

Princeton USG Senate  
Meeting 8  
April 3rd, 2022  
8:00 pm EST



### Introduction

1. Question and Answer Session (5 minutes)
2. President's Report (Mayu Takeuchi, 5 minutes)
  - a. Mental health resources
    - i. Off campus funding
    - ii. Assessing off campus care follow through
    - iii. List of private spaces for telehealth appointments
  - b. Meeting with ICC
    - i. Sharing priorities: mental health, sustainability, DEI, sexual misconduct
  - c. Sustainability
    - i. SusComm coffeehouse
    - ii. More sustainable Lawnparties
  - d. Mental health Initiative
    - i. April 15: Mental Health Luncheon
    - ii. April 18: CPS ODUS USG Mental Health Training
  - e. Coming Up
    - i. Tigers at the Market
    - ii. Fossil Fuel Dissociation Discussion (Wed, April 6th)
    - iii. *The USG Survey* Coming soon
    - iv. Quarterly reports on U DEI efforts
    - v. Lawnparties planning ongoing
    - vi. Mid year report coming

### New Business

1. CPUC Committee on Sexual Climate, Culture, and Misconduct Update (VP Calhoun; Jacqueline Deitch-Stackhouse, Director of SHARE; Regan Crotty, Director of Gender Equity and Title IX Administration; Sonya Satinsky, Director of Health Promotion and Prevention Services, 25 mins)
  - a. The Committee
    - i. Faculty-student committee (also community members, administration, alumni)
    - ii. Goal is to look at culture on campus and allow people to be self determining in sexual activity
    - iii. Ongoing Work

1. Used book *Sexual Citizens* and spoke with authors
  2. Discussions with student leaders
  3. Sponsored faculty workshop
  4. Reviewed *We Speak* survey results with Vice Provost Marsh
  5. Met with directors of identity centers
  6. Hosting campus conversations about Committee's work and update on Joint Committee recommendations
    - a. Team of support (including attorneys)
    - b. Alternative Resolution Process and restorative practices
    - c. Increased clinical staff for SHARE
    - d. Required training for students traveling on University sponsored trips and for faculty accompanying students on University sponsored trips
  7. Planning speaker series for Fall 2022
- iv. Stephen: Did you try to find any causes for lack of change in the *WeSpeak* survey?
1. Regan: We've had gaps in collecting data. We want to look at the data and identify gaps. We've gotten good at making people aware of resources. We will see things that need work. The numbers are always too high and on par with other Universities. Hopefully we'll see how the data intersects with clubs and organizations and that will show us where we need to improve things.
- v. Isabella: Outside of these meetings, how do you plan on facilitating this conversation?
1. VP Calhoun: We're having several meetings. We had a luncheon, and are meeting with GSG, USG, USLC, and will end with a conversation with the Academic Department Climate Committee. That's why we're looking towards next semester. There's more workshops we're looking into and hoping the speaker series will spread the message too.
- vi. Kanishkh: Are there any structures that can help alleviate academic stresses during the process?
1. Regan: These are long processes which is why we have the team of support. I encourage people to talk to DSLs, Deans, and the Director of Studies. There are liberal policies around extensions. It's hard to manage all of that so the people listed above can help you reach out to people to alleviate those stresses.
- vii. Audrey: What can we as individuals do to prevent this issue and help solve it?

1. VP Calhoun: all of us have a role to play to create this environment where people feel safe and free. I hope you can think about the orgs you are part of and how we as the student body hold each other accountable. We want people to be talking about this and creating an expectation that we are free of this prevalence. We need a longer convo about what healthy relationships look like and what they don't look like.
2. Jackie: We need a culture around respect and accountability as well as bystander intervention. Use the 3 Ds and we have the SHARE peers who are a great resource. Sometimes we have a SHARE liaison with USG which helps us see things that we sometimes don't.
3. Sonia: The research shows that a lack of comprehensive sex ed contributes to sexual misconduct. We talk about sexual climate because people aren't engaging with the same level of education depending on where they come from. We need to keep that education here standardized to get everyone up to speed.

viii. Discussion Questions

1. How would you describe the University of sexual culture and climate?
  - a. Noah Luch: We advocate at the Mental Health Initiative to get resources and share information to help people get help. In my experience, a lot of students say that the University increases the number of steps when it needs to be decreased.
  - b. Jackie: Typically SHARE peers are first cause they feel like a safer first step for students so they help lower the bar. We want to make sure people don't have to qualify what is happening to them, and then our job is to direct students where they need to be. We try to streamline but SHARE is confidential which makes it feel like a hurdle.
  - c. Carlisle: I view that to be mean the advertised attitudes to sex and sexual relationships and the more dominant ones define the culture. The University almost hypersexualizes students, according to the religious community. There is an underlying sexual desire on the Street. Their problem can be worsened during orientation with all of the stuff given out.
  - d. VP Calhoun: Is that what you're hearing or experiencing?
  - e. Carlisle: I think both

- f. Isabella: In response to Carlisle, I didn't have sex education outside of abstinence training before Princeton. The availability of sexual resources was concerning at first and it made it more normal for me. In terms of recommendations and the culture, one of the big conversations for sophomores was about being uncomfortable with the people in the clubs they are in. I don't know how the administration can work with ICC or students in the clubs.
- g. Sonia: One of the things talked about in Sexual Citizens, is that power imbalances lead to more difficult consensual encounters. People visiting the street have less control over the space. We can create more desirable social scenes where that imbalance is lessened.
- h. Regan: We've been talking about this for a long time and more recently. SHARE meetings with the ICC. When leadership turns over, there are resources the ICC is looking into like safety officers and theme nights and training from SHARE. There's complications around membership.
- i. Dillion: From what I've heard, there is sometimes concern among students that those who have better sex education are the ones responding to surveys and listening at trainings. How can we make sure that this is reaching everybody and it's not a question of opting out?
- j. Jackie: We used the covid period to try to grow healthy relationship content because we recognize people were in space all over the world. We talked about themes with domestic violence because of the situation. We cater the content depending on the situation. There are 3 intentional programs: new, officers, and full. All varsity athletes undergo training. All of this helps us create a comprehensive culture and helps us reach all audiences.

