

Committee on Diversity (COD) Minutes
November 11, 2013

Committee members in attendance: Aislinn Melchior, Heidi Orloff, Amy Ryken (Chair), Oriel Maria Siu, Jennifer Utrata, and Carolyn Weisz.

Guests reporting on the Sexual Assault Work Group: Debbie Chee and Alisa Kessel

Meeting called to order by Chair Ryken at 3 PM.

Announcements:

October 18 at 3:30 there will be an information session with Oriel Marie Siu on the newly constituted Latino Studies minor in Wyatt 301.

Wednesday 6:30 in Rausch Auditorium, a showing of the film *El lugar mas pequeno* (The Tiniest Place) on PTSD in El Salvador as part of the annual Hispanic Film Festival.

Minutes for October 28, 2013 approved.

The COD was provided copies of the Report of the Sexual Assault Work Group (SAWG) that was completed in August of 2013. Debbie Chee and Alisa Kessel came to contextualize the work done by SAWG and discuss some of its findings.

SAWG report: How it came to be

In 2011, the first case was brought against a university for violation of Title IX due to a sexual assault suffered by a student. This led to faculty conversations about what was happening at other schools with issues of civil liberty and rape. Members of the faculty have discussed the issue of rape culture at the University of Puget Sound including a Wednesday at 4 session about teaching about rape. The section of the university website that instructs a victim how to report an assault was found to be confusing. Although the students were asked no specific questions about rape culture on campus in the Campus Climate survey, they voluntarily wrote in the blank boxes provided noting that rape culture and harassment were their biggest issues. Sadie Boyer, a student activist, was pushing towards greater transparency in the process of dealing with the sexual assault of students. Czarina Ramsay and Debbie Chee talked with Mike Segawa to look at these issues. The Sexual Assault Work Group formed and was comprised of those who were involved as first responders in terms of reporting and treatment, as well as student leaders and allies etc. (The official list of participants and the full report is appended at the end of these minutes.)

Over the summer, SAWG worked with the Montana blueprint provided by the Department of Justice that provides guidelines to the implementation of Title IX, as well as looking at how other colleges are responding to the issue of civil liberties and Title IX. SAWG charted where the University of Puget Sound stood in terms of reporting, treatment, and prevention and where there were opportunities for improvement in our training and practices.

Important findings: two big areas under-developed

1. Prevention could be greatly developed with an attention to skill building – as opposed to awareness building. We need more and better training.

2. An institutional structural change and the designation of a gender center and a gender coordinator to help move us forward. This is vital because if national statistics are accurate, 20-25% of all female students will be exposed to sexual assault at some point.

Awareness building is not very coordinated right now. The green dot bystander prevention program is in place. But we are constrained to do it by following the precise model provided by Green Dot. It does not, for instance, talk about consent, keeping each other safe, and communication.

Consent work is needed. In addition, certain rules may sustain a negative culture; Sororities are not allowed to have parties or alcohol but some frats are depending on the national organizations rules, and this can contribute to women being placed in a vulnerable position.

Transfer students may not be exposed to training opportunities but may end up on campus/at parties, etc. They may not know how to report an assault and better internet resources are needed so that they know what to do and whom to contact.

During Prelude, at orientation, the green dot persuasive speech is given, but very few students receive Green Dot training because it is six hours long and so draws a self-selected group of those interested in gender and violence issues. The six hour training requires 4 staff members and this past year had about 14 students or so, mostly female. The majority of those attending were either a victim or knew a victim of sexual assault. The longer training focuses on thinking about how to confront something that looks bad. The Greek system also has the Green Dot persuasive speech presented during the initiation of new pledges.

The current system of reporting an assault was outlined for members of the COD who were unfamiliar with it. The student needed to report to a Harassment Reporting Officer (HRO). These include: Mike Segawa, Debbie Chee, Kris Bartanon, Sunil Kukreja, Grace Kirchner, Michael Benitez, Nancy Neirath.

The HRO used to ask for all info: all names, dates, etc. but this was discovered to have a chilling effect and led to under-reporting. We now strive to know what's going on and accept little or incomplete reports. An RA or anyone who knows something is going on can call Debbie or Krystle Cobian to report that someone has been assaulted. Data is collected and the reportee is asked to go back to the victim and offer resources. On average we have 2-3 reports a year. Typically we follow what the student wants – usually they request no action – unless we know the name from earlier reports and we need to protect our community from repeat offenders.

It was suggested that we put policy language on the reporting page of the website that informs the students of this latter point. This not only helps with transparency but also explains to the student why his or her express wishes might have been violated with respect to a particular report.

Action on the report and additional questions/suggestions raised during the meeting:
At this point, members of SAWG are talking with various committees to explain their findings and then will meet with Michael to consider the next steps.

What will be the status and expense of the position? We would want someone not only with training (i.e. a Masters degree) but also with experience in prevention work.

Where would this Gender Center be housed in terms of the university structure? Under the Dean of Students?

What are things that faculty can do in terms of programming? A lot of students note that student programming is preaching to the choir because the more in depth training is voluntary. Students are quiet on sexism, faculty and staff aren't; are there opportunities to cultivate a cross-generational discussion of sexism?

