

RADICAL LIBRARIANSHIP: CRITICAL THEORY & PRAXIS

Course Description

Drawing on critical theory from across disciplines, this course will examine the role of the library as an inherently political/cultural institution and consider the ways in which libraries and librarians can work to perpetuate or challenge the status quo. We will analyze major theories/theorists (e.g., Habermas, Freire, Chatman, Giroux, feminist theory, critical race theory, critical literacy/information literacy). Beyond examining theory, we will analyze how libraries actualize these theories (or not) and what more librarians could do to move beyond reflection and put theory into action.

Course Outcomes

Building on the SLIS [program learning outcomes](#), students in this course will further:

1. Analyze library programs, services, and practice from a critical theory perspective
2. Examine the role of libraries and library/information professionals as change agents
3. Examine the actual and potential avenues for libraries to engage as change agents
4. Develop critical responses to issues and injustices
5. Engage in reflective practice

Required Text

TOPICAL OUTLINE AND READINGS

Date	Topic	Readings	Assignments
1/25	Overview/Intro Ground Rules Historical Background	ALA Code of Ethics ALA Library Bill of Rights SAA Code of Ethics ALA Freedom to Read	
2/1	Library Values & Ethics Intro to Critical Theory	Cox, K. (2015). Feminist Theory in Sociology. Research Starters: Sociology (Online Edition). http://ezproxy.simmons.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185472&site=eds-live&scope=site Delgado, R., & Stefancic, J. (2001). Critical race theory: An introduction. New York, NY: NYU Press. Ettarh, F. (2014). Making a New Table: Intersectional Librarianship. In The Library With The Lead Pipe, 1-5. http://www.inthelibrarywiththeleadpipe.org/2014/making-a-new-table-intersectional-librarianship-3/	

		<p>Williamson, M. J. (2000). Social exclusion and the public library: a Habermasian insight. <i>Journal of Librarianship & Information Science</i>, 32(4), 178-186.</p> <p>Adichie, C. N. (2009). The danger of a single story. TED Talks. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en</p> <p>Recommended: Mehra, B. Rioux , K.S., Albright, K.S. (2009) . Social Justice in Library and Information Science. In <i>Encyclopedia of Library and Information Sciences</i>, Third Edition. Taylor and Francis: New York, Published, 4820-4836.</p>	
2/8	<p>Critical Theory Cont'd</p> <p>Questioning Neutrality</p>	<p>Graham, J. (2003). Now's Not the Time to Be Neutral? The Myth and Reality of the Library as a Neutral Entity. <i>Alabama Librarian</i>,53(1), 9-11.</p> <p>Jimerson, R. C. (2007). Archives for All: Professional Responsibility and Social Justice. <i>American Archivist</i>, 70(2), 252-281.</p> <p>Queer Theory. (2006). In D. Jary & J. Jary (Eds.), <i>Collins Dictionary of sociology</i>. London, United Kingdom: Collins. Retrieved from http://ezproxy.simmons.edu:2048/login?url=http://search.credoreference.com/content/entry/collinssoc/queer_theory/0</p> <p>Libraries and (post)modernity: A review of radical cataloging. (June 27, 2012). BeerBrarian. http://beerbrarian.blogspot.com/2012/06/libraries-and-postmodernity-review-of.html</p> <p>Sirilli, E. (2012). Want to help someone? Shut up and listen. TED Talks https://www.ted.com/talks/ernesto_sirilli_want_to_help_someone_shut_up_and_listen?language=en</p> <p>Recommended: Dick, A. L. (1995). Library and information science as a social science: neutral and normative conceptions. <i>Library Quarterly</i>, 65, 216-235.</p> <p>Jaeger, P. p., Gorham, U. u., Bertot, J. j., & Sarin, L. l. (2013). Democracy, Neutrality, and Value Demonstration in the Age of Austerity. <i>Library Quarterly</i>, 83(4), 368-382.</p> <p>Raber, D. (2003). Librarians as Organic Intellectuals: A Gramscian Approach to Blind</p>	

