



**Student Gender-Based Misconduct  
Prevention and Response  
2021-2022 ANNUAL REPORT**

GENDER-BASED MISCONDUCT OFFICE

**.COLUMBIA UNIVERSITY STUDENT GENDER-BASED MISCONDUCT  
PREVENTION AND RESPONSE  
2021-2022 Annual Report**

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## I. INTRODUCTION

Welcome to the ninth annual Report on Student Gender-Based Misconduct Prevention and Response at Columbia University.<sup>1</sup> The Report’s central aim is to engage the University community – students, faculty, administrators, and staff – in creating a climate where all can study, work, and live free from gender-based misconduct, including sexual harassment and violence.

This report includes information about many topics, including:

- Ongoing efforts by the University community to enhance **resources** and **prevention and training efforts** related to gender-based misconduct prevention and response;
- Information regarding the University’s **Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students** (“Policies” and “Procedures”); and
- Data from the Gender-Based Misconduct and Interim Title IX process for students during the 2021-2022 academic year.

The data in this report should be considered in the context of the COVID-19 pandemic, the subsequent return of students to campus, as well as changes to Federal Title IX regulations issued by the Department of Education. The previous report covered the dates of July 1, 2019 to December 31, 2021, this year we returned to the normal reporting period (July 1-June 30) which encapsulates some data reported on last year’s report. Specifically the period of July 1, 2021-December 31, 2021.

By summarizing key features of the University’s work and compiling data from gender-based misconduct prevention and response efforts, including cases involving students during the previous academic year, the Report aims to contribute to the way the University addresses gender-based misconduct, including sexual assault and harassment, for this and future academic years.

## II. OVERVIEW OF RESOURCES, TRAINING, AND EDUCATION

This section reviews Columbia’s resources and initiatives that address gender-based misconduct prevention and response through support, education and training, and policy enforcement

The following student resources are confidential, meaning that they will not provide information to others without the student’s permission: Counseling and Psychological Services (Morningside), Mental Health Services (CUIMC), Medical Services (Morningside), Student Health Service (CUIMC), Disability Services (Morningside, CUIMC), Office of the University Chaplain, and the Ombuds Office. The Ombuds Office is also a confidential resource for faculty and staff.

The University has additional non-confidential resources that are specially trained to provide support and assistance. By “non-confidential,” we mean that staff members who work with these resource offices are required to report incidents to Student Conduct and Community Standards, Equal Opportunity and Affirmative Action, or the Title IX Office but will also protect individuals’ privacy to the greatest extent possible. These resources include: The Department of Public Safety, University Life and Student Affairs offices across the University.

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<sup>1</sup> Throughout this Report, references to “the University” include Columbia University and Teachers College. Barnard College adopted its own policy and procedures for addressing gender-based misconduct accusations against Barnard students; information regarding matters handled under that policy is not included here. The policy and resources described in this report apply to undergraduate, graduate, and professional school students of Columbia University or Teachers College. Some of the resources described here are available to Barnard College students as well.

Our major resources for preventing and responding to gender-based misconduct are:

- [Sexual Violence Response](#)
- [Student Conduct and Community Standards](#)
- [Title IX Coordinator](#)
- [Equal Opportunity and Affirmative Action](#)

In addition to these, the University has numerous other resources that work with and support students who have experienced or have concerns about gender-based misconduct, including counseling services, Religious Life, the Ombuds office and more.

## **A. Sexual Violence Response**

[Sexual Violence Response](#) (“SVR”) is a confidential office within Columbia Health that is supervised by La'Shawn Rivera, Executive Director, reporting to Dr. Melanie Bernitz, Senior Vice President for Columbia Health. SVR provides trauma-informed, confidential support and prevention programs focused on ending gender and power-based violence. SVR's mission is to eradicate all forms of gender-based violence. Through collective community action, SVR is committed to social change and creating a culture of accountability. A professionally trained staff of 18, SVR works within the three-point model of Advocacy, Prevention and Outreach, using all three of these approaches to address gender and power-based violence. SVR creates social change through collective community action, building a compassionate and accountable community, with a commitment to increasing resources and support for survivors and co-survivors of violence.

SVR was established in 1992 through a group of Barnard and Columbia student organizers who worked together to create affirming spaces for survivors of sexual and intimate partner violence. With the support and collaboration of administrators, what was then known as the Rape Crisis Center officially opened its doors in Butler Library providing walk-in and helpline services. In 1998 SVR became the first, and it continues to be the only New York State Department of Health certified rape crisis center that is based in an institution of higher education. This certification grants the SVR team (staff and volunteers) confidentiality and privilege rights as Rape Crisis Counselors under NYS law. This certification signifies the importance and rigor of SVR's training and services. SVR has continued to expand staffing (professionals, volunteers, and interns), advance prevention programming and services to survivors, inform efforts around campus policies, and promotes community standards for a respectful and safe campus community. In honor of SVR's 30-years of building a compassionate community, the team launched a new video to help share information about the team's ongoing commitment and services.

### **1. Advocacy**

SVR is certified by the New York State Department of Health as a Rape Crisis Center, and has been since 1998. SVR employs Survivor Advocates (SA) who assist survivors and co-survivors of sexual, intimate partner, and gender-based violence by helping them navigate resources within and outside of the University and explore their rights and options

while also supporting their individual choices. Survivor Advocates engage resources that provide support to students in both short- and long-term capacities, during and after an abusive or traumatic experience. Survivor Advocates also support students who may be dealing with previous exposure to these types of issues. Advocates connect survivors with support services that they, together with the survivor, identify as being helpful to the survivor's emotional, psychological, physical, familial, residential, and spiritual well-being. SVR operates a 24-7, year-round, crisis Helpline 212- 854-HELP (4357) that can be accessed at any time by students looking to speak with an advocate, or individuals that may be helping someone facing these issues (active bystanders, friends, partners, roommates, classmates, faculty, staff, co-workers, etc.).

## 2. Prevention

SVR has a team of professionals dedicated to training and prevention. This team implements prevention strategies aimed at eradicating the underlying conditions that foster unhealthy, abusive and violent behaviors. Specifically, SVR's Training and Prevention team works to stop violence before it starts by cultivating positive attitudes, actions, and norms through education and encouraging a community of accountability.

Part of SVR's prevention model includes cross-collaboration with other Columbia departments and student groups, and programs and workshops tailored to specific communities across campus.

## 3. Outreach

SVR applies a social justice approach to outreach activities by working to understand campus culture, the needs of students, and promoting and modeling non-violent behaviors to strengthen Columbia's community.

Hope, Heal, Inspire: The SVR team launched, "Hope, Heal, Inspire," a campaign to remember, honor, and celebrate survivors, advocates, and activists through programming and events that offer hope, healing, and inspiration, affirming that sexual and relationship violence has no place in the Columbia University community.

### **Relationship Violence Awareness Month (RVAM) – October 2021**

- *Moment of Pause:* This year, similar to last year, instead of lighting Lerner Hall in purple, the Columbia community joined in a moment of pause once each week over the course of the month of October. The Moment of Pause was featured on Columbia Health and SVR social media platforms as well as all digital screens. This moment was meant to create a space to honor survivors, especially at a time where there has been a rise in relationship abuse, as well as to grieve what we have lost, acknowledge the changes we have seen and experienced, and reflect on ways we continue to adapt to the various ways this moment has informed our current ways of being.

The SVR team released and re-released multiple event videos on social media platforms including the following:

- New release of *Q&A Espresso Yourself: Navigating Interracial and Intercultural Relationships*, featuring questions around relationships that panelists were asked during the first Espresso Yourself on the topic of Navigating Interracial and Intercultural Relationships.
- Re-release of *Espresso Yourself: Navigating Interracial and Intercultural Relationships*

- Re-release of *Expresso Yourself with Artist, Tatyana Fazlzadeh: Public Art and Street Harassment*

SVR hosted two Peace and Presence sessions on the topics of Trauma-informed songwriting and poetry writing, Wear Purple Day and an event hosted in partnership with Dr. Sherina Persaud of Counseling and Psychological Services (CPS) on the topic of 'Minding Your Trauma.' This event provided participants with an understanding of trauma, trauma responses, and methods for healing and resilience. The event gave participants an opportunity to acknowledge and attend to personal, communal, or generational trauma and begin a healing and resilience process. Survivors, co-survivors, and witnesses gained skills to identify, name, and release trauma. Community members who have not experienced violence directly were offered key insights to shape how they interact with others who have experienced trauma. Participants left this virtual session knowing that they can contribute to a community of care where trauma is an experience to be acknowledged and mindful of.

Highlights from participant comments:

*"It exceeded my expectations. The content covered was extremely informative and provided an enormous amount of takeaways. Thank you."* -Student

*"Yes, the information was relatable. It was straightforward to understand; it was relevant."* -Student

### **Sexual Assault Awareness Month (SAAM) – April 2022**

The SVR team organized over eighteen opportunities for engagement for SAAM 2022 which included a variety of events, programs, tabling, and digital campaigns with a total of 784 attendees and participants, and over 200 canvases collected for our art installation.

