Combating Sexual Assault and Misconduct

Association of American Universities

Inquiry · Innovation · Impact

CONTENTS

FROM THE PRESIDENT

On behalf of the Association of American Universities, I'm pleased to share the AAU Campus Activities Report: Combating Sexual Assault and Misconduct. This report follows up on the landmark survey AAU conducted among more than 150,000 undergraduate and graduate students in 2015 regarding the prevalence of sexual assault and misconduct on campuses and on student attitudes about these issues.

This new report provides an extraordinary amount of data as well as dozens of concrete examples of the ways our universities are working to improve efforts to reduce the incidence of sexual misconduct and to address its consequences.

AAU comprises 62 distinguished institutions that continually advance society through education, research, and discovery. Part of AAU's mission is to help our universities enhance undergraduate and graduate education. It is in that spirit that we conducted the 2015 survey to help universities understand the extent of the problem on their campuses, and this new survey to share examples of how institutions are addressing the many aspects of this complex societal challenge.

Our 2015 survey was sobering. University leaders understand the seriousness of this issue. While the report is not exhaustive, we hope the case studies and resources in this report will be useful not only to AAU universities but to all colleges and universities as we work to reduce sexual assault and misconduct on our campuses.

Mary Sue Coleman
President
Association of American Universities

ACKNOWLEDGMENTS

The Association of American Universities (AAU) Campus Activities Report: Combating Sexual Assault and Misconduct was developed to understand what efforts and initiatives AAU campuses have undertaken to prevent and address sexual assault and misconduct. The design and implementation of this project required great effort by contributors at AAU and beyond.

EXECUTIVE SUMMARY

This report describes the policies and programs implemented and reported through an institutional survey undertaken by Association of American Universities (AAU) member universities to prevent and respond to campus sexual assault and misconduct. Fifty-five of the 62 leading research universities that comprise AAU's membership completed the survey, and 61 institutions provided examples of activities.

All the universities represented in this report have changed and added strategies to combat sexual assault and misconduct on their campuses. Many changes and additions are linked to information gleaned from surveys of students, including a large-scale survey conducted by AAU in 2015, the Campus Climate Survey on Sexual Assault and Sexual Misconduct. These surveys provided information that was not previously available regarding the prevalence of the problem, as well as challenges in campus climate and processes. This report provides a rich set of data and dozens of concrete examples of campus activities now underway to better inform universities and study ways to effect change.

The report's findings are divided into six sections, representing the range of actions to address sexual assault and misconduct. There is no magic bullet or one-size-fits-all approach: universities have undertaken a wide variety of actions including increased and targeted training, greater awareness-building, better coordinated data collection, increased staffing, process improvements, and greater levels of collaboration within institutions and their communities.

This report demonstrates that institutions are acting to put student safety first.

SURVEYS

100% of responding institutions have surveyed students on issues around sexual assault and misconduct at least once since 2013.

87% (48/55) of responding institutions indicated that surveys or data from surveys stimulated new or changed existing conversations with students about sexual assault and misconduct.

Survey results have been incorporated into training for students, faculty, and staff; served as the basis for town hall meetings and summits with students, as well as student-led discussions; led to revisions of university policies and procedures; catalyzed the development of new classes; and led to increased collaboration between administrators and student organizations and increased student involvement.

EDUCATION AND TRAINING

Over the last three academic years, 100% of responding institutions have changed or are in the process of changing their education and training for students and faculty. For staff, the figure is 98%.

Universities have found diverse and engaging ways to convey relevant information, including online

education, skits, and other dramatizations. They are delivering training to students in multiple doses and with increased frequency. Many examples also focus on mandatory training for faculty and staff, and for students with teaching responsibilities.

Over the last three academic years, 84% (46/55) of institutions have developed new programs, education, or interventions for specific student populations or types of students.

These student subgroups include LGBTQ (lesbian, gay, bisexual, transgender, and queer) students, graduate and professional students, international students, students of color, transfer students, sexual assault victims, students involved in Greek life, first-year students, senior women, men, athletes, members of student organizations, and student leaders.

One critical area that universities are spending more time on is bystander intervention training. Training students to intervene properly is an important way to reduce campus sexual assault and misconduct. Some universities use externally-developed programs like Green Dot, while others have developed their own bystander intervention programs.

STUDENT SUPPORT

Over the last three academic years, 100% of responding institutions have developed, redefined, or enhanced programs to assist victims of sexual assault and misconduct.

Institutions have added services for victims and made existing services easier to understand and obtain. They have streamlined and simplified policies and procedures regarding sexual assault and misconduct to make them more transparent, and made resources easier to use including agreements with off-campus institutions, hospitals, law enforcement, and others.

Institutions have worked to ensure that respondents (students accused of committing violations) are treated fairly and are provided with a clear understanding of the university's processes and available resources. Institutions have also taken steps to ensure that respondents have access to support services.

DEVELOPING A CAMPUS ECOSYSTEM

Universities are integrating survey data with other sources of information and pursuing further investigation of specific issues to help craft appropriate and effective responses.

Nearly 75% (41/55) of responding institutions reported conducting question-based data collection or studies that delve more deeply into specific issues raised by surveys, focus on the experiences of particular student populations, or address other specific issues.

Virtually all universities (98% or 54/55) reported plans to conduct such studies in the future. Such studies take a range of forms, including focus groups, interviews, follow-up surveys targeted to subgroups of students, and cohort studies.

An issue of special concern is barriers to reporting. One particularly alarming result of the 2015 AAU climate survey was attitudinal: More than 50 percent of the victims of even the most serious incidents say they do not report the event because they do not consider it "serious enough."

Institutions provided examples of how they are trying to improve their understanding of this issue and thus increase reporting.

RESOURCES

95% (52/55) of responding institutions indicated that they are developing new coordination or data-sharing relationships between offices and programs to help address sexual assault and misconduct on campus.

Many campuses have established mechanisms to address these issues in a coordinated fashion. Some institutions have adopted new or shared databases to better facilitate coordination and flow of relevant information. Universities have also developed partnerships with outside entities to enhance and complement services provided by the university itself.

In each three of the categories—victim support, student training, and faculty and staff training—more than 90% (50/55) of institutions reported increasing resources.

As well as other kinds of resources devoted to addressing these issues, the report estimates the addition of a minimum of 253 full-time equivalent employees across these institutions over the last three academic years. Universities emphasized the steps they have taken to be as cost-efficient as possible while still increasing the attention given to sexual assault prevention and response. Training existing employees, enhancing existing student support services, and capitalizing on services provided by community partners are all ways that institutions have controlled costs while rising to the challenges posed by these issues.

MEASURING CHANGE

84% (46/55) of institutions said they were developing new or improved ways of measuring the effectiveness of policies, programs, and interventions.

Universities are evaluating effectiveness by gathering student opinion and feedback and by looking at trends. They are developing new assessment mechanisms to measure program effectiveness and are conducting pre-/post-evaluations of actions or interventions.

Institutions are particularly interested in assessing changes in the campus community's knowledge about and utilization of campus policies and resources related to sexual assault and misconduct.

84% (46/55) of institutions reported assessing students' knowledge about and utilization of policies and resources, and well over half are assessing faculty (62% or 34/55) and staff (60% or 33/55) knowledge.

Universities are examining changes in knowledge and utilization of policies by looking at repeated surveys or online assessments/training, and by comparing different sources of data. ■

REPORT HIGHLIGHTS

SURVEYING STUDENTS

100%

of responding institutions have surveyed students on issues around sexual assault and misconduct at least once since 2013.

CHANGING TRAINING

100%

Over the last three academic years, 100% of responding institutions have changed or are in the process of changing their education and training for students and faculty.

DEVELOPING NEW PROGRAMS
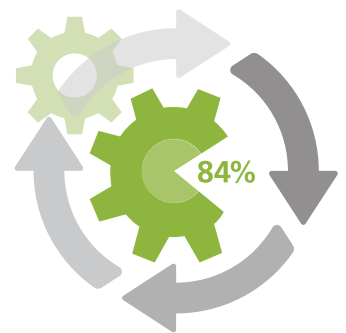
84%

(46/55) of institutions have developed new programs, education, or interventions for specific student populations or types of students, in the last three academic years.

STIMULATING NEW CONVERSATIONS
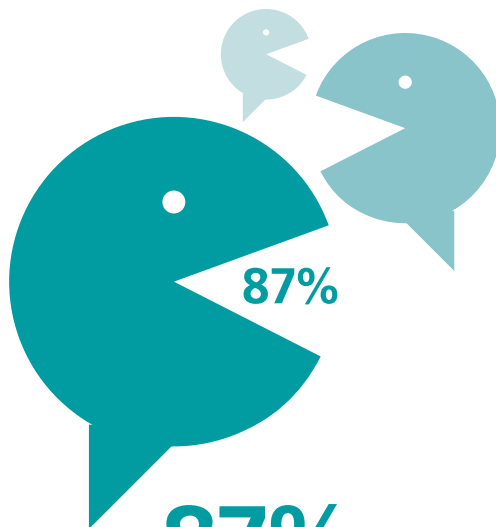
87%

(48/55) of responding institutions indicated that surveys or data from surveys stimulated new or changed existing conversations with students about sexual assault and misconduct.

ENHANCING PROGRAMS
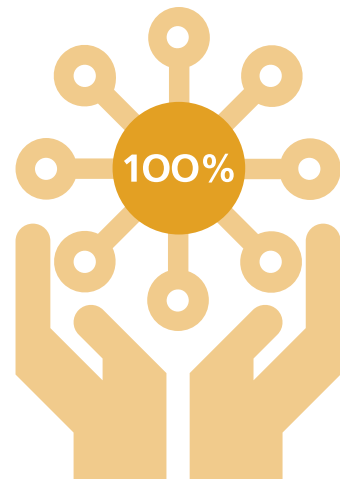
100%

Over the last three academic years, 100% of responding institutions have developed, redefined, or enhanced programs to assist victims of sexual assault and misconduct.

INTEROFFICE DATA-SHARING
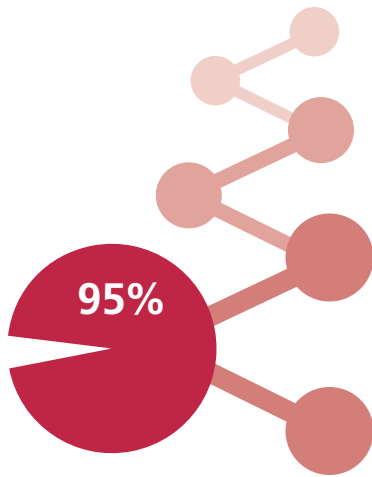
95%

95%

(52/55) of responding institutions indicated that they are developing new coordination or data-sharing relationships between offices and programs to help address sexual assault and misconduct on campus.

INCREASING RESOURCES

90%

More than 90% of institutions reported increasing resources in each of three categories: victim support (50/55), student training (53/55), and faculty and staff training (50/55).

MEASURING EFFECTIVENESS
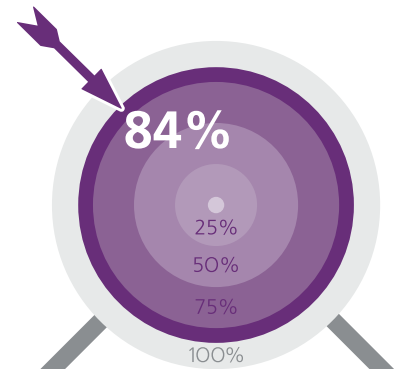
84%

25%
50%
75%
100%

84%

(46/55) of institutions said they were developing new or improved ways of measuring the effectiveness of policies, programs, and interventions.

ASSESSING KNOWLEDGE

84%

84%
STUDENTS

(46/55) reported assessing students' knowledge of campus policies and resources.

62%

62%
FACULTY

(34/55) reported assessing faculty members' knowledge of campus policies and resources.

60%

60%
STAFF

(33/55) reported assessing staff members' knowledge of campus policies and resources.

Introduction

INTRODUCTION

This report describes activities being undertaken by universities to prevent and respond to campus sexual assault and misconduct. It is intended primarily to help Association of American Universities (AAU) members and other colleges and universities strengthen their efforts to combat sexual assault and misconduct on campus.[1] The report follows up on the Campus Climate Survey on Sexual Assault and Sexual Misconduct,[2] a large-scale campus climate survey conducted by AAU in 2015.

Most information in this report comes from a follow-up survey of AAU members that focused on activities to address sexual assault and misconduct (Campus Activities Survey), conducted in fall 2016. The survey asked university administrators about the kinds of activities institutions are engaging in, about collaborations and partnerships, and about the resources being devoted to these efforts. It also asked institutions to provide specific examples of programs, training, and other activities. The objectives of this report are:

- To collect and compile information about activities at AAU member universities and to share this information among AAU members and other higher education institutions to inform ongoing work,
- To understand how climate surveys fit within the broader context of the many activities that AAU universities are undertaking to address these serious issues, and
- To inform students, parents, policymakers, and others about what universities are doing to ensure a safe learning environment.

Fifty-five of AAU's 62 universities completed the survey, and 61 institutions provided examples of activities being undertaken. These 61 institutions are public and private research universities located in 28 U.S. states and two Canadian provinces. Together these institutions enroll nearly 1.9 million students, including 1.3 million undergraduates and 600,000 graduate and professional students. They also employ more than 700,000 faculty and staff.

Sexual assault and misconduct is a serious societal issue,[3] and the problem of campus sexual assault and misconduct have specifically received increased attention in recent years. These issues remain prominent not just on campuses but in the media, in the concerns of state and federal policymakers, and in public discourse. Work on campus sexual assault goes back at least as far as the 1950s,[4] but several key studies were conducted in the early 2000s, including the National College Woman's Sexual Violence Survey (NCWSV) (Fisher et al., 2000)[5] and the College Sexual Assault study (CSA) (Krebs et al., 2007).[6] These studies surveyed students about their experiences and attitudes, an approach highlighted in 2014 by the Obama Administration's White House Task Force to Protect Students from Sexual Assault, which called surveys the best way to identify the problem of campus sexual assault.[7]

In late 2014, AAU contracted with Westat,[8] a leading social science research firm, to conduct a survey of undergraduate, graduate, and professional students at its member universities. The Campus Climate Survey on Sexual Assault and Sexual Misconduct was developed by Westat and a multi-disciplinary design team created by AAU and composed of recognized experts on survey design and methodology, as well as campus leaders directly responsible for dealing with sexual assault and misconduct and issues of gender, health, and student affairs. The survey was designed to assess the incidence, prevalence, and characteristics of incidents of sexual assault and misconduct. It also assessed the overall

climate of campuses with respect to perceptions of risk, knowledge of resources available to victims, and perceived reactions to an incident of sexual assault or misconduct.

The survey was administered in April and May of 2015 at 26 (10 private, 16 public) AAU member universities, plus one private non-AAU institution. More than 150,000 students completed the survey, including around 92,000 undergraduate students and around 58,000 graduate and professional students. The study was one of the first to look at these issues across a wide range of universities applying a consistent set of definitions and methodology and producing statistically reliable estimates for each participating institution. One of the most striking results was the wide variation across institutions, which suggested the need for responses individually tailored to the needs of specific campuses.

The survey has been widely cited and is now viewed as a key resource for understanding and responding to these issues. The primary goal of the survey was to help participating institutions better understand the attitudes and experiences of their students with respect to sexual assault and misconduct on campus so they could improve the efficacy of their policies and practices in this area.

This report will shed light on what is being done, in part, as a result of the information gleaned from the 2015 AAU Campus Climate Survey and other surveys on AAU campuses.

This report will shed light on what is being done, in part, as a result of the information gleaned from the 2015 AAU Campus Climate Survey and other surveys on AAU campuses. There are no known "magic bullets" for stopping sexual assault and misconduct on campus. Campuses are actively engaged in assessing the effectiveness of their approaches, and will find significant benefit in sharing with each other information about what has been tried and what appears to work. Indeed, the institutions featured in this report can serve as experimental laboratories for different approaches to addressing these issues. Other institutions of higher education may find it useful to adapt programs and practices developed at the universities featured here.