		<p>Spots and Tunnel Vision. <i>Library Quarterly</i>, 73(1), 33-53</p> <p>Rosenzweig, M. (2004). The Basis of a Humanist Librarianship in the Ideal of Human Autonomy. <i>Progressive Librarian</i>, (23), 40-45.</p>	
2/15	<p>Information and Access Physical, Intellectual & Social</p> <p>Privacy, Surveillance, and Security</p> <p>Guest Speaker: Alison Macrina</p>	<p>Olson, H.A. (2009). Social Influences on Classification. In <i>Encyclopedia of Library and Information Sciences</i>, Third Edition. Taylor and Francis: New York; 4806-4813.</p> <p>Fortier, A. a., & Burkell, J. j. (2015). Hidden Online Surveillance: What Librarians Should Know to Protect Their Own Privacy and That of Their Patrons. <i>Information Technology & Libraries</i>, 34(3), 59-72.</p> <p>Westbrook, L. (2105). "I'm not a social worker": An information service model for working with patrons in crisis. <i>Library Quarterly</i> 85(1), 6-25.</p> <p>Carpenter, Z. (2015). Librarians versus the NSA. <i>The Nation</i>. http://www.thenation.com/article/librarians-versus-nsa/</p> <p>Macrina, A. & Glaser, A. (2014). Radical librarianship: How ninja librarians are ensuring patrons' electronic privacy. <i>Boing Boing</i>. http://boingboing.net/2014/09/13/radical-librarianship-how-nin.html</p> <p>Recommended: Knowlton, S.A. (2005). Three decades since "Prejudices and Antipathies:" A study of changes in the Library of Congress subject headings. <i>Cataloging and Classification Quarterly</i>, 40 (2), 123 – 145.</p> <p>Shroff, M., & Fordham, A. A. (2010). "Do you know who I am?" Exploring identity and privacy. <i>Information Polity: The International Journal of Government & Democracy In The Information Age</i>, 15(4), 299-307.</p>	Critical Theory Reflection
2/22	<p>Libraries as Cultural Institutions Socially constructed meanings & spaces Cultural Identity, Colonialism, and Hegemony</p>	<p>Bossaller, J., Adkins, D., & Thompson, K. M. (2010). Critical theory, libraries and culture. <i>Progressive Librarian</i>, (34/35), 25-38.</p> <p>Cooper, G. (n.d.). Revisionism & Professional Ethics II. IFLA. http://www.ifla.org/publications/revisionism-and-professional-ethics-ii</p> <p>Doherty, J. J. (2006). Reference Interview or</p>	

	Cultural Competence	<p>Reference Dialogue? Internet Reference Services Quarterly, 11(3), 97-109.</p> <p>Wood, L.M. (2012). Out of the library and into the Wild. In the Library with the Lead Pipe. http://www.inthelibrarywiththeleadpipe.org/2012/out-of-the-library-and-into-the-wild/</p> <p>Buschman, J. (2005). On libraries and the public sphere. Library Philosophy & Practice 11, http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1010&context=libphilprac</p> <p>Recommended: Budd, J. M. (2003). The library, praxis and symbolic power. The Library Quarterly, 73(1), 19–32. http://dx.doi.org/10.1086/603373</p> <p>Buschman, J. (2013). Libraries and the right to the city: Insights from democratic theory. Urban Library Journal 19(1): 1-13.</p>	
2/29	Politics & the library	<p>"Intellectual Freedom Means the Freedom to Think Like Us": Politics and the ALA. (2008). Journal of Access Services, 5(4), 577-595.</p> <p>Goodman, A. & Goodman, D. (2008). America's most dangerous librarians. Mother Jones. http://www.motherjones.com/politics/2008/09/americas-most-dangerous-librarians</p> <p>Jaeger, P. T., Gorham, U., Sarin, L. C., & Bertot, J. C. (2013). Libraries, Policy, and Politics in a Democracy: Four Historical Epochs. Library Quarterly, 83(2), 166-181.</p> <p>Lee, H.L. (2003). Collection development as a social process. Journal of Academic Librarianship 29(1), 23-31.</p> <p>Williams, M., & Sloniowski, L. (2015). Social justice librarianship for the 21st century. Open Shelf. http://www.open-shelf.ca/150701-social-justice/</p> <p>Recommended Mark, A. E. (2011). Format as a false judge of credibility: Messages from librarians and faculty and student responses. Communications in Information Literacy, 5(1), 21–37. Retrieved from http://www.comminfolit.org/index.php?journal=cil&page=article&op=viewArticle&path%5B%5D=v5i1p21</p>	Radical Professional Profile
Spring Break			