- SAAM Kickoff Tabling - SVR kicked off Sexual Assault Awareness Month (SAAM) 2022 through a tabling where the community was invited to stop by the Lerner Ramps to learn more about our events for the month and pick up T-shirts, water bottles, pens/highlighters, and more. We also had a crafting table where participants were given the chance to create a piece of artwork on an 8"x8" canvas to contribute to the larger art installation we were building over the course of April in support of survivors and to raise awareness around sexual violence. This community-based participatory art project went on display in Lerner 555 on April 28 for the entire community to see. (112 participants)
- Peer Educator Led Craft Night at Teacher's College in preparation for the SAAM 2022 Art Installation (6 participants)
- Mindful Yoga with Matty Espino – The community was invited to engage in a movement and mindfulness practice to return to over the course of the month and beyond. NYC-based Yoga Teacher and Trainer, Matty Espino, walked us through breathwork and mindful movement, flowing and holding shapes over the course of 90-minutes. This session emphasized techniques on staying grounded and feeling empowered, which participants could take with them on their day-to-day. (29 participants)
- Peer Educator Led Craft Night at Barnard College in preparation for the SAAM 2022 Art Installation (11 participants)
- Volunteer Craft Night at the SVR Office in preparation for the SAAM 2022 Art Installation (4 participants)
- 16<sup>th</sup> Annual Clery Lecture Series: The Gender and Non-Conforming Student Experience at Women's and Historically Women's Institutions - Professor Dean Spade '98 of Seattle University School of Law discussed how wisdom and experience from the feminist movement to abolish policing and prisons and the movement for queer and trans liberation can guide us as we work to prevent sexual and gender violence on our campuses and

beyond. (66 participants)

- Peer Educator Led Talking Circle: LGBTQIA+ Identities (7 participants)
- Peer Educator Led Tabling: Take Back the Night (27 participants)
- Unpacking the Man Box: Masculinity and Leadership - This session aimed to discuss how leadership is expected to be performed, placed upon men, deflected from women and non-binary folks, and how that expectation is used to transform spaces with harmful power structures (i.e., everywhere). This was a panel discussion between internal and external folks to unpack how they use their masculinity to navigate power structures and dynamics. The panelists focused on their development from students through to their contributions in different workspaces. They discussed how their additional identities, including race and sexuality, have also shaped the expectations of masculinity in these spaces. Finally, they discussed using their masculinity and their leadership to not just lead in work and school spaces, but to lead in our communities as prosocial bystanders when it comes to power-based violence and gender-based harassment. (88 participants)
- Seeds of Solidarity: Supporting Survivors of Sexual Assault at the CUIMC Campus – CUIMC community members created art aimed to honor, and support survivors of sexual assault. Participants chose between healing activities such as planting personal succulents, creating art pieces, and writing letters of support for survivors of sexual assault. Light refreshments were served alongside creative healing options and special giveaways. (30 participants)
- Peer Educator Led Talking Circle – Greek Life (12 participants)
- Denim Day Tabling - Columbia community members made a social statement with their fashion statement, wearing jeans or denim as a visible sign of support for survivors of sexual assault. Community members also created canvases in support of survivors as part of the collective art installation. (172 participants)
- Denim Day Panel discussion on Consent, Coercion & Bystander Intervention at the New School for Social Research as an EIE Provider - The virtual event was a panel discussion on the topics of Consent, Coercion and Bystander Intervention. (8 participants)
- 'Trauma to the Ones That Help Us' Installation at the CUIMC Campus – This installation featuring the display of scrubs, highlighted the various ways healthcare providers are also affected and impacted by issues of sexual violence. (50 participants)
- Peer Educator Led Crafting Event in preparation for the SAAM 2022 Art Installation (7 participants)
- Hoping, Healing, Inspiring – A Collective Art Installation, with a Spoken Word Performance by La Bruja - The display of a collective art installation created as a community over the course of the entire month of April in honor of Sexual Assault Awareness Month (SAAM). A space for the community to bear witness, honor, and reflect on the themes represented around survivorship, solidarity, compassion, defiance, and resilience as it connects to experiences and the overall issue of sexual violence. This included a performance by NYC-based spoken word legend, LA BRUJA, who performed her original work around the themes of sexual violence and sexual harassment. Staff and volunteers read community members' notes, messages, and letters to survivors. (81 participants)
- Hoping, Healing, Inspiring – A Collective Art Installation, Tabling (42 participants)
- What Were You Wearing digital campaign in partnership with Fraternity and Sorority Life (32 participants)

This SAAM we collected over 200 canvases through various points of engagement, including some of those mentioned above in preparation for the art installation we created on April 28<sup>th</sup>. SVR also collected over 20 letters to survivors anonymously through Qualtrics.

Evaluations were collected for our more public facing events including The 16<sup>th</sup> Annual Clery Lecture Series, Unpacking the Manbox – Masculinity and Leadership, and Hoping, Healing, Inspiring – A Collective Art Installation.

The following is a sampling of some of the feedback received:

#### Clery Event:

*“Yes! And exceeded them! I love Dean Spade and am super inspired by his work.”*

*“Absolutely, I felt this lecture was eye opening and well facilitated, and appreciated the viewpoints brought by our keynote speaker.”*

*“I am so glad I had the privilege of attending the Clery Lecture and listening to Dean!”*

*“I am incredibly grateful to have been able to attend this lecture, and I hope that Barnard continues to invite such amazing and insightful speakers such as Dean. I felt everything was well planned and well facilitated, and would like to thank the Clery cohorts for their time and energy in bringing in such an amazing speaker and hosting such an inspiring event. More of this – please!”*

#### Unpacking the Man Box:

*“It was refreshing to see a panel of men discussing that there isn’t a singular, all-encompassing form of masculinity but numerous interacting kinds.”*

*“I was particularly impressed with the way Sammy navigated questions and guided the conversation.”*

*“The panelists were all well informed on the topic and provided great insight.”*

*“The speakers brought a diverse perspective on a very sensitive subject, and left us with many methods and ideas to consider for males to be more aware of “toxic masculinity.” [...] This session reaffirmed many of the lessons I learned during [my work], and made me more cognizant of how I can be more of an ally and help others who are affected by this issue in the workplace and beyond.”*

*“The session highlighted how every individual is prone to intrinsic subconscious biases in their behaviors and judgment. I learned about how men can themselves suffer from toxic masculinity [...] I believe authentic men do talk about their pain, and many share their feelings to various degrees [...] Men must be taught to embrace weakness and not turn away from the opportunity to grow stronger.”*

*“As a woman, it was a valuable experience to learn from, and take on, the male perspective, which I will be helpful in my future career. Before attending the event “Unpacking the Man Box: Masculinity and Leadership”, I was not consciously aware of the masculinity and the corresponding traits in leadership, or better stated, I never disentangled the two, as I saw masculine traits as being part of leaders. [...] The candid conversation at “Unpacking the Man Box: Masculinity and Leadership” made me aware of the implications and consequences of (not) having a pure masculine leadership team.”*

## Hoping, Healing, Inspiring – A Collective Art Installation:

When asked what are three words you would use to describe the "Hoping, Healing, Inspiring – A Collective Art Installation" event, responses included:

*“reflective, cozy, calm”*

*“Safe, inspiring, communal”*

*“strong feelings, complex feelings, inspiring”*

*“beautiful, community, intentional”*

*“beautiful, inspiring, therapeutic”*

*“Calming, Accepting, Warm”*

## **4. Locations**

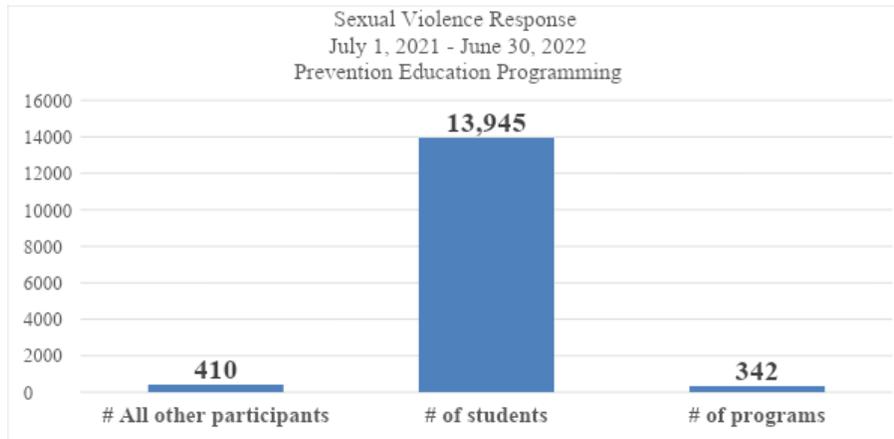
SVR has [three locations](#) for students from Columbia University and its affiliate institutions.

- SVR’s main office, located in Alfred Lerner Hall 700, serves as the primary hub for SVR operations. This location houses the majority of the SVR team.
- SVR has two satellite offices, one on the Barnard campus in Hewitt Hall, Room 105, and one on the Columbia University Irving Medical Center Campus at 50 Haven, Room 206.

Students are welcome to schedule an appointment or walk into any of these three locations to seek services from SVR staff, explore designing an educational program, ask to partner on an event, or seek information about volunteering and other ways to engage in movement building around these issues

## 5. Training, Prevention, and Education Efforts

From July 1, 2021, to June 30, 2022, SVR reached 14,355 students, faculty, staff, and community members at Columbia University through 342 training, education, and prevention activities. The chart below highlights the breakdown of these programs based on audience.



## 6. Sponsored Projects Annual Year 2020-21

New York State Office For The Prevention of Domestic Violence Enough Is Enough Grant

The Enough is Enough (EIE) law was signed by Governor Cuomo in July, 2015 to address sexual assault, dating violence, domestic violence, and stalking on college campuses. College students have the right to a safe, healthy, and nurturing environment free from discrimination and violence, and through the Enough is Enough program, the department supports 52 Rape Crisis and Sexual Violence Programs statewide to assist colleges and universities in implementing the response services, training, and prevention education components required in the Enough is Enough law. The Enough is Enough initiative aims to combat sexual assault on all New York college and university campuses and to provide trauma-informed assistance to college and university students who have experienced sexual violence.

Columbia Health Sexual Violence Response is among one of the organizations awarded a three-year grant which provided funds to support EIE efforts in NYC. In May of 2022, SVR was awarded \$292,836 in grant funds to support staffing for frontline positions in SVR.

New York State Department of Criminal Justice Services Grant

Sexual Violence Response received a continuation of their Sexual Assault Crisis and Prevention Program grant, distributed by the New York State Department of Criminal Justice. This grant, originally awarded in October of 2018, supports providing sexual assault services and rape prevention initiatives in New York State.