Visibility: Possibility for more Wednesday at four sessions – perhaps one on mandatory reporting guidelines; ads in the trail put in by student allies.

There should be more known HROs. For instance, there is no longer an HRO in athletics. Ideally we should have at least one in every building or on every floor. New HROs need to be trained, etc. How are they compensated? How long do they serve? What is the nature of training and service?

All student conduct reports go through student affairs.

Training for faculty on creating a safe space and how to be an ally/ what to say and not to say.

In summary, the COD was impressed with the thoroughness of SAWG's work. We will reread the report and consider passing a motion on the report during the meeting on November 25.

Adjourned at 3:58.

SAWG Participants:

Todd Badham, Debbie Chee, Krystle Cobian, Shane Daetwiler, Amy Hackett, Alisa Kessel, Patrick King, Tosia Klineciewicz, Molly Levis, Donn Marshall, Elizabeth Nielsen, Jennifer Quintugua, Czarina Ramsay, Ellen Want, Sadie Boyers, and Alex Shannon.

Report of the Sexual Assault Work Group August 2013

I. Introduction

In the past year, the problem of sexual violence on college campuses has garnered increasing attention in the national news media. In “Quiet No Longer, Rape Survivors Put Pressure on Colleges”¹ Libby Sander states that as of July 2013, the Department of Education’s Office of Civil Rights (OCR) was investigating (or had recently investigated) complaints against two dozen colleges across the U.S., including the University of Montana at Missoula, Amherst College, University of Southern California, Occidental College, Yale University, University of North Carolina at Chapel Hill, University of California at Berkeley, Dartmouth College, and Swarthmore College. Reports from students, faculty, and staff suggest that these institutions are plagued by insufficient mechanisms for reporting sexual assault, problematic procedures for addressing sexual harassment and misconduct on campus, inefficacious support services for victims, and insufficient awareness and prevention programming. Some have also argued that a “rape culture” prevails at institutions of higher education (and in American culture more broadly) in which sexual violence against women and sexual minorities is accepted as inevitable, and often even considered the fault of the victim.

In response, on May 9, 2013, the OCR released a “resolution agreement” with the University of Montana, detailing OCR’s expectations and recommendations for improving compliance and, ultimately, preventing sexual harassment and assault.² These recommendations, which OCR called a “Blueprint for Colleges and Universities throughout the country to protect students from sexual harassment and assault” expanded the focus of compliance efforts to emphasize prevention programming, communication efforts, and employee training.³

Many campuses have responded to this attention and to the OCR directives⁴ to improve policies relating to communication with victims and prevention efforts and to clarify and expand directives regarding investigation of reported sexual misconduct and training of students and members of hearing bodies. Puget Sound has also heeded this call. In spring 2013, the Sexual Assault Work Group (SAWG) was charged by Vice President for Student Affairs and Dean of Students, Mike Segawa, to review current institutional resources and practices addressing sexual assault education, prevention, and response at Puget Sound. Staff members, students, and faculty in relevant roles at the college (or with expressed interest in the issue) were invited to participate in this review. (SAWG participants are identified at the end of the report.) The work group was instructed to assess Puget Sound’s strengths in prevention efforts and response efforts; to identify areas for improvement and expansion of prevention and response efforts; and to enumerate promising practices to facilitate improvement in prevention and response efforts.

SAWG participants reviewed current policies, prevention practices, and other campus conversations about our institutional structure in addressing this issue among students, faculty, and staff, including: the current Campus Policy Prohibiting Harassment and Sexual Misconduct, the annual publication of

¹ Sander, Libby. (2013, August 12). Quiet No Longer, Rape Survivors Put Pressure on Colleges. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/article/>

² University of Montana at Missoula, No. DOJ 169-44-9, OCR Case No. 10126001, Office for Civ. Rts. Ltr. of Finding (U.S. Dep’t of Justice May 9, 2013), <http://www.justice.gov/opa/documents/um-ltr-findings.pdf>.

³ OCR requirements are enumerated in Appendix G.

⁴ Title IX of the Education Amendments of 1972, 20 USC sec. 1681 et seq. and its implementing regulations, 34 CFR Part 106.

brochures aimed at sexual assault prevention and response guidelines, the 2010-2011 Student Affairs Sexual Assault Prevention Programming report produced by the Dean of Students Office, qualitative data gathered from the 2012-2013 Campus Climate Survey, the Dear Colleague letter from the OCR, and comments from Puget Sound faculty members regarding improving assault advocacy skills among members of our community. With this primer, participants of SAWG reviewed the conduct statistics regarding the prevalence of sexual misconduct on campus and the hearing procedures for sexual misconduct cases. Participants also reported on current awareness and prevention practices in their respective areas to the larger group. Finally, participants offered recommendations to improve Puget Sound's efforts.