3/14	The economics of LIS: Information, commodification, and neoliberalism	<p>Bohyun, K. (2013). Aaron Swartz and too-comfortable research libraries. ACRL TechBlog. http://acrl.ala.org/techconnect/post/aaron-swartz-and-too-comfortable-research-libraries</p> <p>Nicholson, K. k. (2015). The McDonaldization of Academic Libraries and the Values of Transformational Change. <i>College & Research Libraries</i>, 76(3), 328-338.</p> <p>Lawson, S., Sanders, K., & Smith, L. (2015). Commodification of the information profession: A critique of higher education under neo-liberalism. <i>JLSC</i> 3(1): ep1182. http://jpsc-pub.org/jpsc/vol3/iss1/1/</p> <p>Adler, M. A.(2015). Broker of Information, the “Nation’s Most Important Commodity”: The Library of Congress in the Neoliberal Era. <i>Information & Culture: A Journal of History</i> 50(1), 24-50. University of Texas Press. Retrieved December 22, 2015, from Project MUSE database.</p> <p>Bourg, C. (2014). The NeoLiberal Library: Resistance is Not Futile. https://chrisbourg.wordpress.com/2014/01/16/the-neoliberal-library-resistance-is-not-futile/</p>	Project Definition
3/21	<p>Race, Racism, & Libraries Critical Race Theory Structural Racism</p> <p>Guest Speaker: Rebecca Hankins</p>	<p>Alabi, J. (2015). “This Actually Happened”: An Analysis of Librarians’ Responses to a Survey about Racial Microaggressions. <i>Journal Of Library Administration</i>, 55(3), 179-191.</p> <p>De la Jesus, N. (2014, September 24). Locating the library in institutional oppression. In the Library with the Lead Pipe. Retrieved from http://www.inthelibrarywiththeleadpipe.org/2014/10/locating-the-library-in-institutional-oppression/</p> <p>Furner, J. j. (2007). Dewey Deracialized: A Critical Race-Theoretic Perspective. <i>Knowledge Organization</i>, 34(3), 144-168.</p> <p>Morales, M. m., Knowles, E. e., & Bourg, C. m. (2014). Diversity, Social Justice, and the Future of Libraries. <i>Portal: Libraries & The Academy</i>, 14(3), 439-451.</p> <p>Allen, M. (n.d.) 10 classic children’s books that are actually racist. What Culture. Retrieved from http://whatculture.com/books/10-classic-childrens-books-that-are-actually-racist.php</p>	
3/28	Race, Racism, & Libraries Cont’d	Noble, S.U. Google search: Hypervisibility as a means of rendering black women and girls	

		<p>invisible. <i>Invisible Culture: An Electronic Journal for Visual Culture</i>, 19, http://ivc.lib.rochester.edu/google-search-hyper-visibility-as-a-means-of-rendering-black-women-and-girls-invisible/</p> <p>Shachaf, P., Oltmann, S. & Horowitz, S.M. (2008). Service Equality in Virtual Reference. <i>Journal of the American Society for Information Science & Technology</i>, 59(4): 535-550.</p> <p>Hathcock, A. (2015). White librarianship in Blackface: Diversity Initiatives in LIS. In the <i>Library with the Leadpipe</i>. http://www.inthelibrarywiththeleadpipe.org/2015/1/is-diversity/</p> <p>Swanson, J., Damasco, I., Gonzalez-Smith, I, Hodges, D., Honma, T., & Tanaka, A. (2015). Why diversity matters: A roundtable discussion on racial and ethnic diversity in librarianship. In the <i>Library with the Leadpipe</i>. http://www.inthelibrarywiththeleadpipe.org/2015/why-diversity-matters-a-roundtable-discussion-on-racial-and-ethnic-diversity-in-librarianship/</p>	
4/4	<p>Gender and Sex in the Library Feminist Theory Structural Inequalities</p> <p>Guest Speakers: Brian Flaherty & Alana Kumbier</p>	<p>Broidy, E. (2007). Gender and the Politics of Information: Reflections on Bringing the Library into the Classroom. <i>Library Trends</i>,56(2), 494-508.</p> <p>Sadler, B., & Bourg, C. (2015). Feminism and the Future of Library Discovery. <i>Code4Lib</i> 28. http://journal.code4lib.org/articles/10425</p> <p>Weisbard, P. H. (2008). Gender issues and libraries. <i>Feminist Collections: A Quarterly Of Women's Studies Resources</i>,29(2), 12-13.</p> <p>Noble, S. (2012). Missed connections: What search engines say about women. <i>Bitch magazine</i>, 12:4, Spring, pg. 37-41.</p>	
4/11	<p>Gender and Sex in the Library Cont'd Queer Theory</p>	<p>Johnson, M. (2010). Transgender subject access. <i>Cataloging and Classification Quarterly</i>.</p> <p>Drabinski, Emily. 2013. Queering the catalog: Queer theory and the politics of correction. <i>Library Quarterly</i> 83, no. 2: 94-111.</p> <p>Sloniowski, L., Williams, M., & Ryan, P. (2013). Grinding the Gears: Academic Librarians and Civic Responsibility. <i>Urban Library Journal</i>, 19(1), 1-10.</p>	
4/18	<p>Patriot's Day— No Class</p>		