This grant was renewed in October of 2021 and SVR was awarded \$51,080 to continue to support SVR's efforts outlined below:

- [Survivor Care Packages](#) (includes critical items to support survivors in the immediate aftermath)
- [Peace and Presence](#) – A series of holistic wellness workshops that introduces survivors and co-survivors to non- verbal and experiential healing using various techniques.
- Professional Development – Identifying and implementing training opportunities to further develop service

providers (professionals and volunteers) from multiple disciplines on effective ways to apply an intersectional framework to respond to and prevent sexual violence.

## **6. Engagement, Partnerships and Collaborations**

### **SVR Volunteer Programming**

SVR engages, trains, and supervises students who volunteer as peer advocates and peer educators. SVR Volunteer programs is one of the cornerstones of the teams' model to prevent sexual and intimate partner violence at Columbia University. Volunteers with Sexual Violence Response are students of all identities who are committed to preventing sexual and intimate partner violence. Volunteers participate in a 40-hour New York State Department of Health certification training to prepare them to educate, emotionally support, and advocate for their peers.

- **Peer Advocacy**: Peer Advocates provide survivors and their supporters with confidential emotional support, accompaniment, and referrals to on-campus and off-campus resources. They help survivors make informed decisions about their medical, legal, and disciplinary options. In 2021-22, SVR had 17 certified Peer Advocate volunteers actively supporting the Columbia University community.
- **Peer Education**: Peer Educators lead interactive workshops and provide the campus community with information about sexual, intimate partner, and gender-based violence, how to have thriving intimate relationships, campus resources, and positive ways to communicate about sex. In 2021-22, there were 12 students who volunteered with SVR as Peer Educators.

### **Men's Engagement**

The role of SVR's Men's Engagement initiative is to assist male-identified students in developing a healthy self-concept that will foster greater respect towards all genders and decrease all forms of gender-based violence. One-on-one consultations with male-identified students and employees and a community coordinated response with student organizations are some of the strategies SVR utilizes to foster connection, community, and leadership to positively influence campus culture and build capacity around disrupting behaviors that contribute to a culture of rape and sexual violence.

## **B. Student Conduct and Community Standards**

During the 2021-22 academic year, [Student Conduct and Community Standards](#) (“SCCS”) reported to Joseph Greenwell, Vice President for Student Affairs in the Office of University Life

SCCS is located in Watson Hall on West 115th Street and provides the following services:

- Serves as a centralized resource to support and provide assistance to all University students who have experienced or have been accused of gender-based misconduct;
- Assists students who seek to bring complaints against University employees; and
- Conducts investigations, facilitates conflict resolution, and administers the disciplinary process related to gender-based misconduct complaints against students from all schools within Columbia University, as well as Teachers College.

### **1. Case Managers**

Case Managers serve as the primary resource within SCCS to support students who file a complaint or respond to an accusation of a Policy violation. Student Conduct and Community Standards provides Case Managers to Complainants and Respondents to ensure that students understand their rights within the Policy and, if necessary, the investigation and adjudication process. Case Managers share this information during the intake session and, as needed, in subsequent meetings and communications with the Case Manager.

Case Managers may also help facilitate a variety of support for students:

- Academic support, including notifying academic advisors regarding missed classes, dropping classes, withdrawal, exam extensions, etc.
- Referrals to supportive and confidential resources on campus, such as counseling and Sexual Violence Response
- Exploration of housing options, including emergency housing
- Referrals to Attorney-Advisors
- Identification of other supportive services on and off campus to meet students’ needs
- Navigation of the Gender-Based Misconduct process from filing a complaint to resolution, e.g., restorative justice, mediation, investigation, adjudication, and appeal

Case Managers abide by FERPA, the federal law restricting disclosure of certain student information, and are not a confidential resource. Importantly, Case Managers protect student privacy to the greatest extent possible and only share essential information with other resources and partner offices as needed to assist the student appropriately. Case Managers also engage the campus community through trainings for students, faculty, and staff to promote community standards, including the University’s standard of sexual respect.

### **2. Title IX Investigators**

SCCS has full-time investigators whose primary responsibility is to investigate complaints made against Columbia students under the Gender-Based Misconduct and Interim Title IX Policies, make credibility assessments, and recommend findings of responsibility to hearing panelists in a written Investigative Report. Investigators work in teams (“the Investigative Team”). All investigators are experienced attorneys and receive specialized training related directly to their responsibilities and other relevant competencies. SCCS is responsible for designating the Investigative Team to conduct each inquiry and, when appropriate, will conduct an Investigation and recommend by

a *preponderance of the evidence* standard whether a violation of Policy occurred.

In cases that do not involve a formal investigative process, the investigators also work in conjunction with Case Managers to facilitate resolutions as set out in the Policies, such as mediation and restorative justice. Additionally, the Investigative Team provides ongoing training to students, faculty, and staff throughout the academic year to ensure that the University community is educated on the contents of the Policy and the expectations the University has of students.

### **3. Continued Training**

In addition to training on Title IX investigation and adjudication, all staff involved in administering the Gender-Based Misconduct and Interim Title IX processes receive ongoing training on a variety of related topics, including conflict resolution methods (e.g., mediation and restorative justice), LGBTQ+ awareness, implicit bias, substance use on campus, resources available for victims and survivors in New York City, the role of law enforcement and the Department of Public Safety, domestic violence, diversity, and effective communication.

### **4. Adjudication by Hearing Panel**

Gender-based misconduct and Interim Title IX cases may be adjudicated by a hearing panel, as specified by the Policies. The Gender-based misconduct hearing panel is comprised of three specially-trained administrators, generally from within SCCS (excluding the Investigative Team and Case Managers) and/or Equal Opportunity and Affirmative Action. The Complainant and Respondent are always informed of the panel's membership before the hearing process begins and may request a panelist substitution if a conflict exists. In addition to their continued professional training, all panelists receive relevant training on the dynamics of sexual assault at least once annually. The hearing panel determines outcomes based on a *preponderance of the evidence* standard, which is applied to consideration of the investigative report, supplementary materials, and presentations by the parties during a hearing. In cases under the Interim Title IX Policy, each Party's advisor is permitted to ask the other Party and any witnesses questions that are relevant to the facts in the case. This questioning is called "cross examination." It is monitored by the Hearing Panel Chair and is restricted by rules regarding relevance and rules of decorum designed to create a respectful and fair hearing environment.

## **C. Title IX Coordinator at Columbia University**

Columbia University's Title IX Coordinator, Associate Vice President Marjory Fisher works to ensure a safe, welcoming and harassment-free environment for all members of the Columbia community. Ms. Fisher is responsible for ensuring that University policies and procedures are in compliance with Title IX, the federal law that prohibits sex discrimination in federally-funded educational institutions. The Title IX team and campus stakeholders recently incorporated regulations issued on May 6, 2020 by the U.S. Department of Education, effective August 14, 2020, into Columbia's policies on gender-based harassment for both students and staff in the Columbia community.

In addition, Ms. Fisher oversees and provides guidance on Title IX investigations involving both students and staff at the University, oversees Deputy Title IX Coordinators, and is responsible for training University staff and students on Title IX issues. Ms. Fisher oversees the prompt and fair investigation and resolution of all complaints related to sexual assault, gender-based harassment, and intimate partner violence, sexual exploitation, and stalking, and ensures that Columbia complies with Title IX and state laws prohibiting gender-based discrimination. She also participates in the investigation of complaints as needed.

Ms. Fisher trains University staff who interact with students and serve as mandated reporters of gender-based misconduct, and assists in annual training of investigators, adjudicators, and appellate officers who play a role in

these cases. Ms. Fisher also collaborates with staff in Student Conduct and Community Standards arranging accommodations for students who need them when they are going through the gender-based misconduct adjudication process. For pregnant students, Ms. Fisher and her Title IX program assistant, Jody Drafta, ensure that the unique, individually-based accommodations for pregnant students that Title IX requires are granted by coordinating with their professors and department administrators.

Under New York State's law governing sexual assault on campus, and Columbia's requirements, new students on campus, student leaders and athletes must be trained about important issues regarding gender-based misconduct, including on the concept of affirmative consent and reporting options. Since 2016, Ms. Fisher and the Title IX team has conducted 384 trainings for students including 46 in 2020-2021 (among leaders of student clubs alone, she trained 7229 students in 2018-2019, 7303 in 2019-2020, and 8157 during in 2020-2021) and 93 trainings for staff (10 in 2020-2021), on the topics of sexual assault, dating and domestic violence, stalking, sexual exploitation, and gender-based and sexual harassment. Ms. Fisher has conducted numerous trainings for staff and faculty on the duty to report such cases, and most recently, on sexual harassment in an academic setting and in the workplace. Ms. Fisher has also participated in town hall meetings with students and staff on issues involving reporting sexual harassment, and the concerns that students, faculty, and staff have with the risk of retaliation. Most recently, Ms. Fisher has conducted numerous trainings across the University on the impact of new regulations issued by the U.S. Department of Education on Columbia's sexual harassment and discrimination policies.

## **D. Equal Opportunity and Affirmative Action**

Equal Opportunity and Affirmative Action ("EOAA") is responsible for preventing discrimination and harassment and responding to reports of alleged misconduct. During the 20210-221 academic year, Vice Provost Jeri Henry led EOAA, reporting to University Interim Provost Mary C. Boyce Ira Katznelson. EOAA monitors compliance with policies and laws that ensure equal opportunity for University employees, including students acting in an employee capacity, and is designated as the University's Compliance Office for Section 504 of the Rehabilitation Act and other equal opportunity, nondiscrimination, and affirmative action laws.

### **1. Training & Education**

EOAA conducts staff and faculty trainings throughout the University and is responsible for ensuring that all faculty and staff receive training in accordance with applicable federal, state, and local laws governing discrimination, harassment, retaliation, and gender-based misconduct.

