



CALCASA
CALIFORNIA COALITION
AGAINST SEXUAL ASSAULT

2014

STUDENT SUMMIT
ON SEXUAL ASSAULT

**REPORT AND
RECOMMENDATIONS**



**Education is the most powerful weapon
which you can use to change the world.**



– Nelson Mandela



ENVISIONING A WORLD FREE FROM SEXUAL VIOLENCE

The mission of The California Coalition Against Sexual Assault (CALCASA) is to provide leadership, vision and resources to rape crisis centers, individuals and other entities committed to ending sexual violence.





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Summer 2014

Dear Colleagues:

It has been said that education is an indicator of the value and efficacy of a culture. For groups that have experienced systemic oppression, increasing access to education has been a critical tool in becoming more powerful. Social movements – including the Civil Rights Movement, Women’s Rights Movement, Disability Rights Movement, Tribal Rights Movement, and the LGBTQ Rights Movement -- have all used education as a catalyst for other civil rights and as a foundation to being fully involved and recognized as meaningful actors in society.

For some, a college education is assumed, while for others, it is a dream come true. College brings us into contact with new concepts, people, and ideas; it requires us to think, plan and analyze beyond what we already know. While college can bring new and exciting experiences, for some students, it can also become a place where fear, trauma, and difficult memories become embedded and are carried throughout a lifetime.

A January 2014 report from The White House Council on Women and Girls revealed that **1 in 5 women has been sexually assaulted while in college and that those survivors experience high rates of post-traumatic stress disorder (PTSD), depression, and drug or alcohol abuse, all of which can hamper their ability to succeed in school.**

The report issued a *Call to Action* for schools, governmental agencies, advocacy organizations, law enforcement and the rest of us to do a better job at creating a safe learning environment for students and address this great problem with all of our energy. And we did! Some of us had been doing it for a long time and were relieved that others now were taking up the charge. Others found this to be new information and were quick to join the movement. As the media were holding schools and perpetrators accountable and telling the stories of survivors, schools, law enforcement and other community partners began to look at their role in the response and prevention of sexual assault on college campuses.

As the call grew louder to “do something,” we at CALCASA were excited and humbled to see the courage of student survivors as they talked about their experiences and took on the challenges of holding perpetrators and institutions accountable. However, we noticed that there were many voices missing – the voices of students who are part-time, those who attend community colleges, those who are working parents, and/or those from historically marginalized communities.

As an organization that represents a constituency of 84 sexual assault programs and organizations serving California, CALCASA is aware of the diverse needs and experiences of survivors. Our concern grew that if these student voices were not included, their experiences would not be represented when final policy decisions were made. To that end, we decided to bring together students from throughout California to strategize about ways that schools, policy makers, advocates and other stakeholders could do better at addressing sexual assault on college campuses. We invited students from urban and rural areas and those from a variety of ethnic, sexual and gender identities.

Fifty students gathered in Sacramento on April 3-4, 2014 to share their experiences and develop recommendations for universities, colleges, legislators, funders and other stakeholders to meet the needs of students most effectively.

We were intentional about creating a space where students from private and public schools, community colleges, graduate schools and students who were studying a trade could use their individual experiences to inform the collective voice of all students in California.

The result of this first-of-its-kind event, where students led the discussion and created concrete recommendations, is the report contained in the following pages. Our hope is that you will read this report with a mind towards creating change in your schools and communities; that these powerful voices will help you and others examine your own systems and practices and find ways to truly incorporate this information, in pieces or in full, into your work to address sexual assault.

We would like to thank all of the students who participated in this event. While some were experienced advocates, many were simply interested and concerned students. They all became a peer community with a collective voice who will continue to work in their individual schools, each other and with CALCASA to create change on state and national levels.

Now it’s your turn to take action. What will you do to address sexual assault on college campuses? What will you do to change the world?

Sincerely,

Sandra Henriquez, MBA
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**THE EVOLVING LANDSCAPE OF SEXUAL
ASSAULT ON COLLEGE CAMPUSES**



THE EVOLVING LANDSCAPE OF SEXUAL ASSAULT ON COLLEGE CAMPUSES

President Obama's January 2014 *Renewed Call To Action to End Rape and Sexual Assault*² was certainly a catalyst for significant action related to the issue of campus sexual assault. However, it came on the tail of many other events that had begun to call attention to the issue of rape on U.S. college campuses.

Over the past years, there has been an increase in survivors coming forward to hold schools accountable for their mishandling of disciplinary proceedings related to sexual assault. Title IX complaints filed against Berkeley, Occidental, Dartmouth, and Florida State University, among others, have drawn significant media attention, but these are certainly not the only incidents where students have been concerned about a school's handling of sexual assault.

Unfortunately, we will never hear about many student experiences because students didn't know they had the right to complain, didn't know they had experienced sexual assault, or didn't want to tell anyone about it.

The media's increasing attention to this issue has brought it into the living rooms of future students, parents, grandparents and community members who previously would have never considered that in addition to worrying about a new school, homework, social systems, and a new place to live, students would also be vulnerable to sexual assault.

As a result of this increased focus and call for action, there is a whole new landscape forming on college campuses -- one where students speak out against sexual assault, perpetrators and schools are held accountable for their responses, and advocates are at the front lines calling for better responses and prevention.

A plethora of federal regulation and state laws already focus on this issue. Title IX and U.S. Department of Education Guidance on Sexual Harassment (issued in 2001 and later supplemented with the Dear Colleague Letter of April 2011³) made it clear that sexual assault is a form of gender-based discrimination and that schools are required to promptly end the sexual violence, prevent its recurrence and address its effects. Additionally, The Jeanne Clery Act⁴ established a method of data collection to ensure that schools disclose when these crimes occur on college campuses and a set of rights for campus sexual assault survivors that include having access to off-campus counseling services, off-campus health services, and the same rights in disciplinary hearings as the accused. Pending additions to this act will ensure that survivors can include a support person at all stages of the disciplinary process, that schools articulate their sanctions for students who have violated sexual misconduct policies, and a focus on prevention programs to address the issue of sexual violence at its core.

California law emphasizes that schools should provide specialized training to coaches and athletics department staff and that new students and professional staff should receive information about sexual assault, including acquaintance rape, to help inform the campus community about the issue.⁵

Finally, *Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault*, was released in April 2014, highlighting what is happening nationwide related to campus sexual assault and offering action steps, recommendations, and promising programs.⁶

While the landscape is changing rapidly, CALCASA continues to see gaps in this national conversation. Student voices are often not incorporated into the decision-making process on how to develop response systems, resources, policies and prevention programs related to sexual assault on college campuses. In particular, "non-traditional" students are missing from the dialogue. We believe these experiences are critical in developing holistic and survivor-centered responses that are accessible and relevant to diverse students.

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3 - For more information, see: <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>; http://www.whitehouse.gov/sites/default/files/dear_colleague_sexual_violence.pdf.

4 - <http://clerycenter.org/summary-jeanne-clery-act>.

5 - California Education Code section 67390: http://www.leginfo.ca.gov/cgi-bin/display_code?section=edc&group=67001-68000&file=67390-67393.

6 - http://www.whitehouse.gov/sites/default/files/docs/report_0.pdf.



CALCASA'S APPROACH TO ADDRESSING SEXUAL VIOLENCE ON COLLEGE CAMPUSES

In our work with universities and colleges, advocates and survivors over the past fifteen years, CALCASA has identified a 3-pronged approach to addressing sexual violence on college campuses. Using this framework to design responses, resources, policies and prevention programs can help colleges develop community specific models that effectively address and prevent sexual violence.

- **Survivor Centeredness:** Keeping the needs of the survivor at the center requires colleges, policy makers, advocates and others to pay attention to the varying needs of survivors and prevents a "one size fits all" approach. Developing strong policies regarding confidential resources creates an environment where survivors are more likely to come forward to seek support and more willing to work with university officials to hold offenders accountable. Using this approach allows survivors to provide input into policy development.
- **Community Collaboration and Engagement:** The insular nature of college communities can make it difficult for survivors to come forward and can contribute to a lack of willingness of bystanders, staff and faculty to "step in" or address systemic problems. Partnerships among various campus programs and community-based resources are critical in ensuring that survivors have access to much needed resources and increases the accountability of institutions to the community. Systematic climate checks that include a range of participants including students, faculty, staff, parents, and off campus community partners increase knowledge about the impact of sexual assault on campus.
- **Comprehensive Prevention:** While it is tempting for universities to focus on "programs in a box" or a particular type of prevention strategy, comprehensive prevention creates an environment that has the potential to change campus norms. No one prevention strategy can have the impact of a comprehensive approach. Comprehensive prevention requires a range of prevention strategies, including effective campus policies and response, social norms change, bystander, gender equity, women's empowerment, and promoting healthy masculinity. Comprehensive prevention includes strategies that address sexual violence before it happens (known as primary prevention) and after it takes place so it will not occur again. Comprehensive prevention requires more than just providing information at orientation for incoming students. Prevention efforts must occur at various levels of the university from faculty to all levels of students, including transfer students, non-residential students, and graduate students, and should saturate the campus community from curriculum development to student orientation and everywhere in between.