4/25	<p>Differently Abled Patrons and the Library</p> <p>Guest Speaker: Chris Strauber</p>	<p>And access for all: ADA and your library. (2014). [San Francisco, California, USA] : Kanopy Streaming, 2014.</p> <p>Bourg, C. (2015, January 28). Never neutral: Libraries, technology and inclusion. Retrieved from https://chrisbourg.wordpress.com/2015/01/28/never-neutral-libraries-technology-and-inclusion/</p> <p>Lewis, J. j. (2013). Information Equality for Individuals with Disabilities: Does It Exist?. <i>Library Quarterly</i>, 83(3), 229-235.</p> <p>Willis, C.A. (2012) Library services for persons with disabilities: twentieth anniversary update. <i>Medical Reference Services Quarterly</i>, 31(1), 92-104.doi: 10.1080/02763869.2012.641855</p> <p>Project Enable Webinar: Supporting Public and Academic Librarians to Provide Inclusive Programs ... http://projectenable.syr.edu/RESOURCES/WEBINARS</p>	
5/2	<p>Libraries and Poverty</p> <p>Libraries Reimagined: Radical Change</p>	<p>Berman, S. (2007). Classism in the stacks: Libraries and poverty. <i>Journal of Information Ethics</i>, 16(1), 103-110.</p> <p>Chen, W. w. (2013). The Implications of Social Capital for the Digital Divides in America. <i>Information Society</i>, 29(1), 13-25.</p> <p>Pawley, C. (1998). Hegemony's handmaid? The library and information studies curriculum from a class perspective. <i>The Library Quarterly</i>, 68(2), 123-144. http://dx.doi.org/10.1086/602955</p> <p>Stevenson, S. s. (2009). Digital Divide: A Discursive Move Away from the Real Inequities. <i>Information Society</i>, 25(1), 1-22.</p> <p>Roskill, A. (2014). Libraries bridging the digital divide. TED Talks. https://www.youtube.com/watch?v=J198u5HK0pY</p>	
5/9	<p>Class Presentations</p>		<p>Service Learning Projects</p>

Grading Chart

Score	Grade
96-100	A

91-95	A-
86-90	B+
81-85	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
Below 60	F

Meaning of Grades

B grade means that the work handed in is satisfactory and meets the requirements of the assignment. **B+** means that you have done more than meet the minimum requirements. An **A** grade means that the assignment is excellent. Anything below a **B** means that there were problems with the assignment meeting the minimum requirements.

Assignments

Please note that written presentation will have an impact of the grade for the written papers. It is imperative that all papers be well written.

Late Policy

All assignments are to be turned in on time. Late submissions are strongly discouraged. If late submission is unavoidable, arrangements should be made with me **in advance**. Without prior arrangement, late assignments will lose one point per day.

Participation

10 points

This is a seminar-style course, meaning the bulk of the course will consist of in-class discussions and activities. In order for such a course to work properly and for you to get the most out of the course, everyone needs to participate actively in every class. Complete all assigned readings and come to class ready to discuss them. Questions and debate (civil, of course) are highly encouraged.