2. SGRC Approval (Derek Nam, 5 mins)

- a. Approved 8 new clubs
  - i. AI at Princeton
  - ii. Dante Society of Princeton
  - iii. Hack4Impact
  - iv. Nassau Press
  - v. OFF-RACK
  - vi. P Pop Up
  - vii. Princeton Black Business Association

- viii. Sports Debate Club
  - b. Mariam Latif motions for a vote, Sean Bradley seconds
    - i. Vote: 19 in favor, 4 abstaining, 0 against
    - ii. *The vote passes*
- 3. Mental Health Initiative Budget Request: \$2000 for Luncheon (Noah Luch, 5 mins)
  - a. Planning lunch at the Prospect House for students faculty and staff to discuss mh at princeton and what the campus should look like
  - b. Goal is to cultivate conversation where it doesn't always happen
  - c. Braiden: Has this been done before by MHI?
    - i. I don't think with administration and faculty
  - d. Braiden: Are there any written out plans to move forward from this conversation?
    - i. Yes, we had a panel discussion this past week. We are making the lunch less policy based so we can all see each other as people instead of as in our formal roles.
  - e. Isabella: How many students do you hope to host? Is the money for food or just the reservation?
    - i. Our maximum number of guests is 60, and we want to split that between faculty and students. There will be about 20-30 students. The cost is for food and the reservation.
  - f. Stephen: How are you choosing who attends?
    - i. We've contacted ODUS to select the most active groups on campus. We want a campus wide discussion so it will be a variety of people, but right now it is first come first serve.
  - g. Audrey: Are you reaching out to student leaders or students themselves?
    - i. Student leaders primarily, want the leaders to disseminate the message to their groups
  - h. Stephen Daniels motions for a vote, Ned Dockery seconds
    - i. Vote: 19 in favor, 4 abstaining, 0 against
    - ii. *The vote passes*
- Mayu Takeuchi motions to extend time, Stephen Daniels seconds
- 4. Mental Health Recommendation Check-In (10 mins)
  - a. Stephen: We talked about decreasing stigma and having more conversations and bringing the Princeton Perspective Project which is moving forward. Having as much support from USG as possible would be ideal
  - b. Riley: My proposition had to do with getting on the CPUC agenda and we got McCosh and CPS to talk about these things at the CPUC, and while it could have been longer, I'm glad it happened.

- c. Eric: We've been working on having a Princeton wide calendar on MyPrincetonU which is in progress. Senior lectures are underway and it would be like a colloquium in a way.
- d. Audrey: In my committee, I said we'd try to have more mindfulness and that has been working well. We also had the coffeehouse which was a very positive space and helped mental health.
- e. Walker: Ned and I have been working with CPS and making videos for the first years.
- f. Noah: Our group talked about setting up a wellness space and were in contact with Braiden, who contacted architecture to get it setup in Hobson next year. But for now, we talked to Campus Club and it will be happening there.
- g. Isabella: We also need to recognize that it's a hard point in the semester but we need to think about taking care of ourselves so we need to think about a sustainable model. It seems like we are having a hard time not draining ourselves.
- h. Braiden: I agree. I will say I overcommitted myself but I felt there are a lot of people in USG I could be upfront with about it and I hope that is the case for everyone here.
- i. Audrey: I feel like sometimes USG is a 6th class but it's amazing that we have a group of people so dedicated to our work. It might be better to have even more support as well.

USG President's Report, April 3  
Mayu Takeuchi

**PAST WEEK HIGHLIGHTS**

Mental Health Resources Discussion with VP Calhoun and Dr. Chin (CPS)

- Began assessing gaps in info available via University data/surveys, including annual Senior Survey / Year End Assessments and 2021 Healthy Minds survey
- Advocated for clear & accessible (1) list of funding sources for off-campus mental health care and (2) listing of private spaces for telehealth appointments, both with an eye towards expansion
- Advocated for & co-developed a targeted survey for assessing if/why students don't pursue off-campus care when referred → to be sent out early April

USLC (University Student Life Committee)

- [Presented](#) on USG's holistic approach to supporting mental health and student well-being. Thanks Avi for the invite!
- Set up follow-up meeting re: GSG's longitudinal mental health survey

ICC (Inter-Club Council)

- Discussed potential collaborations for community-building and amplifying spirit at athletic events
- Discussed priorities including financial aid & addressing sexual misconduct issues
- Will connect USG DEI Chair with club DEI Chairs & USG Sustainability Chair with club Sustainability Chairs → towards reusable cups!

Other

- SusComm Coffeehouse! Mental Health Week! Upcoming Farmer's Market!
- Office of Sustainability + student leaders meeting, for sustainable behavior activation
- USG reps filmed a welcome video for '26. Special shout out to Walker for coordinating!

**WEEK AHEAD HIGHLIGHTS**

The USG Senate will be publishing a Mid-Year Report by the end of this semester. Senate members, please stay tuned for instructions — details to come via email on April 4!

Apr 4 (M) Spring Election campaigning begins at 9 am!

Apr 5 (T) Dean Dunne 1:1. Review/preview of Mental Health Initiative programming  
Apr 6 (W) Community Dining (VP Chad Klaus's office). Towards finalizing the program!  
Apr 7 (H) Fossil Fuel Dissociation Discussion. Email me at [mayut@princeton.edu](mailto:mayut@princeton.edu) to RSVP



## SGRC Clubs

### AI at Princeton

- Objective: To provide a space for undergraduate Princeton students and other community members interested in AI to keep up with the state-of-the-art, which is ever-evolving at a rapid pace.

### Dante Society of Princeton

- Objective: To encourage engagement with Dante Alighieri, his legacy, and his timeless influence on the campus of Princeton University.

### Hack4Impact

- Our group mission reflects the feelings of many of the founding members: that we want to contribute to the greater good and pursue Princeton's motto of being "in the Nation's service and in the service of humanity," but there is a lack of opportunities for computer science majors. We see H4I as something to fill that void, since we will be facilitating connections between motivated students and nonprofits in need.

### Nassau Press

- Objective: To empower students in publishing their work, giving their stories a home, and providing personalized editorial care for writers. Nassau Press is focused on long-form writing.

### OFF-RACK

- The OFF-RACK Fashion Club proclaims that it has been founded and is dedicated to promote and encourage, amongst its members: The love of fashion; positivity and inclusiveness; new ideas and brainstorming; an atmosphere of learning and trying new things.

### P Pop Up

- We would like to provide a space on campus for students to engage with fine dining and high level gastronomical experiences for an affordable and accessible price point.