FACT

AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct (2015)

More than 150,000 students from 26 AAU institutions participated, making it one of the largest surveys on sexual assault and misconduct to provide insight into students' perceptions of campus climate in terms of both number of schools and number of students. To learn more, visit www.aau.edu/Climate-Survey

Understanding campus sexual assault and misconduct involves tackling complex issues. One example is the interplay of reporting and prevalence rates. Institutions are simultaneously seeking to lower barriers to reporting and lower the overall number of incidents. An institution that successfully lowers barriers to reporting may witness a seeming *increase* in prevalence rates due to a higher percentage of incidents being reported. (One institution reported a 43% increase in reporting since 2014, attributed largely to that university's comprehensive program of awareness and education.) Teasing out the full picture may be complex, requiring contextualization and the comparison of multiple sources of information.

Universities are striving to strike the right balance between protecting victims and providing due process protections for students accused of committing violations (respondents). Universities have worked not only to address the significant needs of victims but also to ensure that respondents are treated fairly and are provided with equitable services and a clear understanding of the university's processes and available resources.

Institutions are simultaneously seeking to lower barriers to reporting and lower the overall number of incidents.

This report is organized into six sections, encompassing a range of actions that are being taken on campuses to address problems related to sexual assault and misconduct:

1. Surveys
Student surveys are a key way for universities to understand the scope of the problem. Prevalence of particular kinds of sexual assault and misconduct as well as who is being victimized and the circumstances of victimization. Surveys also provide vital information about knowledge of and attitudes toward campus resources. Institutions are conducting surveys on their own and as part of larger initiatives, and are using the information gleaned from surveys to develop and enhance their programs and resources.

2. Education & Training
Universities have taken responsibility for training students, faculty, and staff to help prevent and respond to sexual assault and misconduct. Subjects for training include bystander intervention, knowledge of campus policies, and awareness of campus resources. Institutions have developed and enhanced training and education, and tailored many programs for particular student populations. They are also utilizing peer training models to increase student engagement.

3. Student Support
Institutions have taken steps to support students involved in incidents of sexual assault and misconduct. They are working to lower barriers to reporting, assist victims in navigating campus and off-campus resources, reduce detrimental effects to victims' physical and emotional health and academic progress, and ensure fair treatment of respondents.

4. Developing a Campus Ecosystem
Survey data constitute only one source of information that plays a role in informing campus

responses to sexual assault and misconduct. Universities are increasing collaboration between different offices to facilitate more effective and efficient responses. Among various steps, they are integrating survey data with other sources of information and pursuing further investigation of specific issues identified by surveys to help craft appropriate and effective responses.

5. Resources

Universities are devoting more resources to issues of sexual assault and misconduct, hiring new staff, and enhancing training for existing staff. Resources are being increased for victim and respondent student support; student, faculty, and staff education and training; law enforcement; and other areas. Universities have adopted different strategies to deploy the necessary resources in the most efficient manner.

6. Measuring Change

Universities are continually collecting information on the use and effectiveness of programs, and using what they learn to enhance those programs. They are paying particular interest in finding ways to increase the state of knowledge among students, faculty, and staff about sexual assault and misconduct and about universities' policies and resources.

This report demonstrates that institutions are acting to put student safety first. As shown in many of the highlighted examples, they are frequently working in partnership with students and communities. Combating sexual assault and misconduct involves cultural change, and students are an indispensable part of the equation. Many students are driving change and are working alongside campus administrators to ensure that the university environment remains focused on the learning and living experiences that they expect and deserve. ∎

Combating sexual assault and misconduct involves cultural change, and students are an indispensable part of the equation.

1. Surveys

SURVEYS

A critical component of addressing sexual assault and misconduct on campus involves surveying students. (As will be discussed in a later section, surveys are part of a campus "ecosystem" centered on addressing sexual assault and misconduct. Part of the power of survey results comes from combining these results with other sources of information.) Surveys provide information on the prevalence of different types of assault and misconduct. They reveal students' knowledge about and attitudes toward campus policies and resources. And they may shed light on a wealth of other topics, including the timing and location of different types of assault, attitudes toward reporting, and bystander intervention behaviors.

SURVEYING STUDENTS

100%

of responding institutions have surveyed students on issues around sexual assault and misconduct at least once since 2013.

Surveys also reveal variation among the overall student population (e.g., between undergraduate and graduate students; between male, female, and LGBTQ students) that can help guide institutional efforts. And comparing survey results over time can help track trends in the prevalence of sexual assault and misconduct as well as in behaviors and attitudes, and knowledge and use of campus resources.

100% of responding institutions have surveyed students on issues around sexual assault and misconduct at least once since 2013.

Institutions differ in their approach to surveying students, reflecting the fact that one size does not fit all. 25 of the 26 AAU campuses who participated in the 2015 AAU Climate Survey on Sexual Assault and Sexual Misconduct also responded to the Campus Activities Survey. Nine of those institutions utilized the AAU Campus Climate Survey alone, while 16 of them utilized both the AAU survey and another survey. Thirty institutions responding to this survey utilized a climate survey other than AAU's (Surveys–Figure 1).

These other climate surveys comprised a variety of different efforts. Many campuses have developed their own prevalence surveys or have incorporated questions about these issues into student experience surveys. For example, **Massachusetts Institute of Technology (MIT)** developed the Community Attitudes on Sexual Assault (CASA) Survey, which was administered to all enrolled MIT students.[9] MIT's survey and findings were covered extensively in the media. **Rutgers University–New Brunswick** piloted a climate survey developed by the Department of Justice's Office on Violence Against Women as part of a comprehensive campus climate assessment called #iSPEAK.[10] And **Indiana University**'s Community Attitudes and Experiences with Sexual Assault Survey asked students about their attitudes, perceptions, and direct experiences with sexual assault, as well as their opinions on the university resources and practices related to preventing and responding to instances of sexual misconduct.[11]

Some institutions that are part of university systems are participating in system-wide surveys on campus sexual

assault and misconduct. For example, the **University at Buffalo-State University of New York** participated in piloting the SUNY Campus Climate Survey, which asks about students' experiences with and knowledge of reporting, and the university's processes. A separate survey measures faculty and staff knowledge of the university's processes for reporting, support and response to sexual assault disclosures. **Stony Brook University** will participate in this survey in spring of 2017.[12] **Georgia Institute of Technology** will soon participate in a University System of Georgia survey on sexual assault and misconduct.[13]

Some institutions participated in multi-institutional efforts separate from the AAU survey. For example, the American College Health Association National College Health Assessment (ACHA-NCHA) is a national survey that includes questions about student experiences of sexual assault, dating violence, and stalking in the past 12 months; it also collects other data about student health behaviors and experiences. More than 100 institutions nationwide participate in this survey, including at least 10 respondents to the Campus Activities Survey.[14] Many of these institutions

utilize ACHA-NCHA in addition to other surveys on sexual assault.

Another example is the Administrator-Research Campus Climate Consortium (ARC3) survey. ARC3 is a consortium of sexual assault researchers and student affairs professionals who came together to respond to the White House Task Force on Keeping Students Safe on Campus, particularly the need to develop a campus climate survey informed by all who would use it.[15] Four responding institutions mentioned administering the ARC3 survey.

Surveys–Figure 2 shows that a significant number of institutions are relying on multiple surveys. Thirty-one of the 55 responding institutions (56%) indicated participation in both local surveys and multi-institutional efforts. As mentioned earlier, all institutions have conducted recent surveys. Of the 20 institutions that have conducted local surveys alone, 18 have surveyed students within the last two years. Of the 31 institutions utilizing both local and multi-institutional surveys, all have conducted at least one survey within the past two years, and 28 of the 31 have conducted both kinds of surveys within the past two years. Of the four

SURVEYS FIGURE 1

Which survey(s) has been administered on your campus?
■ **2015 AAU Campus Climate Survey Only**
■ **Both AAU and Another Survey**
■ **Another Survey Only**

SURVEY 9

SURVEY 16

SURVEY 30

institutions utilizing multi-institutional surveys alone, all have surveyed within the past two years. Surveys–Figure 3 shows when institutions indicated they had most recently administered different types of surveys.

Survey frequency requires additional discussion: There is no consensus about the optimal frequency for surveys, and more frequent surveys, especially of prevalence, are not always best. Students who are frequently surveyed develop "survey fatigue" and are less likely to respond; lower response rates reduce the utility of the findings. Surveying too often may also leave institutions without enough time to measure the effects of changes or enhancements in policies and programs. Survey administration and analysis is expensive in time and money, and too much surveying may take resources away from other activities. Finally, especially in surveys that ask about prevalence, answering questions can be a difficult emotional experience for students. There should be a compelling reason for asking them to repeatedly revisit disturbing themes and incidents.

Institutions reported the frequency with which they currently administer and/or planned to administer different types of surveys (Surveys–Figure 4). There is a distinct difference between

administration of local surveys, which are most often administered every other year, and participation in multi-institutional efforts, for which the response was more diverse. Many of the institutions that reported "some other cycle" for multi-institutional efforts mentioned a 3-year cycle. Indeed, institutions had very different plans for surveys and data collection going forward. For each type of survey there was little difference between those that ask about prevalence and those that ask about climate (e.g., knowledge of and attitudes about campus policies and resources). Standardizing survey types and times across institutions, especially by external mandate as some states have done, may not be the best approach when factoring in variation among campuses and that surveys are only one part of prevention. It is clear there is room for thoughtful consideration about the optimal interval between survey administration.

87% (48/55) of responding institutions indicated that surveys or data from surveys stimulated new or changed existing conversations with students about sexual assault and misconduct.

Several other institutions noted analysis of survey results is currently

SURVEYS FIGURE 2

In the last three academic years, what kind of survey have you administered?
- ■ **Multi-Institutional Surveys Only**
- ■ **Local / Campus Survey Only**
- ■ **Both Local / Campus and Multi-Institutional Surveys**

SURVEY 4

SURVEY 20

SURVEY 31

underway, and they expect the results to affect conversations with students soon.

Survey results have informed training for students, faculty, and staff. For example, at **Ohio State University**, results of the 2015 AAU Campus Climate Survey informed Buckeyes ACT, the Ohio State University's comprehensive effort to combat sexual misconduct, including relationship violence. Efforts include a new, mandatory, two-part

training for all first-year students, adding resources in areas that directly educate students, and launching an inclusive consent campaign that promotes sustained, healthy behaviors. At **Boston University**, the Sexual Assault Response and Prevention Center plans to use data from the Climate Survey to train members of the University Student Conduct Board. Education and training is discussed in more detail in the next section of the report.

SURVEYS FIGURE 3
Most recent survey administration by survey type

- Multi-Institutional Climate Surveys
- Multi-Institutional Prevalence Surveys
- Local / Campus Climate Survey
- Local / Campus Prevalence Survey

	Current term or semester	Previous term or semester	Past academic year	Past 2 academic years	Past 4 academic years	Prior to 4 academic years	Not collected
Multi-Institutional Climate Surveys	4	1	11	15	0	0	24
Multi-Institutional Prevalence Surveys	3	2	10	17	2	0	21
Local / Campus Climate Survey	5	10	13	19	2	1	5
Local / Campus Prevalence Survey	4	9	15	18	3	1	5

SURVEYS FIGURE 4
Frequency of administration: climate and prevalence surveys
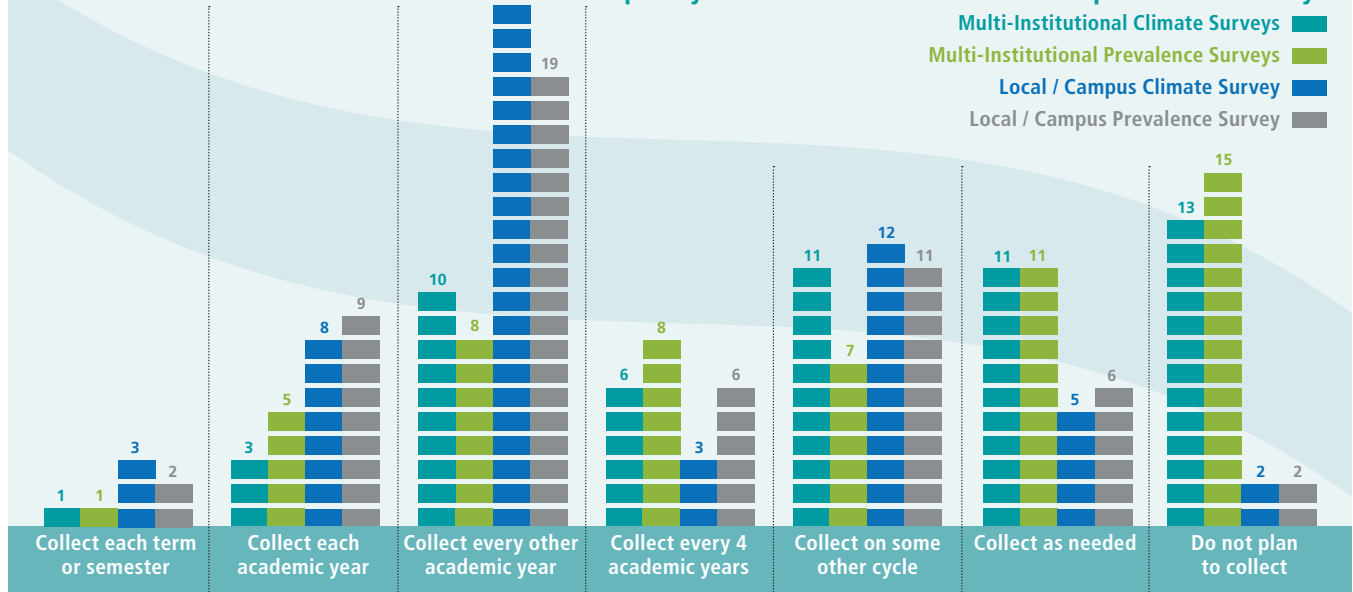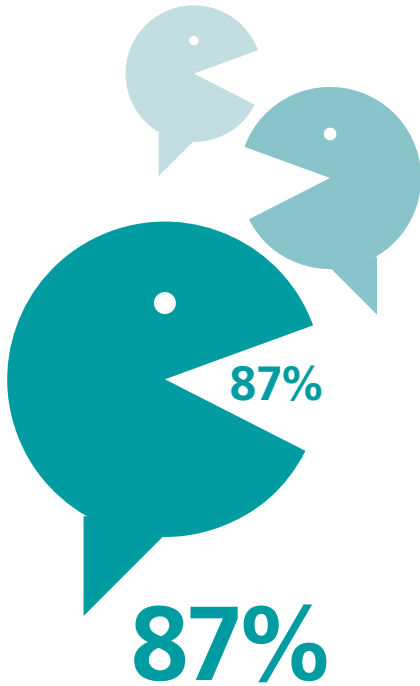
- Multi-Institutional Climate Surveys
- Multi-Institutional Prevalence Surveys
- Local / Campus Climate Survey
- Local / Campus Prevalence Survey

	Collect each term or semester	Collect each academic year	Collect every other academic year	Collect every 4 academic years	Collect on some other cycle	Collect as needed	Do not plan to collect
Multi-Institutional Climate Surveys	1	3	10	6	11	11	13
Multi-Institutional Prevalence Surveys	1	5	8	8	7	11	15
Local / Campus Climate Survey	3	8	22	3	12	5	2
Local / Campus Prevalence Survey	2	9	19	6	11	6	2

STIMULATING NEW CONVERSATIONS

87%

87%
(48/55) of responding institutions indicated that surveys or data from surveys stimulated new or changed existing conversations with students about sexual assault and misconduct.

Survey results served as the basis for town hall meetings and summits with students, as well as for student-led discussions. For example, at **Cornell University**, the undergraduate student government and students involved in Greek life organized roundtable discussions to engage students with survey results. Graduate Women in Science (GWIS) students hosted a session on sexual harassment that was attended by over 50 graduate/professional students.

Survey findings led to revisions of university policies and procedures. For example, at **Northwestern University**, campus climate survey data led to recommendations to the administration from the Campus Coalition on Sexual Violence, student government, and Title IX Committee. At the **University of Toronto**, survey data fostered a two-year-long discussion with students, staff, and faculty leading to the implementation of the University's new Policy on Sexual Violence and Sexual Harassment.[16]

Survey findings catalyzed the development of new classes. For example, **Rice University**'s Survey on Unwanted Sexual Experiences[17] sparked student interest in creating programming for incoming freshmen. The student association has asked for the creation of a mandatory class about consent, sexual and domestic violence, and stalking. The class is under development and will be given to all incoming freshmen in fall 2017. At the **University of Michigan**, survey results helped spur the development of two new classes specifically related to Title IX and sexual assault and misconduct in higher education. The courses led to an increase in classroom content and discussion of these issues, as evidenced by the number of

guest lectures delivered by staff from the Sexual Assault Prevention and Awareness Center and other university administrators.