During the 20210-20221 academic year, EOAA developed and conducted trainings that introduced the University community to relevant laws and the work and policies of EOAA. The Office also briefed Faculty, Staff, Researchers, and Teaching and Research Assistants on their reporting obligations under University Policy and the law. EOAA also provided University community members with information about available resources and information to address discrimination and harassment.

This work was accomplished through:

- Asynchronous training;
- Group trainings with students, faculty, and staff; and
- Individual one-on-one training with faculty and staff.

### **2. New York Anti-Sexual Harassment Training**

All Columbia University faculty and staff are required by state and local law to complete anti-sexual harassment

training on an annual basis. EOAA has developed and revised an online training module that reaches Columbia's entire workforce. The training addresses New York City and New York State law, Columbia University policy, and provides opportunities for learners to evaluate realistic examples of types of behavior that may violate the law or University policy.

### **3. Columbia University Faculty, Researcher & Teaching Assistant Briefings: Discrimination, Harassment, and Title IX**

EOAA has developed a briefing for all University faculty and research officers and a complementary version of the briefing for Teaching and Research Assistants that covers requirements and best practices on topics including academic integrity, student mental health, teaching challenges, discrimination and harassment, gender-based misconduct and reporting obligations. All new faculty, researchers, and teaching and research assistants are required to complete the briefing.

### **4. Columbia University Staff Training: Discrimination, Harassment, and Title IX**

Additionally, all new Columbia staff are required to complete an online Anti-Harassment, Discrimination, and Title IX Training that provides detailed education on how to identify and avoid sexual harassment and discriminatory practices. The course covers bystander intervention, Title IX, definitions of harassment, discrimination, consent, and retaliation. This course also provides comprehensive coaching on how to speak with targets of harassment, emphasizing the need to clarify issues of confidentiality and describing how to provide access to resources available on campus and off.

### **6. Duty to Report & Duty to Act Trainings**

EOAA developed trainings that address faculty and student-facing employees' obligation to report harassment, discrimination, and gender-based misconduct that involves undergraduate and graduate students. The training provided information about reporting obligation, defined the different types of incidents that require reporting, and the rationale for the requirement. Attendees were also given resources for communicating with students about their obligations. Managers and supervisors were educated about their additional obligations to address discrimination, harassment, and retaliation in the workplace.

### **7. Faculty Search Committee Trainings**

EOAA collaborates with departments to provide support and training on best practices for faculty and staff search committees.

## **E. Additional Initiatives, Updates, and Ongoing Efforts**

Similar to previous years, all newly-admitted Columbia students completed two tutorials prior to the beginning of their program: *Welcome to Columbia* and *Sexual Assault Prevention for Undergraduates* (undergraduate students) or *Sexual Assault Prevention for Graduate Students* (graduate students). *Welcome to Columbia* covers important resources available to support students throughout their time at Columbia. The tutorial also covers key policies and concepts, including community citizenship, inclusion and belonging, sexual respect, and health and well-being.

*Sexual Assault Prevention* focuses in depth on sexual respect and shares essential information about Columbia's resources and gender-based misconduct policies.

### **1. Keeping Our Community Healthy Tutorial**

As a result of COVID-19 and the need to ensure students were informed of University policy and procedures,

starting in Fall 2020, University Life partnered with various central offices such as Columbia Health, Public Safety, CUIT, and more to create a tutorial titled *Keeping Our Community Healthy*. This tutorial was one of the required components students had to complete in order to maintain access to campus facilities.\

## **2. Community Citizenship Initiative**

Beginning in Fall 2020, the Sexual Respect and Community Citizenship Initiative expanded to include a second component focusing on Inclusion and Belonging, and was renamed simply the Community Citizenship Initiative.

As was mentioned previously, all first-year Columbia students were required to participate. All continuing students were strongly encouraged to participate as well. Students must complete any one option in sexual respect and any one option for inclusion and belonging. The options for both components ranged from: professionally-facilitated workshops, student-led workshops, online video collections and tutorials to student-designed independent projects. The Sexual Respect component also had an option titled Resources for Healing and Resilience, which is designed for students who have experienced trauma, supported someone through trauma, or are interested in trauma and healing. In the 2021-2022 academic year, more than 10,000 students completed the Community Citizenship Initiative. For more information about the Community Citizenship Initiative and related work at Columbia, please visit <https://universitylife.columbia.edu/CCI>.

### III. UPDATES TO THE POLICIES

The Gender-Based Misconduct and Interim Title IX Policies and Procedures for Students are updated at the beginning of each academic year to reflect any updates to Federal or State guidance as well as the many recommendations and comments that come from students throughout the University, including students who received support from the Case Management Team within Student Conduct and Community Standards, students who were parties or witnesses in the disciplinary process, and other students on campus. Attorney-advisors and others who participated in the process during the past year also provided valuable input. For 2020-2021, the Policies were posted on the Sexual Respect website on September 30, 2021. The policy updates for the 2022-23 academic year will be discussed in next year's Annual Report. This updating process is in keeping with the University's commitment to ongoing policy review.

### IV. REPORTED VIOLATIONS OF THE GENDER-BASED MISCONDUCT AND INTERIM TITLE IX POLICIES FOR STUDENTS: JULY 1, 2021–JUNE 30, 2022

This is the ninth annual release of aggregate data resulting from reported violations of the University's Gender-Based Misconduct and Interim Title IX Policies for Students. The primary reasons for providing this data are:

- To improve understanding of sexual assault and other gender-based misconduct at the University;
- To increase awareness of these reported incidents and their handling by the University; and
- To encourage discussion that helps to prevent gender-based misconduct and support the creation of a campus environment that promotes sexual respect.

Consistent with the previous years' release of data, this report also responds to the community's expressed interest in the release of aggregate data. In addition, the disclosure of this data complies with New York State legislation and, in support of the University's goals described above, provides information beyond the annual publication of crime reports required by the Clery Act. At the same time, this Report provides only anonymous data to ensure that no information is disclosed that might indicate the identity of any students who brought or who were the subject of complaints. It is essential that students can report gender-based misconduct without concern that the University will share identifying information or comment on their individual reports.

The disclosure of aggregate data and the discussion it generates is one among many initiatives at the University to prevent gender-based misconduct and to respond to its occurrence effectively and fairly. In addition to reading this report, we urge you to visit Columbia's Sexual Respect website, <https://sexualrespect.columbia.edu>, to familiarize yourself with available resources and learn more about the University's efforts to prevent and respond to gender-based misconduct<sup>2</sup>.

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<sup>2</sup> In addition to examining aggregate data, Columbia also conducts research to determine the individual, interpersonal, and structural factors that shape sexual health and sexual violence for undergraduates. See Columbia University's Sexual Health Initiative to Foster Transformation (SHIFT) Final Report, published in March 2019, at: [https://sexualrespect.columbia.edu/files/sri/content/shift\\_final\\_report\\_4-11-19\\_1.pdf](https://sexualrespect.columbia.edu/files/sri/content/shift_final_report_4-11-19_1.pdf). The SHIFT Report found, among other things, that unwanted and/or non-consensual sexual contact has been found in higher rates among certain groups of students, including women, students outside the gender binary, and lesbian, gay, bisexual or queer students."

## A. Understanding the Data

The data in this Report include alleged violations reported to Student Conduct and Community Standards in which a University student was the respondent. Additionally, this Report includes alleged violations from student complainants in which the respondent was not affiliated with the University. Although these cases did not engage the disciplinary process, the student complainants received support from Student Conduct and Community Standards. The data discussed here includes reports both filed and resolved between July 1, 2021 and June 30, 2022. During the period covered by this Report, additional students who experienced gender-based misconduct chose to discuss their experiences with peer counselors at the Sexual Violence Response and Rape Crisis/Anti-Violence Support Center, with University clergy, Health Services staff, University counselors, University Ombuds officers, or other “confidential” resources, but decided not to file a complaint under the Gender-Based Misconduct and Interim Title IX Policies for Students. Some students also chose to speak with friends, family, medical professionals, faith leaders and/or law enforcement outside of the University. These communications, some of which are confidential, are not included in the data reported here.

There are many reasons students may choose not to pursue disciplinary action within the University. For some, the trauma leaves them feeling unready to engage in an investigation and disciplinary process that requires further conversation with investigators and, possibly, a hearing panel. Others believe they will heal from their experience more quickly if they devote their energy to an alternative resolution. Still other students are concerned about the degree to which engaging in a formal disciplinary process will distract their attention from their studies or other campus activities. **While students may choose among these alternatives, the University remains committed to providing a supportive, sensitive, and fair process to all parties, so no student feels dissuaded from reporting violations within the University system.** Accordingly, students can report gender-based misconduct they have experienced at any time during their matriculation, i.e. regardless of any time lapse between the alleged incident and the decision to report. As a result, the data here may include incidents alleged to have occurred prior to the 2021-2022 academic year.

Readers familiar with the Campus Crime Statistics Act (Clery Act) may note that the data presented in this Report differs from that released pursuant to the Clery Act, which requires the University to record and report incidents of certain crimes on or near campus. The reporting requirements of the Clery Act are different from those of the Gender-Based Misconduct and Interim Title IX Policies in several ways, including: the time frame for data collection; the geographic scope (Clery covers incidents on or near campus while Columbia’s Gender-Based Misconduct Policy is not geographically restricted); the affiliation of the parties involved (Clery does not limit reporting to incidents involving alleged Policy violations committed by Columbia students); and other circumstances of the incident. Consequently, the numbers reported in Columbia’s Clery report for sexual assault, domestic violence, dating violence, and stalking may differ from the numbers in this Report, which covers complaints under Columbia’s Gender-Based Misconduct and Interim Title IX Policies for Students. (It is important to note that Clery statistics do not include findings or resolutions.) For additional information regarding Columbia University’s Clery report, please visit: <https://publicsafety.columbia.edu/>.