TERMS USED IN THIS REPORT

WHAT IS SEXUAL ASSAULT? ⁷

Sexual assault is defined as any sexual activity involving a person who does not or cannot consent. Sexual assault exists as a continuum of violence that includes the exploitation of women and girls; sexual harassment; molestation; incest; rape of children; and rape by dates, acquaintances, spouses, significant others, and strangers. Sexual violence permeates our society; it can be found in our families and our marriages, throughout the media and the workplace, on schoolyards and college campuses, and in collective attitudes that blame the victim and excuse the perpetrator.

VICTIM, SURVIVOR, VICTIM/SURVIVOR/ACCUSER

These terms are used often to describe a person who has experienced sexual violence. The terms are often used interchangeably, but they can also be specific to a system. For instance, law enforcement agencies may refer to a person who has experienced sexual violence as the "victim" because that language fits into a criminal system context and emphasizes the fact that a crime has been committed. People outside the criminal system have also historically used the term victim because sexual violence is an experience of victimization, and part of that experience includes physical and emotional integrity and the denial of agency. The terms "survivor" and "victim/survivor" emerged as part of the sexual assault victim's rights movement and are also used to describe individuals who have experienced sexual violence. These terms identify sexual violence as an experience of victimization, but also honor the strength and resiliency of a person who has survived that experience. Accuser is the language that is used in a Title IX disciplinary proceeding on college campuses to indicate the individual who has come forward as being sexually assaulted.

PERPETRATOR ACCOUNTABILITY ⁸

This term refers to the responsibility of the person who has caused harm TO those who were harmed. This word appears in the U.S. anti-violence movement often when discussing the accountability of perpetrators of sexual assault and communities who condone assault TO survivors and communities affected by assault. In this understanding, the communities around both the survivor and perpetrator can be both causing and receiving harm, sometimes at the same time. Therefore, communities -- such as college campuses -- don't occupy one simple position, but may have been colluding with and also impacted by violence happening within them. In this context, accountability of someone who's caused harm could include:

- Stopping current actions & committing to make change
- Making reparation for the harm that's been done: apology, recognition, action

SURVIVOR-CENTERED ⁹

A survivor-centered approach is fundamental to the protection and promotion of the human rights of people who have been sexually assaulted. A survivor-centered approach on college campuses entails:

- Respect for a survivor's autonomy and right to make decisions (for example, in determining whether to report an incident (or renew contact with the perpetrator in cases of intimate partner violence).
- Consideration of a survivor's family and social environment when providing health services and safety responses (e.g. where survivors are ostracized by their families or cannot return to their homes).
- Ongoing education about resources and prevention for the overall campus community, which empowers all community members, including survivors of violence.
- Provision of both immediate needs (e.g. medical, safety, psychological needs, legal), as well as longer-term socio-economic supports (such as ongoing therapy and health care, access to income, employment security, housing, transportation) for the survivor and any dependents (e.g. children and elderly relatives). (UN General Assembly, 2006)

PERPETRATOR/OFFENDER/ACCUSED

Language that is used to describe an individual who is identified as having committed a sexual assault. The word used is typically dependent on who is describing the person (ie. Police, advocate, title ix coordinator) Accused is the language that is used in a Title IX disciplinary proceeding on college campuses.

GENDER EQUITY

Gender equity identifies oppression and inequality as root causes of sexual violence. Programs commonly address cultural and collectively learned biases and or social norms that support gender inequality and physical, emotional and sexual abuse. Gender equity programs promote norms that contribute to gender equality examine how the social and psychological constructs of gender affect culture and create conditions for sexual violence and abuse. On a larger level, gender equity programs seek to change institutional policies, in a positive way, and practices that ensure equitable access to opportunities, resources, status and rights for all.

- Because individuals across the gender spectrum transmit culture, gender equity programs can be implemented in single gender expression or mixed gender groups.

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7 - The CALCASA Strategic Forum Report, March 2001.

8 - Adapted from: <http://www.transformativejustice.eu/?pageid=224>.

9 - <http://www.endvawnow.org/en/articles/312-ensuring-survivor-centred-and-empowering-approaches.html>



1 IN 5

women will be sexually assaulted while in college



Source: Rape and Sexual Assault: A Renewed Call to Action, White House Council on Women and Girls, January 2014, http://iaclea.org/visitors/about/documents/WhiteHouseCouncil_sexual_assault_report_1-21-14.pdf.

Throughout this report, you will see statistics related to sexual assault. Statistics can play an important role in understanding the impact and experience of sexual assault. However, statistical data is limited in that it may not account for sexual assaults that are not reported or when victims do not identify their experience as sexual assault. Moreover, statistics often do not reflect the experience of marginalized populations – including immigrant, Native American, LGBTQ, disabled, and other groups who are consistently underrepresented in surveys and reporting.

Survivors' reasons for not reporting may include concerns about others knowing, feeling partially responsible for the assault, feelings of shame and embarrassment, not wanting the perpetrator to go to jail, or get kicked out of school, and a belief that police or college officials would be insensitive or blame them.¹⁰ The way in which questions are asked also can alter the prevalence estimates produced.¹¹

Collecting accurate information about perpetration is challenging. Some research on perpetrators has relied on non-representative samples (for example, only surveying convicted sex offenders). Survey question wording seems to influence whether or not perpetrators self-report their assaultive behaviors, with one study demonstrating that among the same sample of men, different questions designed to capture the same perpetration behaviors result in inconsistent findings (i.e. answer to one set of questions suggests that a person has perpetrated sexual assault, but the same person's answers on another set of questions would indicate a lack of perpetration¹²). Those who perpetrate may not think of themselves as having perpetrated or might not want to admit it due to social desirability concerns. There is still a need for rigorous and accurate methods of assessing the rate of perpetration.

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**KEY THEMES AND STUDENT
RECOMMENDATIONS**



HOW THE STUDENT SUMMIT WAS ORGANIZED

The following pages contain the experiences and voices of the students attending CALCASA's Student Summit on Sexual Assault. This document is the product of student led discussions during the summit with content support and context provided by CALCASA. As you read the following pages please consider how you may use these recommendations, in whole or in part, to change the culture related to sexual violence on your campus.

20%



of undergraduate women reported attempted or completed sexual assault since entering college

Source: C. P. Krebs, Lindquist, Warner, Fisher, & Martin, 2009a.

California has high levels of migration from other areas of the U.S. and the world and is home to many different ethnic and social groups; because of this diversity, it can hold relevant lessons for other parts of the U.S. It has 344 colleges, two large public school systems for higher education, a community college network of more than 100 schools, and around 200 private and for-profit schools.

In the planning of the 2014 Student Summit on Sexual Assault, CALCASA asked our 84 member Rape Crisis Centers -- community based programs representing every county of California -- to recommend students who come from different types of colleges. We were especially interested in hearing the voices of students who are not typically included in policy discussions on sexual assault, such as immigrant students; lesbian, gay, bisexual and transgender (LGBTQ) students; part-time and working students; veterans; students with disabilities; and other historically marginalized communities.

Fifty students gathered in Sacramento on April 3-4, 2014 to share their experiences and develop recommendations for universities, colleges, legislators, funders and other stakeholders to meet the needs of students most effectively. Following the summit, other students who weren't able to attend in person offered additional insights.

Due to the subject matter and recognition that there were survivors present, a safe space was created and staff people were available for counseling as needed. Group agreements -- including being respectful of diverse opinions and experiences -- were established and upheld. While personal stories were shared and honored, students were asked to focus their discussions on the collective voice of California students.

CALCASA developed lists of questions related to four key themes: Response, Resources, Policies, and Prevention. The questions (Appendix B) were identified through interactions with students, advocates, universities, colleges, policy makers and experts in the field. On the first day, students participated in small group discussions, sharing experiences from their own campuses and brainstorming recommendations that would be relevant for a range of schools. In the evening, students engaged in team-building and networking activities while CALCASA staff synthesized notes from the day.

On the second day, the students divided into four groups based on the themes, reviewing their recommendations from the previous day and brainstorming illustrative examples. Each group then shared their recommendations and ways they could be applied to college campuses and responded to questions in a listening session at the State Capitol with legislators, funders and key stakeholders.

The following sections of this report contain a summary of student discussions and recommendations around the four themes (Response, Resources, Policies, and Prevention). At the end of each section, we have included Areas for Further Exploration that we hope will continue to be part of the public discourse.

RESPONSE

WHAT WE MEAN BY “RESPONSE”

“Response” includes protocols and procedures related to providing services and support to victims/survivors of sexual violence, including sexual assault, dating violence, and stalking. “Response” can include resources, which are highlighted in the next section. Response also includes informal norms that may not be written but that are regular practices on a given campus.

Effective and inclusive response systems are survivor-driven and provide comprehensive and coordinated services to survivors. This includes ensuring that the survivor is aware of her/his rights in the reporting process, what accommodations are available, what sanctions can be imposed on offenders, and ways to get support. Campus departments and community organizations should coordinate their services and ensure that the survivor is able to make informed choices. Providing resources is part of an effective response and requires trained advocates and staff who are able to explain options to the survivor in confidence and use supportive and empowering language.

Timely and accessible response means that if a sexual assault happens on the weekend, a victim should not have to wait until Monday for a response.