Surveys led to increased collaboration between administrators and student organizations, and increased student involvement in these issues. Student governments have created their own subcommittees to work on issues of sexual assault and misconduct, and student groups have been formed to work in concert with university Title IX and sexual violence prevention and education offices. For example, the **University of Pennsylvania** held discussions not just with the Trustees, Council of Deans, Faculty Senate Executive Committee, and Human Resources, but also with students and student leaders to describe the results of the survey and to ask for advice on next steps. Administrators and student leaders from across **Indiana University** held a student leaders summit to review, evaluate, and make recommendations based on climate survey data.

Additionally, survey results have allowed institutions to:

- "Myth-bust" around frequency and occurrence of sexual assault and misconduct. For example, at **Northwestern University**, prevention educators include Northwestern and AAU Campus Climate Survey data in their student and staff training, which has helped challenge myths that sexual violence does not occur or is rare on college campuses.
- Clarify the concept of consent for students. For example, at the **University of Chicago**, climate survey findings revealed that students lacked clarity regarding the concept of consent, which led the university to design programs specifically

focused on this topic. In addition, some institutions have developed affirmative consent policies.[18]

■ Identify gaps in knowledge and develop ways to fill in those gaps. For example, at the **University of Pennsylvania**, continuing discussions about survey results by administrators and students have led to the addition of questions to other campus climate surveys as a follow-up and to initiatives aimed at addressing gaps identified. At **Michigan State University**, survey results have been used to help identify opportunities to expand services, outreach, and educational programs, and conduct follow-up studies related to survey findings. This topic is addressed at greater length in the report section on Developing a Campus Ecosystem.

■ Identify and begin to address the disproportionate victimization of some groups. **Yale University** held intensive student sessions with interested faculty and administrators to review the Survey methodology and to examine in greater depth data pertaining to vulnerable subpopulations. At the **University of Wisconsin-Madison**, survey results helped the institution recognize disproportionately impacted populations and engage communities to better meet their needs. Examples included campus collaborations to offer population-specific, tailored programs for LGBTQ students and students of color to meet the in-person violence prevention requirement for first year students and bringing a trainer from the Minnesota Indian Women's Sexual Assault Coalition to meet with campus students and staff. The topic of tailoring training and responses to specific student subpopulations is addressed in several sections of this report. ■

Columbia University

Through the 2015 AAU Campus Climate Survey, universities across the country discovered a common gap: how much they didn't know about their students' experiences on campus.

At Columbia University, this made researchers want to know even more. They wanted to understand the social and institutional factors behind individual encounters and use such knowledge to reduce sexual assault and other forms of gender-based misconduct on campus.

Led by a professor of sociomedical sciences and a professor of medical psychology, Sexual Health Initiative to Foster Transformation (SHIFT) is a comprehensive research project that examines the individual, interpersonal, and structural factors that shape sexual health and sexual violence for undergraduates at Columbia University and Barnard College.

SHIFT engages students in an ongoing dialogue to learn about the climate of sexual health in a holistic way. Students are invited to describe their experiences with dating, sex, friendships, partying, academics, peer pressure, and more through interviews, focus groups, and participant observation.

Believed to be the first study of its kind to use ethnography, survey, and diary studies to examine both sexual assault and sexual health, the project will lead to recommendations to promote consensual and satisfying sexual interactions and prevent sexual assault.

"We think SHIFT will advance the science of sexual assault prevention everywhere," according to the initiative's FAQ. "It's a serious issue, and one that transcends the boundaries of our campus."

SHIFT is one of several initiatives Columbia created as a result of the AAU survey. The university also introduced pre-arrival tutorials on sexual respect as part of new-student orientation; the Sexual Respect and Community Citizenship Initiative, a program required for all new students; and the Gender-based Misconduct Prevention Task Force, a working group focused on programming and other efforts to reduce the incidence of sexual assault, sexual harassment, and other gender-based misconduct.
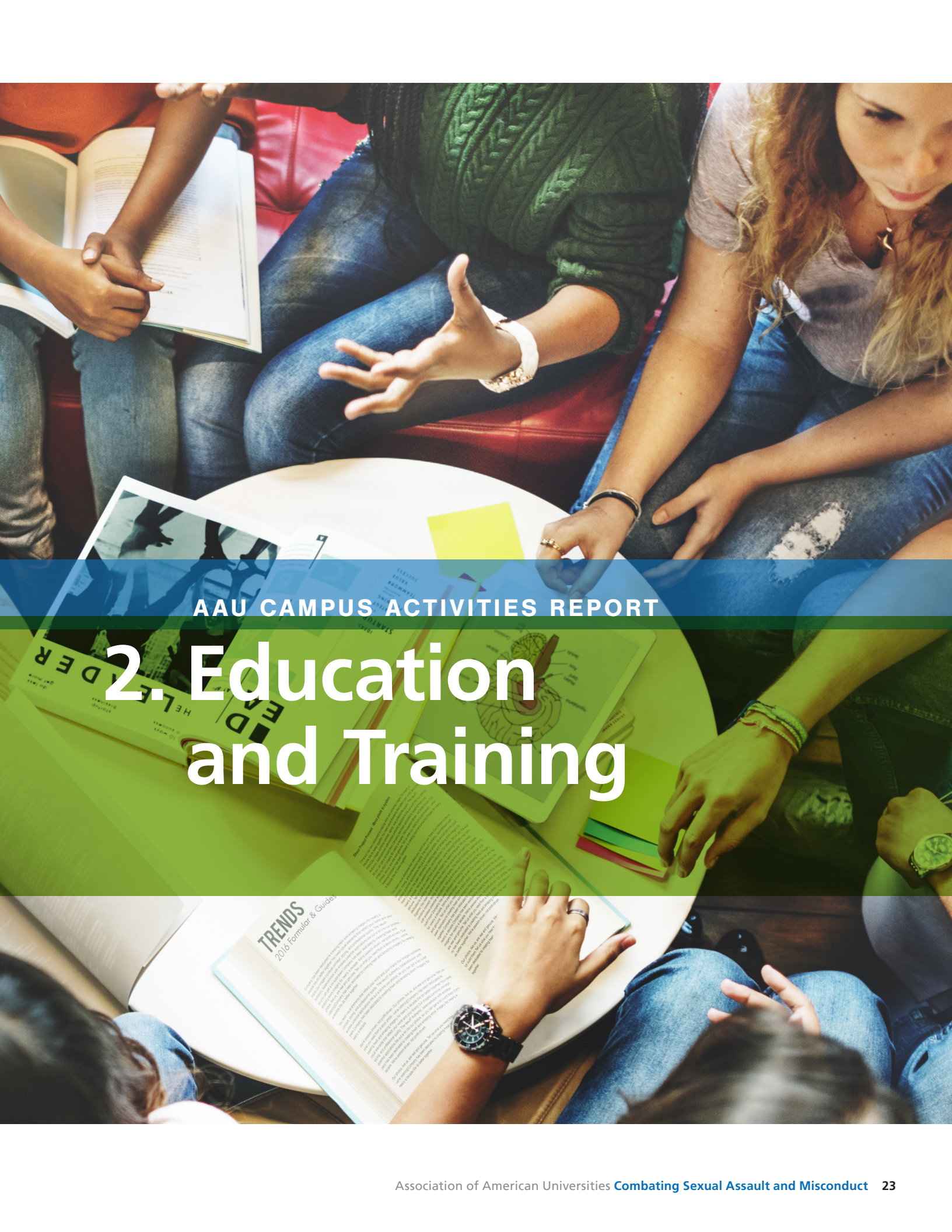
2. Education and Training

EDUCATION & TRAINING

Institutions take seriously the task of educating and training students, faculty, and staff to combat sexual assault and misconduct. Given the size and diversity of universities' communities, the many facets of these issues (e.g., university policies and resources, bystander intervention), and the ever-changing landscape as new information comes to light, such education and training are a considerable undertaking.

CHANGING TRAINING

100%

Over the last three academic years, 100% of responding institutions have changed or are in the process of changing their education and training for students and faculty.

Processes for supporting victims and adjudicating complaints are continually being improved, but much education and training is geared first and foremost toward prevention. Prevention is the top priority: universities want to stop sexual assault and misconduct from occurring in the first place, and evidence-based education and training methods is an important way of achieving that goal.

The Violence Against Women Reauthorization Act (VAWA), signed into law in 2014, amended the Clery Act in several ways, and provided a federal baseline to ensure that all institutions of higher education provided programming for students, faculty, and staff focusing on:

- Primary prevention and awareness programs for all incoming students and new employees
- Safe and positive options for bystander intervention
- Information on risk reduction to recognize warning signs of abusive behavior; and
- Ongoing prevention and awareness programs for students and faculty.[19]

Many of the institutions responding to the Campus Activities Survey have long exceeded this baseline. **Over the last three academic years, 100% of responding institutions have changed or are in the process of changing their education and training for students and faculty. For staff, the figure is 98%.**

Many institutions noted that training is mandatory for all new students, often as part of orientation. Universities are finding diverse and engaging ways to convey this information, including online education, skits, and other dramatizations. For example, at **Johns Hopkins University**, freshman orientation includes a talk from a victim of sexual assault as well as live training from the university's Title IX Coordinator. At **Stanford University**, all incoming undergraduate students are required to attend "Beyond Sex Ed: Consent and Sexuality at Stanford," a student-led and student-organized program that features diverse personal stories from current students within a framework for thinking about sexuality interpersonally and culturally. This program asks students to think about their own sexual citizenship and enhance skills for articulating and respecting boundaries and for standing up for students who may need help. At the **University of Oregon**, the summer theatre production — "It Can't Be Rape," presented by the Sexual Wellness Advocacy Team (SWAT) — is a mandatory presentation delivered to the 4,000 students who attend

the summer orientation sessions. The production includes education about consent, sexual assault, dating/partner violence, stalking, and sexual harassment. On-site advocacy is provided during the program. In addition, resource support materials are provided to students during the event.

Institutions are delivering training to students in multiple doses and with increased frequency. For example, **Iowa State University** transitioned from requiring training for students once during their academic experience to an annual training requirement. The **University of Wisconsin-Madison** has significantly expanded student educational efforts by requiring a multi-dose prevention program on sexual violence for all students living in university housing, an online program before arrival, and an in-person training once on campus. An online training program was added for all graduate and professional students. **Vanderbilt University** requires all incoming students (first-year, transfer, graduate, and professional) to complete an online sexual assault prevention module before arriving on campus. Incoming first-year students attend a program during their first two weeks on campus at which they are introduced to

Cornell University

A male post-doc singles out the lone female on a lab team with inappropriate comments and requests. A severely intoxicated friend passes out at a party and can't be roused. A student passes by a classmate who is visibly overwhelmed. At a party, a male student is groping a stumbling, barely coherent female classmate and leading her upstairs.

Confronted with these scenarios, what can a student do? Intervene.

Through a 20-minute online video and corresponding 60-minute facilitated workshop, Cornell University's *Intervene* program demonstrates a variety of scenarios— sexual assault, sexual harassment, intimate partner abuse, hazing, an alcohol emergency, emotional distress, and bias—and shows how students can make a difference in each of them.

Developed by Cornell Health's Skorton Center for Health Initiatives in collaboration with the Cornell Interactive Theatre Ensemble and PhotoSynthesis Productions, the video was an 18-month project led by Laura Santacrose, a Skorton Center health initiatives coordinator, with extensive input from student focus groups and surveys. "Student feedback was critical to making the scenes realistic," Santacrose said in a *Cornell Chronicle* news story about the initiative.

The resulting video effectively engages viewers and has a measurable impact. Skorton Center staff assessed the effect of the video when shown in the context of a facilitated workshop and when independently viewed online. Four weeks after participating in the workshops, undergraduate students reported greater likelihood of intervening in most of the scenarios portrayed in the film. Four weeks after viewing the video online only, undergraduate, graduate, and professional students reported a greater likelihood to intervene across several types of situations compared with a control group.

"Teaching potential bystanders how to intervene effectively is gaining recognition in college health as an important prevention strategy," said Timothy Marchell, director of the Skorton Center. "This video breaks new ground by modeling how students can make a difference in a range of situations. It encourages students to step up and act on behalf of others."

To help cultivate college health and well-being at campuses nationwide, Cornell University is offering the video and corresponding facilitator discussion guide free of charge at health.cornell.edu/intervene.

LEFT **Still from Cornell's *Intervene* video.**

84%

(46/55) of institutions have developed new programs, education, or interventions for specific student populations or types of students, in the last three academic years.
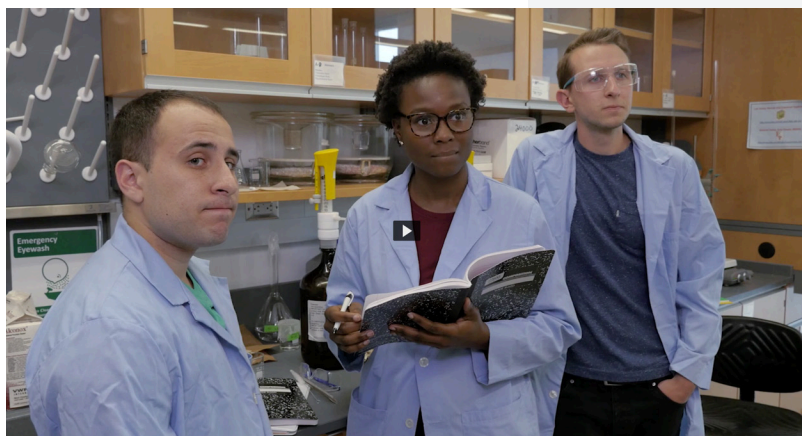
university resources, reporting options, available safety measures, bystander intervention, and risk reduction. At **MIT**, new undergraduates both complete an online training prior to orientation and attend an orientation program focused on prevention.

Universities are developing and offering courses and workshops around these topics. For example, **Boston University** offers a one-credit, elective course to first-year students that includes programming on healthy consent and communication. **Rice University** created a mandatory, five-class workshop for freshmen.

Faculty and staff also receive mandatory training. For example, **Brown University**'s required module for faculty and staff covers them both as individuals who may be impacted by sexual assault and misconduct as well as employees who are likely to receive student reports. All staff at **Carnegie Mellon University** now get an in-person presentation as part of their university on-boarding, in addition to completing an online module. **Indiana University** developed an online module for faculty and staff to provide them training on the university's sexual misconduct policy, forms of sexual misconduct, their reporting obligations, and educating them on how to respond helpfully to students; it is delivered to employees annually.

This training extends to students who play teaching roles. For example, at **Brandeis University**, graduate teaching assistants complete a mandatory Title IX training, and a pilot training was held for undergraduate teaching assistants. **Northwestern University** developed online training on sexual misconduct and sex

discrimination in 2015, and it is now expected for all new faculty, staff, and graduate students.

The student populations at many universities are incredibly diverse in terms of race, gender, age, sexual orientation, and cultural background. Survey results have provided information on populations more vulnerable to specific types of sexual assault and misconduct, as well as situations where this may arise. Different types of students — for instance, undergraduate and graduate students — face distinct challenges and may be more likely to encounter sexual assault and misconduct in particular types of situations. To supplement programming for all students, faculty, and staff, universities have developed and expanded special programs, some of which are mandatory, some made freely available, and some provided upon request.

Over the last three academic years, 84% (46/55) of institutions have developed new programs, education, or interventions for specific student populations or types of students. The **Duke University** Women's Center is partnering with women of color on campus to collect the stories that depict the unique experiences of undergraduate and graduate/professional women of color as it relates to gender violence and sexual assault. This collaborative exploration is part of a larger Women's Center initiative sponsored by the Department of Justice and the Center for Public Policy to identify, implement, and assess creative environmental or situational interventions to prevent and respond to gender violence and
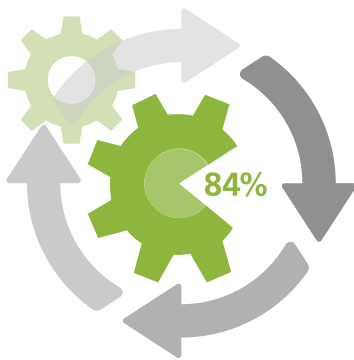
sexual assault. Duke is also developing prevention programming specifically for men. **MIT** is currently part of a grant consortium to develop situational prevention strategies focused on the LGBTQ community. **Michigan State University** has developed and piloted specialized workshops for LGBTQ and international students. The LGBTQ workshop is delivered by LGBTQ peer educators and includes LGBTQ-specific scenarios, in-depth information on types of discrimination and hate crimes, community-specific statistics and examples of abuse. The international student workshop was designed in response to international student input. It is delivered largely by international peer educators and includes removal of slang, simplified descriptions of terms and policies, community-specific scenarios, and more in-depth information that may impact this community, such as visa information and cultural dynamics.