### Princeton Black Business Association

- We would like to ensure that black students on campus have full access to all opportunities related to business, finance, and consulting. We believe through PBBBA, we will bring about a more diverse and inclusive environment in these professions in the future.

### Sports Debate Club

- An organization for students interested in discussing sports-related topics and watching sports event with a larger community of students.

## Sexual Climate, Culture, and Misconduct Report

- I. Introduction
- II. Coordination with other administrative processes
- III. Support and advocacy for complainants and respondents
- IV. The sexual misconduct investigation, adjudication and appeal process
- V. Alternative (non-disciplinary) approaches to addressing harm
- VI. Campus climate and culture
- VII. Support for student mental health
- VIII. International and domestic travel
- IX. Conclusion

### Appendices

- A. Support and Advocacy
- B. Investigative Process
- C. Charge to the Restorative Practices Working Group
- D. Student training and educational programming
- E. The SHARE Peers
- F. Charge to the Emergency Funds Review Working Group
- G. Members of the joint Committees
- H. Continuing the conversation: contact information

**An Executive Summary of the report can be found [here](#).**

## I. Introduction

Princeton University is committed to building a campus culture in which all of its community members can learn, work, and thrive in a safe, supportive, and fair environment, free from sexual misconduct. As part of this commitment, the University seeks to strengthen the effectiveness of its policies and procedures related to sexual misconduct, in compliance with its obligations under Title IX and other applicable legal requirements, and expand the scope of its resources, including educational and programming initiatives.

During the spring of 2019, student protesters raised concerns about aspects of the sexual misconduct policy and process, campus resources, and campus culture. These students, some of whom eventually assumed the name “Princeton IX Now,” released several sets of demands to the University administration.<sup>1</sup>

As members of two standing University Committees, the [Faculty-Student Committee on Sexual Misconduct](#) and the [University Student Life Committee](#),<sup>2</sup> both comprised of faculty members, administrators, undergraduate and graduate students, the authors of this report were asked to take responsibility for reviewing the concerns raised by the students; learning more about each stage of the Title IX process; speaking with the individuals responsible for the different stages of the process; engaging in conversations with Princeton University community members representing multiple perspectives and experiences with Title IX; and, where appropriate, making recommendations related to sexual misconduct and campus climate. We share students’ focus on the wellbeing of their classmates and respect their right to express their concerns.

With a sense of urgency regarding the issues that were raised, the joint Committees met twenty times throughout the summer and early fall.<sup>3</sup> In addition to gathering a broad range of student voices, perspectives, and needs, the joint Committees reached out to other community members through focus

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<sup>1</sup> The Princeton IX Now group revised its demands multiple times without dating those revisions. For purposes of completeness, the joint Committees attempted to track and review all the versions of the demands. However, we focused our attention on a version labelled “The Core Problems” received by email on May 28, 2019.

<sup>2</sup> The [Faculty-Student Committee](#) on Sexual Misconduct serves as an advisory group to the University president and provost regarding Princeton’s work to prevent sex discrimination and sexual misconduct. It reviews policies and procedures, monitors campus climate, and makes annual recommendations. The University Student Life Committee evaluates and recommends policies and practices so as to improve undergraduate and graduate student quality-of-life, and explores issues of concern to both undergraduate and graduate students.

<sup>3</sup> A [timeline and summary of the Committees’ activities](#) was posted online throughout the summer.

groups conducted by an independent interviewer, and activated an email address ([facultystudentcommittee@princeton.edu](mailto:facultystudentcommittee@princeton.edu)) to facilitate community input. This report responds to themes expressed by those with whom the joint Committees interacted, including delegates from Princeton IX Now, eating club members, Residential College Advisers (RCAs), Center (Women's Center, LGBT Center, and the Carl A. Fields Center) leaders, SHARE Peers, members of the graduate student Women in STEM group, and administrators, including SHARE staff, staff from the Office of Gender Equity and Title IX Administration ("Title IX Office"), practitioners from Counseling and Psychological Services (CPS), and administrators who serve as Title IX advisers.

This report presents recommendations regarding programmatic and staffing enhancements that we believe can be considered immediately. These have been forwarded to the appropriate administrative leaders, including the Provost, Vice President for Campus Life, Vice Provost for Institutional Equity and Diversity, Dean of the Graduate School, Dean of Undergraduate Students, and directors of the SHARE and Title IX Offices.

We are grateful to the many individuals who participated in person, by videoconference, and/or in writing, and for the many suggestions and ideas that we received and continue to receive. We understand that it can be difficult to discuss these issues. If you would like to talk to someone about questions or concerns relating to sexual misconduct, we want to remind you of the [confidential resources](#) that are available on campus and off-campus.

Our goal for this report is to update the community on the work that was done over the summer, to help the campus community understand and take advantage of available resources and systems, to provide a roadmap for further enhancements, to increase transparency and hopefully trust in University processes, and to support an inclusive environment. We look forward to making progress reports on the actions that we have recommended, as well as continued conversation and feedback. **Coordination with other administrative processes**

The University's effort to address sexual misconduct is conducted in light of applicable legal and regulatory guidance.<sup>4</sup> The U.S. Department of Education's Office for Civil Rights (OCR) has signaled its intention to issue new regulations in 2019 regarding compliance with Title IX. These regulations are likely

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<sup>4</sup> This includes federal regulations regarding Title IX of the Education Amendments of 1972, the law that prohibits sex-based discrimination in education; Title VII of the Civil Rights Act of 1964, which similarly prohibits sex-based discrimination in the workplace; the Violence Against Women Act; and the Family Educational Rights and Privacy Act (FERPA).

to have significant impact on Princeton's sexual misconduct policy and procedures,<sup>5</sup> including the specific requirements of the sexual misconduct disciplinary policy and Title IX compliance. Any procedural changes of that type would be subject to a separate review and policy-making process, involving the Council of the Princeton University Community (CPUC), Faculty Advisory Committee on Policy, and the full faculty.

In addition, in parallel with the work of our joint Committees, the University commissioned a separate external review of the sexual misconduct program. That review was [initiated at the request](#) of Michele Minter, Vice Provost for Institutional Equity and Diversity and Title IX Coordinator, and Regan Crotty, Director of Gender Equity and Title IX Administration, and [approved by President Christopher Eisgruber](#). Provost Deborah Prentice has responsibility for oversight of the external review. A report from that review is expected to be released publicly this fall.