THE PROBLEM

Lack of awareness of the response process and where to get help. There are multiple points of entry to access the response system on any campus. Students, faculty and staff are often not aware of campus and community based resources that are available for survivors including rape crisis centers, law enforcement, legal services and health services. Moreover, students, faculty and staff are often not aware of survivors’ rights and institutional accountability with regard to sexual assault response mechanisms, including:

- The survivor’s rights in the reporting process and a detailed understanding of the process: where to go, whom to tell, and what will happen at each point of the reporting process.
- Available support services for survivors (located on and off campus) and which services are confidential. For example, many faculty and staff have duties to report, while student peer educators and community-based rape crisis centers may not be.
- Accommodations for victims such as having the perpetrator/accused removed from a dorm or class, or flexibility in completing coursework.
- Possible sanctions for perpetrators/accused.

Lack of safe and confidential services. A survivor may be fearful of reaching out to someone on campus for fear of retaliation or that other members of the campus community will find out. They may also not be ready to disclose their stories and experiences and simply want to access some basic services.

Lack of coordination and skills among campus and off-campus systems. There are many different first responders on a college campus. Survivors may seek help from their resident assistant/ adviser (RA), police department, health center, professor, women’s center, outside community programs, community based law enforcement or student center. There is typically a lot of miscommunication between and among the various departments and individuals that interact with a survivor. It can be traumatic for survivors to be “handed off” from department or person to the next and traumatizing to repeat their story over and over again. Moreover, individuals that have the potential to come into contact with sexual assault victims – such as professors and staff, campus police, Title IX offices and other departments – often don’t have the skills to be supportive of victims in their communication and may deny victims their rights under the law and school policies. Community-based programs also have limited capacity to assist survivors since they are often unfamiliar with campus-based response and adjudication procedures.

Discrimination and fear. Certain student populations -- such as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ), undocumented students, and other communities with traditionally challenging relationships with systems -- often don't access support after sexual assault due to previous negative experiences with systems. These experiences may include well-founded fears of being outed for their sexual orientation or gender identity or having their immigration status threatened. Additionally, students who do not live on campus may not access campus-based services as easily as residential students. Finally, many survivors have a fear of accessing campus-based resources because of a fear that someone will "find out" about their assault or that their information will be disclosed due to university obligations to investigate.

Lack of paid staff to support survivors. Many schools -- especially community colleges -- have no paid staff to support survivors and no formalized relationships with community resources that are able to confidentially support survivors and provide resources and services including confidential counseling, case management, and legal advocacy. While there may be some volunteer student advocates, they often do not have the supervision, legal recognition, or other help they need to effectively support survivors.

Alcohol use and sexual assault are often conflated, preventing many students from seeking support after a sexual assault because they are afraid they will get in trouble for drinking. The first question a survivor is often asked is: "were you drinking?" which contributes to an atmosphere of victim-blaming. Conflating alcohol use and sexual assault also excuses assaultive or abusive behavior. The survivor is often given information about alcohol treatment along with other services. Conflating these issues creates a culture of victim-blaming and contributes to silence and a lack of willingness to seek services or report a sexual assault. Additionally, the penalties associated with underage drinking and drug use for survivors and their supportive friends can have a chilling effect on their willingness to come forward and report their assault and seek out services.

Safe and Confidential Resources for Survivors Are Critical

"Safe and confidential" means that survivors:

1. **Have the opportunity to share their experience of violence without fear of reprisal or retaliation;**
2. **Understand their options, including the choice of filing an official report or not and who should be allowed to hear their personal story;**
3. **Feel a renewed sense of autonomy and trust that they might have lost during the assault; and**
4. **Understand that they are not alone.**

When these services are available, students can begin their healing process and get the support they need to continue with their education and fulfill their academic potential. When these services are not provided, survivors lose the ability to direct the process in a way that is in her/his best interest. As a result, student survivors may have difficulties focusing in the classroom, keeping up with their studies, and even maintaining their enrollment due to trauma and/or time spent looking for resources.

STUDENT RECOMMENDATIONS - RESPONSE

Campuses should ensure that safe, confidential services are available.

Confidential services are critical in supporting victims to come forward. Survivors will trust more if they know that their story will be kept confidential. There should be a welcoming, safe space where survivors can go to receive support and learn about a campus response system. There should be services available both on and off campus that encourage survivor autonomy and support survivors' decisions about their own needs.

"Giving victims/survivors options (confidential vs. non-confidential) and letting them know what happens when they disclose to certain people is important."

– Erica West, UC Santa Cruz

Survivor-centered campus response systems should be clearly articulated in writing and communicated to all students and faculty in ways that are highly visible, accessible, and frequent.

It is vital that resources are easily accessible on the college's website so that students can learn more about response protocols and on/off campus resources for survivors. Names and roles of the Title IX coordinators and administrators responsible for addressing sexual assault should be readily identified in the protocols/websites so that students know whom to reach when needed. Campuses could use technology and social networks to inform students about response mechanisms, resources, and prevention.

"Campuses might have all sorts of responses and resources available, but if students don't know where to go – if this information isn't really accessible – it doesn't help. You don't only need the resources, you need to also spread awareness of those resources."

– Erica West, UC Santa Cruz

"One idea is to have some sort of checklist or flowchart that responders can give to survivors that indicates what to do in certain situations. The options need to be laid out in clear language with no legal jargon."

– Bailey Hamblin, CSU San Luis Obispo

Campus response systems should be crafted in ways that consider the experiences of marginalized groups and prevent further harm to survivors.

While resources for survivors are generally lacking, there is a very large gap in resources available for students from historically marginalized communities. Colleges should partner with community and campus based programs serving these populations of students (for example, with international student programs, LGBTQ organizations, disability programs, veterans programs, cultural and ethnic groups, and faith-based groups) to identify the needs of these student communities and appropriate responses. Universities should also be aware of their own systems responses and how they may create specific barriers for particular student populations.

"Resources and responses by colleges must take into consideration the varying cultures of the student population and the unique barriers these students face with disclosing and reporting."

– Winston Wight, CSU San Luis Obispo

Response systems that include collaboration with a community-based rape crisis center and/or other outside groups are often more effective.

It's important to have a rape crisis center representative available -- a neutral resource person who is solely focused on the interest and well-being of the survivor and has no vested interest in the public reputation or liability of the educational institution. Having a resource that is not primarily located on campus can increase the perception of safety, confidentiality, and accountability. Moreover, rape crisis centers' and colleges should collaborate to tailor responses to be more accessible for students, including in person and/or group counseling and advocacy within and outside of the campus system. Campuses can also strengthen connections with faith institutions, immigrant services, disability organizations, and other community-based services that may feel more confidential, accessible and safe for survivors.

"A priority should be to connect campus resources with off-campus and community resources."

– Erica West, UC Santa Cruz

There needs to be stronger coordination among the various campus and community response systems.

It can be helpful to have at least one advocate who serves as an intermediary for different campus offices that offer services, ensuring that communication lines are clear among the various stakeholders and that the survivor is being supported throughout the process. Having a unifying response process across campus – such as a CCRT (Coordinated Community Response Team) – can ensure a comprehensive approach to improving safety and access to services for victims and increasing perpetrator accountability. It is critical that this advocate have a primary goal of supporting the survivor and not be pulled between a duty to the institution and a duty to the survivor.

“Campus response to sexual assault should be coordinated, transparent, clear, and accessible to all students.”

– Student Participant

“I’m surprised a lot of student advocates don’t have a good relationship with university police. We need advocacy training for law enforcement at all schools.”

– Bailey Hamblin, CSU San Luis Obispo

Funding is needed for victim advocates (located on and off campus) who are well trained and accessible to students on a 24-hour basis.

In addition to paid victim advocates, both community-based and campus-based, there is a need for more students to volunteer in sexual assault programs on and off campus. This could include internships for credit and other incentives.

“At my school, we don’t have any programs for victims to get services. Online, the school posts that victims should call the police – as though the school does not have any responsibility to support students in this matter. Other schools seem to have so many more resources.”

– Nayla’ Hull, Community College Student Participant

Regular capacity-building training that includes sensitivity and supportive communication skills should be required for all individuals who are likely to come into contact with sexual assault survivors (such as campus police, health center and medical personnel, staff and faculty, and others).

All response teams should have standardized response and sensitivity training that includes ways of being appropriate in different cultural contexts, especially when working with groups that have experienced systemic discrimination such as LGBTQ students, immigrant students, students with disabilities, and others. Special attention should be placed on language and not making assumptions, especially when interacting with LGBTQ and survivors who identify as male.

“If a female survivor goes to campus police and says that she was sexually assaulted by her partner and the police officer says, ‘what did he do to you’, there’s an assumption that she has a male partner. This reinforces expectations of homophobia or lack of LGBT-friendly services. Police and others should be trained to ask instead, ‘what did your partner do to you?’ This would help the LGBT community to feel safer in seeking services.”

– Alana Rotti, UC Irvine

“Faculty and staff need to receive regular trainings so they can better facilitate disclosures and conversations about sexual assault.”

– Kathleen Palmer, CSU San Luis Obispo

“Campus police departments are often not sensitive to the trauma a victim may be experiencing.”