Not all participation has to be direct participation in class discussion. Active listening is also a very important part of participation. Listening closely and respectfully to your peers counts as participation. You might then respond to your peers in class, through online discussion forums, or by incorporating what they've said into your assignments.

Some people may need more time to process questions and conversations, or might simply feel more comfortable sharing their thoughts in writing rather than verbally. On the Moodle site, there is a "Continued Conversations" discussion forum. While this forum is not required, posting to the forum will count toward class participation. Posts might include thoughts and responses to the class discussion and readings, sharing news stories that are relevant to the course, and asking pertinent questions to spur more conversations.

Critical Theory Reflection

15 points

During the first few weeks of class, we will be introduced to some basic overviews of critical theory—race, feminist, gender/queer, etc. For this assignment you will provide a brief (3-5 pages double spaced) reflection on one or more of the presented theories, within the context of the information professions and your personal experience with libraries and archives. For this paper, you should draw on course readings and discussions, and might also draw on readings and discussions from other courses, viewing them through the critical theory lens.

You should begin by identifying and giving a brief overview of the theory you chose. The structure of the reflection is personal, but you might consider the following questions:

- Why did you choose this particular theory? Did this theory resonate with you in some way? Did it trouble you or challenge you?
- What do you find useful, inspiring, empowering, or positive about this theory?
- Do you have any questions about the theory, or is there any aspect of it that leaves you dissatisfied?
- How do you imagine you could apply this theory to practice in a library, archive, or other information setting?

Learning outcomes:

- Examine a critical theory within the information professions
- Relate that theory to personal and professional experience
- Reflect on how professional practice be impacted by engaging with critical theory

Professional Profile

15 points

Arrange an interview with an information professional in any format that works for both of you—in-person, phone, email, etc. If you have trouble identifying or getting in contact with a professional, please speak to me and I will try to help arrange a contact. Develop a brief (3-5 pages double-spaced) profile of that professional—what kind of work are they engaged in? Do critical theory or other “radical” perspectives seem to inform their work? Why have they chosen the kind of work they do? Who or what are their major influences, or what motivates them to engage in the kind of work they do? Would you characterize this professional as radical in any way? Why or why not? What advice do they have for emerging radical professionals? Might the work of this professional inspire or impact your own practice? If so, how? If not, why not?

Learning outcomes:

- Identify professionals/work practices that fit a definition of a radical information professional
- Discuss critical theories/perspectives with an information professional
- Analyze how information professionals apply theory to everyday practice

Discussion Leader

10 points

Each student will take one turn leading a small group discussion based on an assigned reading. Students will sign up for a date using Moodle, with up to 5 students leading discussions on any one day.

Before class on their assigned day, each discussion leader will upload a brief (2-3 page double spaced) paper offering a synopsis of the article they have chosen for discussion, along with a set of guiding questions for the discussion. The synopsis should include a very brief summary of the article, and a reflection—what did you think of the article? What did you like or not like about it, and why? How does it relate to (or note relate to) some of the critical theories and perspectives discussed in class? What critiques or questions do you have?

On the assigned day, the leader will take a group of 4-6 students and facilitate a discussion on one of the articles assigned for class reading that day. At the end, each leader will report out to the class on their groups’ discussion.

Learning outcomes:

- Identify guiding questions to stimulate critical reflection and discussion

- Lead and facilitate critical discussion

Project Definition

10 points

Students will work in groups to execute a service learning project (described below). Several weeks prior to the completion of the project, each group will submit a brief (3-5 pages double spaced) project definition and description. This definition should include an overview of the scope and focus of the project, a brief annotated bibliography of resources/research consulted, and an overview of the intended project deliverables (Web site, LibGuide, oral history, research brief, etc.)

Service Learning Project & Presentation

30 points/ 10 points

A main outcome of this course is to move from abstract theory to radical professional practice. To accomplish this, students will sign up for a service-learning project that has some radical aspect to it, and which will engage aspects of critical theory/perspectives. During the first week of class, I will go over possible project ideas. By the third week of class, all students must sign up for one of the projects. Groups will be limited to 4 to 5 students. Students are also welcome to propose a project idea of their own.