SAWG members concluded that Puget Sound's current practices on issues of sexual harassment and assault are sound. However, in light of OCR's primary directive "to protect students from sexual harassment and assault," Puget Sound should continue to work assiduously to protect our students from sexual harassment and assault. Based on recommendations from the OCR "blueprint" and, more substantively, from the recommendations made in the 2012 report *Beyond Title IX: Guidelines for Preventing and Responding to Gender-based Violence in Higher Education*, it is apparent that Puget Sound struggles to offer sufficient prevention programming (which SAWG understood to mean *active skill-building*, beyond mere information dissemination) for its community. In particular, Puget Sound's existing structure for addressing the problem of sexual misconduct is insufficient for the expansive changes recommend in the OCR's "blueprint." In order to move forward, SAWG recommends that Puget Sound augment expand its efforts to prevent sexual assault of our students by creating an adequately supported prevention staff member and to establish a Women's and/or Gender Center on campus to facilitate and centralize this work.

II. Overview of Puget Sound Practices

Participants in SAWG include representatives from offices and student groups that provide prevention programming and respond to reports of sexual misconduct. Some participants represent departments or clubs that are often the first to respond or represent single-gender groups, and these participants were asked to present the current efforts in responding to or preventing sexual misconduct. Utilizing the categories from the 2010-2011 Student Affairs Sexual Assault Prevention Programming report, these efforts reported by SAWG participants, were slotted into a category. Two additional categories were created in addition to the ones from the 2010-2011 report. Below are the categories and definitions used in the work group:

Awareness Programming: One-time only educational programs/initiatives, large-scale events, and/or dissemination of facts, statistics, myths/facts, and definitions.

Prevention Programming: Programming/initiatives designed to equip people with the knowledge, skills, practice intervening, and commitment to engage the issue of sexual assault and take active steps in their day-to-day lives to prevent sexual assault from happening.

Intervention/Follow-up Support: In-the-moment actions that stop sexual harassment and assault, as well as programs/initiatives that help facilitate recovery, healing, and next steps.

Conduct and Policy: Processes to implement the Policy Prohibiting Harassment and Sexual Misconduct, tracking, and response to incidents.

Indirect: An action or program that was not created specifically for prevention of sexual assault, but aids in the prevention effort.

Offices/Clubs/Organizations	Awareness Programming	Prevention Programming	Intervention/Follow-up	Conduct and Policy	Indirect
<i>Athletics</i>	X/O	X			
<i>CHWS</i>	X	X	X		X
<i>Dean of Students</i>	X				
<i>Gender Studies</i>	X				
<i>Greek Life</i>	X/O	X/O			
<i>Harassment Reporting Officers</i>		X/O		X	
<i>MCSS - BHERT</i>				X	
<i>MCSS - Green Dot</i>	X	X			
<i>MCSS - SIRGE</i>	X	X			
<i>Residence Life</i>	X	X	X		
<i>Security Services</i>			X	X	X
<i>Student Conduct - Policy/Conduct</i>				X	X
<i>Student Conduct - Training</i>		X/O			
<i>Student Club - Peer Allies</i>			X		
<i>Student Club - WEB</i>	X	X			
<i>Student Club - Wetlands</i>					
<i>Student Club - VOX</i>	X				
<i>Sexual Assault Center of PC</i>		X/O	X	O	

More detailed information about the examples provided by each group can be found in the appendices.

X = Current practices

O = Opportunities

III. Summary of SAWG Findings

As the group worked through the presentations, a few key findings surfaced.

- The participants of SAWG were impressed to learn about all of the events and activities occurring on campus in an effort to create a community of care and to prevent sexual misconduct at Puget Sound.
- Coordination of Prevention efforts - With our current structure (e.g. no single staff member responsible for prevention efforts), we identified problems with the coordination of prevention efforts.
 - o Type of event – As was identified as in the *2010-2011 Student Affairs Sexual Assault Prevention Programming report* and verified by SAWG, Puget Sound is lacking an assessment of the college’s prevention efforts. We have not taken a curricular look at what we are offering as prevention. We have not asked whether the correct types of events are being offered to the correct targeted audiences. Are there developed goals or outcomes for our prevention efforts? How do we know what effort is effective?
 - o Calendar/timing – The assessment, mentioned above, would also help decrease duplication of efforts.
 - o Collaboration – Despite some duplication of efforts, there are also good examples of collaboration on particular programs such as the Green Dot program or Take Back the Night.
- The Green Dot Bystander Prevention Program – a good start, but is not and should not be our only prevention effort. It is not designed to go further than bystander work.
- Publicity – We are unsure whether the entire campus understands the gravity of issues created by acts of sexual violence. There could be a better publicity campaign promoting a campus of care, including a website presence designed with student accessibility and comprehension in

mind. There would need to be some leadership in the coordination of this effort. In our current staffing structure, there is not a home for this leadership.

- Reporting – Some evidence suggests that students lack an understanding of how to report issues of sexual violence and/or feel intimidated about reporting. Heldman and Wade⁵ report that fewer than 5% of completed and attempted assaults are reported. They continue to say, “Victims anticipate an ineffective response” and “Victims have a hard time conceptualizing their experience as ‘assault.’” Given the estimate that 10%-25%² of college women are sexually assaulted, we should expect 160 to 409 reports of sexual assault here at Puget Sound. In the 2012-2013 academic year, Student Conduct received two reports of sexual assault.
- Bias-Hate Education Response Team (BHERT) – Established in 2005, BHERT monitors all reported incidents of bias and hate including incidents of sexual misconduct. (Other offices such as Security Services and Student Conduct also track reports of sexual misconduct and share non-identifying information with BHERT.) Functioning as one mechanism of accountability, BHERT consults, supports, and provides resources toward resolving incidents of bias and hate for individual(s) and/or group(s).
- The two largest single-gender groups are among the Greek and student athletic communities. There is an opportunity to work with these groups, given their size and social presence on campus.