– Angelica Perez, Student Participant

KEY ELEMENTS FOR EFFECTIVE RESPONSES

SURVIVOR CENTERED

- Awareness of services. Survivors know where services are located both on and off campus.
- Safe and confidential resources. Response policies and protocols provide safe, confidential, sensitive and empowering services. First responders receive regular sensitivity training.
- Culturally relevant responses. A range of community and campus resources exists, including those for marginalized student populations such as undocumented students, LGBTQ, students with disabilities, and others.
- Blind reporting/amnesty policies. Campuses should offer immunity from campus discipline for victims who were in violation of other school policies when assaulted (for example, for using alcohol or drugs).
- Continuous support and follow up. Response policy does not end once a report and/or sanction has occurred. Commitment to a survivor centered approach means creating response policies and mechanisms that acknowledge the life long impact of victimization.

TIMELY & ACCESSIBLE

- 24/7 availability, 365 days a year. Campuses have response systems that use both on campus resources and off campus resources to ensure access to services at all times.
- Multiple points of entry. On campus and off campus services are coordinated to ensure survivor centered responses and processes.
- Easy access to services. Survivors not only know where to locate services but also are able to access them appropriately, including services housed in locations that students with disabilities can access, services in different languages, and easy to decipher options and processes.

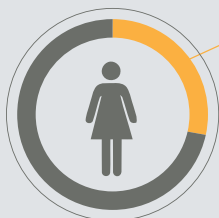
COMPREHENSIVE SERVICES THROUGH CAMPUS AND COMMUNITY PARTNERSHIPS

Service providers on and off campus commit to working together in a multi-disciplinary team to ensure survivor safety and empowerment and perpetrator accountability.

- Advocacy
- Law enforcement
- Medical care
- Forensic exam
- Academic options
- Housing options
- Legal options
- Counseling
- Community Rape Crisis Center or Domestic Violence Agency

AREAS FOR FURTHER EXPLORATION

- While we made great attempts to identify the needs of students from historically marginalized communities, it was difficult to ascertain their needs. More attention needs to be paid to effective responses that will work well for these communities.
- Students frequently mention the critical need for community-based resources. However, many community resources have limited knowledge or capacity to provide campus-supportive services. There is a need to explore creative ways to strengthen these collaborations with community based rape crisis centers and other services.
- Students expressed a clear need for standardized response, however, universities and colleges often develop their own response protocols. There is a need to identify what practices exist nationally along with their benefits and challenges.



19.3%
women during their freshman year reported at least one sexual victimization experience.

RESOURCES

WHAT WE MEAN BY “RESOURCES”

“Resources” include programs, services, individuals, hotlines, written or audio materials, and other assistance that support victims/survivors and ensure implementation of policies and procedures. Resources help survivors know their rights and options and inform students about programs and services. Resources provide immediate and accessible information about sexual assault policies, response mechanisms, support services, and prevention. Resources should be easy to read and written with minimal legal jargon. Comprehensive lists of campus and off campus resources should be accessible through a variety of online, print, and audiovisual formats and updated regularly. Students and faculty at a minimum should be able to google a school’s name and sexual assault and obtain immediate, clear and empowering information about services in their area.

THE PROBLEM

Lack of confidential services and/or lack of understanding of who is required to report.

Students, faculty and staff may not seek services at a campus health center or student services due to a fear that “everyone will find out” about the assault. Survivors may not want to file an official report and do not realize that they could still receive services. As a result, many victims suffer in silence and isolation. There are multiple kinds of “mandated reporters” as defined by state law, federal regulations, and/or institutional policies. Students either are not aware of or are confused by these differences.

Students and campus stakeholders are not aware of available resources and services.

Many members of the campus community have no knowledge of what resources and supports may be available. Such resources are poorly publicized and are not readily identifiable.

Inadequate staff and funding for training and support services.

Many campuses – especially community colleges and trade schools -- have little or no funding for sexual assault support services and prevention programs. Services and response are often completely student-run without faculty or administrators support or involvement. Many schools don’t have relationships with community organizations to address this issue either.

Lack of culturally sensitive resources for non-traditional student populations.

Certain students -- especially immigrant students, LGBTQ students, disabled students, and other marginalized groups – do not feel comfortable accessing “mainstream” student services due to previous experiences of discrimination or other barriers. Often schools attempt to use “one size fits all” approaches and resources that may not fit the needs of a range of student experiences.

Limited relationships with community based services.

Many campuses don’t have strong, collaborative working relationships with local rape crisis centers. This results in a lack of coordinated, survivor-centered response and an inefficient use of available resources.

Written resources are not accessible.

Existing resource products related to sexual assault are often written in inaccessible language or “legalese.” Even when there is basic information available on a school’s website, terms are not clearly defined or understood by students. Moreover, these resources are not easily available to students when they are most in need.

Need for practical assistance.

There are limitations for existing safety escort services – for example, they may have distance limitations – and students may not feel comfortable answering questions from drivers. Survivors often do not have funds to pay for childcare or transportation to access services.

“

It’s critical to have spaces where we can learn about sexual assault resources and procedures at different campuses and discuss what works and doesn’t work.

”

– Student Participant

STUDENT RECOMMENDATIONS - RESOURCES

College/University administrators should be responsible for sharing and publicizing clear, accessible, easily found, written resources (online and hard copy) about available sexual assault services and response at orientation and throughout a student's academic career.

It's also important to address the potential disciplinary outcomes for students who commit sexual assault such as expulsion, suspension, removal from classes, and other consequences.

"Resources for students should be gathered in one place. This could include local as well as regional and state resources."

– Stephanie Terrassa, Sierra College

"Students need a fact sheet (online and hard copy) that explains what their options are in the case of an assault. Particularly important is information about who is a mandated reporter and confidential sources of support."

– Mary Woldegiorgis, UC Los Angeles

There should be mandatory training for students, faculty and staff every year to ensure knowledge of student rights and campus policies and resources.

Colleges should provide training during orientation and throughout the school year. Training should be done in-person (not online); in small groups rather than in large assemblies; and include relevant activities. Training content should include information about resources and responses both on-campus and off-campus (community based). Colleges could consider placing a hold on student registration unless this training is completed. Administrations should ensure that at least one staff member per department is trained and provide CEU (continuing education units) credits for staff.

Policies should include education campaigns for prospective and current students and families to understand reported numbers and their connection with better services.

"We need more training for campus faculty and staff, peer educators, and rape crisis centers on how to deal specifically with students."

– Stephanie Terrassa, Sierra College

"A student told her professor that she was struggling in her class due to a sexual assault. He provided her with incorrect information about her academic options. If we had mandatory sensitivity training for staff and students and if resources were more readily accessible, this situation could have been avoided."

– Kathleen Palmer, CSU San Luis Obispo

There should be specific survivor-centered services for LGBTQ students, immigrant students, students with disabilities, and other marginalized communities.

Most campuses have LGBTQ, women's, veterans', disability, and cultural centers. To make resources more visible, schools should provide training for staff members at each center. Survivors who have had many previous negative experiences with mainstream systems would have more trust in these staff. Many communities may also have community based resources for these populations. Community and campus program staff should meet to address issues within these cultural communities.

"I feel a lot more comfortable reading and writing in Spanish. What is available to me if I am sexually assaulted?"

– Angelica Perez, Student Participant

"Resources need to be more culturally diverse and help undocumented students that are survivors."

– Christian Arteaga, Fresno State University

"We need to strengthen our multicultural competence when addressing issues of sexual assault on campus. There are so many roadblocks to survivors of sexual violence. We need to have culturally informed conversations to figure out how to overcome these roadblocks."

– Nicollette Maristela, San Francisco State University

"Sensitivity training should include gender-neutral language and the importance of not making assumptions about gender identity or sexual orientation. For example, when survivors report a sexual assault, the resource person shouldn't assume that the perpetrator was male or female and shouldn't make assumptions about how the victim identifies either."

– Alana Rotti, UC Irvine

Campuses should have 24-hour access to survivor advocates by establishing a memorandum of understanding with community-based rape crisis centers as well as employing full-time, campus-based staff.

There is a need for victim advocates who are NOT mandated reporters who can provide confidential support to students. This can be established through a memorandum of understanding with a local rape crisis center. There is also a need for institutional support, dedicated resources on and off campus, paid staff on campus who facilitate victim counseling, education and prevention efforts and support volunteer student peer educators.

"We need more people who are available 24/7. Most of the times of assault are after business hours when the health center is closed. So many students come to a drop-in center and if no one is available, they go away and don't come back.

– Priyam Das, San Francisco State University

"We need to support community colleges and technical schools that don't have any resources for students who have been sexually assaulted – it's a very different situation than at most UC schools. Schools with low-income students need basic resources such as paid crisis counselors and advocates."

– Nicollette Maristela, San Francisco State University

"I think it's really important to have more than one or two paid advocates on campus because the burnout rate is really high and it can seem really apparent to survivors that they're just a number. When you're serving 30,000 students, you need more than 1-2 paid people so survivors get the help they need."

– Priyam Das, San Francisco State University



48.8% of college women who were victims of attacks that met the study's definition of rape did not consider what happened to them rape.

"We only have one victims' advocate for 26,000 students."

– Yee Xiong, UC Davis

"Many schools – especially community colleges -- don't have a lot or any resources to address sexual assault. How can those schools with fewer resources use the resources from better-funded schools?"