Following the release of the external review, we will consider both reports in order to determine whether they present further opportunities for the joint Committees to make additional recommendations.

## II. **Support and advocacy for complainants and respondents<sup>6</sup>**

The Committees reviewed resources for support and advocacy for complainants and respondents. Below we provide a brief summary of the current resources to offer context for our recommendations. **For detailed information on the support and advocacy resources described here, please consult Appendix A.**

- Princeton provides advocacy to survivors through the [Sexual Harassment/Assault Advising, Resources and Education \(SHARE\) office](#). In this capacity, SHARE staff members assist navigating on- and off-campus systems, including the Title IX investigative process. The SHARE staff members are confidential resources,<sup>7</sup> allowing for secure communications so that individuals who have

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<sup>5</sup> Princeton endorsed public comments about the proposed OCR regulations that were submitted by two educational consortiums of which it is a member. See public comments of the Association of American Universities ([www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Higher-Education-Regulation/AAU-Title-IX-Comments-1-24-19.pdf](http://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Higher-Education-Regulation/AAU-Title-IX-Comments-1-24-19.pdf)) and the American Council on Education ([www.acenet.edu/news-room/Documents/Comments-to-Education-Department-on-Proposed-Rule-Amending-Title-IX-Regulations.pdf](http://www.acenet.edu/news-room/Documents/Comments-to-Education-Department-on-Proposed-Rule-Amending-Title-IX-Regulations.pdf)).

<sup>6</sup> A complainant is an individual who alleges a violation of the sexual misconduct policy. A respondent is an individual alleged to have violated the policy.

<sup>7</sup> Information shared with Confidential Resources (including information about whether an individual has received services) will only be disclosed to University administrators or any other person with the individual's express

experienced sexual misconduct can take time to consider which resources, if any, best meet their needs, without automatically triggering an investigative process.

- In addition to conducting investigations and adjudications, the [Title IX Office](#) provides information regarding options and resources, regardless of whether an individual chooses to initiate a formal investigation. These resources include access to accommodations such as academic adjustments, changes of housing, and No Communication or No Contact Orders. (Accommodations can also be arranged through the SHARE Office.)
- If a formal investigation is initiated, complainants and respondents may choose to work with a [Title IX Adviser](#), who provides general support during the process. The Title IX Adviser may be copied on correspondence between the Title IX Office and the complainant or respondent; however, the Title IX Adviser may not act as a proxy for/on behalf of the complainant or respondent. The Title IX Adviser may attend any interview or meeting connected with the disciplinary process, but may not actively participate in interviews – e.g., the Adviser may not answer questions posed to a party.<sup>8</sup>
- Individuals may also opt to seek assistance from other University offices, including the residential colleges; Graduate School; Office of Disability Services; Carl A. Fields, Women’s and LGBT Centers; and the Ombuds Office.

Based on extensive conversations with students and administrators, we believe that the University’s existing resources are substantial and accessible. However, recognizing that students choose a variety of pathways for engaging with advocacy, accommodations and the investigative/adjudicative processes – and that those processes can be daunting or confusing – we believe that the systems would benefit from additional streamlining and navigational support. As it stands now, for example, depending on their needs, students may seek support from multiple offices or request accommodations from multiple administrators, and they receive a copious amount of information that might be challenging to synthesize.

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written permission, unless there is an imminent threat of serious harm to the individual or to others, or a legal obligation to reveal such information (e.g., if there is suspected abuse or neglect of a minor). Confidential resources include staff members from SHARE and CPS, Medical Services, University Health Services staff members, Office of Religious Life chaplains, the Ombuds Officer, and Carebridge. See [sexualmisconduct.princeton.edu/resources-reporting/resources](https://sexualmisconduct.princeton.edu/resources-reporting/resources) for more information.

<sup>8</sup> The pending Office for Civil Rights (OCR) Title IX regulations may require changes to University’s current advising system, due to a potential provision requiring Title IX Advisers to conduct live cross-examination. Should such a provision go into effect, Princeton would need to re-evaluate and re-structure its advising system. Therefore, we feel that it is premature to make any recommendations regarding legal representation or other non-University Title IX Advisers at this time.

We want to stress that no amount of administrative support can or should substitute for each student's own judgment regarding what is best for them. We respect the right and agency of students to make the decisions that they consider in their best interest.

Based on our review of the resources provided to students, we offer the following recommendations.

### *Recommendations*

- We recommend that the Title IX Office create a new administrative role to assist students in navigating the Title IX and appeal process. This administrator would be a neutral facilitator who would provide coordination, general support, and information to the party whom they have been assigned to assist, but play no other role in the investigation/adjudication process. This facilitator would assist in coordinating accommodations and in helping parties understand their rights and the disciplinary process under the Sex Discrimination and Sexual Misconduct Policy. Any individual serving in this capacity would not be a confidential resource and would coordinate with but not serve as the Title IX Adviser.
- We recommend that the Title IX Office, through the facilitator described above, continue to work with residential college staff (for undergraduate students), Graduate School deans (for graduate students), and Title IX Advisers (and as appropriate and with the permission of the party, with SHARE and/or CPS staff) to further develop support networks for each complainant and respondent, with a focus on identifying any gaps or opportunities for enhancement.
- We recommend that the capacity of the SHARE Office be reviewed in order to address the growing needs of students. Although the staff has also expanded, the demand for SHARE support has grown significantly.
- We recommend that the current annual training for Title IX Advisers be expanded to a minimum of two mandatory sessions each year, and include additional training on trauma and intersectionality.
- We believe that the new materials related to [Support Resources for Complainants](#), [Support Resources for Respondents](#), and [Choosing an Adviser](#), developed by the Title IX Office as part of the [new sexual misconduct investigation website](#), will help clarify the Title IX process for the campus community. (See Section III for more information about the website.) We recommend that these materials be shared and linked widely to relevant campus websites.