* SAWG participants recognize that this report is just a beginning. There could be other efforts on campus that were not included in the report. Notably offices, such as Spirituality, Service and Social Justice (SSSJ), were not represented.

IV. How Puget Sound Compares to Best Practices

The SAWG meetings concluded before the group could fully evaluate Puget Sound’s efforts and identify best practices. Over the summer, a subgroup reviewed two documents addressing best practices for prevention and overall Title IX response.

The landscape around preventing and responding to incidents of sexual misconduct has changed dramatically over the last two years. What was considered sufficient to prevent sexual assault two years ago is, in fact, insufficient. Looking specifically at Puget Sound’s prevention efforts, the subgroup utilized *Beyond Title IX: Guidelines for Preventing and Responding to Gender-based Violence in Higher Education*⁶ as a best practice for prevention of sexual misconduct. These prevention guidelines are aspirational, especially considering the current staffing structure at Puget Sound around prevention of sexual assault. They are also essential to successful prevention efforts. Of the eighteen guidelines, Puget Sound met *only five* of the items: hosting events that encourage awareness of sexual misconduct, offering bystander trainings, and offering safety measures such as security escorts. Puget Sound fails to meet five guidelines altogether: designating and adequately supporting a prevention coordinator, informing parents of institutional policies regarding gender-based violence, and collecting data and identifying “hot spots” on campus. Of the remaining eight items, Puget Sound meets these criteria in some way, but not fully. Those items include: prevention programming throughout the year to follow-up on information shared in the beginning of the year, drug and alcohol program work closely with prevention efforts, and efforts to ensure a “culture of respect.” (Appendix F)

⁵ Heldman, Caroline and Lisa Wade. March 14, 2014. Sexual Assault on Campus: Overview and Best Practices at Occidental College. Retrieved from <http://oxysexualassaultcoalition.wordpress.com/>

Additionally, the SAWG subgroup is utilizing the May 2013 OCR “blueprint” to evaluate Puget Sound’s efforts in responding to reports, supporting students, and creating a campus culture of respect and care. (Appendix G)

V. Next Steps and Recommendations

In light of discussions and comments made by participants of SAWG, best practices identified in the literature, and our current staffing structure, the SAWG subgroup is initiating or recommends initiating the following next steps: A) new initiatives currently underway, B) new initiatives in development, and C) new initiatives for further discussion.

A. New Initiatives Currently Underway

- Training opportunities – There are numerous opportunities to improve and provide training to students, staff, and faculty at Puget Sound using existing programs and creating new programs.
 - o Staff and faculty members are required to take the *Preventing Harassment in the Workplace and on Campus* on-line tutorial every other year. This tutorial addresses harassment in addition to sexual misconduct. The Office of Human Resources tracks who completes the tutorial. Some student employees are required to take the tutorial. There is an opportunity to expand the number of students completing the tutorial by: 1) encouraging all students to take the tutorial (perhaps as a component of a publicity campaign), 2) consider requiring all student employees to complete the tutorial as a condition of employment, no matter the type of job.
 - o Student Conduct trains hearing officers (faculty, staff, and students) and Residence Life Student Staff on an annual basis. Topics include: background and history of sexual misconduct, the Policy Prohibiting Harassment and Sexual Misconduct, and first responder protocols for Residence Life staff. There is an opportunity to take a version of this established training to other offices and groups such as Athletic Trainers and Coaches or other student leaders.
- Reporting – Reinforce that all staff and faculty members are mandated reporters and explain what that means. This could be a component of the website. Student employees and leaders within the Division of Student Affairs are also required to report cases of sexual misconduct. Create a training to prepare them for this responsibility. Consider mandating all faculty, staff, and students to report.
- The Green Dot Bystander Prevention Program – In the summer of 2013, Czarina Ramsay began to develop a Green Dot Bystander program strategic plan. She will continue to assess the effectiveness of Green Dot program in preventing sexual misconduct and creating a culture of care and safety regarding sexual behavior.
- SAWG – We have now identified areas that need improvement in Puget Sound’s sexual assault prevention efforts. The Sexual Assault Work Group should continue its work in light of the best practices identified above.
- Accountability – We recommend utilizing BHERT to follow up on the recommendations provided in this report.