## 1. Data Related to Sexual Assault

As summarized below and described in the tables in this Report, some reported instances of gender-based misconduct did not require a final determination through the University adjudication process and others proceeded through a full investigation and adjudication. Through Case Management and the Investigative Team, Student Conduct and Community Standards engaged with all complainants, regardless of the status or outcome of the investigation and adjudication process, to identify appropriate resources on and off campus.

- In 6.6% of **sexual assault reports**<sup>3</sup> identified in the aggregate data for the 2021-2022 academic year (three cases of non-consensual penetration, three cases of non-consensual contact, and five cases where the type was not specified), no further investigation could be conducted because either the complainant or third-party reporter did not know the identity of the respondent or the respondent was a non-affiliate. Support was provided to the complainant by a Case Manager in these instances.
- In 53.6% of **sexual assault reports** identified in the aggregate data for the 2021-2022 academic year (nine cases of non-consensual penetration, seven case of non-consensual contact, and 73 cases where the type was not specified) the complainant declined to identify a respondent, declined to provide sufficient detail to support an investigation, and/or requested that no investigation or disciplinary process be undertaken. In these cases, the Title IX Coordinator, working with Student Conduct and Community Standards, evaluated the facts presented, weighed the complainant's request against the University's commitment to provide a safe and non-discriminatory environment, and determined that no further action was required. *(See data table on the resolution of sexual assault reports that involved known and affiliated respondents)*
- Forty one cases involving sexual assault reports that were reported during the 2021-2022 academic year were not yet resolved at the time of this report; updates on the outcomes of those matters will be included in the next release of aggregate data. *(See data table on page 22 for the resolutions of sexual assault reports that involved known and affiliated respondents and the accompanying note that addresses the timing of these cases)*

## 2. Data Related to Other Forms of Gender-Based Misconduct

Types of gender-based misconduct other than sexual assault include domestic violence, dating violence, sexual exploitation, stalking, sexual harassment, gender-based harassment, Title IX sexual harassment, Title IX domestic violence, Title IX dating violence, and Title IX stalking. The tables in this report consolidate the 182 reports of misconduct, other than sexual assault, made during the period July 1, 2021, to June 30, 2022, in a manner similar to the sexual assault cases described above, with two important exceptions and one clarification noted below:

- First, for these cases, the Gender-Based Misconduct and Interim Title IX Policies permit options other than investigation and adjudication for resolving the reported violation. If the parties agree to an alternate resolution option, there may be no formal investigation, determination of responsibility, or disciplinary action. Instead, the resolution of these cases can take the form of a directive prohibiting contact between the parties (“no-contact directive”), an access restriction, another accommodation to support and protect a student, and education for a party relevant to the alleged misconduct (all referred to as “alternate resolutions”). Additionally, a case may be resolved by the parties participating in mediation or a restorative justice process, and in consultation with Student Conduct and Community Standards, agreeing to a resolution and outcome that will close the case. If the parties engage in mediation or restorative justice, either party may opt out of the alternate process at any time

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<sup>3</sup> The Policy includes three categories of sexual assault: Title IX Sexual Assault, Sexual Assault: Penetration, and Sexual Assault: Contact. (Please see below for the definitions of each type of violation.) In certain cases, included in this data, the assault type is not specified because the complainant did not provide sufficient detail of the alleged assault.

and proceed with an investigative process.

- The second point of differentiation are the 11 reports of gender-based misconduct where the complainants' allegations were accepted as true and accurate, but Student Conduct and Community Standards determined that the behavior described was not a violation of the Policy. These cases were referred to a partner office for follow up.

Of those cases resolved through alternate resolutions, the parties and Student Conduct and Community Standards reached alternate resolutions for 17 reports of other gender-based misconduct. No cases of sexual assault were resolved in this manner. In each case, the Title IX Coordinator deemed an alternate resolution to be consistent with preserving a safe and non-discriminatory University environment.

Any allegations of retaliation may be reviewed through the gender-based investigation process or through Dean's Discipline.

Please see the following tables for additional information.

## **B. Tables of Reported Violations of Gender-Based Misconduct and Interim Title IX Policies for Students: July 1, 2021 – June 30, 2022**

1. Reports of Sexual Assault and Other Gender-Based Misconduct filed between July 1, 2021 and June 30, 2022 by Complainant Affiliation
2. Reports of Sexual Assault and Other Gender-Based Misconduct filed between July 1, 2021 and June 30, 2022 by Respondent Affiliation<sup>4</sup>
3. Resolution of Reports filed between July 1, 2021 and June 30, 2022 of Sexual Assault with Known, Affiliated Respondents
4. Resolution of Reports filed between July 1, 2021 and June 30, 2022 of Other Gender-Based Misconduct with Known, Affiliated Respondents

*Note on Cases Where the Sexual Assault Type was Not Specified by the Reporter:* A number of cases reported in the following tables involved a situation where SCCS received a report that a sexual assault occurred, but the reporter declined or was unable to provide further specific information.

*Note on Cases with Multiple Charges:* Some reported cases involved more than one allegation of gender-based misconduct. In those cases, a “hierarchy of charges” was applied and the tabulations reflect the most serious charge. For example: a case that includes allegations of Sexual Assault: Penetration and Sexual Assault: Contact would be counted as one case of Sexual Assault: Penetration.

*Note on Affiliate/Student Currently Unenrolled:* This category in the tables that follow includes students who recently graduated or are currently on leave from the University (the disciplinary process may be suspended while a student is on leave and away from campus; if the student re-enrolls, the disciplinary process continues).

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<sup>4</sup> Although Barnard College has its own policy and procedure for investigation and adjudication of allegations involving Barnard student respondents, Case Management facilitates support for Barnard College student complainants with assistance from Columbia University and Barnard College resources. As such, Barnard College complainants are included within the total number of Morningside Undergraduate Complainants. Barnard College respondents are only included with the total number of Morningside Undergraduate Respondents when a complaint is made against a Barnard College student by a Columbia University student. In these cases, Case Management supports the Columbia student as they engage with Barnard College’s policy and procedures.

**1. Reports of all Sexual Assault, and Gender-Based Misconduct filed between July 1, 2021 and June 30, 2022  
by Complainant Affiliation**

**Data Related to Known, Affiliated Complainants**

	Undergraduate (Morningside)	Graduate & Non-degree Programs (Morningside)	Graduate & Non-degree Programs (CUIMC)	Faculty, Staff, or Unenrolled/ Former Student
Sexual Assault: Penetration	14	6	-	2
Sexual Assault: Contact	12	3	1	-
Sexual Assault: Type Not Specified by Reporter	51	42	3	-
Domestic Violence	19	18	1	-
Dating Violence	11	10	1	-
Sexual Exploitation	5	7	1	-
Sexual Harassment	37	20	2	1
Gender-Based Harassment	3	5	4	-
Stalking	25	14	1	3
Title IX Sexual Assault	9	3	-	1
Title IX Domestic Violence	1	-	-	-
Title IX Dating Violence	2	-	-	-
Title IX Sexual Harassment	3	-	-	1
Title IX Stalking	3	1	2	1

**Data Related to Non-affiliate, Undisclosed,<sup>5</sup> or Unknown<sup>6</sup> Complainants<sup>7</sup>**

	Non-affiliate	Undisclosed	Unknown
Sexual Assault: Penetration	2	1	1
Sexual Assault: Contact	-	1	1
Sexual Assault: Type Not Specified by Reporter	2	7	4
Domestic Violence	3	-	-
Dating Violence	-	-	-
Sexual Exploitation	2	-	1
Sexual Harassment	2	5	3
Gender-Based Harassment	2	-	-
Stalking	3	1	-

<sup>5</sup> An undisclosed complainant is a student whose identity is known by a third-party reporter, but is not disclosed to Student Conduct and Community Standards.

<sup>6</sup> An unknown complainant is an individual whose identity is not known to a third-party reporter.

<sup>7</sup> Title IX cases require both the complainant and the respondent to be known students at the University. Cases with non-affiliate, undisclosed, or unknown parties do not fall under the Title IX policy.

## 2. Reports of Sexual Assault and Other Gender-Based Misconduct filed between July 1, 2021 and June 30, 2022 by Respondent Affiliation

### Data Related to Known, Affiliated Respondents

	Undergraduate (Morningside)	Graduate & Non-degree Programs (Morningside)	Graduate & Non-degree Programs (CUIMC)	Unenrolled/Former Student
Sexual Assault: Penetration	4	7	-	-
Sexual Assault: Contact	8	2	-	-
Sexual Assault: Type Not Specified by Reporter	9	1	-	-
Domestic Violence	4	2	-	1
Dating Violence	4	4	-	-
Sexual Exploitation	1	1	1	-
Sexual Harassment	23	15	1	-
Gender-Based Harassment	3	3	4	-
Stalking	15	7	3	3
Title IX Sexual Assault	9	3	-	1
Title IX Domestic Violence	1	-	-	-
Title IX Dating Violence	2	-	-	-
Title IX Sexual Harassment	4	-	-	-
Title IX Stalking	3	2	2	-

**Data Related to Non-affiliate, Undisclosed<sup>8</sup>, or Unknown<sup>9</sup> Respondents<sup>10</sup>**

In addition to the reports in the previous table, there were also instances of sexual assault and other gender-based misconduct where the respondent was not affiliated with the University, where a complainant did not know the identity of the respondent, and where a complainant did not disclose the identity of the respondent to Student Conduct and Community Standards. In all of these instances, the disciplinary process was not initiated and the complainant was offered support from Student Conduct and Community Standards Case Management. The following table provides information about these reports:

	Non-affiliate	Undisclosed	Unknown
Sexual Assault: Penetration	5	7	3
Sexual Assault: Contact	4	2	2
Sexual Assault: Type Not Specified by Reporter	19	65	15
Domestic Violence	20	11	3
Dating Violence	3	7	4
Sexual Exploitation	-	5	8
Sexual Harassment	17	9	5
Gender-Based Harassment	1	-	3
Stalking	9	9	1
Retaliation	5	7	3

<sup>8</sup>An undisclosed respondent is a student whose identity is known by the complainant or a third-party reporter, but is not disclosed to the Student Conduct and Community Standards.