Some institutions have worked with students involved in Greek life to develop programs. For example, the **University of Kansas**'s CARE Sisters program engages students involved in Greek life, empowering women to be active participants in creating a safer and more supportive Greek community. Through peer education, campus outreach, and support of victims, the CARE Sisters program unifies the Greek community in preventing and stopping sexual and domestic violence. CARE Sisters will collaborate with campus and community partners to provide appropriate resources and bring awareness of interpersonal violence to a wider audience. **MIT**'s Greek community has partnered with the university to develop sexual

University of Maryland

It's difficult for most people to absorb and retain large amounts of information at one time. And sometimes what doesn't seem pertinent initially resonates later. Recognizing that students can benefit from information being presented at different stages and in different ways, the University of Maryland has changed its approach to educating students about sexual assault and misconduct. Instead of a "one shot" programming approach, the school provides information at intervals.

Programming begins with an online training segment required for all new students before they arrive on campus. The program spells out concerning and prohibited behaviors and provides students with information about the university's response to sexual misconduct, including possible sanctions. Students are also informed of the options for reporting sexual misconduct and of resources available to both the victim and the accused.

The second presentation takes place on campus during orientation. Representatives from the university's Title IX office, Campus Advocates Respond and Educate (CARE) to Stop Violence team, and police department screen a video for students, highlight prevention efforts on campus, identify campus partners and resources, and outline safety and reporting information.

The third engagement is through the bystander intervention training program Step UP!, which takes place before the end of a student's first semester. Facilitated by University Health Center peer educators, Step UP! teaches safe strategies for intervention in situations ranging from alcohol abuse and abusive relationships to sexual assault and harassment.

Additional opportunities, via programming for special populations and campus groups, are threaded throughout a student's second, third, and fourth years. In this way the university reaches students regularly with information that's most relevant to their needs throughout their time on campus.

ABOVE **Still from University of Maryland's *CARE* video.**

Rutgers University–New Brunswick

Everyone can play a part in ending interpersonal violence. But knowing how to do so can take education—and practice.

Enter SCREAM TheaterTM, a peer education improvisational theater group associated with the Office for Violence Prevention and Victim Assistance at Rutgers University–New Brunswick. The students in SCREAM (which stands for Students Challenging Realities and Educating Against Myths) use interactive skits to educate audiences on issues of interpersonal violence, specifically on sexual assault, domestic and dating violence, stalking, sexual harassment, and bullying. Audience members learn how to challenge the characters on unacceptable behaviors and, in doing so, teach each other what behaviors and attitudes are appropriate.

SCREAM TheaterTM, which was established in 1991, is among numerous initiatives at Rutgers aimed at educating students and raising awareness around issues of interpersonal violence, including such events as Turn the Campus Purple, the Clothesline Project, and Denim Day.

In addition to modifying or enhancing these programs, Rutgers added a new staff position to its Violence Prevention and Victim Assistance Office. The position focuses on education, advocacy, and programming, with an emphasis on engaging men and healthy masculinity. "Sexual violence is not just a woman's issue," Felicia McGinty, Vice Chancellor for Student Affairs, said in an August 2015 press briefing.

Other initiatives include improved outreach to victims through sexual violence screening at all of its health centers. And to better support victims of sexual violence, all counseling center staff are trained in Cognitive Processing Therapy, an evidence-based counseling treatment for PTSD.

These programs are empowering the Rutgers community to take ownership of their campus climate—knowing how to intervene when they see threatening behavior and how to better support those who have experienced sexual violence.

Brady Root
Office for Violence Prevention & Victim Assistance

ABOVE **Still from Rutgers University's video about its *SCREAM TheaterTM*.**

assault prevention programs as part of their new-member orientation.

Universities have also developed programs for student athletes and members of other student organizations. For example, at **Cornell University**, all varsity athletes, coaches, and trainers are required to attend an orientation event covering bystander intervention in sexual violence as well as other college health topics. Due to recent changes in New York State law, all athletes and officers of student organizations applying for new or renewed registration are required to take an online sexual violence prevention training, which covers domestic violence, dating violence, and stalking, Title IX definitions, resources specific to Cornell, and expectations in regard to these topics. The online training helps student leaders respond effectively to concerns about these issues, learn more about resources on campus, and intervene in situations safely. The **University of Michigan** has developed an in-person training program focusing on understanding university policies and increasing bystander intervention skills that is delivered to student leaders on campus, including all NCAA athletes and coaches, intramural coaches and team leaders, participants in Greek life, members of ROTC, marching band members, and other campus groups.

Universities also offer the opportunity for student groups and departments to work with relevant officers to tailor programs for specific populations. At **Columbia University**, two examples include a panel on sexism in the workplace for business students hosted by business leaders, and workshops for art students about

how to engage with topics surrounding sexual assault in art.

One critical area that colleges are spending more time on is bystander intervention training. Bystanders witness or see a specific action or event, but aren't the direct actors in that event. Training students to intervene properly is a way to reduce campus sexual assault and misconduct. Nearly 70% (38/55) of responding institutions specifically mentioned bystander intervention training, though it was not specifically asked about in the Campus Activities Survey.

Some institutions use externally developed programs. For example, nine institutions mentioned Green Dot, a comprehensive, research-informed approach to violence prevention that capitalizes on the power of peer and cultural influence.[20] Green Dot's approach (motivational speeches and intensive bystander training) draws from research in multiple disciplines, and its ultimate goal is "preparing organizations/communities to implement a strategy of violence prevention that consistently, measurably reduces power-based personal violence (including sexual violence, domestic violence, dating violence, stalking, child abuse, elder abuse and bullying)."

Other institutions have developed their own bystander training programs, some of which involve videos, skits, or theater productions/dramatizations. For example, the **University of Maryland** utilizes the research-informed bystander intervention strategy called Step UP. Step UP is a pro-social bystander approach in which awareness is built around helping behaviors. With the overall goal of increasing campus safety and well-being of others, Step UP is designed to

increase motivation to help, and to develop confidence in using helping skills when responding to problems or concerns. **Yale University**, through a collaborative effort between students and administrators, has developed a bystander intervention workshop specifically geared to graduate and professional students, focusing on sexual harassment behaviors and teaching concrete intervention skills. An accompanying "toolkit" is designed to help schools and departments tailor the workshop to local norms and needs and to serve as a guide for workshop facilitators. At the **University of Colorado Boulder**, all new undergraduate students must attend an in-person training on bystander intervention skills. The university is also launching a new campaign called "Don't Ignore It" that will address top barriers that keep people from reporting or intervening as bystanders. The website will have additional information and resources for understanding reporting options as well as education on bystander intervention skills, skills for creating an effective "buddy system" for looking out for friends, and skills for effectively responding to friends and peers who disclose a traumatic event. ■

ABOVE **University of Missouri, one of nine institutions among those who responded to the Campus Activities Survey, uses Green Dot, a comprehensive, research-informed approach to violence prevention that capitalizes on the power of peer and cultural influence.**

3. Student Support

STUDENT SUPPORT

As institutions work to address issues of campus sexual assault and misconduct, students are at the center of those efforts. The students most affected are those who have themselves been victimized. Universities are taking steps to ensure that victims are supported and that processes for reporting and addressing claims of sexual assault and misconduct are clear and straightforward. Campuses are also taking steps to ensure that the rights of those accused of sexual assault and misconduct (respondents) are protected and that standards for adjudicating claims are clear, transparent, and fair.

ENHANCING PROGRAMS
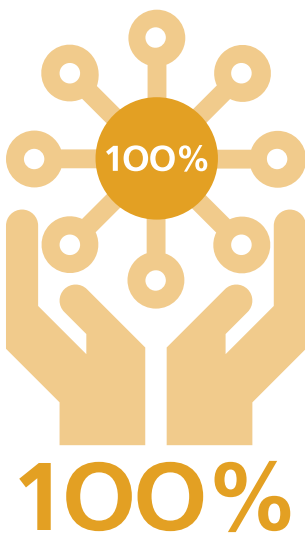
100%

100%

Over the last three academic years, 100% of responding institutions have developed, redefined, or enhanced programs to assist victims of sexual assault and misconduct.

Over the last three academic years, 100% of responding institutions have developed, redefined, or enhanced programs to assist victims of sexual assault and misconduct.

Many institutions have hired additional staff to support victims. 91% (51/55) of responding institutions indicated that over the last three academic years, they have devoted additional resources to victim support. As discussed in more detail in the Resources section of this report, many institutions have created new positions in counseling, advocacy, response, investigation, and other relevant functions.

Institutions have hired a variety of specially trained staff, or trained existing staff, to better assist victims. For example, the **University of Oregon** added SANE nurses (Sexual Assault Nurse Examiners) to the staff of its Student Health Center. According to the Rape Abuse & Incest National Network (RAINN), a SANE "is a Registered Nurse who has received special training so that s/he can provide comprehensive care to sexual assault victims. In addition, s/he is able to conduct

a forensic exam and may provide expert testimony if a case goes to trial."[21] The **University of Colorado Boulder** dedicated support and funding to establish a SANE program at the Boulder Community Health Hospital. Prior to the inception of this program, those seeking a SANE examination needed to travel a significant distance. Staff at **Rutgers University–New Brunswick**'s Student Health CAPS (Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services) participated in training in Cognitive Processing Therapy (CPT), an evidence-based counseling treatment for post-traumatic stress disorder (PTSD), to provide better support to victims of sexual violence. Health and Wellness at the **University of Toronto**'s St. George campus has hired additional health care professionals with specialized trauma-informed training. **Johns Hopkins University** hired two specialized counselors with expertise in addressing issues related to sexual assault and misconduct.

Institutions have added services for victims and made existing services easier to understand and

obtain. For example, the **University of Kansas** has designated staff as confidential advocates to assist victims in navigating campus policies and resources. KU's CARE (Campus Assistance Resource and Education) Coordinator provides individualized therapeutic support, education and advocacy navigating resources, support during reporting (both KU and criminal), and help in obtaining interim measures (like housing and academic support). One objective of these efforts is to prevent or lessen disruption of the victim's education. **Brandeis University**'s counseling center has a multilingual staff, including therapists who speak Cantonese, French, German, Hebrew, Mandarin, and Spanish to support the large population of international students. The **University of Iowa**'s Rape Victim Advocacy Program (RVAP) provides 24-hour response, advocacy, counseling, and medical and legal advocacy.

Institutions have taken steps to streamline and simplify policies and procedures regarding sexual assault and misconduct, and to make them more transparent, so that resources are easier to use. Several institutions have clarified and made readily available information about which university resources are confidential. Other universities have standardized their policies. For example, the **University of Colorado Boulder** revised campus policies, as well as processes and procedures, for handling policy violations, making the standards for investigation equivalent for all students, staff, and faculty. At **Vanderbilt University**, the Title IX Coordinator and investigative

University of California System

Compassionate, fair, thorough, timely, and as efficient as possible: These are the goals of sexual violence investigations, for both the complainant and the respondent, for all 10 University of California campuses.

As part of a comprehensive strategic approach to more effectively prevent and respond to sexual violence and sexual harassment, the University of California has implemented new systemwide procedures. The new procedures assign specific authority, roles, and responsibilities to designated offices to ensure consistency, and set projected timeframes to promptly and effectively respond to complaints. They outline a process that ensures a student lodging a complaint—as well as a student responding to a complaint— is heard, can offer witnesses and evidence, and has the opportunity to appeal if they choose. In addition, the appropriate campus personnel keep the complainant and respondent informed throughout the investigation and adjudication process.

The CARE Advocate Office offers confidential support to complainants. In addition, each UC campus provides a respondent services coordinator to assist respondents accused of sexual violence or sexual harassment. The respondent services coordinator can:

- Connect the respondent to resources (legal, counseling and psychological services, academic, housing, etc.)
- Assist the respondent in understand their rights and the investigation and adjudication process
- Accompany the respondent through the investigation and adjudication process

In addition, the University of California collaborated with the California Attorney General to provide a toolkit for California law enforcement agencies and institutions of higher education on how best to collaborate with respect to sexual violence cases. The toolkit includes a model memorandum of understanding between law enforcement and higher education institutions as well as a resource guide.

Carnegie Mellon University

Sexual assault and misconduct have emerged as serious issues on campuses across the nation—and far more prevalent than reported.

What prevents students from reporting incidents? Understanding this is critical to providing effective support to those who have experienced sexual violence.

A typical response to this question on surveys is that the incident was "not serious enough to be reported." Administrators at Carnegie Mellon found this response too vague to act upon. Seeking more specific data, the university conducted extensive pilot testing of responses before issuing its student survey, ultimately providing multiple options for explaining non-reporting—leading to responses that resulted in actionable data.

Two of the top three responses were "I may have been mistaken that this was an assault" and "I thought it might have been partially my fault." These findings led to the development of targeted education and outreach programs to better define and give examples of what constitutes sexual misconduct.

Carnegie Mellon also added a "why report" section on its Title IX website and clarified what happens after the university receives a report. The bottom line: It's up to the victim—the university's responses are driven by the wishes and preferences of the person affected by sexual misconduct. Whatever steps she or he decides to take, the university is there to provide safety and support.

ABOVE **Carnegie Mellon's Office of Title IX Initiatives.**

staff have developed a sample timeline and a one-page flow-chart of the investigative process to help students better understand the university process for investigating reports of sexual misconduct. The **University of Illinois at Urbana-Champaign** launched a new website to provide students, faculty, staff, parents, and community members with a one-stop resource for education, prevention, reporting, and response to sexual misconduct. The site provides information about confidential and non-confidential resources, university policies, disciplinary procedures, and frequently asked questions on numerous topics related to reporting options, university options, and the student disciplinary process. The "We Care" website was designed to be easy-to-use and mobile friendly and to provide quick links for reporting an incident, as well as to provide support for those who have been impacted by sexual misconduct.[22]

Institutions have added a range of programs geared specifically to victims. For example, the **University of Florida**'s Counseling and Wellness Center offers a Sexual Assault Survivors therapy group for students. The **University of Michigan** has added a counseling support group for survivors* on campus, as has **Boston University**. **University of Kansas** Housing developed a new policy that allows advocates to be dispatched to residence halls at night if needed to provide in-person support to victims who do not want to receive a SANE Examination.

Universities have developed relationships and working agreements

with off-campus institutions, including hospitals, law enforcement, and other resources for victims. For example, the **University of Rochester** has entered into Memorandas of Understanding (MOUs) with multiple community agencies (e.g., RESTORE/Rape Crisis, Willow Domestic Violence Assistance, Legal Aid, Rochester Police Department) to ensure that students can access support in the Rochester community as well as through campus resources. **Case Western Reserve University** created a partnership with the Cleveland Rape Crisis Center to offer students on-campus, confidential, after-hours drop-in sessions. **University at Buffalo-State University of New York** partnered with a local crisis advocacy organization to offer an on-campus advocate. This individual will meet with students, faculty, and staff to provide confidential advice and assistance. **Rice University** has working agreements with the Houston Area Women's Center, the Montrose Center, the Texas Association Against Sexual Assault, and the Harris County Domestic Violence Coordinating Council, as well as a working relationship with Harris County Social Services: Sex Crimes Unit and an assigned Special Agent from the Federal Bureau of Investigations.

In addition to victims of sexual assault and misconduct, attention has focused on students accused of committing violations (respondents). Institutional processes for responding to sexual assault and misconduct cases are shaped by several factors, including federal and state laws and Department of Education guidance. Universities have worked to

University of Colorado Boulder

Unfair treatment. Unwelcome sexual attention. A classmate who appears to be distressed or depressed. These are among the concerns that could—and should—be reported at the University of Colorado Boulder, even if students are unsure it's something the university could address or what outcome they'd like to see.

Through the university's "Don't Ignore It" campaign, the Office of Institutional Equity and Compliance encourages students to use its website to explore the options for reporting a concern.