- Challenges – Because there is no single person responsible for prevention efforts, it is challenging to identifying an office or staff member to create trainings, publications, and websites. If recommendations are adopted, it needs to be clear who is responsible for specific tasks.
- B. New Initiatives in Development
- Expanded training opportunities – Create and conduct on-going educational and skill building workshops beginning in Orientation and carried on throughout the year. These workshops can coincide with current efforts, and can include new topics such as a consent workshop.
 - Reestablish a working relationship with Sexual Assault Center of Pierce County (SAC PC):
 - o Hold regular meetings between members of SAC PC and staff from Student Conduct should meet once or twice a semester to review cases/situations. This would include reviewing our investigation, results from Sexual Misconduct Broads, and outcomes. No identifiable information will be provided.
 - o Team with SAC PC to develop training specifically for Puget Sound for staff, students, and faculty. This training would be offered several times a year and repeated every other year (to every third year) as a refresher for continuing students, staff, and faculty members and as a training opportunity for new faculty, staff, and students.
 - o Request that SAC PC offer basic information about reports they have received with no identifying information.
 - Public Education/Social Media Campaign – Puget Sound must better publicize what one can do if assaulted and how to report assault or other misconduct.
 - o Create a poster campaign that displays basic information about preventing, responding to, reporting, or supporting victims of sexual assault (similar to the poster campaign about alcohol poisoning on display throughout campus buildings and campus housing).
 - o Create a website to consolidate information designed for targeted audiences, including parents and families, with: links to on and off-campus support resources for assault victims and persons in a support role for victims; links directing students, faculty, and staff on how to report to Security Services, Harassment Officers, and the Tacoma Police; and electronic versions of the Sexual Harassment and Sexual Assault Prevention Guide and Sexual Harassment and Sexual Assault Survival Guide. In addition, the website should include items mentioned in the University of Montana’s resolution agreement with the DOJ and OCR (Appendix G).
 - o Encourage—via a publicity campaign—all students to take the tutorial. Explore requiring all student employees to complete the tutorial as a condition of employment, regardless of position.
 - Assessment – Identify ways to gather data about the climate of the campus around issues of sexual misconduct.

C. Future Discussion

Despite Puget Sound's good efforts in the past and present, it is clear that changes are necessary in order for Puget Sound to implement best practices to protect students from sexual assault, to ensure compliance with new OCR expectations, and to work actively to create a campus culture of respect and care. SAWG recommends the creation of an adequately supported prevention staff member. As clarified in section IV of this report, Puget Sound's institutional structure cannot implement the best practices identified by our campus community or meet national compliance requirements. To support prevention efforts in a cohesive and impactful manner, SAWG also strongly recommends the establishment of a Women's and/or Gender Center as a physical space for this work to continue.

SAWG Participants

- Todd Badham, Security Services
- Debbie Chee, Office of Dean of Students
- Krystle Cobian, Student Conduct
- Shane Daetwiler, Office of Residence Life
- Amy Hackett, Office of Athletics
- Alisa Kessel, Faculty in Politics and Government
- Patrick King, Interfraternity Council
- Tosia Klinecicz, WIXEN (Women's InterseXtionality, Empowerment, and Narratives -formally known as VAVA)
- Molly Levis, S.I.R.G.E. Coordinator (Sexual Issues, Relationships, and Gender Education)
- Donn Marshall, CHWS
- Elizabeth Nielsen, Panhellenic Council
- Jennifer Quintugua, Rebuilding Hope: Sexual Assault Center for Pierce County
- Czarina Ramsay, Office of Multicultural Student Services
- Ellen Want, Sadie Boyers, and Alex Shannon, founders of the Peer Allies student support group

Appendix A

Awareness Programming: one-time only educational programs/initiatives, "large-scale" events, and/or dissemination of facts, statistics, myths/facts, and definitions."

Athletics Department

- Annual Student Athletes orientation
- Listens to the needs of the students and provide programming to address. Example: brought in a campus speaker on sexual assault
- Distribute materials from NCAA about sexual assault
- Individual coaches may hold a program or offer some educational materials. Not required, but addressing identified need
- Opportunity: train Athletic Trainers, Coaches, and students involved SAAC

CHWS

- Offers brochures
- Passive programs such as bulletin boards and posters
- Student Health Awareness Club (SHAC) events such as film series
- Informally advise student clubs
- Offers classroom lectures
-

Office of Dean of Students

- Survivor Guide/Supporting a Friend pamphlets

Gender Studies

- Wednesdays at 4 - CWLT conversation about how to support students affect/impacted by sexual misconduct

Greek Life

- Individual chapters may address sexual assault and hold a program (not a requirement)
- New Member Orientation - addresses sexual assault in addition or other issues. Coordinates a Persuasive Speech from Green Dot
- Offers self-defense programs (not a routine program ... not always offered every year)
- Opportunity: better display passive materials in chapter house. Place posters in the bathrooms or other high traffic areas.
- Opportunity: engage in competition between chapters for involvement in Green Dot.

MCSS - Green Dot

- Gives Persuasive Speech during New Student Orientation
- Publicity Campaign (flyers, website, and information tabling)

MCSS - SIRGE

- Some one-time programming for a specific topic or group
- Public information sharing (stats, bystander training ...)
- One time programs such as Human Trafficking and Defense Workshop
- Annual programming (Take Back the Night ...)
- Club liaison addressing issues of sexual identity, relationships, and gender

New Student Orientation:

- Offers a Green Dot Persuasive Speech during orientation

Residence Life

- One-time programs in residential communities
- Programming through the Engagement model
- Support existing programs

Student Club - VOX

- Host educational workshop - Babeland

Student Club - WEB

- Poster Series and Feminist Film Series

Appendix B

Prevention Programming: Programming/initiatives designed to equip people with the knowledge, skills, practice intervening, and commitment to engage the issue of sexual assault and take active steps in their day-to-day lives to prevent sexual assault from happening.