– Melissa Realegeno, CSU Northridge

"There is a need for improved collaborations between campuses and rape crisis centers or other local agency resources."

– Marcia Koehn, CSU Chico

"I was surprised to learn that other schools extensively educate their students on sexual assault, where at my school there's no mention of it. I realize my school may not be able to afford the same resources that other schools have, but I think there are plenty of efficient alternatives to bring awareness without spending a lot."

– Jennifer Hicks, Long Beach Community College

Campuses should have ways to provide a wide array of tangible resources such as housing assistance, no-questions asked transportation, and childcare for survivors who seek services and redress.

Students want "no questions asked" transportation services where they can call and get transportation if they've been hurt. After the assault has occurred, survivors express a strong need for practical support such as housing assistance, childcare while navigating the response system, and transportation to be able to access services off-campus if needed. Local off-campus housing should be accommodated for survivors who request it. There is a need for transportation to help survivors get to counseling resources.



majority of students were not aware of many of the sexual assault related resources available on campus

KEY ELEMENTS FOR EFFECTIVE RESOURCES

Resources should prioritize survivor safety and support as well as perpetrator and campus accountability. Effective resources are clear, visible, and easy to locate. ALL students should know about these resources – meaning that a student shouldn't have to wait until after a sexual assault has occurred to understand what resources exist on and off campus. Resources should be available in a wide variety of formats – print, online, posters, apps, etc. Resources should be integrated into school events throughout the year, including orientation, class syllabi, regular email blasts, and other communications with students and staff.

EFFECTIVE RESOURCES

- Focus on survivor empowerment rather than victim blaming;
- Are applicable for a variety of student experiences;
- Include both campus-centered and community-based resources;
- Are available and accessible 24/7 - 365 days per year.

IDEAS FOR RESOURCES GENERATED AT THE STUDENT SUMMIT

- Place website and phone numbers of sexual assault services on the back of every student ID card.
- Hand out business cards with "what to do if you've been sexually assaulted" at school events.
- List on- and off-campus resources and a step-by-step guide through the response process on school website.
- List resources and policies on every syllabus and planner.
- Place stickers with policies and resources in bathroom stalls.
- Conduct regular email and social media campaigns on student rights and resources.
- Put barcodes around campus that students and faculty can scan with their phones to learn about policies and resources.
- Post "Survivor Bill of Rights" in all campus safety department offices.
- Build apps with sexual assault awareness pop-ups and resources.
- Ensure multi-cultural advocates are trained to respond to sexual assault in different languages.
- Extend escort hours and provide "no-questions-asked" transportation.
- Ensure that a survivor is able to change rooms/ housing without fees.



Campus sexual assault advocates in one study described both positive collaborations with law enforcement (e.g. advocates regularly invited to train officers) and strained relationships stemming from their different obligations. Campus advocates also described some of the challenges of getting faculty and staff to understand what the policies require.

Source: Payne (2008).

POLICIES

WHAT WE MEAN BY “POLICIES”

Policies include written, university-wide standards, protocols or state/federal laws related to sexual assault response and prevention. Policies help students understand their rights and understand the school’s approach to addressing and preventing sexual assault. Effective policies offer clear guidelines about how victim safety and perpetrator accountability will be ensured. Having written, transparent, accessible policies that explicitly support survivors and hold perpetrators accountable sends a powerful message about what will or won’t be tolerated on campus.

THE PROBLEM

There is a great need to contextualize reporting numbers. A central problem is that the more that colleges/universities invest in sexual assault services on campus, the more the reporting rate goes up and the lower their enrollment, leading to a direct financial cost. For example, when parents and potential students are considering different college options, they might mistakenly believe that a college with 40 reported rapes is twice as dangerous than a college with 20 reported rapes. The reality is that the school with higher reported numbers likely has better services since survivors feel safe reporting an assault. This creates an ironic image problem for the college.

Students and staff are unaware of policies.

Students and/or staff are often not aware of formal or informal policies - that offer amnesty for students who speak up about a sexual assault. Without a clear understanding of the policies and how reporting might impact their lives, many victims and bystanders remain silent. Moreover, staff often do not have up-to-date information on students’ rights and may give inaccurate information to students who disclose a sexual assault.

Schools only address the issue of sexual assault in their sexual misconduct policies.

Schools frequently use their sexual misconduct policies as the only place to address the issue of sexual assault. Since sexual assault can happen in various environments, it is important that sexual assault be addressed throughout institutional policies like human resources, student workers, housing policies, study abroad programs, athletics and club policies.

Schools often conflate alcohol and sexual assault policies, with disastrous effect.

Having violated a campus alcohol policy is a barrier to seeking support. Although many institutions have informal practices or amnesty policies that prioritize the response to sexual assault over underage alcohol violations, students are generally unaware of these practices, if they exist.

“If you say you were drinking, they dismiss your statement. Your credibility is automatically reduced.”

– Alejandro Preciado, Long Beach Community College

Institutions are often not being held accountable.

There is a concern that schools are more concerned with liability and costs than with true support for survivors. There is little motivation for administrators to be accountable around sexual assault policies. Policies often do not progress in ways that increase offender accountability and support for survivors but are maintained in a form that is neither responsive nor effective. Administrators may resist or delay student-led change in policies, waiting until activists graduate to avoid making long-term institutional change. Staff advocates may also have high turnover. Title IX investigations occur only after an institution has failed to be accountable.

“We need to work with ombudsman offices to make sure universities are reporting numbers for the Clery report. Right now, it’s a black hole – numbers are coming in and they’re not coming out.”

– Kathleen Palmer, CSU San Luis Obispo

There are no consistently applied standards within and across institutions of higher learning, leading to huge discrepancies in how sexual assault is addressed.

Each campus has its own way of dealing with issues of sexual assault. There are also personal and institutional biases that prevent all students from receiving the same level of support after a sexual assault.

STUDENT RECOMMENDATIONS - POLICIES

All campuses should have written, transparent, explicit, and accessible policies that prioritize offender accountability and survivor and campus safety including, for example, amnesty policies in cases where alcohol was present.

Written policies should refer to sexual assault, dating violence, and stalking and include specific examples. Amnesty policies should be clearly articulated. Policies should establish a clear process to handle grievances related to sexual assault to ensure institutional accountability and focus on a student's best interest. Policies should outline sexual assault procedures that prioritize the survivor and ensure her/his success and safety on campus. They should also describe disciplinary measures for those found responsible. There is a huge need for culturally competent, accessible policies; policies could be reviewed by campus centers providing services to marginalized communities. Community based rape crisis centers should also be part of the development and review process for campus institutional policies. Campuses should post policies online, include diagrams for visual learners, and offer information in languages spoken by students.

"We as students are supposed to be able to see those policies and know how the university will respond. You can't look up an unwritten policy on the Internet."

– Rachael Mondino, Samuel Merritt University

"As far as policies go, the most important thing is to get all policies in writing and made very accessible to students."

– Riley Hasche, CSU San Luis Obispo

"Why don't we have a grievance policy laid out for sexual assault cases like we do for academic grievance?"

– Rachael Mondino, Samuel Merritt University



Complexity of New Federal Regulations

"There is a distinction between the Civil Rights issues associated with a violation of access to education created in Title IX in relationship to sexual assault and the process of investigating rape as a crime. Understanding this distinction is critical to supporting a range of survivors and addressing their needs. There are communities that have had tenuous, and at times discriminatory, relationships with law enforcement systems. We have heard frequently from students and institutions that when there is an obligation to report directly to law enforcement, it has a chilling effect on students survivors from specific communities – such as LGBTQ and immigrant – coming forward. It's really important to distinguish disciplinary processes around student codes of conduct and the investigation and prosecution of a crime."

– Denice Labertew, J.D., CALCASA

Victims of sexual violence experienced their first rape



Sources: Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., . . . Stevens, M. R. (2011). Statistics from 2010 National Intimate Partner & Sexual Violence Survey, Centers for Disease Control.

Campus policies should include mandatory sensitivity and resource training related to sexual assault for all students, staff and faculty.

There should be widespread training around and institutionalization of student rights related to sexual assault. Mandatory sensitivity trainings should address different experiences of sexual assault. Language is important – every word counts at making a survivor feel safe and comfortable or not. It is especially important not to make assumptions about a survivor or perpetrator's gender identity and to have sensitivity about other factors that influence the survivor's life (including sexual orientation, immigration status, disability, and cultural or religious factors).

"Everyone who is going to come in contact with a survivor should get this sensitivity training. You're going to see the administrative assistant before you see the dean or professor. Every point of contact is an opportunity to either welcome a survivor or create a barrier."

– Rachael Mondino, Samuel Merritt University

"Students and faculty need to understand what sexual assault is, the effects of sexual violence, and policies on campus such as confidentiality and what takes place during the reporting process."

– Marcia Koehn, CSU Chico

"Training faculty members, including campus police, is essential to minimize victim-blaming and discouragement of survivors."

– Jazmine Hucks, UC Irvine

"Students have a desire and need to engage men at all levels of dealing with sexual assault and have a diversity of genders in counseling and advocacy positions. There are more genders than just male and female! We need to start using language like 'different gender' rather than 'opposite gender.'"