### III. The sexual misconduct investigation, adjudication and appeal process

We reviewed the investigation, adjudication and appeal processes for sexual misconduct in cases involving student respondents.<sup>9</sup> Below we provide a brief summary of the current processes to offer context for our recommendations. **For detailed information on each aspect of the process noted here, please consult Appendix B.**

- **Consultations:** Individuals have the option to consult with the Title IX Office without pursuing a disciplinary investigation. In addition to the 113 disciplinary investigations<sup>10</sup> that the Title IX Office has conducted over the past five years, the Office has provided support and resources—including referrals to confidential resources; and information regarding how to obtain [interim measures](#), and access the disciplinary process and law enforcement—to more than 500 students and more than 80 faculty and staff members who may have experienced or witnessed gender-based discrimination or sexual misconduct.
- **Initiation of Investigation:** Following consultation with the Title IX Office, individuals can express interest in pursuing disciplinary action. If the allegations are appropriate to continue with a Title IX investigation, the Director of Gender Equity and Title IX Administration (“the Director”) provides them with a detailed description of the Title IX investigation and adjudication process. Following the initial meeting, the Director sends the complainant a formal email, which includes a summary of the investigative process, the names of the investigators assigned to the investigatory panel,<sup>11</sup> links to the [Sex Discrimination and Sexual Misconduct policy](#) and [Title IX Adviser FAQs](#), and information regarding next steps. This correspondence (or prior correspondence with the complainant) also contains information about confidential resources, accommodations, and reporting to law enforcement. The Director sends a similar email to the respondent, which includes information regarding the nature of the allegation against them (e.g., the date and location of the incident and the

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<sup>9</sup> The process described differs slightly in cases involving faculty or staff respondents, and may differ in cases involving third-party complainants or respondents.

<sup>10</sup> Of the 113 formal investigations conducted by the Title IX Office between July 1, 2014 and June 30, 2019, respondents were found responsible for violating University policy in 78 cases (69% of cases). These cases involved a wide range of violations, including gender-based discrimination, non-consensual sexual penetration or contact, sexual exploitation, sexual harassment, inappropriate conduct related to sex, gender identity or gender expression, or retaliation.

<sup>11</sup> In cases involving students, a three-person panel of trained investigators are assigned to conduct the factual investigation and determine a finding regarding responsibility.



type of behavior alleged). The Director also meets with the respondent in order to explain the process.

- Factual Investigation: Because the parties themselves usually have the best information about their experiences, they are encouraged to identify evidence that they believe could be relevant, and the investigatory panel seeks to obtain such evidence. In addition, during the course of interviews, investigators ask the parties and witnesses to provide specific evidence if the investigators determine that such evidence may be relevant to the investigation.
- Outcome/Penalty: Following the factual investigation, the investigatory panel reviews the evidence and makes a determination regarding responsibility. The sexual misconduct disciplinary process is designed to determine whether, under the standard of preponderance of the evidence (or “more likely than not”), a finding of responsibility can be made regarding a specific policy violation.<sup>12</sup> Typically, the nature of the available evidence determines the outcome. If the panel does not substantiate a factual allegation, the panel is not making a determination that the alleged conduct did not occur – rather, the panel is concluding that it cannot make that determination based on the available evidence.
- If a majority of the panel finds that the Sex Discrimination and Sexual Misconduct Policy has been violated, the panel’s memorandum and the case file is forwarded to the dean of undergraduate students and deputy dean of the Graduate School. The deans jointly determine the appropriate penalty.
- Appeal: When the parties are notified of the outcome of the case, they receive information regarding the appeal process, in which both the complainant and the respondent are entitled to participate equally. Appeals are heard by the Student Appeal Committee (which consists of three senior administrators and/or faculty members).

The processes described above are comprehensive but necessarily complex. Although information about the sexual misconduct process is described to complainants and respondents in person, provided to them via email at several points during the investigative/adjudicative process, and available on the main [www.sexualmisconduct.princeton.edu](http://www.sexualmisconduct.princeton.edu) website, we understand that it can be challenging to navigate and interpret such a large quantity of material, particularly in times of distress. We also observe that due to staffing constraints, the Director participates in multiple ways throughout

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<sup>12</sup> See [sexualmisconduct.princeton.edu/reports/penalties](http://sexualmisconduct.princeton.edu/reports/penalties) for more information about the determination of penalties.

the process, providing information during consultations, serving as an investigatory panelist, and corresponding with the parties. To address these issues, we make the following recommendations.

### *Recommendations*

- We recommend that the Title IX Office be restructured so that the Director can focus on oversight of the process, including supervising individual(s) serving in the new administrative facilitation role recommended above, without the Director additionally needing to serve as an investigatory panel member.
- We reviewed the Title IX Office's newly launched sexual misconduct investigations website ([www.sexualmisconductinvestigations.princeton.edu](http://www.sexualmisconductinvestigations.princeton.edu)), which provides multiple ways to navigate and search for relevant information; and the new documents that have been created by the Title IX Office, which are designed to ensure that parties have transparent access to relevant material in multiple formats. These include:
  - [Summary Information for Complainants and Respondents When the Respondent Is a Student](#)
  - [Summary Information for Complainants and Respondents When the Respondent Is a Faculty or Staff Member](#)
  - [FAQs regarding Appeals when Respondent is a Student](#)
  - [FAQs regarding Appeals when Respondent is a Faculty or Staff Member](#)
  - [Updated FAQs regarding Title IX Advisers](#)
  - [Information regarding Penalties in Sexual Misconduct Cases](#)

We recommend that the Title IX Office work with the Office of Communications to find the best way to disseminate this important information to the Princeton University community, eliciting student feedback about the website user experience.

#### **IV. Alternative (non-disciplinary) approaches to addressing harm**

From several sources, we heard a desire for more options to assist individuals who prefer to resolve their experiences of sexual misconduct without invoking a formal disciplinary process. Some students express the desire for ways to address their sense of harm without generating the kind of conflict within their communities that a formal disciplinary process can cause. Informal resolutions are not always feasible (for example, in situations involving violence), but we agree that more alternatives to a full disciplinary process would be helpful. The following non-disciplinary options are already in place:

- Requesting accommodations outside of the disciplinary process: As discussed above, individuals may approach the SHARE Office, Title IX Office, Directors of Student Life, or Graduate School Deans to explore accommodations or other adjustments related to an experience of sexual misconduct. Supportive measures such as academic extensions, changes of housing, and No Contact or No Communication Orders are available without a requirement to take further action or launch an investigation.
- Mediation: It is possible that the OCR's pending regulations will allow for institutionally-sponsored mediation in cases involving sexual misconduct. Informal mediation is currently available through the [Ombuds Office](#), which offers students, faculty and staff members a confidential, impartial place to discuss concerns, conflicts or problems. The Ombuds Officer does not take sides in disputes and operates independently of the University. The Ombuds Office also provides neutral services such as mediation when parties agree to participate. Mediation is a voluntary, confidential, and informal process that people in conflict use to address a common problem with the help of an impartial mediator who does not decide, but helps the parties reach their own solution. In certain circumstances, and at the discretion of the University Ombuds Officer, mediation of this type can be used to confidentially resolve a sexual misconduct matter if both parties agree to do so. However, given the Ombuds Officer's role as a confidential resource, matters mediated through the Ombuds Office do not become part of the University's records, the University would not be on notice of the situation, and the respondent would not face discipline.