Athletics Department

- Discuss expectations around use of language in common areas (training room, weight room, ...)

CHWS

- Preventative programs such as "Bananas over Sex" or other outreach workshops that focus on assertiveness, communication skills, and discussion of safer sex practices.

Greek Life

- Programs such as Self Defense workshop
- Opportunity: train Panhellenic officers, IFC officers, Chapter Presidents

Harassment Reporting Officers/HR

- On-line harassment and sexual assault training tool (Staff and faculty are required to take it. Students are encouraged)
- Residence Life student staff and student employees of DOS are required to take the tutorial
- Opportunity: Have Peer Advisors, Orientation Leaders, Security Services student staff, ASUPS Leadership, Greek Leadership, and others take the tutorial.

MCSS - Green Dot

- Green Dot Booster Sessions
- Green Dot facilitator trainings

MCSS - SIRGE

- Annual programming (Take Back the Night, ...) Speaker led exercise
- Programming such as Defense Workshop

New Student Orientation

- Orientation Leaders are trained to receive and report incidents of sexual misconduct. Orientation Leaders are also trained on resources available for students.

Residence Life

- Student staff and Professional staff are trained (on-line tutorial, PHSMC training, Green Dot ...)
- Trained to receive reports and create a space where students feel safe. Staff members are required to report to a supervisor.

Student Conduct - Training

- Create and conduct training about the implementation of PHSMC for Honor Court members (faculty, students, and staff), Peer Board members, Res Life staff, and others. Create and utilize local resources to create training for members of the Sexual Misconduct Board
- Opportunity: take the training "On the Road"

Student Club - WEB

- An informal discussion space for women. A safe space to discuss various topics
- Programming - Vagina Monologues

Sexual Assault Center of Pierce County

- Offers a basic sexual assault training (32+ hour training)
- Opportunity: develop topic specific training with SAC PC

Appendix C

Intervention/Follow-up Support: In-the-moment actions that stop sexual harassment and assault, as well as programs/initiatives that help facilitate recovery, healing, and next steps.

CHWS

- Provides therapy (walk-in hours and by appointment) including referrals to other resources.
- Both health care providers and psychology staff answers questions about sexual violence
- Has offered survivor groups (this strategy comes with challenges)
- Provides crisis response in the wake of sexual assault.
- Carries Plan B to prevent pregnancy

Residence Life

- Professional and student staff members are prepared to hear from recipients of unwanted behavior. They are able to make decisions to support the recipient of unwanted behavior.

Security Services

- Prepared to receive complaints/reports from recipients of unwanted behavior, including assisting the student contact the Tacoma Police.

Student Club - Peer Allies

- Members of the club will be trained by SAC PC and in our PHSMC and will offer support to students who have been sexually assaulted. Details are still being worked out.

Sexual Assault Center of Pierce County

- Crisis Line and Advocate Program (offering support at the hospital and at times in the courts), and therapy.

Appendix D

Conduct and Policy: Processes to implement the PHSMC, tracking, and response to incidents.

Harassment Reporting Officers

- Receives harassment and sexual assault complaints. Meets with students, take reports, explain the processes, and make referrals.
- The group meets to discuss reports (no identifying information is given) and prepare the annual report.

MCSS - BHERT

- Tracks reports/complaints of incidents of bias, hate, and harassment (including sexual assault). Also tracks institutional response and support system

Security Services

- Prepares the Clery Report for Puget Sound.

Student Conduct - Policy/Conduct Process

- Investigates complaints, guides students through the hearing procedures both informal and formal.
- Tracks and provides information to BHERT, Harassment Officers, and Security Services for the Clery report.

Sexual Assault Center of Pierce County

- Opportunity: once a semester or twice a semester meetings to review and share information

Appendix E

Indirect: An action or program that was not created specifically for prevention of sexual assault, but aids in the prevention effort.

CHWS

- Alcohol prevention posters
- Counselors and Health Care Providers inquire about sexual violence experience
- Alcohol prevention programs such as *Six Pack of Common Sense* during New Student Orientation

New Student Orientation

- Offers *Six Pack of Common Sense*, an alcohol prevention program, in collaboration with CHWS

Security Services

- Escort Services and other efforts

Student Conduct

- Party Planning Brochure

Appendix F

This list check-list of questions is taken from *Beyond Title IX: Guidelines for Preventing and Responding to Gender-based Violence in Higher Education*⁶

Green = we are meeting this item, Yellow = we might be meeting this item or in progress, and Red = we do not meet this item