– Erica West, UC Santa Cruz

Policies should evolve over time and ensure mechanisms for student representatives and campus administrators to collaboratively monitor and improve policies.

Campuses should establish processes to regularly examine effectiveness in policies, ensuring that they always evolve and protect survivors. There should be mechanisms for student and community partner review and input to policies. Addressing sexual assault should be included in a range of campus policies from employment to study abroad programs and beyond.

"It takes time to make sure these policies work. It's important that policies are fluid. We might make the assumption that a policy will benefit all students and find out later that it doesn't work. There needs to be room to change and improve the policy based on its implementation."

– Alana Rotti, UC Irvine

"As students working on sexual assault issues, we often feel as though administrators are simply waiting for us to graduate rather than working with us to improve the situation."

– Kaya Masler, University of Southern California

Sample Definitions of Amnesty Policies Related to Sexual Assault

Medical Amnesty

The recipients of medical attention due to an alcohol and/or other substance-related incident may be able to have their formal disciplinary sanction for being under the influence of or in possession of alcohol and/or other substances deferred by the University.

Good Samaritan

Students who seek medical assistance on behalf of persons experiencing alcohol and/or other substance-related emergencies may not be subject to formal disciplinary sanctions by the University for their own alcohol and/or substance use or possession.

Emergency Situations

Any situation involving a threat or danger to the health or safety on any individual(s), including, but not limited to, alcohol and/or other substances poisoning, sexual assault, and/or other serious injury, etc.

Formal University Disciplinary Sanctions

Censure, disciplinary probation, deferred suspension, disciplinary suspension, and/or disciplinary dismissal.

Campuses should have institutionalized and dedicated resources for sexual assault response and create formal partnerships with community based organizations to keep momentum going and provide continuity given high student turnover.

Campuses should ensure the availability of more confidential advocates – full-time advocates, crisis counselors, and prevention workers -- to serve survivors and mentor future activists.

"I think it is very important that an employee that is full-time provides support for survivors along with student advocates. There needs to be representation and commitment from the administration for this issue. A staff person would represent a connection with the entire school."

– Martha Rojas, CSU Pomona

KEY ELEMENTS FOR EFFECTIVE POLICIES

- Do they hold offenders accountable?
- Do they support survivors?
- Can they be implemented?
- Do they ensure a survivor-centered perspective?
- Are they accessible to campus staff, faculty and students?
- Are they informed by practice (have people succeeded in the past with the same or similar policy)?

AREAS FOR FURTHER EXPLORATION

- Summit participants talked at length about the need for a regulatory agency or task force focused on sexual assault that would carry over time. This would facilitate the ongoing improvement of policies over time, regardless of student and advocate turnover.
- On a state level, policies or laws could establish independent watchdog organizations to audit universities' policies and practices. This independent task force could also propose ways to honor and reward those educational institutions that are providing excellent sexual response and prevention services -- which are highly likely to increase rates of reporting.
- Other ideas include establishing a rating system of schools based on safety and resources; a centralized standard for response, resources, policies and prevention; and standards or core competencies across departments and schools.
 - How is sexual assault addressed in policies outside of sexual misconduct policies?
 - What types of policies are put in place to address specific community dynamics?
 - How do institutions refer to and use community resources in their policies?



The listening session with students was very useful for us. We are used to hearing about problems but not specific recommendations and solutions. Hearing directly from students allowed us to see more fully how the needs of students could be addressed on college campuses.

– Representatives of the Women's Legislative Caucus



A 2010 study calculated tangible and intangible losses and concluded that each rape costs \$240,000 (based on US context).

PREVENTION

WHAT WE MEAN BY “PREVENTION”

Prevention includes a range of activities and strategies to create a campus culture and environment that promotes health and safety and prevents violence and exploitation.

Prevention acknowledges the complex relationships individuals have with interpersonal violence based on culture, race, gender, religion, and other factors. Effective prevention programs seek to alter the conditions that facilitate sexual assault, domestic violence, and stalking, including social inequality, oppression, cultural norms and practices that normalize, excuse or tolerate sexual violence; weak and/or inconsistent community and social sanctions for perpetrators of violence; and social mores that hold victims accountable for their own victimization.

Effective prevention programs also seek to develop healthy, robust, and just communities that support and give voice to survivors, encourage respectful relationships and interactions, value empathy and compassion, and take measures to ensure that persons of any gender, race, ethnicity, religion, class, age, disability, sexual orientation or gender identity or any other group that has been marginalized have equal access to power, resources, status and rights.

Prevention is not one model but various approaches that ensure individuals understand the systemic dynamics of interpersonal violence and the tools they need to mitigate, intervene, and/or abolish those systemic dynamics. Prevention programs should focus on altering the individual, relationship, community and institutional conditions that facilitate sexual violence. Further, efforts should promote individual, relationship, community and institutional practices that support positive social norms.

As the number of sexual violence prevention programs has increased in the last ten years, research on prevention programs has lagged behind. Most prevention programs that have been evaluated demonstrate at least some changes in knowledge and behavioral intent, however, research on these prevention programs has not been able to detect a reduction of sexual violence perpetration or victimization. These programs vary in their approach and increasing attention has been paid to understanding how to strengthen prevention programming.

THE PROBLEM

A “program in a box” approach – including “one-size-fits-all” online programs – is insufficient and ineffective.

There is a trend towards offering online prevention education modules that are easily purchased, such are often ineffective and fail to shift personal behaviors, alter social norms, and promote institutional accountability. These online programs often fail to provide students with essential resources and information. Additionally, these programs do not address unique needs of individual campuses.

Students at community colleges or less-funded schools report a severe lack of security.

Since prevention programs tend to be housed in university housing and/or club and Greek programming, non-residential campuses are severely lacking in relevant prevention programs. There is a lack of capacity for community colleges and other non-residential schools to develop prevention programs that can be integrated and sustainable.

Prevention messages are often offered only during freshman orientation or sexual assault awareness month and tend to exclude the experiences of communities that are historically marginalized.

Prevention programs on campus often feel like university administrations are trying to avoid liability rather than truly support students.

Students want to feel like the university cares about their education and well being; however, many universities implement prevention programs that focus on how to avoid rape and prevent specific acts of harm versus changing campus culture.

Prevention of sexual assault is often conflated with prevention of alcohol abuse.

The conflation of these issues promotes victim-blaming attitudes that fail to hold offenders accountable.

Colleges and universities often conduct prevention programming in isolation from the larger community context.

Colleges and universities, while communities within themselves, are also part of larger community contexts. These community contexts influence social norms and student behaviors. Just as with other aspects of the approach to sexual violence on campus, it is essential that colleges and universities consider these contexts in their prevention programming and partnerships.

STUDENT RECOMMENDATIONS - PREVENTION

Responsible prevention programs are comprehensive, hold perpetrators accountable and are sensitive to various survivor experiences.

Students want to feel like they're being taken care of and that administrators, faculty and students are truly invested in creating a campus community and individuals that are empathetic and supportive. At some schools, this could mean increased security, while at other schools; it might mean a greater investment in prevention education. Students recommend having a mandatory general education course on sexual assault prevention and related themes that includes multicultural components related to facts and myths. Faculty and staff should be trained on prevention as well as response.

"My school isn't a university and our problem is a bit different. We need more security. This is an important part of comprehensive prevention."

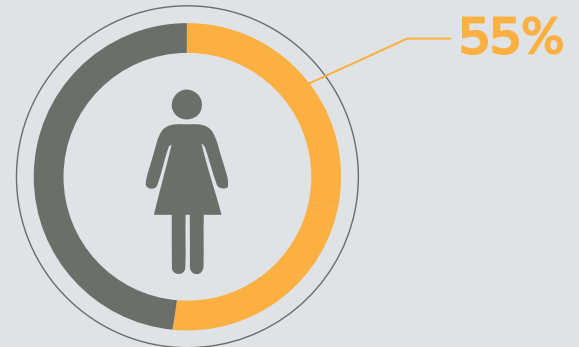
– Jennifer Hicks, Long Beach Community College

"Upstream thinking and primary prevention are tough but necessary components of lasting change. We need more men involved. Culture shift starts with us."

– Rachael Mondino, Samuel Merritt University

"Prevention can highlight that alcohol is not consent and ask people to take a pledge to only engage in consensual sexual activities; be an effective bystander in preventing others from acting without consent; and support survivors of sexual assault."

– Savannah Badalich, UC Los Angeles



of college rape survivors told someone



Prevention activities need to be responsive, relevant, engaging for students, and effective.

Developing effective prevention programs requires skills training, including ways to analyze what's working and what's not working on a given campus. Trainings need to be interactive and allow for conversations. Prevention programs need to hold perpetrators accountable, create opportunities for victim empowerment, and engage the campus community. Campuses should address sexual assault holistically and promote different types of prevention programs -- including peer-led prevention programming, root analysis of gender roles and norms, sex-positive healthy sexuality, bystander intervention, gender equity, effective communication, healthy dating, education through art and entertainment, take back the night, and many others.

"We need to make prevention relatable and not miserable. Participating in prevention programs should be incentivized and/or mandated."

– Christian J. Murillo, CSU Pomona

"We need funding to analyze what's working and what's not working in prevention."

