# Task Force on Sexual Assault and Relationship Violence

**Final Report** 

Washington University in St. Louis May 26, 2015

#### Summary

Sexual assault and relationship violence are significant and continuing problems on college campuses nationwide, including Washington University in St. Louis. Provost Holden Thorp and Vice Chancellor for Students Sharon Stahl commissioned a Task Force to address these issues in the fall of 2014. The Task Force divided its charge into four working groups: Assessment, Policies and Processes, Prevention and Education, and Support and Advocacy. This report details the work of these subcommittees.

The Task Force began by conducting a thorough audit of sexual assault and relationship violence services, policies, and evaluation on campus. This audit highlighted the following areas of concern:

- Campus support and prevention efforts exist but are highly fragmented. There could be a
  better coordination of services both within the University and with the larger St. Louis
  community.
- Resources are lacking for certain student subpopulations including Medical Campus students
  (which includes MD, OT, PT, AUD, and medical campus-based DBBS students), Danforth Campus
  graduate students, international students, LGBT-identified students, and students of color.
- Mandatory programming needs to be expanded. Aside from the required orientation program
  "The Date", which focuses only on sexual assault, undergraduates are not asked to participate
  in any additional programming on the prevention of sexual misconduct or relationship violence.
  Graduate and professional students receive no uniform training on these issues.
- Increased human capital resources in the area of trauma are needed; perhaps most critical is the need for increased staffing in the Relationship and Sexual Violence Prevention (RSVP) Center.
- Faculty and staff are not required to go through training on their reporting responsibilities under Title IX or on how to sensitively respond to student disclosure.
- The current consent definition, as outlined in the student judicial code, is confusing to many of our students.
- Evaluation efforts at the University have been uncoordinated and ad hoc. There is a need for systematic assessment of incidence, effectiveness of University response, and prevention program evaluation.

This audit informed the work of each of the subcommittees and resulted in a number of recommendations. The Task Force Co-Chairs would like to highlight the following recommendations:

- The University should create a comprehensive sexual assault and relationship violence prevention and education plan for all members of the Washington University community including:
  - Undergraduate students: Trainings should occur annually, be population-specific, address the role of alcohol and other drugs, and promote bystander behavior.
  - o Graduate students: A more comprehensive discussion of sexual assault and relationship violence should be a mandatory part of each graduate school's orientation and active

- programming should continue throughout the year in conjunction with graduate student governance bodies.
- Faculty & staff: All faculty and staff need to be aware of their reporting requirements under Title IX. Staff and faculty who interact closely with students should be given additional training on how to handle disclosure, offer support, and provide appropriate resources.
- The University should change the sanctioning process for the University Sexual Assault Investigation Board (USAIB); sanctions should be undertaken by a three-person board rather than leaving the decision solely to the Vice Chancellor for Students.
- The University should adopt an affirmative consent policy for sexual assault cases.
- The University should adopt policies on stalking, intimate partner violence, and sexual exploitation. Sample policies for consideration are included in this report (see Appendices B-F).
- The University should create a comprehensive, longitudinal assessment plan to assess the impact of existing and forthcoming programs, interventions, and services.
- The University should increase the visibility and accessibility of campus resources through the creation of a new website on sexual and relationship violence and increased social media presence.
- The University should increase human capital resources to ensure the ability of the Relationship and Sexual Violence Prevention (RSVP) Center and other campus partners to implement the recommendations needed. Specifically, this includes hiring or appointing:
  - Two Assistant Directors, one for the Danforth Campus and one for the Medical campus, who can provide clinical service;
  - o Two additional Prevention and Education Specialists;
  - One half-time Evaluation Specialist;
  - o One administrative assistant.
- The University should create a standing advisory council to monitor the implementation and sustained management of these recommendations.

It is our sincere hope that these recommendations will be considered and implemented, to the fullest extent possible.

#### Introduction

In the fall of 2014, Provost Holden Thorp and Vice Chancellor for Students Sharon Stahl convened a task force charged with focusing on the prevention of sexual assault and relationship violence at Washington University. The Task Force launched in January 2015 and worked throughout the spring semester to assess current initiatives, explore best practices and investigate innovative approaches for moving forward. This report summarizes current efforts in the areas of sexual assault and relationship violence, provides recommendations for future work, and submits suggestions for evaluation and implementation of these recommendations.

#### Mission

Sexual misconduct<sup>1</sup> is a critical and pervasive problem in our larger society and in higher education. This behavior stands in opposition to Washington University's commitment to fostering a safe living and learning community, and it will not be tolerated. The University has committed a number of resources to this issue in the recent past and we now strive to become a national leader in sexual misconduct prevention, education, and response. Simply stated, our goal is to create a campus culture free of sexual and relationship violence.