A.	Is there a designated and adequately supported prevention coordinator on campus?
	Does the prevention coordinator have expertise in prevention programs and strategies in the area of violence against women?
B.	Can the college demonstrate that at the beginning of the school year it informs all students of their rights and responsibilities regarding sexual misconduct, dating, or domestic violence?
C.	Recognizing that an overload of information early in the year often results in very little being retained and understood, is there appropriate follow-up throughout the year?
D.	Is there mandatory training for students, online and/or in person, regarding gender-based violence?
	Is that training sensitive to particular needs of international students and those with disabilities?
E.	Do drug and alcohol programs work closely with violence prevention efforts?
F.	Are parents informed of institutional policies regarding gender-based violence prior to their child entering the college and encouraged to discuss these with their child?
G.	Does the college host events that encourage awareness of the issues of sexual misconduct, intimate violence, and stalking?
H.	Does the college have a public education/social media campaign regarding gender-based violence that is informed by campus data as well as evaluation research?
I.	Does the college offer bystander education, where men and women are taught to take an active role in preventing all forms of violence on campus?
J.	Does the college encourage and support student-led activities that protest, bring awareness to, or work to reduce the incidence of gender-based violence?
K.	Does the college support on-campus peer groups with training in the prevention of and response to sexual misconduct, stalking and intimate partner violence?
L.	Has the college collected data and identified “hot spots” on campus which create particular risks for sexual misconduct or intimate partner violence?
	Are there targeted efforts to address these locations and groups?
M.	Do faculty and staff received training on responding to incidents of gender-based violence?
N.	Are faculty and staff encouraged to promote healthy relationships and community responsibility on campus and in their classrooms, including discouraging sexism and offensive language?
O.	Are health personnel trained to screen for intimate partner violence, sexual misconduct and stalking?
P.	Does the college support and fund research on the experience of gender-based violence among its students?
Q.	Does the college work to ensure a “culture of respect” that makes it clear that all forms of violence and gender-based violence in particular, are unacceptable on campus?
R.	Does the campus offer safety measures such as police escorts, sufficient lighting, call boxes, etc. (while also recognizing and informing students that most incidents of gender-based violence on campuses are not perpetrated by strangers)?

⁶ Fleck-Henderson, Ann, P. Costello, M. Raghu, J. Solidum Rose, & D. Rosenfeld. (2012). *Beyond title IX: Guidelines for Preventing and Responding to Gender-based Violence in Higher Education*. Retrieved at <http://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf>

Appendix G

Office of Civil Rights Messages to the University of Montana

Overview

In May 2012, a joint agency investigation by the Department of Education and Department of Justice was conducted at the University of Montana to assess the University's handling of sexual assault and harassment, as a result of an earlier independent investigation conducted by former Montana Supreme Court Justice Diane Barz in fall 2011, where Justice Barz concluded that the University "has a problem with sexual assault on and off campus and needs to take steps to address it to insure the safety of all students as well as faculty, staff, and guests."

The investigation resulted in a Resolution Agreement not only for the University of Montana but a "Blueprint for Colleges and Universities throughout the country to protect students from sexual harassment and assault".

Important elements include: emphasis on creating greater uniformity between its many sexual harassment policies and procedures; ensuring policies and procedures provide an easily accessible and user friendly system, using consistently defined terms and reporting options; and requiring that all employees who are aware of sex-based harassment, except those who are statutorily prohibited from reporting, must report it to the Title IX Coordinator within 24 hours, regardless of whether a formal complaint was filed.

Source: Gehring Academy 2013

Summary of Requirements⁷

The University voluntarily and proactively agreed to make the following changes to its procedures and practices related to Title IX and Title IV compliance:

1. revise the University's policies, procedures, and investigative practices to provide a grievance procedure that ensures prompt and equitable resolution of sexual harassment and sexual assault allegations;
2. adequately investigate or respond to allegations of retaliation by students who have alleged sexual assault or sexual harassment;
3. take sufficient effective action to fully eliminate a hostile environment based on sex, prevent its recurrence, and address its effects;
4. ensure that the individuals designated to coordinate its Title IX efforts receive adequate training and coordinate these efforts effectively; and
5. revise the University's notice of non-discrimination to adequately inform students that sex discrimination is prohibited.

Specific Steps Being Taken to Ensure Compliance

1. Improved notice to students about Title IX and where and how to report sex discrimination
2. Increased training for employees and students

⁷ University of Montana at Missoula, No. DOJ 169-44-9, OCR Case No. 10126001, Office for Civ. Rts. Ltr. of Finding (U.S. Dep't of Justice May 9, 2013), <http://www.justice.gov/opa/documents/um-ltr-findings.pdf>.