– Amber Piatt, UC Berkeley

"I think prevention is critical and peer educators are especially important. Students in need might not go to an administrator for help. Peer educators are trained on sexual assault prevention and are usually volunteers who dedicate their time and efforts to make their campuses safer. Nonetheless, they do need the support of a paid adult advocate who can guide them in this important work."

– Alana Rotti, UC Irvine

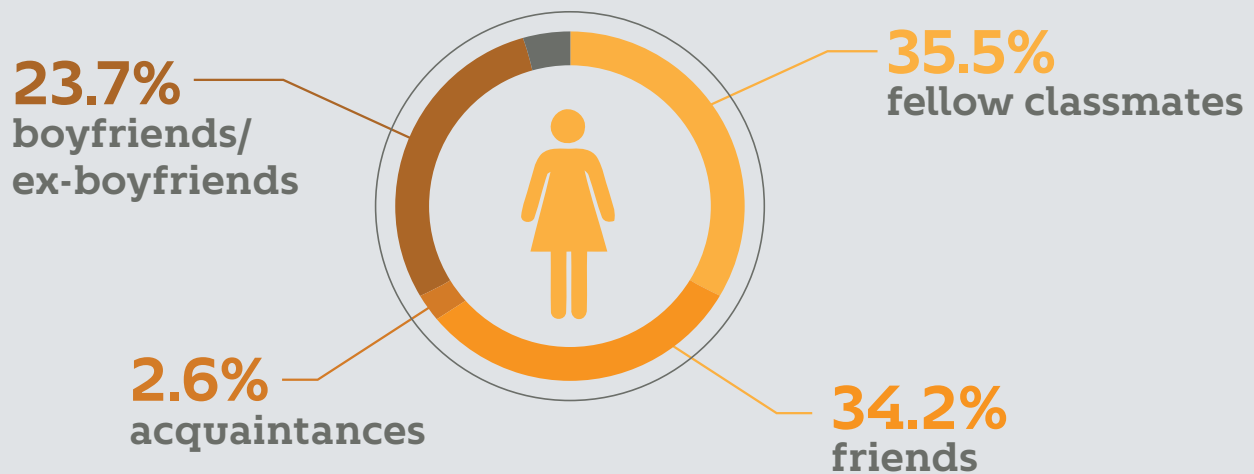
Prevention messages need to be integrated into a wide variety of campus events and curricula on a regular basis, offering multiple opportunities to receive and reinforce prevention messages (not just during orientation or sexual assault awareness month).

Prevention trainings and messages should be integrated into a variety of events throughout the school year and reinforced throughout a student's academic career. Prevention programs should be community-based, culturally relevant, and connected to other issues that students care about. Prevention efforts should attempt to gather support from the entire campus community including all students, faculty, parents and others.

"When we focus on the problems we get stuck in responding to those problems. We need to start thinking positively about what a world would look like without sexual assault. We need to create spaces to think about what healthy sexuality, healthy relationships, and healthy and safe communities could look like. For example, it would be helpful to have funding designated for participatory action research that focuses on solutions rather than the problem. We don't move upstream enough."

– Student Participant

Survivors of rape knew their attackers as



Source: Statistics from 2010 National Intimate Partner & Sexual Violence Survey, Centers for Disease Control.

Prevention programs need to start early (K-12) and address prevention across the lifespan (including with parents).

We need positive, affirming education focused on building healthy relationships and healthy attitudes about sex both before and during secondary and post-secondary education. There should be comprehensive sex education as young as middle school so young people can understand what sex is and what consenting to sex means. School districts can adopt prevention curricula as a mandatory part of Sexual Assault Awareness Month, including talking about healthy relationships and healthy sexuality.

"I think we should make a gender studies class a general education requirement for all colleges AND start comprehensive sex education with a clear explanation of consent at middle schools."

– Christina Keenan, UC Los Angeles

"We can't pretend that rape didn't happen before and won't happen after college."

– Student Participant

"I can't believe college was the first time I heard about gender norms and gender-based violence."

– Bailey Hamblin, CSU San Luis Obispo

"It would be a great motivator if college students who offer prevention presentations and programs at local middle and high schools could receive college credit for their work. These volunteers could be supported by a trained, paid staff member."

– Christian Cacho, UC Irvine

Colleges and universities should partner with community-based rape crisis centers to integrate their prevention programming and messages throughout the larger community context.

Collaborations between campuses and rape crisis centers can strengthen the prevention programming for each institution and ensure that prevention messages are reaching students in effective and appropriate ways.

"There are many programs that could help to prevent sexual assault, but lack of funding is always a challenge."

– Nayla' Hull, Community College Student Participant

KEY ELEMENTS FOR EFFECTIVE PREVENTION

While it is tempting for campuses to focus on “programs in a box,” or one particular prevention strategy, comprehensive prevention creates an environment on campus that has the potential to change campus norms around sexual assault. No one prevention strategy can have the impact of a comprehensive approach.

CHECKLIST

DOES YOUR COLLEGE OR UNIVERSITY’S PREVENTION PROGRAMMING:

- Include a range of prevention strategies, including effective campus policies and response, social norms change, bystander, and promoting gender equity?
- Include an understanding of the individual trauma and community trauma associated with sexual violence?
- Tailor prevention programs to meet the specific needs of the college and its students, including sub-cultures and languages within the campus community?
- Draw on the experience of a variety of survivors?
- Take into account the range of sexual violence experiences, not just sexual violence occurring at campus or frat parties or stranger rapes, but also how to prevent sexual violence among peers in different circumstances and violence perpetrated by authority figures, family members, and other acquaintances?
- Include strategies that address sexual violence before it happens (known as primary prevention) as well as after it takes place so it will not occur again?
- Occur at various levels of the university from faculty and staff, to all levels of students, including transfer students, non-residential students, and graduate students?
- Provide prevention efforts in multiple settings, from orientation to curriculum development to clubs and campus-wide campaigns?
- Use various approaches, including educational sessions, social marketing, and leadership development?
- Examine ways to shift norms, attitudes and beliefs that contribute to creating a rape culture on campus and in the larger community setting?
- Coordinate with the local rape crisis center to ensure compatibility with the larger community context?

Prevent Connect

PreventConnect is a national online project that advances the primary prevention of sexual assault and relationship violence by building a community of practice among people who are engaged in such efforts. PreventConnect also builds the capacity of local, state, territorial, national and tribal agencies and organizations to develop, implement and evaluate effective prevention initiatives. PreventConnect uses various forms of online media to connect people and ideas, exploring issues and highlighting efforts to:

- **Stop sexual assault and relationship violence before it starts,**
- **Engage communities in preventing sexual assault and relationship violence, and**
- **Build upon the strengths of the rape crisis and domestic violence movements, public health and other prevention efforts to create social change**

**GET CONNECTED.
PREVENTCONNECT.ORG**



FOUNDATIONS OF PREVENTION¹³



Community-centered

Program should be relevant, appropriate, and respectful to the community in which it is implemented.



Comprehensive

Program should include activities on multiple levels of the social ecology.¹⁴



Informed by evidence

Program should be supported by sound theory and research, experiential, and contextual evidence.



Well implemented

Program should be competently implemented to meaningfully effect change.

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13 - Information in this image was adapted from Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003).

14 - Social ecological model, <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>.



CONCLUSION



CONCLUSION

The 2014 Student Summit on Sexual Assault was a groundbreaking event that brought students from different universities, colleges and trade schools into a statewide conversation about how to address and prevent sexual assault on college campuses. The event had significant impact in terms of content as well as process.

In terms of content, the Summit generated student analysis and concrete recommendations on an issue that is significantly affecting their lives. Students engaged in passionate conversations about how different colleges are addressing – or not addressing -- sexual assault. They spent time identifying not only the problems but also a common analysis and positive solutions that could be applied across diverse campus settings.

Students consistently highlighted five overarching ideas:

1. Students want and need to be involved in policy discussions about sexual assault on college campuses.
2. Survivor safety and support and perpetrator accountability must be at the center of all campus response, resources, policies and prevention efforts.
3. Colleges must ensure that approaches and policies are community-specific and accessible to all student populations.
4. There is a need for stronger collaboration between community partners (such as local rape crisis centers and other services) and colleges to more effectively address sexual assault on and off campus.
5. Colleges need comprehensive prevention programs that employ various strategies.

In terms of process, the Summit offered a unique opportunity for students to come together in a safe and facilitated space to share their experiences, insights, strategies, and desires for making their campuses a better place. Students were excited to see how informed and passionate other students are about this issue. Many students commented on how crucial it was to learn from other students about resources and procedures at different campuses, what is working or not working in terms of their college's approach to sexual assault, and promising policies and practices that they could apply to their own school setting. Perhaps more importantly, they felt a decreased sense of isolation as they deepened their connection to a statewide network of student advocates committed to addressing sexual assault. As one student stated, "We can all relate to each other, brainstorm together, and get reenergized."

This report is not expected to be a definitive statement, but rather an illustrative view of student opinions that can inform and strengthen college approaches to sexual assault. Participating students, legislators and funders all expressed a strong desire to have more forums where students can contribute to this important public conversation. Our hope is that this Summit will serve as a model of actively inviting and facilitating student input into public discourse and policy making around one of the most pressing challenges facing college campuses today.