<sup>9</sup>An unknown respondent is an individual whose identity is not known to the complainant or a third-party reporter.

<sup>10</sup>Title IX cases require both the complainant and the respondent to be students or active alum at the University. Cases with non-affiliate, undisclosed, or unknown parties do not fall under the Title IX policy.

### 3. Resolution of Sexual Assault or Title IX Reports filed between July 1, 2021 and June 30, 2022 with Known, Affiliated Respondents

	Sexual Assault: Penetration	Sexual Assault: Contact	Sexual Assault: Type Not Specified by Reporter	Title IX Sexual Assault	Title IX Sexual Harassment	Title IX Domestic Violence	Title IX Dating Violence	Title IX Stalking
Behavior described by the reporting individual may be a violation of the Gender-Based Misconduct and Interim Title IX Policies for Students; case resolved via Administrative Resolution <sup>11</sup> , Restorative Justice, or Mediation	2	3	5	1	-	-	-	-
Title IX Complaint dismissed by the University.				-	-	-	-	-
Complaint was made by a Columbia University student against a Barnard College student. The case was referred to Barnard College for review and the Complainant was supported by Case Management.	1	2	-	-	-	-	-	-
Respondent accepted responsibility (Disciplinary Action Agreement) or indicated No Contest to the recommended finding(s) of responsibility	-	-	-	-	-	-	-	-
Complaint resolved after a finding of responsibility	-	-	-	-	-	-	-	-
Complaint resolved after a finding of no responsibility	-	-	-	-	-	-	-	-
Investigation and disciplinary proceedings ongoing	11	2	16	12	3	1	2	5

There were no cases where a respondent unenrolled from the University prior to or during the course of the investigation.

<sup>11</sup> Administrative Resolutions reflected in this date set do not include cases resolved with a No Contact Order or Access Restriction, when a complainant was reluctant to continue on with an investigation and/or hearing.

#### 4. Resolution of Reports filed between July 1, 2021 and June 30, 2022 of Other Gender-Based Misconduct with Known, Affiliated Respondents

	Domestic Violence	Dating Violence	Sexual Exploitation	Sexual Harassment	Gender -Based Harassment	Stalking
Behavior described by the reporting individual did not meet the definition of a violation of the Gender-Based Misconduct Policy for Students; case referred to a partner office for adjudication and/or follow up.	-	2	-	7	-	8
Behavior described by reporting individual may be a violation of the Gender-Based Misconduct Policy for Students; case resolved via an Alternate Resolution.	-	-	-	-	-	5
Respondent withdrew with disciplinary action pending or currently not enrolled at the University	-	-	-	-	-	5
Complaint was made by a Columbia University student against a Barnard College student. The case was referred to Barnard College for review and the Complainant was supported by Case Management.	-	1	-	-	-	-
Complaint resolved after a hearing; finding of responsibility.	-	-	-	-	-	-
Complaint resolved after a hearing; finding of no responsibility.	-	-	-	-	-	-
Investigation and disciplinary proceedings ongoing. <sup>12</sup>	9	5	3	12	7	6

<sup>12</sup> Resolutions of reports received but not resolved by June 30, 2022 will be reflected in the next Gender-Based Misconduct Prevention and Response Annual Report.

## C. Sanctions Applied to Responsible Parties

The University releases aggregate data in this report in a way that aims to avoid the identification of specific students or individual cases. The reason for this is that SCCS is a University resource committed to protecting students' privacy to the greatest extent possible. Linking sanctions to hearing outcomes or cases where students accepted responsibility raises the risk that others may be able to determine who was involved in a particular case and what the outcome was because the number of such cases is relatively small. Therefore, case-by-case sanction information is not provided.

A significant number of cases reported during the 2021-22 academic year are still in-progress. Of the cases resolved between the publication of last year's report (December 31, 2021<sup>13</sup>) and June 30, 2022, none were determined to be a violation of the Gender-Based Misconduct or Interim Title IX Policies. Because of this, sanctions were not issued during this period.

## D. Disposition of Appeals

Either party can file an appeal challenging the underlying hearing panel determination and/or the sanction. For cases resolved after July 1, 2021 and prior to June 30, 2022, no appeals were filed by any party.

## E. Table of Time Frames for Resolution of Reported Violations

Student Conduct and Community Standards recognizes the importance for all parties of resolving cases in a timely manner while also ensuring that the Policy and Procedures are followed carefully and carried out with fairness to both parties. Numerous factors impacted the time frame for resolving reports of Gender-Based Misconduct. These factors may include:

- A party initially opted for an alternative resolution, mediation, or restorative justice in lieu of investigation but then changed this decision;
- A party was on leave and unable to participate in the investigation;
- Difficulty contacting parties or witnesses;
- Cases that involved a large number of witnesses required for interview; or
- Difficulty securing a party's advisor's presence for investigative interviews and other meetings.

Taking these factors into account, most reports of Sexual Assault: Penetration or Sexual Assault: Contact, that met the definition of a violation under the Gender-Based Misconduct and Interim Title IX Policies for Students, were fully investigated and then resolved within seven months, not including the appeal, which can take up to an additional 22 days.<sup>14</sup> Please note that time frame data do not include cases with ongoing proceedings, which will be included in next year's Report. Most reports of other gender-based misconduct where a respondent was a known affiliate and the allegation(s) met the definition of a violation other than Sexual Assault were resolved within two months.

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<sup>13</sup> Typically, this report is published in the fall semester however, due to the COVID-19 pandemic, the previous report was not released until the spring semester of 2022.

<sup>14</sup> This time frame does not include matters that are returned to the Hearing Panel or Investigative Team for reconsideration through the appeal process, which can exceed 22 days.

The table below includes data for resolution of reports of gender-based misconduct reported between July 1, 2021 and June 30, 2022 that were fully investigated or resolved through an alternate resolution on or before June 30, 2022.

	1-60 Days	61-120 Days	121-180 Days	181-240 Days	241-300 Days
Sexual Assault: Penetration	1	-	-	-	-
Sexual Assault: Contact	-	-	-	-	-
Sexual Assault: Type Not Specified	1	-	-	-	-
Title IX Sexual Assault	-	-	-	-	-
Title IX Sexual Harassment	-	-	-	-	-
Title IX Dating Violence	-	-	-	-	-
Title IX Stalking	-	-	-	-	-
Domestic Violence	1	-	-	-	-
Dating Violence	-	-	-	-	-
Sexual Exploitation	1	-	-	-	-
Sexual Harassment	2	-	1	-	-
Gender-Based Harassment	-	-	-	-	-
Stalking	1	4	-	1	-

## V. ADDITIONAL INFORMATION ABOUT THE SCOPE OF THE DATA

The data in the preceding tables is based on reports of gender-based misconduct to Student Conduct and Community Standards in which the respondent was a Columbia University, Barnard, or Teachers College student. For resolution information involving cases where the respondent was a Barnard student or a Columbia, Barnard, or Teachers College employee, or other person doing business with Columbia, Barnard, or Teachers College, the investigation and disciplinary processes can be found at:

- <https://eoaa.columbia.edu>
- <https://barnard.edu/doc/titleix>
- <https://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/>

As noted earlier, the designated time period of July 1, 2021 through June 30, 2021 for this Report refers to the period when reports of gender-based misconduct were filed, rather than to the time of the alleged incident. Some of the reports filed during the July 1, 2021 through June 30, 2022 period were for incidents that occurred prior to July 1, 2021. The University does not limit the time for submitting a report of gender-based misconduct.

Also, as discussed above, reports of gender-based misconduct often contain allegations of more than one category of gender-based misconduct within a single report (e.g., Sexual Harassment and Sexual Assault: Intercourse). For reporting purposes, complaints involving more than one allegation are listed only once, and the data tables reflect the more severe allegation under University policy.

## VI. DEFINITIONS OF VIOLATIONS; RESOLUTIONS, AND OTHER WORDS AND PHRASES

### A. Definitions of Gender-Based Misconduct and Interim Title IX Violations

#### **Sexual Assault: Penetration:**

Any form of vaginal, anal, or oral penetration, however slight, by a penis, object, tongue, or finger without a person's affirmative consent.

**Sexual Assault: Contact:** Any sexual contact, including sexual touching for the purpose of sexual gratification of either Party, without a person's affirmative consent. Sexual touching includes contact under or over clothing with the breasts, buttocks, genitals, groin or inner thigh, or touching another with any of these body parts; making another person touch any of these body parts under or over clothing; or the emission of ejaculate on the clothing or body of another person without that person's consent.

**Domestic Violence:** The use of physical violence, coercion, threats, isolation, stalking, or other forms of emotional, psychological, sexual, technological, or economic abuse directed toward (1) a current This definition encompasses a range of sexual conduct that could also fit within the Policy definition of Sexual Harassment. The Gender-Based Misconduct Office, in consultation with the appropriate Title IX Coordinator(s), will or former spouse or intimate partner; (2) a person with whom one shares a child; or (3) anyone who is protected from the Respondent's acts under the domestic or family violence laws of New York. Domestic violence can be a single act or a pattern of behavior, depending on the frequency, nature, and severity of the conduct.

**Dating Violence:** The use of physical violence, coercion, threats, isolation, stalking, or other forms of serious emotional, psychological, sexual, technological, or economic abuse directed toward a person who is or has been in a social relationship of a romantic or sexually intimate nature with the victim. Dating violence can be a single act or a pattern of behavior in relationships.