3. New system for complaint tracking, and education climate assessments to ensure that the University is taking steps to prevent sexual harassment, effectively responding to and thoroughly, and remedying sexual harassment when it occurs
4. Revise its policies and procedures that address complaints of sex discrimination, including sexual harassment
5. Revise its nondiscrimination notice, and publish these materials effectively
6. Designate one or more Title IX Coordinators to oversee its compliance with Title IX and ensure that they and other appropriate administrators receive appropriate training on Title IX and know how to investigate sexual harassment complaints
7. Develop an appropriate Title IX training program that will be completed by the University's administrators, professors, instructors, resident assistants, coaches, members of SARC, the Curry Student Health Center, OPS, Academic Advisors, and other University employees who are likely to be the first to receive complaints of sex discrimination and/or interact with students on a regular basis
8. Develop a resource guide on sexual harassment, including sexual assault, to be posted on the University's website and distributed to students in hard copy and/or electronically upon receipt of complaints of sexual harassment and sexual assault. The guide will contain:
 - a. information on what constitutes sexual harassment and sexual assault
 - b. clear examples of what types of actions may constitute sex discrimination in the University's programs or activities, including but not limited to different types of sex-based harassment, and what may provide the basis for a complaint pursuant to the University's grievance and other procedures
 - c. what to do if students have been the victim of sexual harassment or sexual assault
 - d. contact information for all on and off-campus resources for victims of sexual assault
 - e. information on how to obtain counseling, medical attention, and academic assistance in the event of a sexual assault
 - f. where complaints can be directed, with clear explanations of the criminal and non-criminal consequences that flow from complaining to particular entities.
 - g. how to file a Title IX complaint of sexual assault, harassment, or retaliation with the University
 - h. the name and contact information for the University's Title IX Coordinator(s); a description of the Title IX Coordinator's role
 - i. links to the new policies and grievance procedures
 - j. information on what interim measures the University can implement if the alleged perpetrator lives on campus and/or attends classes with the victim.
9. Develop one or more annual climate surveys for all students to:
 - a. assess students' attitudes and knowledge regarding sexual harassment, sexual assault, and retaliation
 - b. gather information regarding students' experience with sex discrimination while attending the University
 - c. determine whether students know when and how to report such misconduct
 - d. gauge students' comfort level with reporting such misconduct

- e. identify any barriers to reporting
 - f. assess students' familiarity with the University's outreach, education, and prevention efforts to identify which strategies are effective
 - g. solicit student input on how the University can encourage students to report sexual harassment, sexual assault, and retaliation, and better respond to such reports. Based on a review of the results of the climate surveys, the University will take appropriate action to address climate issues related to sex-based harassment identified through the surveys.
10. Provide regular mandatory training to students to ensure that:
- a. students are aware of the University's prohibition against sex discrimination (including sexual harassment, sexual assault, and retaliation)
 - b. students can recognize such forms of sex discrimination when they occur
 - c. students understand how and with whom to report any incidents of sex discrimination, including the options for filing complaints with the University and with local law enforcement.
 - d. cover University's new policies and grievance procedures for Title IX complaints, as well as a general overview of what Title IX and Title IV are, the rights these laws confer on students, the resources available to students who believe they have been victims of sex discrimination, the existence of OCR and DOJ, their shared authority to enforce Title IX, and DOJ's authority to enforce Title IV.
 - e. emphasize issues around consent in sexual interactions
 - f. emphasize the criminal, athletic, academic, housing, and student-record-related consequences that flow from committing sexual assault, sexual harassment, and retaliation
 - g. emphasize the role of alcohol and drug use in such misconduct, including how such use does not excuse the perpetrator's conduct and how such use relates to consent
 - h. emphasize how bystanders can help
 - i. emphasize when off-campus misconduct is covered by the University's policies and grievance procedures
 - j. emphasize the potential consequences of lying during an investigation of such misconduct.
- **At a minimum, these sessions will be provided as part of the annual student orientation for new students (including visiting and International students), the class registration process for returning students, and annual residence life orientation for students residing in campus housing. The University also will provide additional mandatory training to all athletes, their coaches, and directors on the revised Student Athlete Conduct Code and how it applies to sexual assault, sexual harassment, and retaliation.
11. Coordinate with the Office of Public Safety and local law enforcement to:
- a. ensure that in instances where a complaint involves conduct of a criminal nature, the University will be able to meet its obligations under Title IX by, at a minimum, providing witnesses with information about their Title IX rights or resources for victims, facilitating

the filing of Title IX complaints, or taking such independent interim actions as may be necessary to ensure the safety of any victims and the campus community

- b. notify complainants of the right to file a criminal complaint
- c. share information permitted by law regarding sexual harassment and sexual assault allegations among University employees, including Office of Public Safety employees, and other law enforcement officials.

Appendix H

Recommendations offered by participants of SAWG:

- No gray area around alcohol. The victim/complainant should not get in trouble for violating the alcohol policy
- Create a “sex positive” or enthusiastic consent workshop. We recommend that it should be included in Orientation and run at various times throughout the semester.
- More opportunities for trainings for staff, student and faculty. Consider incorporating some aspects of training into Academic Advisor training
- Create a Woman/Gender Center
- Create a full time Director of the center and campus advocate.
- Create a website with a simple reporting document, easy to follow steps, and available resources.
- Increase Harassment reporting officers. In particular more faculty off of the committee on Diversity
- Offer evening and weekend hours at CHWS
- Train the Athletic trainers and coaches
- Review Green Dot
- Continue a Sexual Assault Work Group
- Identifying more potential HROs on the faculty (perhaps working with Gender Studies)
- Work with BHERT and elsewhere to encourage high profile university programming that’s relevant to rape culture/sexual misconduct
- Awareness/education programming for students who study abroad
- Reestablish a working relationship with SAC PC:
 - o Meet once a semester to twice a semester to review the cases/situations we have work on. Including reviewing our investigation, SMB, and outcomes. Consider feedback from SAC PC.
 - o Develop training specifically for Puget Sound. More of a 7 to 8 hour training that could be offered several times a year targeting athletic trainers, coaches, staff and faculty in general. Could also be offered in the Professional Development week. Maybe it is offered four times in that year. Offer these trainings every other year to every third year.
 - o SAC PC will offer basic information about reports they received without any identifying information.