Central to this initiative are several *guiding principles* that provide the foundation for our work. To this end, we will:

- Take a public health approach: We believe that sexual misconduct is an issue that impacts the
  entire Washington University community, and thus sexual misconduct prevention is the
  responsibility of every student and employee. We will work across disciplines and roles to use
  knowledge for action.
- Start from a student perspective: In order to create meaningful change, students must be
  directly involved in this initiative. We will provide appropriate and ample opportunities for
  student engagement and feedback.
- Rely on evidence to inform our recommendations: We will integrate cutting-edge research and data on best practices with student preferences and our practical experience to design evidence-based interventions.
- Reject the notion that sexual misconduct is inevitable.

The task force has been *charged* with considering the following issues:

- Assessment: The committee will work with the other committees to examine best evidence and evaluate the effectiveness of programs and initiatives.
- Policies and processes: This committee is charged with reviewing established policies,
   procedures, and processes to assess their efficacy and to identify areas for improvement.

<sup>&</sup>lt;sup>1</sup> The task force defines sexual misconduct as "any kind of sexual contact or intimidation without consent. This includes, but is not limited to, stalking, rape, sexual violence, relationship violence, bullying, coercion, sexual harassment, and sexual assault" (Washington University Title IX Task Force Report to the Chancellor, February 2013).

- Prevention and education: This committee is charged with examining prevention and education initiatives that prioritize changing the campus culture and examining the role of alcohol and other drugs, as well as social media.
- Support and advocacy: This committee will determine ways to strengthen support for survivors on and off campus. This group will give special attention to frequently neglected groups, including male survivors, LGBT survivors, and international students.

#### **Process**

To accomplish these goals, the Task Force co-chairs created four subcommittees to reflect each of the above issues. Each subcommittee was co-chaired by a faculty or staff member and a student. Subcommittees met throughout the course of the spring 2015 semester and were asked to consider the following:

- Current efforts in the area,
- · Current gaps in the area,
- Recommendations for future action.

#### **Next Steps**

The Task Force requests that the Provost and the Vice Chancellor for Students appoint an implementation committee to review and prioritize the recommendations from the Task Force. This committee should be appointed this summer, 2015, for the coming academic year. Since the issue of sexual assault and relationship violence is a continuing issue, we ask that the Provost consider making this a standing committee.

### Respectfully submitted by the Task Force on Sexual Assault and Relationship Violence leadership team:

- Co-Chair: Tonya Edmond, Associate Dean for Diversity and Associate Professor, Brown School
- Co-Chair: Alan Glass, Assistant Vice Chancellor and Director of Student Health Services and Associate Professor of Clinical Psychiatry, Washington University School of Medicine
- Co-Chair: Lisa Moscoso, Associate Dean for Student Affairs and Assistant Professor, School of Medicine
- Co-Chair: Libby Ward, Arts & Sciences, Class of 2015
- Co-Chair: Austin Wesevich, School of Medicine and Brown School, Class of 2017
- Coordinator: Jessica Wilen, Special Projects Coordinator, Office of the Vice Chancellor for Students

### **Assessment**

#### I. Current Efforts

Assessment of sexual assault and relationship violence involves a broad range of systematic activities including collecting, organizing, and reporting data to better inform prevention activities, services, and policies. Achieving this, however, presents an enormous challenge. The very nature of sexual assault and relationship violence obscures cases--many cases are never reported, while others are reported long after the incident. The need to protect the privacy of individuals, support victims in their decision making, adhere to the law and due process, and protect the larger community all conspire to limit and fragment information.

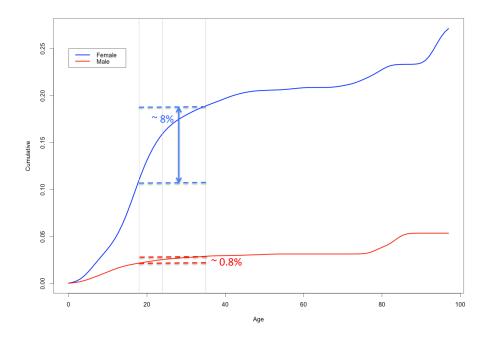
Further complicating the picture is the fact that the risks of sexual assault and relationship violence vary by age for both women and men with different opportunities for primary prevention and needs for response. While age specific risk for sexual assault and relationship violence is difficult to estimate from campus climate surveys and other cross-sectional studies, nationally representative data suggest lifetime experiences of sexual assault and relationship violence. The most recent publically available survey is the *Violence and Threats of Violence Against Women and Men in the United States*<sup>2</sup>, which included information about educational attainment. While this survey is somewhat dated, comparisons with more recent estimates of incident-based reporting show that the age specific risk factors have remained stable, while the overall incidence rate appears to be decreasing.