Possible projects have been culled from discussions with area professionals, ideas in the literature, etc. Each project is unique, so the deliverables will be different for each. It will be up to each group with the professor to define the scope of the project, identify appropriate tools/methods for executing the project, and decide on a format for final delivery. To ensure progress, each group will submit a project definition (described above) several weeks before the project is due. I will also meet with groups periodically during the semester to check-in and answer questions. As applicable, students are also encouraged to meet with point people in the profession who suggested the projects for further project focus and definition.

Each group will present their project on the final day of class.

Possible Projects

Database & Toolkit of Assistive Technologies in Boston area libraries:

Inventory assistive technologies for all BPL branches—create searchable database. Map locations. Provide manuals/how-to guides

Lantern Library Web site/projects

Create a web site for the Lantern Library. Keep it off line until a home is found for the collection. Possible features: (a) link to the LibraryThing catalog; (b) interview with James; (c) video tour of the library; (d) a few digitalized versions of rare items; (e) written description of the collection.

[Digitize the underground newspaper, the *Liberated Guardian*. The Lantern has a complete set of 22 issues. Probably quite rare. Digitize other rare items. For example, some letter-sized books and booklets from the sixties or the 118 issues of the sixties journal edited by Colin Ward in England, *Anarchy*.]

Toolkit for: Outreach/Inclusion/ Online Privacy/Needs Assessment/etc.

Analysis of current state & best practices. Research brief. List of exemplary organizations/programs. Needs assessment tools/guides; collection development tools/outlets; marketing tools; sample policies; programming/instruction. Design a workshop/Web site/training for information professionals.

Digital Library/Training Guide for: Radical Librarianship/Archiving/Cataloging/Reference/Instruction

Analysis of current state & best practices. Research brief. Tools for reform. List of exemplary programs/practices. Resources for professionals (conferences, professional development, listservs, social network sites, etc.)

Political Advocacy Campaign

Identify political issue, analyze current state of the issue, design campaign— web site, form letters, marketing collateral, position paper.

Resource Guide for: Homeless/IPV survivors/ social services/ LGBTQ youth/etc.

Analysis of issue & best practices. Web site/LibGuide/Resources for patrons safety. Sample policies, workshops/programming, marketing tools. Web site/resources/training for information professionals.

Honor Code

Simmons SLIS expects each of its students to uphold the Honor System (<http://internal.simmons.edu/students/slis/current/honor-code>) and does not tolerate academic or scholastic dishonesty, such as plagiarism, cheating, or academic fraud. Penalties range from failure on the assignment, failure in the course, or dismissal from the program.

Definition of plagiarism: Intentionally or unintentionally using someone else's words, works, thoughts, or expression of ideas without giving proper credit. When a source is not cited, it is assumed that the words, works, thoughts, or ideas are the sole product of the author, i.e., the student. Plagiarism includes handing in as one's own work a paper on which a student has received extensive aid in substance and/or structure without acknowledging that help, as well as using one paper for more than one course without authorization to do so. Material used from outside readings, references, or the like, must be noted using footnotes, endnotes, or whatever notation devices are appropriate for the field of study. Direct quotations must be differentiated from text using quotation marks or by indenting or single spacing.

Academic Support

If you have a documented disability and anticipate needing accommodations in this course, it is your responsibility to register with the Disability Services office as soon as possible to ensure that requested accommodations may be implemented in a timely fashion. For more information or to request academic accommodations, contact the Disability Services Office located in Room E-108 of the Main College Building. They are available by phone at [617-521-2474](tel:617-521-2474) or you may email Tim Rogers at timothy.Rogers@simmons.edu.

Title IX and the Simmons College Gender-Based Misconduct Policy

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Regina Sherwood (for faculty/staff concerns):

Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082

Simmons College Deputy Title IX Coordinator, Sarah Neill (for student concerns):

Office Location: Provost's Suite, in room C-219 / Phone Number: (617) 521-212

Associate Dean of Student Life and Title IX Representative, Raymond Ou:

Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125

Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:

Office Location: Room W-003 / Phone Number: (617) 521-2118

Simmons College Public Safety

Office Location: Lobby of the Palace Road Building

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate,

romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

To view the full Simmons College Gender-Based Misconduct Policy, please go to:

<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>