Launched in 2016 in response to its 2015 Sexual Misconduct Survey for all students, the website was revamped to help students better understand their options for reporting and seeking confidential support. The school plans a two-phased rollout of the site through an awareness campaign in spring and fall 2017.

The new website will focus on sexual misconduct issues, including sexual assault, sexual exploitation, sexual harassment, intimate partner abuse, and stalking, along with identity-based discrimination and harassment. In addition to outlining the options for reporting, the site will focus on bystander intervention, creating a "buddy system" to look out for one another, and how to effectively respond to friends and peers who disclose a traumatic event.

These efforts will be evaluated through pre- and post-launch surveys assessing students' knowledge of policies and resources as compared to the university's fall 2015 survey results. Ongoing measurement will allow the university to continue to adjust and improve its efforts to best meet students' needs.

LEFT **University of Colorado Boulder's "Don't Ignore It" campaign website.**
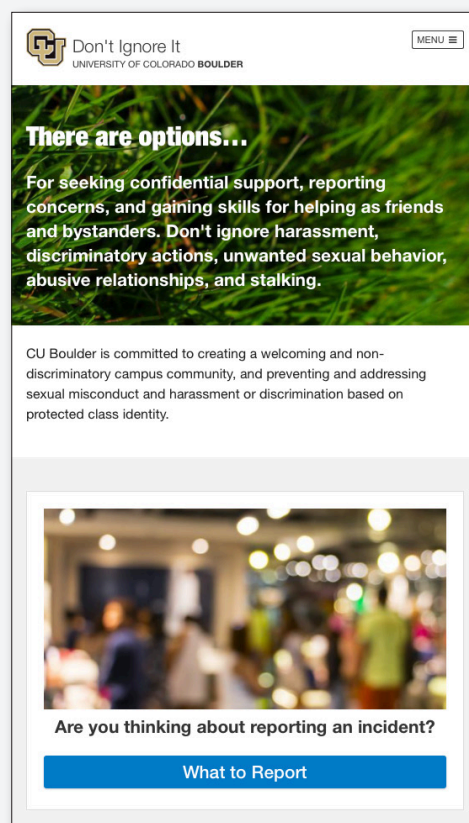
Rice University

Stress. Depression. Anger. Difficulty concentrating. Feelings of isolation. All this and more can result from incidents of sexual assault, stalking, and other interpersonal violence—for the both the accuser *and* the accused.

At Rice University, the Office of Sexual Violence Prevention and Title IX Support offers a range of support and care to students who report an incident of assault or other violence against them, as well as to students who have been accused of perpetrating such violence.

The office's website spells out Rice's policies, programs, and "culture of care," an expectation that students "treat each other with dignity and respect, including in sexual and romantic relationships." Encouraging students who have experienced any form of interpersonal violence to see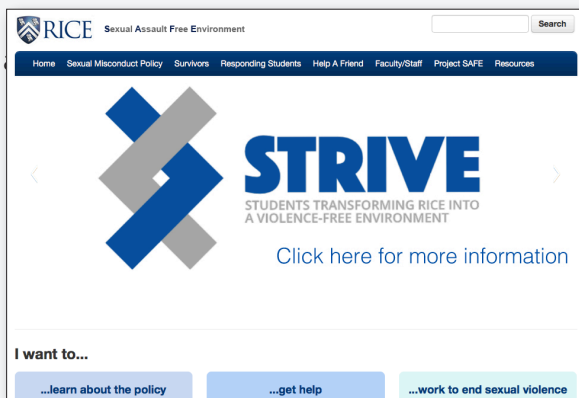k support, the Office of Sexual Violence Prevention and Title IX Support offers confidential on-campus counseling and off-campus referrals, plus resources to assure a student's safety and help navigating the medical, law enforcement, and legal systems. The site also provides guidance on how to help a friend and how best to support students as faculty or staff.

Rice offers accused students support as well. "If you have been accused of sexual misconduct, relationship violence, stalking, or other forms of interpersonal violence, you have support available to you. Just as your accuser has the right to have a support person, so do you," reads the text on the page for Responding Students. Support for accused students includes a Title IX Resource Navigator, who will help a student determine next steps, provide information about the process, and accompany the accused through the student judicial process.

To help prevent students from finding themselves or their peers as either victim or accused, Rice is offering a pilot class this spring, "Critical Thinking in Sexuality," which will explore such issues as consent, sexual assault, domestic violence, stalking, and how to intervene in dangerous situations. The university plans to make the five-week class mandatory for freshmen beginning next fall.

ensure that respondents are treated fairly and are provided with a clear understanding of the university's processes and available resources. Several institutions mentioned that obtaining respondent feedback, in addition to feedback from students who report, is important to improving investigation and adjudication processes on campus. For example, the **University of North Carolina at Chapel Hill** utilized a faculty member to interview reporting and responding parties who had gone through the formal investigation process to learn what worked, what did not work, and where the university might make improvements. Those data were aggregated and provided in oral form to the policy review committee to protect the identities of the parties involved. Institutions are also taking steps to ensure that support services for respondents are equitable. ■

Rice University's STRIVE Coalition website homepage. STRIVE Coalition is a dedicated group of students who have come together to address sexual and domestic violence on campus.

4. Developing a Campus Ecosystem

DEVELOPING A CAMPUS ECOSYSTEM

An earlier section of this report mentioned that surveys, while important, are only one part of a campus "ecosystem" centered on addressing sexual assault and misconduct. Other types of relevant information include counts of behaviors (for example, reports of misconduct; police, alcohol, and administrative board incidents); question-based data collection or studies that delve more deeply into specific issues raised by surveys (e.g., incident non-reporting), focus on the experiences of particular student populations, or address other specific issues; and program evaluation data used to assess the effectiveness and evaluate impact of campus education, resources, or interventions. Comparing, merging, and synthesizing information from different sources takes time and may require traditionally separate university offices and functions to work together.

Surveys are only one source of information, and results may be more meaningful and useful if merged with other data sets. Campuses highlighted numerous ways that they are integrating surveys into a broader information ecosystem.

For example, **Tulane University** plans to administer a sexual misconduct climate survey every three years to all full-time undergraduate, graduate, and professional students. Complementing these surveys will be annual focus groups of populations of interest (e.g., minority and LGBTQ students, athletes, and students involved in Greek life). Each semester, the university collects data on all reports of sexual misconduct and conducts programmatic assessments of bystander and other efforts targeted at behavior change. An inventory of what offices and departments are doing with regard to programs, education, and training is assembled annually. Data are synthesized by the Data Collection committee of the university's Sexual Violence Prevention & Education Coalition (made up of faculty, staff, and students).

At the **University of Colorado Boulder**, the campus sexual misconduct survey has been integrated

Measuring Change · Surveys · Campus Ecosystem · Education & Training · Student Support · Resources
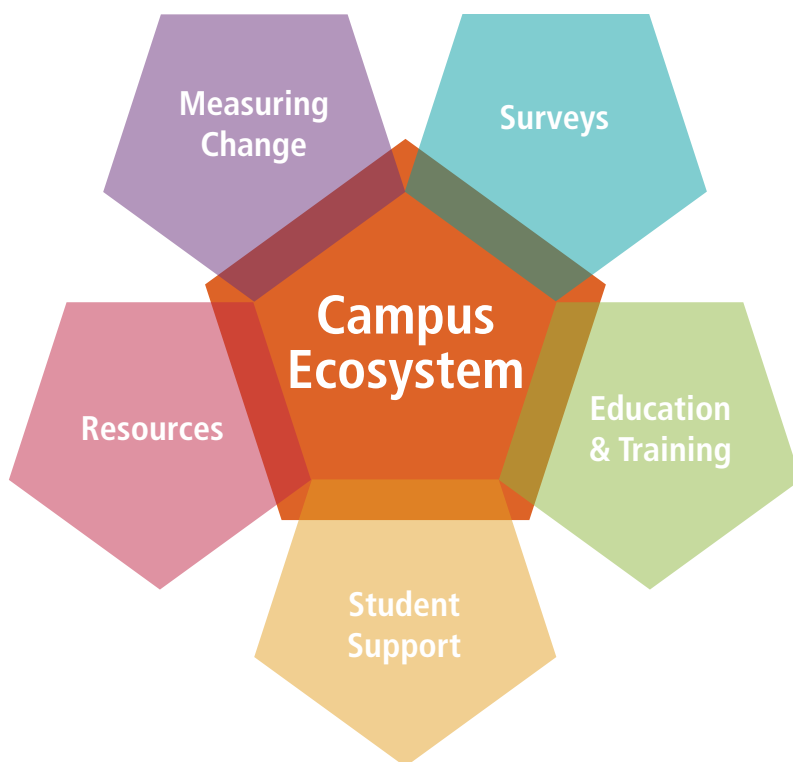
into the university-wide survey calendar maintained by the Office of Institutional Research; the survey will be implemented every four years. In the period between surveys, the university will conduct focus groups to gain a more precise understanding of certain survey findings, which will be used to revise/augment the survey prior to the next administration. To examine the effectiveness of large-scale sexual misconduct prevention interventions, the university is planning targeted assessment of sexual misconduct rates during off-survey years.

Cornell University will conduct a campus climate survey every other year, in accordance with state law. The university will continue to conduct focused studies of issues such as factors that promote or inhibit bystander intervention, and evaluations of specific programs intended to prevent or respond to sexual violence. Cornell's Office of Institutional Research and Planning collaborates with the Skorton Center for Health Initiatives to synthesize and share the data, which are made available through presentations to various campus groups and through the web.

Yale University favors at least a four-year interval between large scale comprehensive prevalence and climate surveys such as the AAU survey. Individual schools and departments are working with the university's Title IX office to develop local data collection mechanisms. The institution's Title IX coordinator publishes semi-annual reports containing statistical and descriptive summaries of complaints brought forward during the previous six-month period. These reports promote community awareness about

Michigan State University

The collection of information and data is an important way that campuses can better understand when and where sexual misconduct occurs and how best to prevent it. Sexual misconduct doesn't exist in a vacuum. And one survey, taken at one point in time, doesn't necessarily present a complete picture of student health, sexual or otherwise. To obtain the most complete picture of student health, Michigan State University conducts multiple surveys, and has done so for several years. Every two years since its inception in 2000, MSU has participated in the American College Health Association's National College Health Assessment survey, a flexible tool that allows schools to map a wide range of health issues, from alcohol and tobacco use to nutrition and exercise to personal safety and violence.

Every three years, coming up next in spring 2018, MSU conducts a survey on "celebration drinking," a study of high-risk drinking that occurs among college students around occasions of celebration, such as a 21st birthday, St. Patrick's Day, or a home football game against a rival.

The university also issued its own campus climate survey, a quantitative and qualitative survey addressing broad questions about the MSU campus climate, including sexual misconduct and sexual harassment.

Prompted by the results of the AAU Campus Climate Survey, the school is expanding its knowledge gathering even further.

Annually, MSU conducts focus groups and holds an open forum to gather qualitative data from the community regarding the campus climate.   Data gathered is used to develop recommendations and action plans as part of MSU's focus on continuous improvement in the areas of prevention, education, and response. Starting in spring 2017, MSU is undertaking focus groups with male college students to explore their attitudes toward sexual behavior on campus. Also in spring 2017, the university will begin participating in the Multi-College Bystander Efficacy Evaluation (McBEE), a study led by the University of Kentucky and funded by the Centers for Disease Control and Prevention. Designed to evaluate the effectiveness of bystander intervention programs in reducing violence in college communities, the study will involve collecting data every spring for three years on sexual violence, intimate partner violence, bystander behavior, and climate.

These expanded research efforts will help MSU design targeted programs and refine existing efforts to combat sexual misconduct.

the types of complaints brought forward and the procedures and resources available to address them. They have generated broad discussion and questions about the university's complaint procedures. The Title IX Steering Committee uses this feedback to inform its review of the university's programs and procedures and to enhance communications about them.

As revealed in some of these descriptions, surveys and other data may provide institutional leaders with clues about particular issues, but follow-up may be required to more fully understand the data and the issues. Institutions reported on question-based data collection or studies they had undertaken that delve more deeply into specific issues raised by surveys, focus on the experiences of

particular student populations, or address other specific issues. Such studies could take a range of forms, including focus groups, interviews, follow-up surveys targeted to particular subgroups of students, cohort studies, and others.

Institutions reported on when they had most recently conducted such studies (Ecosystem–Figure 1). Nearly 75% of responding institutions reported conducting such studies, and more than half (57%) of responding institutions had done so within the past academic year. Institutions also reported on the frequency with which they conduct such studies (Ecosystem – Figure 2). Not surprisingly, a significant percentage (45%) conduct such studies on an as-needed basis. Most other institutions conduct them on a variable cycle that makes

ECOSYSTEM FIGURE 1

How recently has your campus conducted additional studies to address concerns raised by survey results?

Current term or semester	Previous term or semester	Past academic year	Past 2 academic years	Past 4 academic years	Prior to 4 academic years	Not collected
11	7	13	7	3	14	0
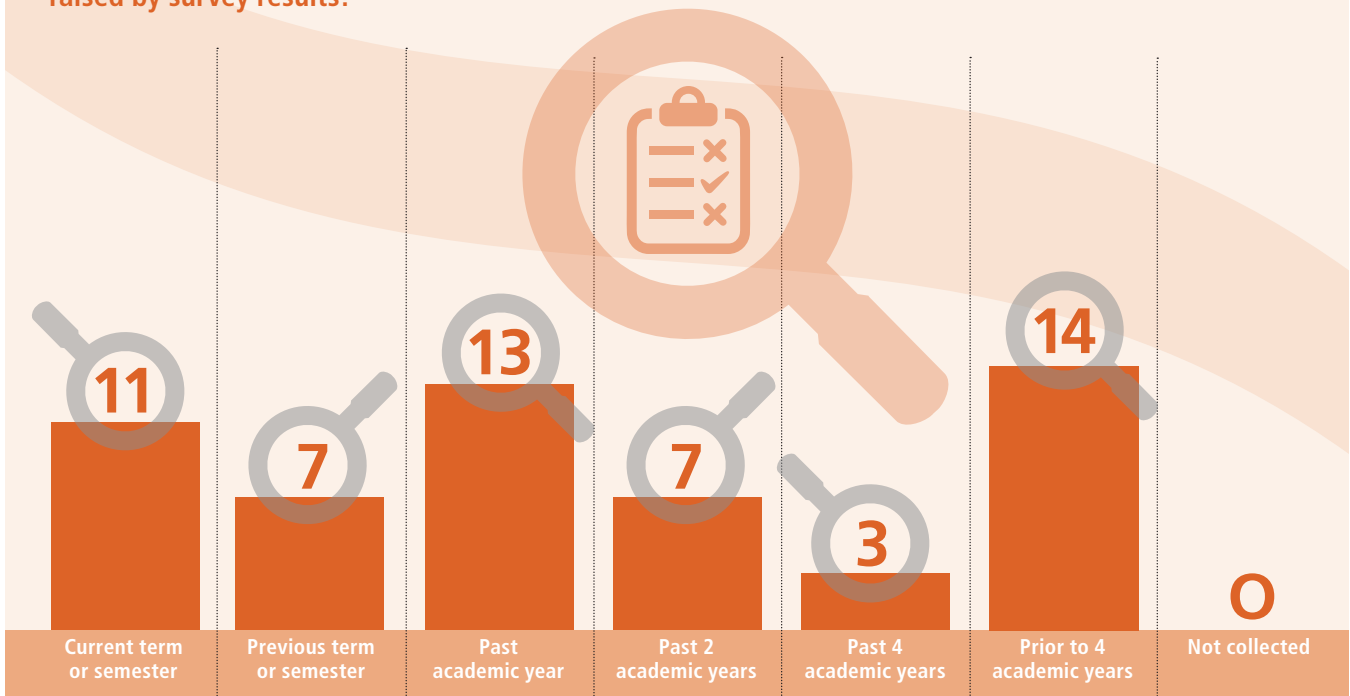
most sense in the context of their survey interval frequency and other data collections. Virtually all responding institutions reported plans to conduct such studies in the future.

These studies have investigated a wide range of issues, including student knowledge of Title IX, timing and location of assaults, and perpetrators believed to be strangers. They have also focused more deeply on particular groups of students, including graduate students, students of color, LGBTQ students, victims, athletes, first-year students, students with disabilities, student leaders, and participants in Greek life.