### *Restorative justice and restorative practices*

Students have expressed interest in the development of a restorative justice/practices program. Restorative justice is a non-adversarial approach to addressing offensive behavior that seeks to identify and repair harm and rebuild trust through facilitated dialogue. Restorative justice shows promise for addressing some types of interpersonal conflict and we believe that it should be explored further on our campus

According to the Skidmore College Campus PRISM Project (the foremost national research center working on restorative justice in higher education), restorative justice programs require intensive community preparation and facilitation. Therefore, we support further preparatory work, beginning with exploration of *restorative practices*. Restorative practices focus on creation of safe spaces, building trust, attending to trauma and resilience, and setting community standards and norms. Such practices often

involve conversation circles to address hostile campus climate and engage in risk assessment, safety planning, victim and survivor healing, and accountability. Research indicates that if the development of strong restorative practices is rushed or skipped, the community will not develop the required level of confidence in the restorative approach. We believe that restorative practices may also be effective in non-sexual misconduct related bias incidents, such as those in which offensive speech or actions can be appropriately addressed outside of formal disciplinary processes. Students must play an essential role in leading a successful restorative practices effort.

At the present time, it is unclear whether a restorative justice program would be considered compliant with the requirements of Title IX in a disciplinary context. As the PRISM Project says,

“In the U.S., campuses may be hesitant to employ Restorative Justice practices for sexual and gender-based misconduct because they are not clear if Restorative Justice is permissible under OCR [Office of Civil Rights] guidelines .... Similarly, campuses are hesitant to move forward because they are uncertain about the criminal ramifications for students. If students, for example, admit fault during a restorative process, will that be later used against them in criminal court? Any pilot must clarify this issue with local district attorneys and understand relevant state law.”<sup>13</sup>

In 2018, Princeton hosted a two-day training on restorative justice and practices, led by researchers affiliated with the PRISM Project. We believe that it would be useful to continue this exploration.

### *Recommendations*

- We reviewed the section of the Title IX Office’s newly launched sexual misconduct investigations website that provides information regarding [Non-Disciplinary Options](#), which explains alternative (non-disciplinary) ways to address experiences of sexual misconduct, including procurement of accommodations and confidential mediation through the Ombuds Office. We recommend that the Title IX Office work with the Office of Communications to find the best way to disseminate this important information to the Princeton University community.
- We recommend that SHARE and/or CPS offer support group(s) for those affected by sexual misconduct, which may include the parties, witnesses, and friends who provide emotional support. Support groups offer an additional vehicle for personal and community healing.

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<sup>13</sup> [https://www.skidmore.edu/campusri/documents/Campus\\_PRISM\\_Report\\_2016.pdf](https://www.skidmore.edu/campusri/documents/Campus_PRISM_Report_2016.pdf), page 5

- We recommend the establishment of a Restorative Practices Working Group to explore research, best practices and models for successful use of restorative practices. The Working Group will make a report to the joint Committees by the end of the fall semester. (See Appendix C for this working group's charge.)

## V. **Campus climate and culture**<sup>14</sup>

We take it as axiomatic that a healthy campus climate and culture help to prevent sexual misconduct. Every campus community member can and should assist by maintaining and encouraging positive social and workplace conduct and norms, and engaging as active bystanders in problematic situations. Students play an essential role in preventing and responding to sexual misconduct, through their roles as leaders in their colleges, eating clubs, student organizations, and teams.

We heard a desire for more tools to assist the campus community in creating a healthy campus climate and responding to situations involving community conflict and/or harm. We also heard about the challenges felt by student organizations, academic departments, and other groups trying to manage group dynamics in the aftermath of bias incidents or investigations, including concerns about preventing retaliation. As well, we recognize that power differentials between individuals (e.g., faculty vis a vis students, club officers vis a vis members) can exacerbate these issues. We agree that additional support for conflict resolution practices, training, and other community building can be helpful in addressing harms and rebuilding trust.

Although the University can offer tools and resources, the work of community building can only take place between individuals and within groups. In order for the tools to be effective, students – and in some cases, other community members as well – must choose to participate and share in ownership of successful resolutions. Below we offer a brief summary of current considerations related to campus culture. **See Appendix D for more information regarding training and educational programming. See Appendix E for more information about the SHARE peers.**

- Training and educational programming: Annually, the SHARE Office and the Title IX Office conduct more than 110 in-person prevention and/or awareness trainings for undergraduate and graduate students. Mandatory training for students has expanded significantly. All undergraduate and graduate students receive two online trainings (covering topics such as sexual misconduct prevention, prevalence, and bystander intervention, as well as resources and

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<sup>14</sup> Students associated with Princeton IX Now have advocated for departmental status for the Program in Gender and Sexuality Studies. This topic is out of the scope of the joint Committees, so the Princeton IX Now group was referred to the Office of the Dean of the Faculty.

reporting information), and students with certain types of leadership roles (e.g., RCAs, Residential Graduate Students, eating club officers) receive additional in-person training, as do eating club members and varsity athletes. The University has made a commitment to the development of a four-year curricular model for undergraduates.<sup>15</sup> The SHARE Office, which oversees the University's prevention efforts, continues to work to build out this four-year curriculum. In addition to the extensive schedule of mandatory trainings for students listed in Appendix D, numerous additional trainings are provided to student groups upon request. Training for faculty also has been expanded (see below).