Student Perspectives on the Summit

I thought that the sexual assault and rape education and prevention program at my school was great. But after participating in this Summit, I've learned that there are so many things I can add to make my program even better.

- Lucy Le

"I loved hearing details about specific resources and programs so that I can gather ideas about options to bring to my school. I love how open everyone is to answering questions about their campuses. I think everyone here has a genuine intention to better their own campus as well as improve the situation at all campuses in California.

- Christina Keenan

I learned a lot from my peers at the summit.

- Jennifer Hicks

Participating in this Summit was a dream come true. Ever since I started to connect with other students, I have been realizing that sexual assault is an epidemic on college campuses. To have CALCASA organize this summit for us was unbelievable. I hope to see it happen again.

- Kaya Masler

HOW TO USE THIS REPORT

What can you do today to address sexual assault on college campuses and make students safer on campus?

For Universities, Colleges and Trade Schools

- Reach out and explore existing community programs – such as rape crisis centers and other services -- that can support your students who have experienced sexual assault.
- Conduct a climate survey asking students, faculty, staff, and community partners about the culture on campus related to sexual assault.
- Invite students to participate in designing, implementing and evaluating campus policies and protocols around sexual assault, using the tools and recommendations in this report as a starting point.

For Advocates and Rape Crisis Centers

- Call your local college/university and discuss establishing or strengthening your relationships.
- Invite students to review your programs to assess if they are “student-friendly” and accessible.
- Discuss how you can create more formal resources and make them available to students and survivors.

For Students

- Review your campus policies regarding sexual assault and assess: Are they student/survivor focused? Do they prioritize survivor safety and perpetrator accountability? Tell your school what you find.
- Become a partner with your college/university in creating more effective responses. Reach out to your local rape crisis center to see what other ways you can become involved in your community and your college/university.
- Initiate conversations with campus groups that support LGBTQ, disabled, immigrant, veterans, and other historically marginalized students to see what could be done to support survivors from those communities.

For Legislators

- Use the recommendations in this report to inform and improve legislation around sexual assault on college campuses.
- Continue to seek student perspectives and input to strengthen legislation.

For Funders

- Explore ways to incorporate campus-oriented sexual assault response, resources, policies and prevention into existing or new funding programs.
- Fund student forums and ways for students to become more engaged in policy making on their campus as well as on state and national levels.
- Seek ways to support marginalized student populations who do not currently have access to resources and services.

For assistance with how to incorporate the recommendations in this report into the work that you do to address sexual assault, dating violence, domestic violence and stalking on campus, please contact the CALCASA Campus Team at info@calcasa.org.

APPENDIX A

LIST OF QUESTIONS FOR 2014 STUDENT SUMMIT ON SEXUAL ASSAULT

Response: Protocols and procedures related to providing services and support to victims of sexual violence.

1. How does your campus respond to a student who discloses sexual violence?
2. Who would a student tell about their sexual assault on campus?
3. What is the response to a student who reports immediately after an assault has taken place?
4. What is the response to a student who reports after (not immediately) an assault has taken place?
5. Is the response different depending on whom they tell about their assault? (i.e. law enforcement, mental health/health center, faculty, coach)
6. What information was provided to you about your campus' sexual violence response during orientation/ when you started your program?
7. Where can you find information about response on your campus? (Online, health center, women's center, police department)
8. What worked? What didn't?
9. Do you have any recommendations?

Resources: Programs, individuals, and other tangible products to support victims of sexual violence.

1. What resources does your campus make available for victims of sexual assault?
2. Where can you find resources or products related to sexual violence on campus?
3. What kinds of resources were provided to you, or were you informed about, when you began your program/first came to campus?
4. What is available on campus? Off campus (community resources)?
5. What kinds of campus based resources do you think would be helpful?
6. What kinds of community based resources do you think would be helpful?
7. What worked? What didn't?
8. Do you have any recommendations?

Policies: Written, university-wide standards related to sexual violence.

1. What is your campus sexual assault policy?
2. What is your campus dating violence policy?
3. What is your campus stalking policy?
4. Are your policies accessible to you? How or how now? This includes read-ability, understand-ability, language used, terms used, etc.
5. Where do policies on these issues exist? (Study abroad program policies, student worker policies, athletic participation polices?)
6. How are students involved in policy creation and modification? Is there student input, for example, when administrators are putting it together?
7. What worked? What didn't?
8. Do you have any recommendations?

Prevention: A range of activities and strategies to create a campus culture and environment that promotes health and safety and prevents violence and exploitation.

1. What prevention programs does your school have on campus? (We need to help them understand what we mean by prevention i.e. bystander, law enforcement response/safety, victim empowerment programs, "primary" prevention)
2. How are these programs implemented? Who implements them? Are they online? In person? Ongoing?
3. When are these programs implemented? During first year orientation? Throughout several years?
4. Have you been involved? Are these programs mandatory?
5. How do you get involved?
6. What could your school do to engage you and fellow students in prevention efforts on your campus?
7. What worked? What didn't?
8. Do you have any recommendations?

APPENDIX B

KEY ELEMENTS OF EFFECTIVE RESPONSE, RESOURCES, POLICIES AND PREVENTION

Survivor Safety and Support

- Awareness of services. Survivors know where services are located both on and off campus.
- Safe and confidential resources. Response policies and protocols provide safe, confidential, sensitive and empowering services. First responders receive regular sensitivity training.
- Culturally relevant responses. A range of community and campus resources exists, including those for marginalized student populations such as undocumented students, LGBTQ, students with disabilities, and others.
- Blind reporting/amnesty policies. Campuses offer immunity from campus discipline for victims who were in violation of other school policies when assaulted (for example, for using alcohol or drugs).
- Continuous support and follow up. Response policy does not end once a report and/or sanction has occurred. Commitment to a survivor-centered approach means creating response policies and mechanisms that acknowledge the life long impact of victimization.

Timely & Accessible Resources

- 24/7 availability, 365 days a year. Campuses have response systems that use both on campus resources and off campus resources to ensure access to services at all times.
- High visibility and easy access to services. Survivors not only know where to locate services but also are able to access them appropriately, including services in locations that students with disabilities can access, services in different languages, and easy to decipher options and processes. All students should know about these resources – meaning that a student shouldn't have to wait until after a sexual assault has occurred to understand what resources exist on and off campus.
- Multiple points of entry. Student survivors are able to access support through a wide variety of campus departments, faculty, staff, police, local rape crisis center, or other means. On campus and off campus services are coordinated to ensure survivor-centered responses and processes.

- Variety of formats. Resources should be available in print, online, posters, apps, stickers, and other diverse formats and should be integrated into school events and materials throughout the year, including orientation, class syllabi, regular email blasts, and other communications with students and staff.

Comprehensive Services through Campus and Community Partnerships

Service providers on and off campus commit to working together in a multi-disciplinary team to ensure survivor safety and empowerment and perpetrator accountability.

- Advocacy
- Law enforcement
- Medical care
- Forensic exam
- Academic options
- Housing options
- Legal options
- Counseling
- Community Rape Crisis Center or Domestic Violence Agency

Effective Policies

- Do they hold perpetrators accountable?
- Do they support survivors?
- Can they be implemented?
- Do they ensure a survivor-centered perspective?
- Are they accessible to campus staff, faculty and students?
- Have people succeeded in the past with the same or similar policy?

APPENDIX B

Comprehensive Prevention Programming

Does your college or university's prevention programming:

- Include an understanding of the individual trauma and community trauma associated with sexual violence?
- Tailor prevention programs to meet the specific needs of the college and its students, including sub-cultures and languages within the campus community?
- Draw on the experience of a variety of survivors?
- Take into account the range of sexual violence experiences, not just sexual violence occurring at campus or frat parties or stranger rapes, but also how to prevent sexual violence among peers in different circumstances and violence perpetrated by authority figures, family members, and other acquaintances?
- Include a range of prevention strategies, including effective campus policies and response, social norms change, bystander, women's empowerment, and promotes gender equity?
- Include strategies that address sexual violence before it happens (known as primary prevention) as well as after it takes place so it will not occur again?
- Occur at various levels of the university from faculty and staff, to all levels of students, including transfer students, non-residential students, and graduate students?
- Provide prevention efforts in multiple settings, from orientation to curriculum development to clubs and campus-wide campaigns?
- Use various approaches, including educational sessions, social marketing, and leadership development?
- Examine ways to shift norms, attitudes and beliefs that contribute to creating a rape culture on campus and in the larger community setting?
- Coordinate with the local rape crisis center to ensure compatibility with the larger community context?

APPENDIX C

ADDITIONAL RESOURCES

2004 California Campus Blueprint

www.calcasa.org/wp-content/uploads/2012/06/OES-2004-CA-Campus-Blueprint.pdf

California Coalition Against Sexual Assault

www.calcasa.org

CALCASA Member Agencies

www.calcasa.org/agencies

Campus Technical Assistance and Resource Project

www.campus.calcasa.org



CALCASA Student Summit participants, Rachael Mondino and Jennifer Jenkins, in the process of documenting results of the student led discussions.

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**Survivors' voices, needs, concerns
and decisions drive this work, and
we support their healing, access to
justice and right to safety.**





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