Many institutions use focus groups to dig deeper into issues raised by surveys. For example, following the administration of its campus climate survey, **Rutgers**

University–New Brunswick conducted 21 focus groups with 179 students representing the general student population and specific groups, including athletes, sexual violence victims, students from the Center for Social Justice Education and LGBTQ communities, students involved in Greek life, and representatives from cultural centers. At the **University of Pennsylvania**, administrators engaged self-identified LGBTQ students in a free-listening exercise, four semi-structured interviews, and three focus groups to more fully understand their experiences and responses, as well as to assess their knowledge of and attitudes about the campus climate and available resources for victims of interpersonal violence. The **University of Colorado Boulder** is conducting

ECOSYSTEM FIGURE 2

How frequently does your campus plan to conduct additional studies to address concerns raised by survey results?

Conduct each term or semester	Conduct each academic year	Conduct every other academic year	Conduct every 4 academic years	Conduct on some other cycle	Conduct as needed	Do not plan to conduct
5	9	7	1	7	25	1
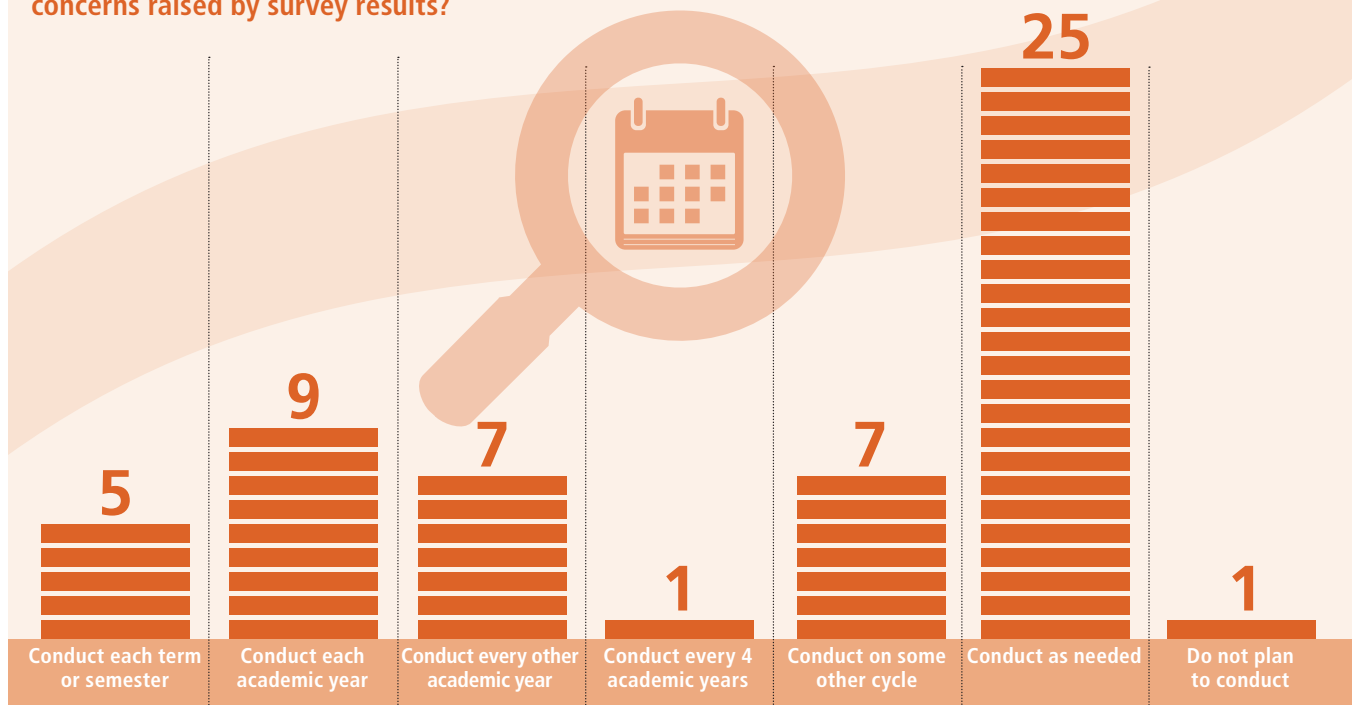
focus groups on reasons for not reporting, perpetrators perceived as "strangers," most frequently reported locations where incidents of sexual assaults occurred, and timing of sexual assaults that are perpetrated in the fall semester. The university is also conducting focus groups to better understand the survey results of students from special populations, including graduate students, LGBTQ students, and first-year students.

Studies also take forms other than focus groups. One example is **Duke University**'s situational or environmental intervention program focused on female students of color, discussed in the section on Education and Training.

An issue of special concern is barriers to reporting. The 2015 AAU Campus Climate Survey found that a relatively small percentage (e.g., 28%

or less) of even the most serious incidents were reported to an organization or agency (e.g., the university's Title IX office; law enforcement). Yet, of those victims of non-consensual sexual contact who do report the incident to an agency or organization, significantly more than half rated their experience with the agency or organization as very good or excellent along several criteria.

One particularly alarming result of the 2015 AAU Campus Climate Survey was attitudinal: More than 50 percent of the victims of even the most serious incidents (e.g., forced penetration) say they do not report the event because they do not consider it "serious enough." Analyses of the survey results looked in detail at student attitudes toward resources and at victims' use of, evaluation of, and reasons for not using resources.

IT'S YOUR MOVE!

ABOVE **Duke University's "It's Your Move" promotes a shared responsibility of embracing, supporting, and fostering the Duke community by creating change, getting trained, and finding support. Students come to Duke with unique experiences and backgrounds under the assumption that Duke will be a place where they will be accepted, thrive, and rely on others for support.**

Institutions reported whether they had undertaken or were in the process of undertaking more detailed studies to understand this issue, and 36% (20/55) of institutions were doing so. This figure included about 40% (10/25) of the responding institutions that had participated in the 2015 AAU Campus Climate Survey, from which this was a main finding, but also a third (10/30) of institutions that had not, suggesting this is an issue of concern across all institutions. One other interesting breakdown of responses is that, of those institutions that conducted a study on any topic within the past academic year or more recently, more than half (55% or 17/31) looked further into this issue. Of those whose most recent study was earlier, or which had not carried out a study, the figure was lower (13% or 3/23). This illustrates the growing attention to issues around non-reporting for perceived lack of seriousness in the wake of the 2015 AAU Campus Climate Survey findings.

Institutions provided examples of how they are trying to improve their understanding of this issue. The **University of Rochester** focused its Sexual Misconduct Prevention Week in spring 2016 on this topic, devoting time at every event to barriers to reporting. It became clear that many students place considerable weight on the potential social implications of reporting. Student concerns about whether peers would "side" with them were a significant consideration in their assessment of the seriousness of the behavior.

The **University of Virginia** and the **University of Minnesota** both conducted focus groups with

Understanding and breaking down barriers to reporting remain an important part of university efforts to address sexual assault and misconduct.

students to better understand barriers to reporting. As mentioned in the previous case study, **Carnegie Mellon University** asked students why they did not report, and have used the findings on this question to target education and outreach programs to better define and give examples of what constitutes different types of sexual misconduct. The university also added a "why report" section to its website.

Among its other efforts at assessment, **Yale University** assisted students who developed [in the development] and reviewed the results of a Yale College Council and Yale Women's Center Report on University Sexual Misconduct Policies and Procedures.[23] This report was written by a team of undergraduates who gathered qualitative data with assistance from university administrators. The students' findings gave the University Title IX Office insight into undergraduates' perceived barriers to reporting incidents of sexual misconduct, as well as concrete suggestions for improvements that the administration could implement.

Understanding and breaking down barriers to reporting remain an important part of university efforts to address sexual assault and misconduct. ■

5. Resources

RESOURCES

The universities that responded to the Campus Activities Survey differ in key characteristics. Some are public, others private, and others are Canadian institutions. They vary in the size of the student body, ratio of undergraduates to graduate students, and number of faculty and staff. But all are research universities with complex, and often decentralized, organizations, and the issue of sexual assault and misconduct on campus cuts across many university structures. One key way in which universities are responding to these issues is by better coordinating between offices.

INTEROFFICE DATA-SHARING
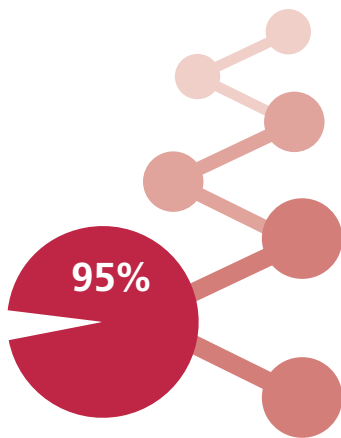
95%

95%
(52/55) of responding institutions indicated that they are developing new coordination or data-sharing relationships between offices and programs to help address sexual assault and misconduct on campus.

95% (52/55) of responding institutions indicated that they are developing new coordination or data-sharing relationships between offices and programs to help address sexual assault and misconduct on campus.

Many campuses have established high-level working groups or task forces to address these issues in a coordinated fashion. Indeed, more than half (29/55) of responding institutions mentioned the existence of such a group. At **Tulane University**, the Sexual Violence Prevention and Education Coalition — a group of senior-level administrators, students, faculty, and staff, including the Title IX coordinator — works to improve current prevention efforts while also seeking new, innovative ways to understand and combat sexual assault and misconduct. At **Cornell University**, a coalition of key stakeholders across campus including students, staff, faculty, administrators and community partners meet to discuss issues related to sexual violence prevention. Members of the coalition study and evaluate campus policies, procedures, prevention strategies, and services, as well as the overall campus environment, and examine

opportunities to foster cultural changes, reducing risks, and increasing the support for all members of the community affected by sexual violence.[24] This collaboration of students, faculty, staff, and community providers represents a partnership for cultivating a safe campus environment.

Some institutions have reorganized offices to centralize functions or coordination of functions. **New York University** has established the Center for Sexual Misconduct Support Services (also known as "the SPACE") provides confidential assistance to complainants in matters of sexual misconduct, relationship violence, and stalking. The Center works alongside the medical and mental health professionals of the NYU Student Health Center as well as its other partners around the University including the Office of Equal Opportunity, The Student Conduct and Community Standards Office, Public Safety, the Center for Multicultural Education and Programs, LGBTQ Student Services and other units which all seek to provide services and resources that respond to reports of sexual misconduct on the NYU campus. The Center also coordinates educational outreach,

prevention efforts, and training initiatives, and serves as a liaison to all student groups active in sexual misconduct prevention and awareness. The **University of Toronto** is creating a new Sexual Violence Prevention and Support Centre. The Centre will have primary responsibility for gathering information regarding the number of disclosures and reports of sexual violence on campus, which previously were housed in different departments (e.g., Campus Police, Human Resources). To centralize data, the Centre will develop connections with the various locations in which individuals can currently disclose.

Similarly, some universities have developed new collaborations and relationships between offices. For example, the **University of Virginia** has enacted a multi-office partnership to develop a comprehensive reporting incident system that will enhance coordination among offices, improve response, and provide robust data for multiple purposes. This multi-office partnership includes the office for Equal Opportunity and Civil Rights, the Student Affairs Office, the Clery Center for Security, and the Information Technology Office. At **Boston University**, weekly meetings are held with the Title IX Coordinator, the Office of Judicial Affairs, and the Dean of Students to review all new cases and cases in progress. Interim measures and potential complaint outcomes are also discussed during the group's meetings.

Some institutions have adopted new or shared databases to better facilitate coordination and flow of relevant information. For example, **Cornell University** has streamlined

University of Kansas

Sexual violence isn't confined to college campuses. It makes sense, then, that prevention and providing services to victims involve the broader community, too.

Following up on recommendations of its Sexual Assault Prevention and Education Center, the University of Kansas established memorandums of understanding with the Sexual Trauma & Abuse Care Center and the city of Lawrence in 2015 and is in the process of formalizing an MOU with the Metropolitan Organization to Counter Sexual Assault, near the university's campus in Edwards.

KU has collaborated for years with the Sexual Trauma & Abuse Care Center to provide programming and services to the KU community. The MOU formalized and built on the previous commitment to improve services for victims and training for personnel.

Likewise, the MOU with Lawrence formalized an existing partnership and refined and strengthened the ways the university and city law enforcement work together to address incidences of sexual assault and the topic of sexual violence among students and the community.

Coming together around this topic was very valuable, said Tim Caboni, then vice chancellor for public affairs, in an announcement about the MOU. "KU learned a lot about how LPD investigates and handles instances of sexual violence, and LPD gained a better understanding of KU's federal obligations under Title IX and the Clery Act. So together, we all have a better understanding and appreciation for each other's roles and responsibilities as they relate to sexual violence."

Both MOUs include specific sections on information sharing and confidentiality, as will the agreement with the Metropolitan Organization to Counter Sexual Assault.

KU researchers are further broadening the university's collaborative efforts through the Heartland Sexual Assault Policies & Prevention on Campuses Project. The project received a three-year $750,000 grant from the US Department of Health and Human Services in 2016 to help colleges and universities in three states adopt sexual assault policies and prevention strategies. The Heartland Project uses a regionally focused, gender-centered public health framework to aid sexual violence prevention in post-secondary schools in Kansas, Missouri, and Nebraska.

9O%

More than 90% of institutions reported increasing resources in each of three categories: victim support, student training, and faculty and staff training.

the reporting of incidents and sharing of data among relevant offices by creating an online form to report incidents of bias, discrimination, harassment, hazing, or sexual misconduct. Individuals can go to websites for the office of Inclusion and Workforce Diversity, the Title IX Coordinator, and the Office of the Judicial Administrator, as well as the Sexual Harassment and Assault Response and Education (SHARE) website and Cornell's hazing prevention website (hazing.cornell.edu) to access the online reporting form and obtain information. **Boston University** highlighted its use of Advocate, a judicial database software tool that can share information across offices and be used to collect student conduct statistics and Clery data.[25]
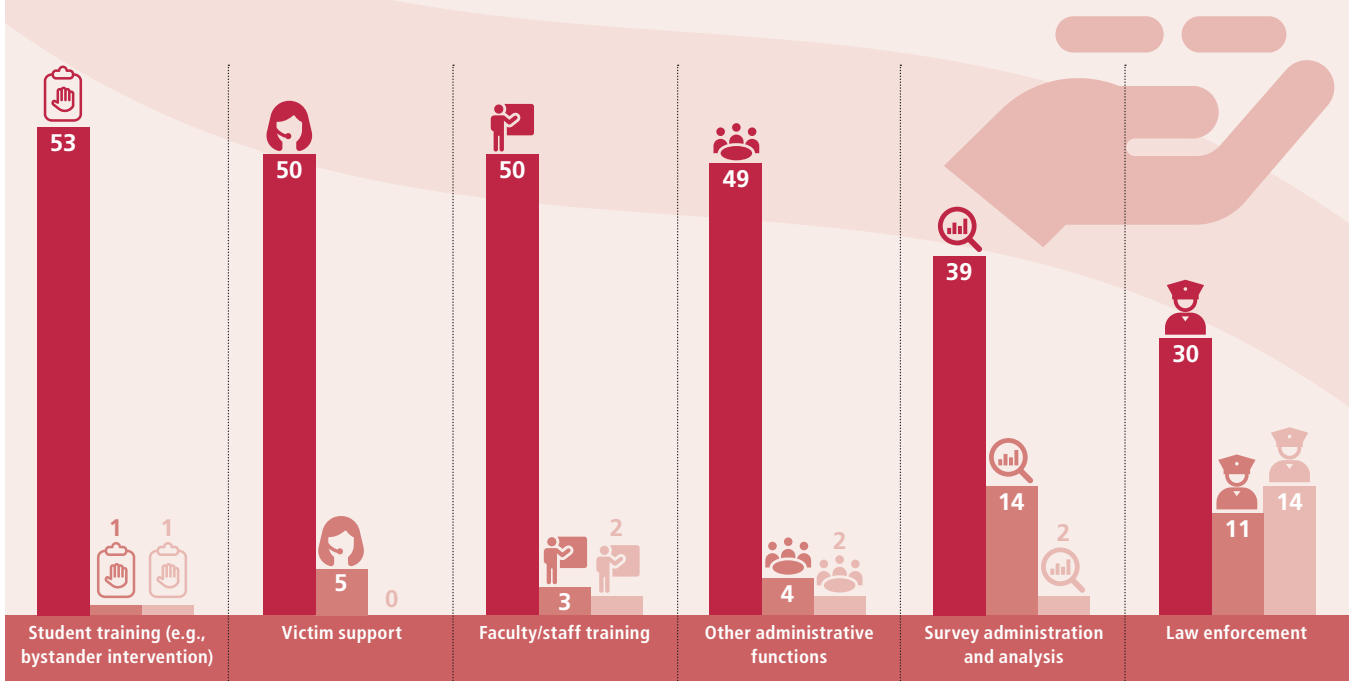
Some institutions have developed partnerships with outside entities to enhance and complement services provided by the university itself. For example, **Johns Hopkins University** participated in the development of an MOU between the Baltimore City Police Department and local colleges and universities to improve coordination on sexual misconduct matters affecting the campus community. The **University of Virginia** has entered into a Sexual Assault Resource Team MOU with local law enforcement and community advocates to improve response to sexual and gender-based violence and sexual assault.