- **The SHARE Peers:** Members of the SHARE Peer Program serve as spokespersons, student mentors, and liaisons for students and the SHARE Office. Members also provide educational workshops and awareness programming to empower students with healthy relationship skills and to promote active bystander behavior. As first responders for survivors of interpersonal violence, SHARE Peers are trained annually to support survivors using a trauma-informed validation and referral model. The recruitment and selection of SHARE Peers is intentional, multifaceted and highly selective. Diversity is an important consideration, and the recruitment process includes outreach and promotion to a variety of student populations. The application and review process uses a structured rubric and interview process in order to mitigate unconscious bias and identify core competencies, as well as motivations for joining the program. SHARE Peers receive intensive training, including a four-day orientation and ongoing development trainings throughout the year.
- **The role of faculty:** Faculty members play an essential role in leading a healthy and professional culture in academic departments. Based on recommendations made in the Faculty-Student Committee on Sexual Misconduct's 2018 report, several recent enhancements have been made to policies, training and disciplinary processes that relate to faculty.<sup>16</sup> These include a new mandatory faculty/staff online training, as well as supplemental training for Directors of Undergraduate and Graduate Studies and Department chairs, and expanded new faculty orientation. President Eisgruber and Dean of the Faculty Kulkarni established a new presumptive penalty of a one-year unpaid suspension for faculty members found responsible for sexual

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<sup>15</sup> See [sexualmisconduct.princeton.edu/sites/sexualmisconduct/files/faculty-student\\_committee\\_on\\_sexual\\_misconduct\\_2016-2017\\_recommendations.pdf](https://sexualmisconduct.princeton.edu/sites/sexualmisconduct/files/faculty-student_committee_on_sexual_misconduct_2016-2017_recommendations.pdf).

<sup>16</sup> See [dof.princeton.edu/sites/dof/files/images/Princeton%20Faculty%20Rules%20and%20Procedures.pdf](https://dof.princeton.edu/sites/dof/files/images/Princeton%20Faculty%20Rules%20and%20Procedures.pdf), page 47.

harassment or a similarly serious form of sexual misconduct. The faculty voted to prohibit consensual relationships between students and faculty.

- The Faculty-Student Committee on Sexual Misconduct and other committees: Princeton University uses formal committees to ensure that all student, faculty, and staff voices and perspectives can be included in deliberation of important campus issues. The Faculty-Student Committee on Sexual Misconduct serves this function for issues related to sexual misconduct, Title IX, and the University's related policy and procedures (and serves as co-organizer of this review and report). The Committee [annually recommends](#) strategies for improving the effectiveness of the University's procedures, support services, and resources; offers input regarding outreach and educational activities; and provides consultative support for data collection. Although this committee has always been available to receive feedback, and has previously collaborated with students on several occasions, many students are not aware of its work. We believe that there are potentially fruitful opportunities to make the Faculty-Student Committee on Sexual Misconduct's strategic work more visible and accessible through communications campaigns, community forums and/or events designed to support healthy campus culture. Other key groups, including the University Student Life Committee (USLC), Undergraduate Student Government (USG), Graduate Student Government (GSG), and Council of the Princeton University Community (CPUC) can also play useful collaborative roles.

### *Responding to concerns about retaliation*

We are aware that many individuals hesitate to seek assistance in managing experiences of sexual misconduct, due to fear of retaliation. This fear can be particularly acute in academic or workplace contexts such as those of graduate students who are sexually harassed. The fear of retaliation may be more accurately understood as a fear of problematic consequences – which may include damaged social or mentoring relationships as well as the type of adverse actions that would meet the narrower legal and policy definition of retaliation.<sup>17</sup> It is not possible to guarantee that there will not be subtle or even overt changes in relationships in the aftermath of sexual misconduct; those dynamics are best addressed

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<sup>17</sup> As defined by *Rights, Rules, Responsibilities* section 1.3.1, Retaliation is “Any attempt to seek retribution against an individual or group of individuals involved in filing a complaint or report under this policy, filing an external complaint, participating in a disciplinary process, or opposing in a reasonable manner an action or policy believed to constitute a violation of this policy. Retaliation can take many forms, including abuse or violence, threats, and intimidation. Actions in response to a good faith report or response under this policy are considered retaliatory if they have a materially adverse effect on the working, academic or University-controlled living environment of an individual; or if they hinder or prevent the individual from effectively carrying out their University responsibilities. Any individual or group of individuals can engage in retaliation and will be held accountable under this policy.”

through mediation, conflict resolution, and the restorative practices described above. However, we believe that it would be helpful to provide additional explanatory material to help individuals and groups understand how to avoid retaliation or behavior that could be perceived as retaliatory in nature.

Information about how to discourage retaliation and engage in respectful, inclusive behavior should be included in trainings for workplace and academic supervisors and student leaders.

### *Recommendations*

- In Section II, we recommended that the capacity of the SHARE Office be expanded. Here, we further recommend that such expanded capacity be sufficient to support the completion and implementation of the remaining phases of a four-year training curriculum for undergraduate students. This curriculum, which should be designed in consultation with the Title IX Office and Faculty-Student Committee on Sexual Misconduct, should include additional information about topics such as healthy interpersonal relationships and behavior, and the Title IX process.
- In recognition of the distinctive academic and workplace experiences of graduate students, we recommend that the SHARE and Title IX Offices continue to expand customized information and training.
- We recommend that the Faculty-Student Committee on Sexual Misconduct increase its visibility and attention to programming and communications strategies designed to support a positive campus climate. We further recommend that the Faculty-Student Committee on Sexual Misconduct seek opportunities to collaborate with and stimulate the involvement of the USLC, USG, GSG, CPUC and other deliberative bodies.
- We recommend that SHARE continue to reviewing the SHARE Peer Program to explore more or new options for improving the program's accessibility and inclusivity, including study of peer leader models that could further reduce unintended barriers to membership.
- We recommend that the definition of retaliation in the *Policy on Sex Discrimination and Sexual Misconduct* and the *Policy on Discrimination and Harassment* be reviewed, potentially revised, and supplemented with examples of prohibited, retaliatory conduct. Additionally, we recommend the addition of an FAQ and training material designed to help individuals (including respondents), departments, organizations, and offices, and the leaders of the groups (managers, organization officers) avoid and/or discourage retaliatory behavior.

## **VI. Support for student mental health**



Students have advocated for more resources devoted to mental health, which would be available to those affected by sexual misconduct, as well as others. We agree that mental health is an important topic that deserves ongoing attention. In this section, we discuss current mental health supports, as well as opportunities to communicate, streamline, and expand upon those supports.

### *Support for mental health provided through Counseling and Psychological Services*

Mental health services at Princeton are provided by [Counseling and Psychological Services](#). CPS's staff includes 17 psychologists, one psychiatrist, two psychiatric nurse practitioners, and three social workers. The staff includes clinicians with a wide range of intersectional identities; 40% identify as people of color, and 22% identify as members of the LGBT community. CPS's [staff biographies](#) highlight areas of clinical expertise, which include trauma, eating disorders, and multicultural issues, among other specialties.