**Sexual Exploitation:** Non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any other illicit purpose. Acts of sexual exploitation include, but are not limited to:

- Non-consensual streaming, sharing, or distribution of images, photography, video, or audio recording of sexual conduct, nudity, or state of undress when and where there is a reasonable expectation of privacy, without the knowledge and affirmative consent of all participants;
- Explicitly threatening to stream, share, or distribute images, photography, video or audio recording of sexual conduct, nudity, or state of undress when and where there is a reasonable expectation of privacy, without the affirmative consent of all participants, for the purpose of inducing or compelling someone to engage in sexual conduct against their will;
- Observing, photographing, videotaping, or making any other visual or audio recording of sexual conduct or nudity or state of undress when and where there is a reasonable expectation of privacy, without the knowledge and affirmative consent of all participants;
- Exposing one's genitals in non-consensual circumstances; or
- Inducing incapacitation for the purpose of making another person vulnerable to gender-based misconduct.

**Stalking:** A course of unwanted attention that is repeated or obsessive, directed toward an individual or a group and that is reasonably likely to cause alarm, fear or substantial emotional distress. Stalking may take many forms,

including but not limited to lying in wait for, monitoring, or pursuing contact. Stalking may occur in person or through telephone calls, text messages, unwanted gifts, letters, e-mails, surveillance, or other types of observation and communication.

**Sexual Harassment:** Unwelcome sexual advances, requests for sexual contact, and other verbal, physical, or visual conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic, co-curricular, or student life activities;
- Submission to or rejection of such conduct by an individual is used as the basis for academic evaluation, grades, advancement or participation/status in student life activities (i.e. "quid pro quo"). Quid pro quo sexual harassment can occur whether a person resists and suffers the threatened harm, or a person submits and avoids the threatened harm, and can occur even if the person delays in reporting the harm;
- Such unwelcome conduct is intentional, serves no legitimate purpose, and involves contact with parts of another individual's body that may cause that person to feel degraded or abused;
- Such unwelcome conduct is for the purpose of gratifying the actor's sexual desire; or
- Such unwelcome conduct has the effect of unreasonably interfering with a student's education or participation in educational programs or activities or such conduct creates an intimidating, hostile, demeaning, or offensive academic, campus, work or living environment.

**Gender-Based Harassment:** Gender-based harassment can occur if a person is harassed either for exhibiting what is perceived as a stereotypical characteristic of their gender or for failing to conform to stereotypical notions of masculinity or femininity, and that harassing conduct unreasonably interferes with a person's education or participation in educational programs or activities, or creates an intimidating, hostile, demeaning, or offensive academic, campus, or living environment. The following describes some conduct that may be gender-based harassment:

- Acts of aggression, intimidation, stalking, or hostility based on gender or gender stereotyping; or
- Threats or non-consensual disclosure of a person's gender identity (i.e. "outing").

For more information regarding "hostile environment," see the next page.

“Hostile Environment” in the Context of Sexual and Gender-Based Harassment: A hostile environment may arise when unwelcome conduct of a sexual or gender-based nature unreasonably interferes with a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening, demeaning, or offensive academic, campus, work or living environment.

In evaluating whether there is evidence of a hostile environment, the University will consider the totality of the known circumstances from the point of view of a reasonable person, including, but not limited, to:

- The frequency, nature, and severity of the conduct;
- Whether the conduct was physically threatening;
- The effect of the conduct on the Complainant’s mental or emotional state;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct; and
- Whether the conduct unreasonably interfered with the Complainant’s educational or work performance and/or University programs or activities.

A single, isolated incident of sexual or gender-based harassment may, based on the facts and circumstances, create a hostile environment. The more serious the conduct, the less need there is to show a repetitive series of incidents to demonstrate a hostile environment.

**Retaliation:** Any adverse action or threatened action, taken or made, personally or through a third-party, against someone who has reported a gender-based misconduct complaint (a Complainant) or has been the subject of a gender-based misconduct complaint (a Respondent) or any other individual (a Witness, Third-Party Reporter or Advisor, etc.) because the individual engages with the Office and/or the disciplinary process.

- All individuals and groups of individuals, not just a Respondent or Complainant, are prohibited from engaging in retaliation. Retaliation can refer to actions or threatened actions by any individual, including students and others who are not engaged with the Office.
- Retaliation includes threatening, intimidating, harassing, or any other conduct that would discourage a reasonable person from seeking services; receiving measures and accommodations; reporting gender-based misconduct; or participating in the disciplinary process as a Complainant, Respondent, Witness, Third-Party Reporter or Advisor.
- Retaliation includes maliciously or purposefully interfering with, threatening, or damaging the academic or professional career of another individual, before, during or after the resolution of a report of gender-based misconduct under this Policy.
- Nothing in the Policy prevents an individual from discussing their experience from their perspective.
- Reports of gender-based misconduct made in good faith, even if the allegations are ultimately determined to be inaccurate, are not considered retaliation.

Reports that are intentionally false or found to have been made frivolously or in bad faith may constitute retaliation and/or may be considered by the Sanctioning Officer if an individual is otherwise found responsible for a violation of the Policy. For example, retaliation could include a threat of falsely reporting the complainant or witnesses of gender-based misconduct to deter them from participating in an imminent or pending gender-based misconduct process.

Retaliation may also include violations of a no-contact directive and/or other interim measures, in conjunction with any of the behavior described above, during the course of an investigation.

- If the alleged retaliation occurs between the Complainant and the Respondent while a matter is pending, these allegations may be investigated separately through the Dean's Discipline process and/or folded into the pending investigation, based on the circumstances of the allegations.
- Allegations of retaliation by other parties, i.e., not between the Complainant and the Respondent, will be investigated separately when the allegations involve gender-based misconduct. Any other allegations of retaliation will be investigated and adjudicated through the Dean's Discipline process

Below are some examples of conduct that could constitute gender-based misconduct under these definitions:

- Coercion for a date or a romantic or intimate relationship;
- Unwelcome touching, kissing, hugging, or massaging;
- Use of unwanted force in connection with sexual activity or attempted sexual activity;
- Sexual contact with a person who has not clearly consented;
- Unwelcome remarks about a person's genitals or breasts;
- Belittling remarks about a person's gender or sexual orientation based on gender stereotypes;
- Videotaping or photographing of activity of a sexual or private nature without the consent of the person(s) being videotaped or photographed;
- Graffiti concerning the sexual activity of another person;
- Use of e-mail, the Internet, or other forms of digital media to facilitate any of the conduct listed above; and
- Publishing a social media post threatening to harm an individual who speaks with Student Conduct and Community Standards.

### **Interim Title IX Policy Violations**

Behaviors that meet the definition of prohibited conduct under the Interim Title IX Policy must be investigated, adjudicated and reviewed under the Interim Title IX Policy, even if those behaviors also violate the Gender-Based Misconduct Policy

**Title IX Sexual Harassment:** The Interim Title IX Policy uses the definition of "sexual harassment" set out in the Title IX regulations issued in May 2020: Sexual Harassment includes any conduct on the basis of sex that involves:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity.

The following behaviors also fall within the Title IX regulations' definition of sexual harassment and are applied in this Interim Title IX Policy:

**Title IX Sexual Assault:** As required by the May 2020 Title IX regulations, the definition of Title IX Sexual Assault used in the University's Interim Title IX Policy incorporates the definitions of the FBI's Uniform Crime Reporting (NIBRS) program, as follows:

## Rape\*:

- The carnal knowledge of a person (i.e., penile-vaginal penetration), without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
- Oral or anal sexual intercourse (i.e., penile penetration) with another person, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
- To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity. An “object” or “instrument” is anything used by the offender other than the offender’s penis.
- Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of that person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity (for purposes of this definition, “private body parts” includes breasts, buttocks, or genitals, whether clothed or unclothed).
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent. In New York, the age of consent is 17 years old.

\*Both completed rape and attempted rape are prohibited by this policy

**Title IX Domestic Violence:** Any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under New York’s domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of New York.

Note: The regulations rely for this definition on a federal law known as the Violence Against Women Act (VAWA) amendments to the Clery Act. For more information, see [Violence Against Women Reauthorization Act of 2013, 42 U.S.C. §§ 13701 (2013)].

**Title IX Dating Violence:** Any violence committed by a person:

- who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- where the existence of such a relationship shall be determined based on a consideration of the following factors:
  - The length of the relationship;
  - The type of relationship; and
  - The frequency of interaction between the persons involved in the relationship.

Note: The regulations rely for this definition on a federal law known as the Violence Against Women Act (VAWA) amendments to the Clery Act. For more information, see [Violence Against Women Reauthorization Act of 2013, 42 U.S.C. §§ 13701 (2013)].

**Title IX Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable

person to:

- fear for their safety or the safety of others; or
- suffer substantial emotional distress.

For purposes of this definition -

- Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Note: The regulations rely for this definition on a federal law known as the Violence Against Women Act (VAWA) amendments to the Clery Act. For more information, see [Violence Against Women Reauthorization Act of 2013, 42 U.S.C. §§ 13701 (2013)].

## B. Resolutions

This section provides additional information about the types of resolutions beginning on page 35.

**A formal Title IX Complaint was filed but was dismissed by the University.** In these cases, SCCS may dismiss the report if it determines that the report does not allege facts that, if substantiated, would constitute a violation of a policy or that the facts as alleged in the report are refuted by evidence or information known to or possessed by SCCS.

**Complainant declined to identify a respondent and/or declined to provide significant detail to support an investigation; no further investigation was conducted – complainant offered support by the Student Conduct and Community Standards Case Manager:** In these cases, Student Conduct and Community Standards evaluated the facts presented, weighed the complainant's request with the University's commitment to provide a safe and non-discriminatory environment, and determined that no further action was required. Case Management continued to assist the complainant in identifying appropriate campus and other resources.

**Complainant did not know the identity of a respondent and/or the respondent was a non-affiliate; no further investigation was conducted – complainant offered support by the Student Conduct and Community Standards Case Manager:** In these cases, Student Conduct and Community Standards evaluated the facts presented, weighed the complainant's request with the University's commitment to provide a safe and non-discriminatory environment, and determined that no further action was required. Case Management continued to assist the complainant in identifying appropriate resources, on and off campus.