In addition to better coordination, universities were asked whether, over the last three academic years,

RESOURCES FIGURE 1

Over the last three academic years (starting with 2013-14), has your institution increased the amount of resources, (including funds and FTEs) devoted to issues of sexual assault and misconduct on campus?

■ YES ■ NO ■ DON'T KNOW

Student training (e.g., bystander intervention)	Victim support	Faculty/staff training	Other administrative functions	Survey administration and analysis	Law enforcement
53	50	50	49	39	30
1 1	5 0	3 2	4 2	14 2	11 14

they had increased the amount of resources (including funds and full-time equivalent employees, or FTEs) devoted to sexual assault and misconduct in particular categories. More than half of responding institutions increased resources devoted to each of the functions (Resources–Figure 1).

More than 90% (50/55) of institutions reported increasing resources in each of three categories: victim support (50/55), student training (53/55), and faculty and staff training (50/55). 82% (45/55) of institutions reported increasing resources in all three of these categories, and 96% (53/55) increased resources in at least two of the three.

Specific new victim-support roles mentioned by institutions include victim advocates, clinical support, therapists and counselors (including confidential counseling and trauma-informed counseling), care managers and coordinators, support navigators, SANE nurses, and attorneys focused on victim support. New training and education roles (for students, faculty, and staff) mentioned by institutions include education specialists, program coordinators, peer educators, and education directors. New law enforcement roles include special victim services and dedicated investigators to sexual assault and misconduct cases, as well as adding victim support capacity to university policy and public safety offices.

Institutions mentioned many positions that span several categories and/or encompass other administrative functions. Some of these focus on compliance with federal laws. A significant number of institutions have

CASE STUDY RESOURCES

University of Missouri, Columbia

"Sexual assault happens at Mizzou," wrote Ellen Eardley, then Title IX Administrator and Assistant Vice Provost, in a September 2015 letter to University of Missouri students, faculty, and staff announcing the results of AAU's Campus Climate Survey on Sexual Assault and Sexual Misconduct. "It's on us to stop it."

Investing an estimated $1.2 million initially, with additional funds provided at the system level, University of Missouri, Columbia increased its Relationship and Sexual Violence Prevention (RSVP) Center staff from one full-time employee to four staff members, adding a managing coordinator, advocacy coordinator, prevention coordinator, and education coordinator. While the professional staff provides crisis intervention and advocacy services, the center also engages student staff and student organizations in presenting educational programs and events, such as Green Dot Mizzou, a program that encourages students to see their individual actions as part of a larger movement toward a safer campus.

The university also created the Office for Civil Rights and Title IX, with eight new full-time employees, including Eardley, who is now Assistant Vice Chancellor for Civil Rights and Title IX. Assisting the full-time staff are three deputy Title IX coordinators—senior staff in student life, athletics, and human resources, who can help students with making a report of sex or gender discrimination. The office addresses sexual misconduct and assault and all forms of discrimination: race, color, national origin, religion, age, disability, ethnicity/ancestry, genetic information, sexual orientation, sex, pregnancy, gender identity, gender expression, and protected veteran status.

Funding was also provided for additional law enforcement staff and to purchase an online alcohol education program for students.

ABOVE **University of Missouri's Office for Civil Rights & Title IX website.**

Massachusetts Institute of Technology

MIT launched its first survey of undergraduate and graduate students on sexual assault and unwanted sexual behavior in April 2014, two days before a White House task force called on all colleges and universities to do the same. The information MIT obtained from the survey provided the opportunity to respond swiftly.

Pledging a number of steps designed to prevent assault and unwanted sexual behavior and to enhance services, support, and education, President L. Rafael Reif and Chancellor Cynthia Barnhart began by hiring people to put their plans in action.

Since releasing the results of the survey in October 2014, MIT has more than doubled the size of its Violence Prevention and Response center, adding two victim advocates, one peer education coordinator, and an administrative support position. In addition, over the same period MIT increased its Title IX Office from just one position to five; the office now includes a Title IX coordinator, two investigators, an education coordinator, and an administrative support position. In addition, the Human Resources department appointed a staff member to investigate cases of gender discrimination brought against employees.

"These additional resources have allowed us to educate more students about what sexual assault is, how to prevent it, and where to go when you need help," Barnhart said in an October 2015 interview.

"One clear sign that our focus on education is having an impact is that we are seeing more students than in previous years coming forward to report unwanted sexual behavior," she said. "We think the increase likely indicates increased awareness about what constitutes misconduct, and better knowledge about where to go for help. We also think more students now understand they have access to resources where they can share personal, sensitive information and get the support they need."
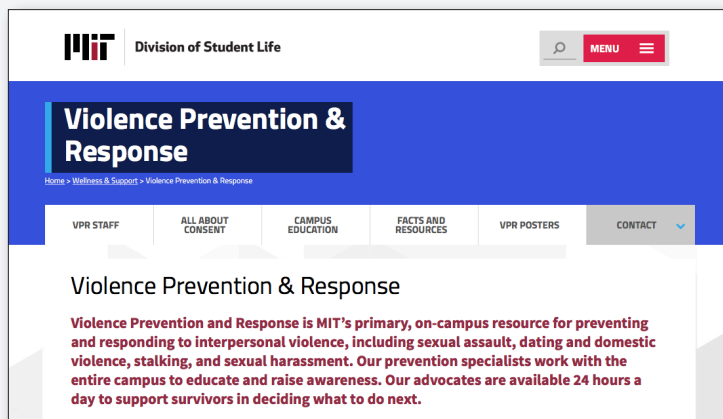
ABOVE **MIT's Violence Prevention & Response website.**

added full-time Title IX coordinators and investigators. Some have added positions related to case management and adjudication and Clery Act coordination and compliance. Some institutions have added high-level positions (e.g., Associate Dean, Assistant Vice President) to oversee relevant functions. Others have designated or added Human Resources staff to address student-employee or employee-employee cases, and added positions in the General Counsel's office to address legal issues associated with campus sexual assault and misconduct.

A conservative tally of positions mentioned by institutions who provided specific information leads to a minimum estimate of 253 total additional FTEs across the institutions over the last three academic years. This translates to an average of nearly five new full-time employees per university. This estimate excludes existing employees whose positions were repurposed or who received additional training to work on these issues. It excludes the additional staff time contributed by existing employees (e.g., in survey administration and analysis). This estimate also does not encompass other types of funding, including software (e.g., for online training, data analysis, and case management), training (e.g., development, administration, and in some cases contracts with outside entities to provide), increased space needs, and survey costs (e.g., participant incentives) that universities have put toward understanding and combating sexual assault and misconduct.

Several institutions estimated their total costs in the millions. For example, **Stanford University** added

more than $3 million to its general funds budget to cover expenses directly related to sexual assault prevention, education, support, and adjudication. The **University of Virginia** estimated spending $1.6 million since FY 2014 on new staff, systems, and programing needs devoted to these issues. These expenditures demonstrate the serious commitment that universities are making to student safety and well-being.

While a number of institutions reported on expenditures, universities also emphasized the steps they have taken to be as cost-efficient as possible while still increasing the attention they give to sexual assault and misconduct prevention and response. Training existing employees, enhancing existing student support services, and capitalizing on services provided by community partners are all ways that institutions have controlled costs while still rising to the challenges posed by these issues.

Looking at what some institutions reported in terms of overall resource changes is helpful to understand the scope of some of these efforts. **Michigan State University** has added three new therapists, one new advocacy coordinator, and one new crisis counselor for the Sexual Assault Program. The university has also added six new investigators in the Office of Institutional Equity. A full-time position in the Special Victims Unit of the MSU Police department has been added to assist with sexual assault and domestic violence investigations. ■

A significant number of institutions have added full-time Title IX coordinators and investigators.

97% OF MIT STUDENTS SAY THEY WOULD RESPECT SOMEONE WHO TRIED TO PREVENT AN ASSAULT.

IT'S ON US

MIT

RIGHT **MIT's survey yielded results that were extensively covered in the media and more than doubled the size of its Violence Prevention and Response center.**

6. Measuring Change

MEASURING CHANGE

Combating sexual assault and misconduct on campus is a complex and on-going process. As illustrated in this report, institutions are taking a multi-pronged approach and utilizing different data collection, response, and training and educational methods. There is no single established best method in any area, nor any one-size-fits-all approach. Part of the task for universities is to measure changes in response to the steps they are taking. Those changes include but are not strictly limited to prevalence rates: they also include knowledge and utilization of campus resources, satisfaction of those who use campus resources, reduction of barriers to reporting, efficiency and effectiveness of training and educational programs and adjudication processes, long-term health of victims, and many other factors. Understanding what constitutes success is not always straightforward. For example, an institution that successfully lowers barriers to reporting may witness a seeming increase in prevalence rates due to a higher percentage of incidents being reported. Teasing out the full picture may be complex and require contextualization.

MEASURING EFFECTIVENESS
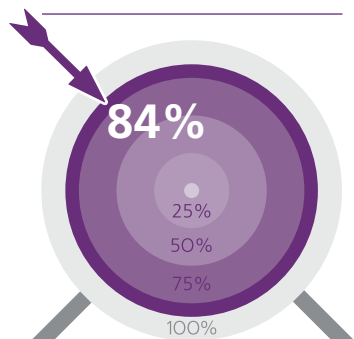
84%

25%
50%
75%
100%

84%
(46/55) of institutions said they were developing new or improved ways of measuring the effectiveness of policies, programs, and interventions.

With that in mind, institutions are measuring the effectiveness of the steps they are taking. Many institutions monitor counts of relevant behaviors (e.g., reports of misconduct, both formal and informal; police, alcohol, and administrative board incidents) on a regular basis. They also frequently collect program evaluation data to assess the effectiveness of campus resources. More than half of responding institutions (30/55) most recently collected this information in the current term, and 82% (45/55) have collected it within the past academic year. Measuring Change—Figures 1 and 2 show when most recent data collection for program and resources evaluation was conducted, and illustrate that such data collection is on a

different, more frequent, schedule than conducting student surveys on prevalence and climate.

84% (46/55) of institutions said they were developing new or improved ways of measuring the effectiveness of policies, programs, and interventions.

Several of those who said they were not yet doing this mentioned that systems are getting underway for them to be able to do so in the near future. Institutions are using various mechanisms for measuring effectiveness.

Universities are evaluating effectiveness in part through gathering student opinion and feedback. This includes surveying students and conducting focus groups. It also includes assessing the satisfaction and outcomes for students who use particular campus resources. For example, at

How recently has your campus collected prevalence data via local or multi-campus surveys? And how recently have you collected data to assess the effectiveness of campus education, intervention programs, and other resources?

■ Program / Resources Evaluation Data Collection
■ Local / Multi-Institutional Prevalence Data Collection

	Current term or semester	Previous term or semester	Past academic year	Past 2 academic years	Past 4 academic years	Prior to 4 academic years	Not collected
Program / Resources Evaluation	30	6	9	3	2	0	5
Local / Multi-Institutional Prevalence	5	9	17	21	3	0	0

How recently has your campus collected climate data via local or multi-campus surveys? And how recently have you collected data to assess the effectiveness of campus education, intervention programs, and other resources?

Program / Resources Evaluation Data Collection ■
Local / Multi-Institutional Climate Data Collection ■

	Current term or semester	Previous term or semester	Past academic year	Past 2 academic years	Past 4 academic years	Prior to 4 academic years	Not collected
Program / Resources Evaluation	30	6	9	3	2	0	5
Local / Multi-Institutional Climate	7	9	14	22	0	0	3
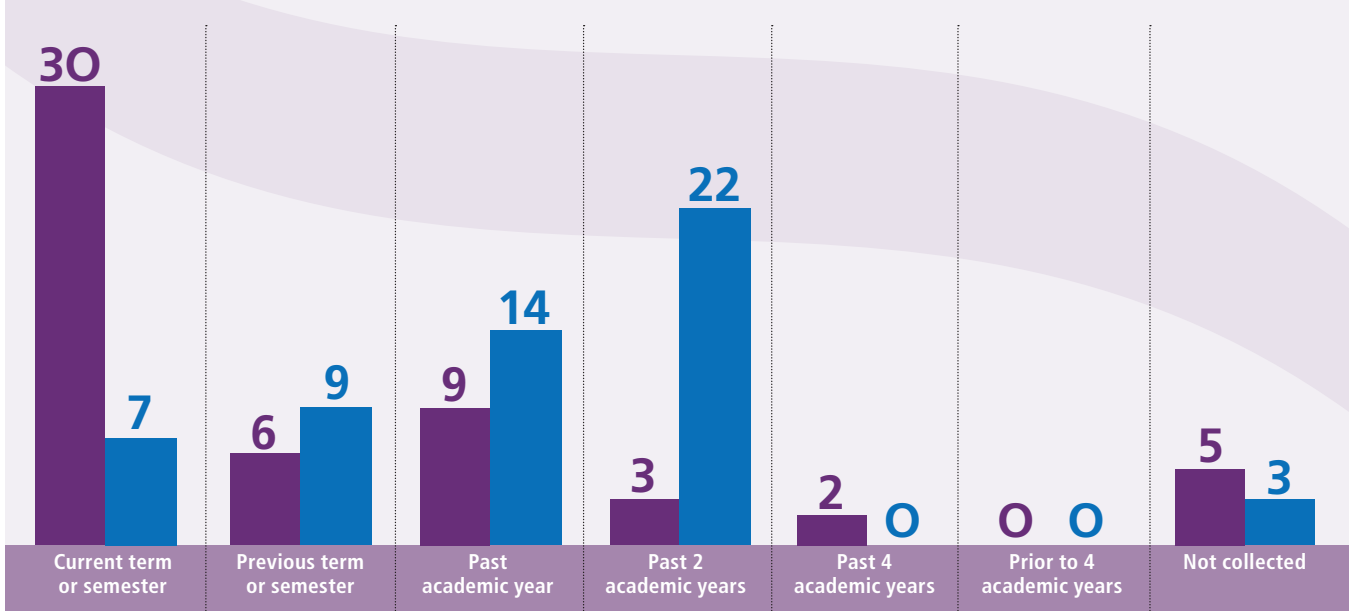
University of Iowa

So many universities are large and decentralized. How can institutions track their violence prevention activities and ensure that students' needs are being met?

At the University of Iowa, the Anti-Violence Coalition, in coordination with the Office of the Vice President for Student Life, has introduced the Interpersonal Violence Prevention Education and Training Database to gather information on educational and training activities pertaining to sexual misconduct, domestic and dating violence, and stalking. The data collection effort is part of the university's two-year Anti-Violence Plan.

Gathering such data will allow the university to:

- Understand what prevention education and training is occurring on campus for the benefit of campus community members
- Ensure the university is meeting its commitments to the campus community
- Ensure it is providing the education and training required under the Campus SAVE Act, provisions of Title IX, and a grant from the Department of Justice Office on Violence Against Women (OVW)
- Fulfill reporting requirements for the Annual Security Report required by the Clery Act and semi-annual reporting to OVW
- Assess adherence to evidence-informed practice and promote effective practice

The goal is to record events as they occur to provide the university with real-time information for requests and needs that arise throughout the year. The data also will be used to determine strengths and gaps in campus education and training for future planning.
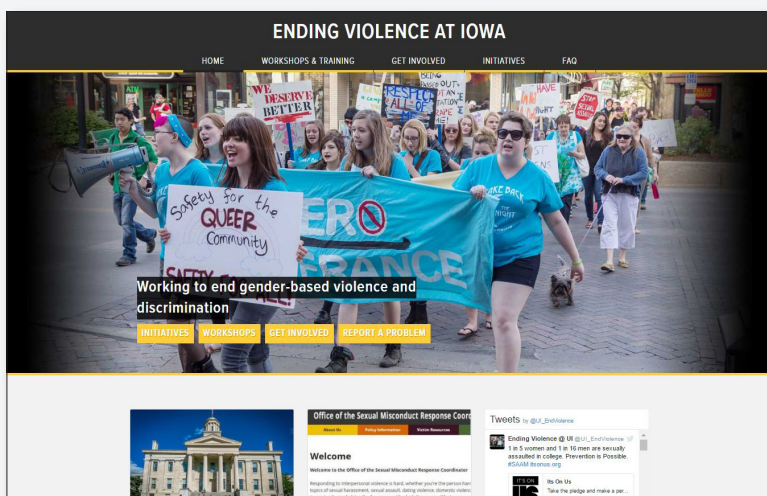
ABOVE University of Iowa's "Ending Violence At Iowa" campaign website.