CPS clinicians provide short term counseling, crisis intervention, medication management, and group therapy.<sup>18</sup> There are no session limits at CPS, but students are usually referred to off-campus therapists if they need ongoing therapy. Typically, students are seen at CPS for about a semester, although there is a great deal of variability depending on the nature of the student's concern and whether they can be connected with off-campus treatment.

Over the past five years, the staff of CPS has increased by about 65%. Recent additions include a new full time psychologist with expertise in multicultural issues, as well as two outreach counselors. The outreach counselors allow students to be seen on a drop-in basis in two residence halls, as well as in offices in Carl A. Fields Center and in Athletics. The outreach counselors also conduct workshops and programming specifically designed to meet the needs of students from marginalized identities and student athletes. Staff at CPS recently began an effort to identify additional therapists of color and therapists with expertise in LGBT issues in the community to broaden referral options.

In addition to the core services provided by CPS, Princeton manages an [exclusive provider network](#) made up of over 100 counselors within walking distance of campus who can provide mental/behavioral health for students on the Student Health Plan. Within this provider network, students do not need a referral from a UHS clinician; do not have to submit claim forms; and do not have to pay a deductible. Students pay a \$20 copay per visit. CPS employs a Clinical Treatment Coordinator

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<sup>18</sup> The SHARE staff consists of licensed clinicians who provide advocacy and, at times, short term counseling for survivors of interpersonal violence.

who works with students to help them connect with the exclusive provider network. The Clinical Treatment Coordinator also works with students who use their family's insurance in order to help them connect with appropriate treatment options.

### *Mental health funding*

For students requiring long-term mental health treatment beyond the services that can be routinely provided by CPS, there are several sources of funding designed to provide emergency and/or other medical expenses that pose a hardship. These include a [mental health loan program](#), through which undergraduate or graduate students may apply for up to \$1,250 in loans per semester to cover outside mental health counseling costs, and UHS's [special needs](#) and [medical expense assistance](#) programs. The Office of the Dean of Undergraduate Students (ODUS), Graduate School, and Office of Disability Services (ODS) also have funding programs.<sup>19</sup> Nonetheless, it can be difficult for a student to identify the sources of funds appropriate to their situation, and outreach to multiple offices may be required if the funding need is significant. In addition, given the variety of sources, it is unclear whether the available funding is sufficient to meet the demand.

### *Recommendations*

- Although there are multiple sources of funding to support students with mental health or other medical needs, navigating the various processes for securing the funds can pose a hurdle. We recommend the establishment of an Emergency Funds Review Working Group tasked with improving and streamlining the procedures around applying for mental health funding. A key goal is to better understand how mental health funds are being used and whether they are adequate to meet the need. (See Appendix F for the working group's charge.)

## **VIII International and domestic travel**

About 3,400 campus community members travel internationally each year (~1,800 undergrads, ~800 graduate students and ~800 faculty and staff members). Many students also travel domestically for Princeton-related reasons, such as field work or research within the United States, or attendance at

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<sup>19</sup> See [ods.princeton.edu/campus-resource-guide](https://ods.princeton.edu/campus-resource-guide) for information about available resources to support medical needs, including mental health-related needs.

academic conferences. For all members of the campus community, the Policy on Sex Discrimination and Sexual Misconduct remains in effect during University-sponsored programs or activities such as travel.

Although the University has not been able to identify a disproportionate pattern of sexual misconduct involving international or domestic travel experiences,<sup>20</sup> travel involves distinctive dynamics due to the differences in cultural norms, power differentials, and challenges in responding to incidents in off-campus settings. Risks related to sexual misconduct are only a part of a larger landscape involving travel safety.

In its 2018-19 annual report (which was released before the student protests), the Faculty-Student Committee on Sexual Misconduct made recommendations pertaining to travel safety.<sup>21</sup> In that report, the Committee recommended:

- Development of best practices relating to off-campus University-sponsored or academically-related travel, including but not limited to field work, conferences, independent research, etc.
- Training for researchers/students preparing for University-sponsored or academically-related travel (to include information regarding the best practices described above and information regarding support and resources available for those who have concerns related to sexual misconduct in such settings); and similar training to faculty/staff who advise/support students engaging in such travel.
- Mandated training for faculty/staff who accompany students on University-sponsored residential travel programs.

The Office for International Programs (OIP) and the Office of the Vice Provost for International Affairs and Operations are both transitioning to new leadership, and both offices have expressed enthusiasm for working with our joint Committees to expand support for international and domestic travelers. A new Global Safety and Security unit has just been created within the Office of the Vice Provost for International Affairs and Operations, and that unit will provide some support for domestic travelers as well. We affirm the recommendations made earlier this year and have shared student concerns with the appropriate offices for additional consideration.

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<sup>20</sup> In the rare instances that sexual misconduct abroad has been reported, it has most often involved “street harassment” by strangers.

<sup>21</sup> See

[sexualmisconduct.princeton.edu/sites/sexualmisconduct/files/faculty\\_student\\_committee\\_recommendations\\_2018-2019.pdf](https://sexualmisconduct.princeton.edu/sites/sexualmisconduct/files/faculty_student_committee_recommendations_2018-2019.pdf).

## **IX Conclusion**

This report is intended to constitute a meaningful step forward in creating a healthy campus climate and combatting sexual misconduct. The review process has been both a privilege and challenge for our joint Committees. We have been impressed by the seriousness and thoughtfulness of the concerns expressed, as well as inspired by the diligence and care of those committed to respond. We hope that this report provides clarification, as well as a preliminary path toward even greater community well-being. The recommendations included here have been forwarded to the appropriate administrative leaders, including the Provost, Vice President for Campus Life, Vice Provost for Institutional Equity and Diversity, Dean of the Graduate School, Dean of Undergraduate Students, and directors of the SHARE and Title IX Offices. We expect to provide periodic updates regarding the implementation of these recommendations, and hope to engage community members in ongoing campus conversations.

We ask all members of the community to participate in making Princeton an environment free of sexual harassment and misconduct, and in creating a climate of respect and support. We welcome your continued feedback and suggestions ([facultystudentcommittee@princeton.edu](mailto:facultystudentcommittee@princeton.edu)) and we hope that this report is the beginning of a continued conversation.