first vetted by the President's Cabinet.

6. Continue to work with the Chancellor's Office to institute systemic and/or automated solutions to problems or needs universally experienced at all 23 campuses of the CSU. Some of these involve small matters, while others are more significant, but in all cases these "wins" would save time, energy and effort, and increase the ability of our limited personnel resources to focus on educating and responding to students and employees. The "fixes" for many of these problems cannot be implemented by any one campus in isolation due to shared systems, or to do so would be inefficient or overly burdensome. Examples include but are not limited to: (1) Institute a self-service option within Campus Solutions, or CS (i.e., CSU common student information system) to allow transgender students to change their name of record while they are still undergoing the process to change their name legally; (2) Develop a set of online templates for any annual reports that must be prepared or submitted to the CO and/or to the campus presidents, such as the Clery Annual Security Report, or the newly instituted Title IX and confidential victim-advocate reports now required by CSU Executive Order 1095; (3) Produce/identify and proliferate a cost-effective system for tracking student participation in educational and/or training efforts that will readily upload into CS; and, (4) Develop and disseminate a new MPP employee orientation manual, available online in digital format, that serves as a handy one-place reference on the key duties, functions, responsibilities and expectations of MPP employees, regardless of the functional programs or technical areas they oversee, as well as includes easy resource lists to commonly needed information, e.g., Collective Bargaining Agreement language about filing a grievance. We acknowledge that some of these needed projects are already underway or in planning stages.

THIS DOCUMENT IS ALSO AVAILABLE AS A DOWNLOADABLE PDF FILE BY VISITING HTTP://TITLEIX.SFSU.EDU/MATERIALS

Drafted 09.15.2015 by K. Dalton
Edited 09.19.2015 by L. Hong
Edited 09.28.2015 by K. Dalton
Reviewed 09.29.2015 by L. Hong
Finalized 09.30.2015 by K. Dalton