**A complaint was submitted by a third party but the identified complainant reported that no sexual assault occurred and/or did not corroborate this complaint; no further investigation was conducted – complainant offered support by the Student Conduct and Community Standards Case Manager:** A third-party report was submitted to Student Conduct and Community Standards by someone who was not the complainant. This may have been a faculty member, residential-life staff member, advising dean, student, or any other person. In these cases, Student Conduct and Community Standards evaluated the facts presented, weighed the

complainant's request with the University's commitment to provide a safe and non-discriminatory environment, and determined that no further action was required. Case Management continued to assist the complainant in identifying appropriate resources, on and off campus.

**Behavior described by reporting individual did not meet the definition of a violation of the Gender-Based Misconduct Policy for Students:** This category describes reports where Student Conduct and Community Standards determined that the behavior described by the complainant was not gender-based misconduct under the Policy. The complainant was notified of this determination, including that no further action would be taken and that the matter would be closed. These matters were referred to a partner office for review or adjudication, as appropriate, and other follow-up and support for the student(s) involved, if needed.

**Alternate Resolution:** An Alternate Resolution is a non-disciplinary resolution option that can take place when a reporting party does not want to engage in an investigation or when SCCS does not have sufficient information to initiate an investigation. After an evaluation of the facts presented, Student Conduct and Community Standards may determine that a case may be resolved through corrective action instead of an investigation. Corrective action may include, but is not limited to: a no-contact directive, an access restriction, an accommodation to support and protect a student, and/or education for a respondent relevant to the alleged misconduct.

**Mediation:** For a case to be resolved in this manner, the complainant, respondent, and Student Conduct and Community Standards must agree that mediation is appropriate for resolving the allegations. If a mediated agreement was reached by the involved parties and approved by Student Conduct and Community Standards, the matter would be closed. In these cases, Case Management continued to assist the complainant and respondent in identifying appropriate resources, on and off campus. Examples of resolutions are: a no-contact directive, letter of apology, an accommodation to support or protect a student, education of a respondent relevant to the alleged misconduct, restriction from extra-curricular activities, and change in housing assignment. Complainants and respondents may opt out of participating at any time and engage the investigative process. As noted earlier, reported allegations of Sexual Assault: Penetration cannot be resolved through alternate resolution or mediation.

**Restorative Justice:** For a case to be resolved in this manner, parties should be comfortable being in the same room with each other and participating in a conversation guided by a specifically trained University administrator. The purpose of restorative justice is for all affected parties to identify the harms that were caused by a student's actions and to collaboratively determine the best method for repairing those harms.

The Restorative Justice conference only proceeds if all parties willingly agree to participate. The process typically commences within 10 business days after Student Conduct and Community Standards receives written agreements from all involved parties. The conference will continue until Student Conduct and Community Standards determines that the conference will not be successful or until the conference is successfully concluded. If successful, an agreeable resolution is reached by all involved parties, at which point, the disciplinary process is concluded, and the matter is resolved. If a resolution cannot be reached, the matter will be referred to the AVP who will reassess the matter and determine another appropriate resolution method.

Student Conduct and Community Standards will monitor the parties' adherence to their proposed solution and reserves the right to close the matter when compliance is satisfactory.

**Respondent accepted responsibility for the violation of the Policy or indicated no contest of the recommendations of the Investigative Team:** Under the terms of the August 2018 Policy, after a review of the Investigative Report, the respondent is given the opportunity to respond to the alleged violation(s) of Policy in the following ways: (1) no response; (2) not responsible; (3) responsible; or (4) no contest. If the respondent accepts

responsibility or indicates no contest of the findings, the Sanctioning Officer of the respondent's school is notified and determines the appropriate sanction based on the evidence provided in the Investigative Report. The complainant and respondent are informed of the sanctioning decision and the respondent and complainant then have the opportunity to appeal the sanctioning. The acceptance of responsibility or indication of *no contest*, however, is not appealable.

### C. Other Words and Phrases

**Accommodations/Interim Measures:** The accommodations discussed in this Report are measures that are put into place or facilitated by Student Conduct and Community Standards to support and protect a student after a report of an incident of gender-based misconduct. Students may request an accommodation outside of the investigative and disciplinary process. (The term "interim measures," sometimes used interchangeably with "accommodations," refers to measures effectuated during the course of an investigation or disciplinary proceeding.) Under appropriate circumstances, accommodations may include, but are not limited to: moving a student's residence; adjusting a student's work schedule for University employment; changing a student's academic schedule; allowing a student to withdraw from or retake a class without penalty; providing access to tutoring or other academic support; and issuing a "no-contact" directive. Student Conduct and Community Standards will evaluate any request for accommodations in light of the circumstances and information available at the time of the request. The University will reveal information about the accommodations only to those who need to know in order to make them effective. Failure to comply with the parameters of any accommodation by a party is a violation of University policy and may lead to additional disciplinary action. The Policy also has procedures in place so that students may challenge or adjust the terms of any accommodations, as appropriate.

**Appeals:** An appeal is a request, by either the respondent or the complainant, to a panel of deans, including the dean of the respondent's school, to review and change the responsibility determination of the hearing panel and/or the sanction(s) applied. The three grounds for appeal are:

- 1) A procedural error: An appeal based on procedural error must identify with specificity each alleged error within the investigative and/or hearing process and the ways in which the specified error(s) substantially affected the decision of the Hearing Panel and/or Sanctioning Officer to the detriment of the appealing party;
- 2) New information: An appeal based on new information must explain why this information was not available or not provided to the Investigative Team in a timely manner, and how this information would have substantially altered the decision by the Hearing Panel. If a party declined to participate or withdrew from the process, the panel will not consider information that the party could have provided if they had fully participated in the process. This includes situations where a student declines to participate on the advice of their advisor; and
- 3) Excessiveness or insufficiency of the sanction(s): An appeal based on the imposed sanction must explain why the sanction is inappropriate based on the weight of the information provided during the investigation, hearing, and/or sanction.

Disagreement with the finding or sanction(s) is not, by itself, a ground for appeals. If the three-dean panel concludes that a change in the hearing panel's determination is warranted, the panel may enter a revised determination, reconvene the panel to reconsider the determination, or return the matter for additional investigation. The panel may also change the sanction.

**Complainant:** The person making the allegation(s) of gender-based misconduct.

**Hearing Panel:** The hearing panel determines whether the respondent is responsible or not responsible for a

violation of the Gender-Based Misconduct Policy for Students. If the respondent declines responsibility or chooses not to respond after receiving the investigative report, a hearing panel is convened.

**Investigation:** An investigation is the fact-finding process that commences following the receipt of a report of gender-based misconduct by Student Conduct and Community Standards.

**Preponderance of the Evidence/Findings of Responsibility:** The Investigative Team and Hearing Panel uses “preponderance of the evidence” as the standard of proof to determine whether a Policy violation has occurred. Preponderance of the evidence means that a panel must determine, based on the information provided, that a Policy violation was more likely than not to have occurred in order to find a student responsible for violating the Policy. The Hearing Panel will find a student responsible or not responsible based on a majority vote. The Hearing Panel’s decision includes an explanation of the basis of the decision.

**Respondent:** The person alleged to have committed gender-based misconduct.

**Sanctions:** Sanctions are disciplinary actions taken when a student is found responsible or accepts responsibility for violating the Gender-Based Misconduct Policy for Students. A student found responsible for violating the Policy may be subject to sanctions including, but not limited to, reprimand/warning, disciplinary probation, suspension, and expulsion. A student may also be restricted from certain University facilities or activities, or required to participate in educational programming.

**Student Currently Unenrolled:** A currently unenrolled student is a matriculated student at the University who is on leave (e.g., personal, medical, academic, disciplinary leave) from the University.

**Undisclosed student:** An undisclosed student is a student whose identity is known by the complainant or a third-party reporter, but is not disclosed to Student Conduct and Community Standards.

**Unknown student:** An unknown student is a student whose identity is not known to the complainant or a third-party reporter.

## VII. UPDATE TO 2020-21 CASES

Student Conduct and Community Standards resolved a number of cases that were designated as “ongoing” in the 2020-2021 Report. The tables below are from pages 24-27 of the 2020-2021 Report and were updated to reflect these resolutions. Any related sanctions were included in the *Sanctions Applied to Responsible Parties* section on Page 26.

	Sexual Assault: Penetration	Sexual Assault: Contact	Sexual Assault: Type Not Specified by Reporter	Title IX Sexual Assault
Behavior described by reporting individual may be a violation of the Gender-Based Misconduct and Interim Title IX Policies for Students; case resolved via Administrative Resolution, Restorative Justice, or Mediation (These forms of resolution are not available for sexual assault-penetration complaints)	-	-	3	-
Title IX Complaint dismissed by the University.	-	-	-	1
Complaint resolved after a finding of responsibility	1	-	-	-
Complaint resolved after a finding of no responsibility	-	-	-	1
Investigation and disciplinary proceedings ongoing	1	-	-	1

	Domestic Violence	Dating Violence	Sexual Exploitation	Sexual Harassment	Gender -Based Harassment	Stalking	Retaliation
Complainant declined to identify a respondent and/or did not provide sufficient detail to support an investigation; no further investigation was conducted - complainant supported by Gender-Based Misconduct Case Manager	-	1	-	-	-	-	-
Behavior described by reporting individual did not meet the definition of a violation of the Gender-Based Misconduct Policy for Students; case referred to a partner office for adjudication and/or follow up.	-	-	-	3	1	-	-
Behavior described by reporting individual may be a violation of the Gender-Based Misconduct Policy for Students; case resolved via an Alternate Resolution.	1	-	3	5	-	2	-
Complaint was made by a Columbia University student against a Barnard College student. The case was referred to Barnard College for review and the Complainant was supported by Case Management.	-	-	-	1	-	-	-

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