Princeton University, the Sexual Harassment/Assault Advising, Resources and Education (SHARE) office has implemented a client satisfaction questionnaire for victims, including items assessing the impact of the service on the student's academic capacity, ability to stay enrolled, relationships, thoughts and feelings about self and the specific interpersonal violence issue. Another client satisfaction questionnaire is used for students attending SHARE's post-adjudication program for respondents found responsible for Title IX violations. The University of Iowa asks for feedback from individuals who utilize the Office of the Sexual Misconduct Response Coordinator to learn of their complaint options, accommodation options, and support resources.[26] Pennsylvania State University is studying how much the student body knows about Title IX, and what the term "Title IX" signifies to them.

Universities are evaluating effectiveness by looking directly at trends. For example, Northwestern University plans to compare its 2015 campus climate survey data against the next campus climate survey data (to be conducted in 2017 or 2018) to help measure the effectiveness of programs and any change in the awareness of resources. Northwestern has also overhauled how it measures effectiveness of the in-person interactive theater presentation/training required of all new undergraduate students. The advocacy program for victims is routinely assessed for student satisfaction and effectiveness.

One of the proposed methods for measuring the effectiveness of the policies, programs, and interventions

related to sexual violence that are available on campus is through the adaptation of the Level of Exposure Scale, developed by the Center on Violence Against Women and Children (VAWC) at **Rutgers University–New Brunswick**. The scale is designed to effectively measure students' awareness of specific programming or resources regarding sexual violence available on a particular campus. The scale can therefore be tailored to different campuses. This scale was first used on the Rutgers–New Brunswick campus climate survey, and provided a baseline measurement of awareness of on-campus sexual violence programming and resources. To measure if students' awareness of resources has changed following the implementation of the action plan, researchers can adapt the scale to include additional programming and resources that have been administered as part of the action plan. The scale can also be used to measure students' awareness of action planning activities to see if students are aware of the events that are occurring on campus.

Institutions are developing new assessment mechanisms to measure program effectiveness. For example, **Cornell University** conducted a randomized controlled trial evaluating the effectiveness of its new bystander intervention video, *Intervene*, as a stand-alone intervention among undergraduate and graduate students. It also conducted a pilot evaluation of the accompanying workshop among undergraduate students. After four weeks, students who watched the stand-alone video reported a higher likelihood to intervene for most situations compared to a control group

Rutgers University–New Brunswick

As most universities know, policies, programs, and resources aren't effective unless students know about them, no matter how much time, effort, or funding goes into creating them.

At Rutgers University–New Brunswick, measuring the effectiveness of its initiatives is considered vital to their success. One method the university uses is the Level of Exposure Scale, a tool developed by the Center on Violence Against Women and Children at the university's School of Social Work, which is discussed in the report Campus Climate Surveys: Lessons Learned from the Rutgers–New Brunswick Pilot Assessment. Designed to measure students' awareness of programming or resources regarding sexual violence, the scale can be tailored to include campus-specific initiatives.

The university first used the tool in the 2014–15 Rutgers–New Brunswick campus climate survey to provide a baseline measurement of students' awareness of on-campus sexual violence programming and resources. Future assessments can include additional programming and resources, such as campus events that are part of the Rutgers–New Brunswick action plan, End Sexual Violence Now.

Rutgers also engages in continuous program evaluation, ranging from brief evaluations to larger studies. One example is the randomized control trial, funded by the Centers for Disease Control and Prevention, of its SCREAMing to Prevent Violence curriculum.
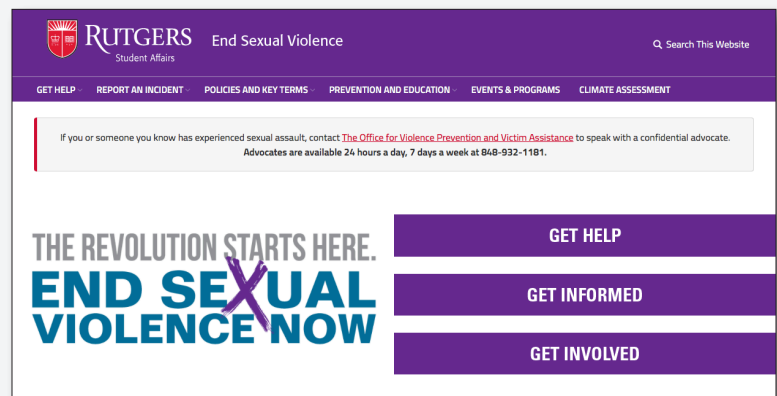
ABOVE **Rutgers University's "End Sexual Violence Now" website.**

84%

84%
STUDENTS
**(46/55) reported
assessing students'
knowledge of campus
policies and resources.**

62%

62%
FACULTY
**(34/55) reported
assessing faculty members'
knowledge of campus
policies and resources.**

60%

60%
STAFF
**(33/55) reported
assessing staff members'
knowledge of campus
policies and resources.**

who did not view the video. The workshop was effective at increasing students' likelihood to intervene for most situations as measured in the four-week follow-up survey.[27] **Pennsylvania State University** is developing assessment instruments to measure effectiveness of specific programs such as online modules for incoming students, New Student Orientation programming, bystander intervention initiatives, Center for Women Students programming, and Title IX training and education.

Some institutions have used centralization and standardization to make it easier to measure the effectiveness of actions taken. For example, the **University of Iowa**'s Anti-Violence Coalition developed a two-year plan in response to climate survey data, evidence-informed practices, and best practice recommendations for preventing sexual misconduct, dating violence, and stalking. The plan includes identifying and exploring ways to centralize the evaluation of all student prevention education programs through coordination in the Office of the Vice President for Student Life. The intent is to identify measures of success that can be tracked across all prevention programs, building on a current tracking and assessment tool.[28]

Institutions are conducting pre-/post-evaluations of particular actions, changes, or interventions. For example, **Michigan State University**'s Sexual Assault and Relationship Violence (SARV) Prevention Program has conducted pre- and post-tests of its programs for several years. The SARV program recently created an attendance and effectiveness tool that shows the development and reach of

the program. Additionally, MSU is in the early stages of an evaluation and realignment of its student health and wellness functions. New and innovative strategies for sharing information and evaluating program effectiveness are likely to emerge from this process. The **University of Colorado Boulder** will conduct pre- and post-evaluations to measure the effectiveness of prevention interventions designed to increase reporting, build bystander skills intended to reduce the incidence of sexual assault, and build skills for supporting a friend who has experienced a traumatic event. The campus also plans to implement an evaluation program for understanding the experiences of students who formally report an incident of sexual misconduct to the university.

Universities are also participating in multi-institutional evaluations of training programs. For example, many responding institutions are involved with Green Dot trainings, particularly for bystander intervention. As noted earlier, nine universities specifically mentioned Green Dot in their responses, and 25 of 61 institutions that provided examples of their activities for this report are listed as having certified Green Dot instructors.

Green Dot has been rigorously evaluated for its effect in increasing active bystander behavior and reducing interpersonal violent victimization and perpetration rates.[29] For example, Ann Coker and her colleagues compared undergraduate students attending a college with the Green Dot bystander intervention with students at two colleges without bystander programs. They reported that violence rates in the past academic year were lower on campuses with Green Dot than

in the comparison campuses for unwanted sexual victimization, sexual harassment, stalking, and psychological dating violence victimization and perpetration.[30]

Underway currently is a Multi-College Bystander Efficacy Evaluation (McBee), funded by the Centers for Disease Control (CDC), that will define and evaluate the relative efficacy of different components of bystander intervention training programs, including Green Dot, to increase bystander efficacy and behaviors, reduce violence acceptance, and reduce interpersonal violent victimization and perpetration among college students.[31] At least four of the institutions that responded to the survey are participating in the McBee study, and the results will be broadly applicable across institutions.

Institutions are particularly interested in assessing changes in the campus community's knowledge about and utilization of campus policies and resources related to sexual assault and misconduct.

84% (46/55) of institutions reported assessing students' knowledge about and utilization of policies and resources, and well over half are assessing faculty (62% or 34/55) and staff (60% or 33/55) knowledge.

Universities are examining changes in knowledge and utilization of policies by looking at repeated surveys or online assessments/training and by comparing different sources of data. A point many institutions made in their responses is that the first survey administration constitutes a baseline from which to measure change.

Northwestern University's campus advocacy office for victims and Title IX office measure utilization of their resources each year to assess changes in reporting and awareness of resources. In addition, faculty, staff, and graduate students may complete a survey after taking the online training course that measures whether the online training participants feel they are more informed about sexual misconduct issues, how to prevent sexual misconduct, and what the options are for those who have experienced it.

Rutgers University–New Brunswick will be conducting additional assessments in the next one to two years to measure the changes in knowledge about policies and resources. Also, the Student Affairs Compliance & Title IX Office, which is responsible for responding to all reports of sexual violence involving students, regularly collects data regarding utilization of its processes and will be assessing the data within the next year.

In addition to ongoing efforts to enlist student engagement and feedback about their knowledge and perception of campus policies and resources, **University of Wisconsin–Madison** has worked to compare responses to the 2015 AAU Campus Climate Survey to the responses in its prevention programs (nearly identical questions about institutional trust, awareness of resources). At first glance, students who completed the first-year prevention programs had much higher levels of knowledge about available resources for victims and more favorable perceptions of campus policies than the non-first year students who completed the AAU survey (and had either never completed a prevention and policy disclosure program requirement or had done so at least one year prior). ■

Conclusion

CONCLUSION

This report has discussed the activities of AAU member institutions focused on preventing and responding to campus sexual assault and misconduct. Such a snapshot of activities at a particular point in time is important to highlight promising practices, to provide universities with options as they address complex issues around sexual assault and misconduct, and to assist universities as they work to allocate resources to prevention, education, and awareness in the most effective and efficient manner.

The specific infographics, charts, examples, and case studies called out in the report are but a small sample of the activities underway at these universities. Beyond the report, universities have been involved in important and complimentary activities to decrease the incidence of sexual assault and misconduct. In the aggregate, this report illustrates that while institutions have varied in their approaches and strategies to prevent, combat, and educate about campus sexual assault and misconduct, all are responding with seriousness and urgency, with the common objective of making campuses safe, respectful places to learn and grow.

100% of responding institutions have surveyed students on issues around sexual assault and misconduct at least once since 2013.

87% (48/55) of responding institutions indicated that surveys or data from surveys stimulated new or changed existing conversations with students about sexual assault and misconduct.

Over the last three academic years, **100%** of responding institutions have changed or are in the process of changing their education and training for students and faculty. For staff, the figure is 98%.

Over the last three academic years, **84%** (46/55) of institutions have developed new programs, education, or interventions for specific student populations or types of students.

Over the last three academic years, **100%** of responding institutions have developed, redefined, or enhanced programs to assist victims of sexual assault and misconduct.

Nearly **75%** (41/55) of responding institutions reported conducting question-based data collection or studies that delve more deeply into specific issues raised by surveys, focus on the experiences of particular student populations, or address other specific issues; virtually all responding institutions (98%) reported plans to conduct such studies in the future.

95% (52/55) of responding institutions indicated that they are developing new coordination or data-sharing relationships between offices and programs to help address sexual assault and misconduct on campus.

More than **90%** (50/55) of institutions reported increasing resources over the last three academic years in each of three categories: victim support, student training, and faculty and staff training. 82% (45/55) of institutions reported increasing resources in all three of these categories, and 96% (53/55) increased resources in at least two of the three.

84% (46/55) of institutions said they were developing new or improved ways of measuring the effectiveness of policies, programs and interventions.

84% (46/55) of institutions reported assessing students' knowledge about and utilization of policies and resources, and well over half are assessing faculty (62% or 34/55) and staff (60% or 33/55) knowledge.

ENDNOTES

1 This report uses the same definitions of sexual assault and misconduct as the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct, with two types of victimization. One type focused on nonconsensual sexual contact involving two behaviors: sexual penetration and sexual touching. The second type of victimization focused on sexual harassment, stalking, and intimate partner violence (IPV).

2 http://www.aau.edu/Climate-Survey.aspx?id=16525

3 For example: https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5176

4 https://www.nytimes.com/2016/06/23/education/campus-sexual-assault-a-timeline-of-major-events.html?_r=0

5 Fisher, B.S., Cullen, F.T., and Turner, M.G. (2000). The sexual victimization of college women. Washington, DC: U.S. Department of Justice, Office of Justice Programs.

6 Krebs, C., Lindquist, C.H., Warner, T.D., Fisher, B.S., and Martin, S. (2007). The Campus Sexual Assault (CSA) Study. Report of project awarded by the National Institute of Justice, Award 2004-WG-BX-0010.
   https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf.

7 https://www.justice.gov/ovw/page/file/905942/download

8 https://www.westat.com

9 http://web.mit.edu/surveys/health/MIT-CASA-Survey-Summary.pdf

10 https://socialwork.rutgers.edu/centers/center-violence-against-women-and-children/research-and-evaluation/understanding-and

11 http://stopsexualviolence.iu.edu/prevention-resources/survey/index.html

12 http://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment/sexual-assault--domestic-violence--dating-violence-and-stalking/SUNYCampusClimateSurvey.html

13 http://www.usg.edu/news/release/university_system_of_georgia_implements_system_wide_campus_safety_initiativ

14 http://www.acha-ncha.org

15 http://campusclimate.gsu.edu

16 http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/12/p1215-poshsv-2016-2017pol.pdf

17 http://safe.rice.edu/SurveyofUnwantedSexualExperiencesFAQs/

18 For example, the State University of New York's definition may be found here:
   http://system.suny.edu/sexual-violence-prevention-workgroup/policies/affirmative-consent/
   The University of Chicago's definition is here:
   http://studentmanual.uchicago.edu/page/policy-unlawful-discrimination-sexual-misconduct#Consent

19 http://www.acenet.edu/news-room/Documents/VAWA-Summary.pdf

20 https://www.livethegreendot.com; Coker et al. (2014): https://www.ncbi.nlm.nih.gov/pubmed/25125493

21 https://www.rainn.org/articles/what-sanesart

22 http://wecare.illinois.edu

23 http://campuspress.yale.edu/ycc/files/2015/06/YCC_WC_Report_on_University_Sexual_Misconduct_Policies_and_Procedures1-nty2mn.pdf

24 http://share.cornell.edu/cornell-data/cornell-actions/

25 https://www.symplicity.com/products/advocate.html

26 https://uiowa.qualtrics.com/jfe/form/SV_doOkE3R2DV7QKup

27 health.cornell.edu/intervene

28 https://uiowa.qualtrics.com/jfe1/preview/SV_0xpXaBhC6VmFT4F

29 https://www.livethegreendot.com/pdfs/VAWA_2011_article.pdf and other work here: https://www.livethegreendot.com/gd_evalasses.html

30 Coker et al. (2016): https://www.ncbi.nlm.nih.gov/pubmed/26541099

31 https://clinicaltrials.gov/ct2/show/study/NCT02659423

* Institutions may refer to these students as victims or survivors and their preferences are used accordingly.

ABOUT AAU

Founded in 1900, the Association of American Universities comprises 62 distinguished institutions that continually advance society through education, research, and discovery.

Our universities earn the majority of competitively awarded federal funding for academic research, are improving human life and well being through research, and are educating tomorrow's visionary leaders and global citizens.

AAU members collectively help shape policy for higher education, science, and innovation; promote best practices in undergraduate and graduate education; and strengthen the contributions of research universities to society.

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