

DICKINSON COLLEGE

Title IX & Sexual Respect Office

ANNUAL REPORT

Academic Year 2024-2025

Every number in this report represents a person, a request for help, or steps taken in response. Information is presented clearly while protecting privacy and avoiding details that could identify individuals.

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Message from the Title IX Coordinator

Dear Dickinson Community,

Dickinson College is committed to fostering a community where all individuals can learn, live, and work free from sex- and gender-based discrimination, harassment, and violence. The Title IX & Sexual Respect Office supports this commitment by providing information, supportive measures, resources, and equitable processes for those impacted by sexual misconduct.

This report summarizes the Office's activities during the reporting period, including reports received, supportive measures provided, response efforts, and educational initiatives. It reflects the full scope of the Office's work, not only matters that proceed through formal resolution. Behind every statistic is a person, a concern, or an effort to preserve access to education and employment.

Dickinson remains firmly committed to prevention, accountability, and ensuring that all members of our community are treated with dignity, respect, and care.

Kind regards,

Kat Matic

Title IX Coordinator

Purpose and How to Read This Report

This report provides aggregate information about concerns, requests for assistance, resources, supportive measures, response pathways, and educational work documented by the Title IX & Sexual Respect Office. It is intended to support transparency while protecting the privacy of the people represented in the data. The figures describe contacts and work recorded by the Office. They do not measure the prevalence of sexual or gender-based harm. Reporting patterns may be influenced by awareness, trust, access to resources, policy definitions, and data practices.

A single matter may involve more than one person, allegation, supportive measure, referral, or response. Unless specifically stated, totals should not be added together to calculate a total number of people or incidents.

Privacy and transparency

Information is presented in aggregate. Title IX data should not be compared directly with Clery Act statistics because the systems use different definitions, geographic rules, and counting methods.

Interpret with care

Year-to-year comparisons should be interpreted carefully because definitions, policies, categorization, and data-recording practices may change over time.

Understanding the Work Behind the Numbers

The work of the Title IX & Sexual Respect Office extends beyond formal complaints, investigations, and disciplinary proceedings.

Most contacts with the Office do not result in a formal grievance process. Individuals may seek information, request support, explore their options, or choose not to pursue a resolution process. The Office also coordinates supportive measures, connects individuals with resources, consults with campus partners, provides education and training, and works to strengthen the College's policies and response practices.

This report therefore presents a broader picture of the Office's work, including:

- **Reports and outreach:** concerns received, initial review, and communication with impacted individuals
- **Support and access:** supportive measures, accommodations, referrals, and resource connections
- **Resolution options:** formal complaints, informal resolutions, hearings, and appeals
- **Prevention and education:** student and employee education, awareness initiatives, and community partnerships
- **Institutional capacity:** consultation, policy development, compliance work, and training for those serving in Title IX roles

Why this matters

Formal resolution activity is one part of the College's Title IX response. The number of hearings or disciplinary outcomes alone does not reflect the number of people supported, the complexity of the concerns received, or the full scope of the Office's work.

Reports and People Reflected in the Data

Disclosures or matters received

During the 2024-25 academic year, Dickinson's Title IX & Sexual Respect Office received 72 disclosures, reports, and referrals. Disclosures or reports originated from a variety of sources, including students, employees, family members, administrators, and community members. Every disclosure or report received by the Office is reviewed.

Upon receiving a disclosure/report, the Title IX Coordinator or designee assesses the available information and offers supportive measures, resources, and the opportunity to meet if an impacted person is known. Participation is voluntary, and individuals may choose whether to engage with the Office.

The demographic information below reflects complainants or impacted persons and respondents identified in disclosures/reports received. Not every report identified an impacted person, or respondent, and some individuals may be associated with more than one report. These totals therefore will not equal the number of disclosures/reports received.

Impacted-Person or Complainant Demographics

Classification	Count
Dickinson student	55
Dickinson employee	1
Dickinson alumnus/a	0
Dickinson College	0
Outside the Dickinson community	0
Unknown / undisclosed / anonymous	6
TOTAL	62

Respondent Demographics

Classification	Count
Dickinson student	29
Dickinson employee	2
Dickinson alumnus/a	0
Dickinson College	0
Outside the Dickinson community	0
Unknown / undisclosed / anonymous	14
TOTAL	45

Types of Allegations and Concerns Reported

Allegation totals may be higher than report totals because one matter may include multiple reported concerns. Categories reflect the information available and the counting method used for the reporting period.

Type of allegation or concern	Count
Intimate partner violence, including dating and domestic violence	3
Fondling	9
Gender-based harassment	4
Retaliation	1
Sexual assault / rape	11
Sexual exploitation	3
Harassing conduct	38
Stalking	7
Harm to others	0
TOTAL	76

Outreach, Assessment, and Response

After receiving a disclosure, report or referral, the Office reviews the available information, shares resources and options when an impacted person is known, considers supportive measures, and identifies the appropriate response or referral pathway. Participation in an informational meeting is optional, and support is available without participation in a formal resolution process.

Partnerships and referrals

The Title IX Coordinator works closely with campus partners, including Academic Affairs, Human Resource Services, Student Life, Public Safety, Residential Life, the Wellness Center, Athletics, and General Counsel. Disclosures and referrals may not

fall under Title IX prohibited conduct or jurisdiction but may still fall under other College policies. A single report may be referred to more than one partner to help ensure that concerns are addressed appropriately.

Process Requests

The Title IX Coordinator helps individuals understand their available resolution options. A person who reports experiencing sexual or gender-based discrimination or harassment may request a formal grievance process by submitting a signed Formal Grievance Complaint. In limited circumstances, the Title IX Coordinator may also sign a Formal Grievance Complaint after considering the available information and the wishes of the affected person. Once a complaint initiates a resolution process, the parties receive written notice describing the allegations and the applicable process.

Formal grievance activity

Measure	Count	Context
Formal grievance complaints filed and resolved	4	2 informal resolutions; 2 dismissed
Appeals filed	0	

Formal grievance complaints and proceedings may span more than one reporting period. Accordingly, activity figures should not be added together unless specifically indicated.

When formal resolution occurs, outcomes are determined through procedures designed to be fair, equitable, trauma-informed, and consistent with College policy. Possible outcomes may include findings of responsibility, findings of no policy violation, informal resolution agreements, dismissals, educational interventions, activity restrictions, disciplinary sanctions such as probation, suspension, or separation from the College.

When a policy violation is found, sanctions are determined in accordance with the sanctioning framework outlined in Dickinson College's Sexual Harassment and Misconduct Policy. The framework promotes consistency while allowing decision-makers to consider the specific facts, circumstances, severity of the conduct, and impact of each matter.

Care and Support Services

Support services are individualized services intended to help preserve access to education and employment. They may be available before, during, or after a process, or without participation in a formal resolution process. One person may receive more than one service; therefore, the total below does not represent the number of individuals served.

Supportive measure or service	Instances
No-contact / no-communication directive	14
Academic accommodation or modification	15
Facility or event restriction	3
Housing accommodation or relocation	2
Services scheduling	3
Employment modification	0
Pregnancy or related-condition support	0
Other accommodation or support	4
TOTAL SERVICE INSTANCES	41

Programming, Prevention Education, and Training

Throughout the 2024-25 academic year, Dickinson College advanced its commitment to safety, dignity, respect, equity, and belonging through prevention education, awareness programming, leadership development, advocacy partnerships, and professional training. These efforts reflected the shared responsibility of students, faculty, staff, and community partners in promoting a campus environment free from sexual and gender-based discrimination, harassment, and violence.

Student Education and Prevention Programming

Students participated in educational programs focused on consent, healthy relationships, bystander intervention, reporting options, support resources, and community responsibility. Key initiatives included:

- New Student Orientation education
- Resident Advisor (RA) training
- Red Zone prevention programming
- Domestic Violence Awareness Month programming
- Step UP! Bystander Intervention training
- Sexual Assault Awareness Month (SAAM) events and Take Back the Night
- Ongoing outreach related to consent, sexual respect, and survivor support

Student leaders played an important role in these efforts through peer education, awareness campaigns, outreach activities, and community engagement initiatives.

Campus Partnerships

Dickinson's prevention and awareness efforts were strengthened through leadership and collaboration with campus and community partners, including the Women's & Gender Resource Center, LGBTQ+ Center, Wellness Center, Athletics, Public Safety, Residential Life, the YWCA of Carlisle and Cumberland County, and Domestic Violence Services of Cumberland and Perry Counties.

These partnerships supported educational programming, awareness campaigns, advocacy initiatives, survivor support services, and community-building efforts designed to foster a culture of respect, inclusion, safety, and belonging.

Notable initiatives included Take Back the Night, Domestic Violence Awareness Month programming, Sexual Assault Awareness Month activities, and access to a 24/7 Sexual Violence Advocacy Hotline through Dickinson's partnership with the YWCA.

Professional Development and Institutional Capacity Building

Dickinson continued investing in faculty and staff education to strengthen trauma-informed, equitable, and effective responses to reports of sexual and gender-based misconduct. Professional development opportunities included:

- Annual Title IX Specialist training for investigators, hearing panel members, appeal officials, and other trained personnel
- A three-part Title IX Lunch & Learn series focused on participant rights, trauma-informed practices, and intimate partner violence
- ATIXA Restorative Justice Training

These educational opportunities helped build institutional capacity and supported Dickinson's commitment to fair, equitable, and trauma-informed practices.

Building a Culture of Respect

The work highlighted in this report reflects the collective efforts of students, faculty, staff, peer leaders, community advocates, and campus partners. Together, these collaborations support education, prevention, advocacy, and survivor support while helping to foster a campus culture grounded in dignity, respect, safety, equity, inclusion, and belonging.

Contact the Title IX & Sexual Respect Office

To learn more, request support, or make a report, email titleix@dickinson.edu or visit dickinson.edu/titleix.