With approximately 57% of the US population having attended at least some college, efforts to prevent sexual assault and relationship violence could have a measurable impact on the lifetime prevalence of sexual assault and relationship violence in the general population. Figure 1 below shows the lifetime risk by age for sexual assault based on age specific risk of first assault. With approximately 50% of lifetime prevalence of sexual assault occurs before age 18, many women and men have already been victims of sexual assault before arriving on campus. Additionally, approximately 8% of women and 0.8% of men will experience their first sexual assault during the years of undergraduate and graduate education. The implication is that sexual assault prevention approaches should recognize the already high proportion of victim/survivors of sexual assault and focus efforts on preventing re-victimization in addition to primary prevention of sexual assault.

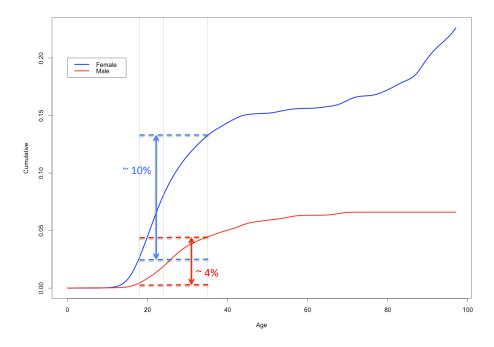
Meanwhile, the lifetime risk of relationship violence involving physical or sexual assault of a current or former intimate partner tends to sharply increase during the years of undergraduate and graduate studies (see Figure 2). Approximately 10% of women and 4% of men will experience their first victimization from relationship violence during this period. While many students will have witnessed relationship violence prior to arriving, most will not have experienced relationship violence prior to attending college. Hence, there are more opportunities to focus on primary prevention with potential long-term benefits across the lifespan.

<sup>&</sup>lt;sup>2</sup> Tjaden, P. & Thoennes, N. (1999). *Violence and Threats of Violence Against Women and Men in the United States, 1994-1996.* National Institutes of Justice. Retrieved from http://sociology-data.sju.edu/2566/2566cb.pdf

**Figure 1** Lifetime prevalence of sexual assault by age and gender for persons who have attended college from the Violence and Threats of Violence Against Women and Men in the United States, 1994-1996 (N=9,079).



**Figure 2** Lifetime prevalence of partner physical assault by age and gender for persons who have attended college from the Violence and Threats of Violence Against Women and Men in the United States, 1994-1996 (N=9,079).



Current assessment activities on the subject of sexual and relationship violence at Washington University in St. Louis have included ad hoc climate surveys, program evaluations, and needs assessments, which have mainly been conducted as part of student projects. A number of information systems have the potential to contribute information to a more comprehensive assessment system, including Student Health Services patient records, incident records from the Office of Residential Life, and information related to reasons for students withdrawing from classes. Accessing and compiling information from offices across campus, while an arduous endeavor, would contribute to the development of an accurate information system. However, these data sources are currently not used for assessment.

#### A. Current Data Sources

#### 1. Incidence

A survey was commissioned by the Relationship and Sexual Violence Prevention (RSVP) Center (formerly called the Office of Sexual Assault and Community Health Services) in the spring of 2012 to assess incidence of sexual misconduct in addition to self-reported bystander behavior, acceptance of rape myths, and drug and alcohol use, among other topics. A total of 464 undergraduate students completed the survey and the following results were obtained:

- In the course of the past seven months (August 2011-March 2012), 7% of respondents (n=33) reported being afraid for their personal safety because someone showed up at home, work or school two or more times.
- In the past seven months, 13% of respondents (n=58) reported fearing for their personal safety due to receiving unwanted contact via email, text, instant message or on social networking sites.
- In the past seven months, 26% of respondents reported that someone kept asking them out on a date or to hookup even though they said "no".
- In the past seven months, 2% of respondents (n=9) reported suspecting or knowing that someone put a drug into their drink when they were unaware.
- In the past seven months, 13% of respondents (n=60) experienced unwanted sexual activity because the perpetrator threatened to end the relationship, or the victim felt pressured by arguments or begging.
- In the past seven months, 11% of respondents reported having unwanted sexual
  activities with someone because they were too drunk or high on drugs to stop
  them
- More than three-fourths (78%) of victims of unwanted sexual activity were female.

#### 2. Program Evaluation

Current prevention activities including The Date and Green Dot programs (see the Prevention and Education section for greater detail on these programs) focus on trying to change student attitudes and behaviors related to sexual assault and relationship violence. These programs typically include evaluation that uses a non-experimental or quasi-

experimental design with a post-only survey or focus group design. Until 2014, most program evaluations only assessed students' satisfaction with the program and did not measure actual attitudinal or behavioral change. Two program evaluations have recently attempted to measure attitudes and behaviors. Due to a lack of a pre-test or any longitudinal data, these surveys have not been able to assess change over time as a result of prevention efforts. These surveys are also limited by a strong recall bias, as they were not conducted in a timely manner after the interventions they were intended to measure. Finally, as study subjects undergo a series of programs at the university, results of these surveys may be highly contaminated by other interventions and student activities. Current efforts are underway to expand on these program evaluations for Fall 2015 by adopting validated scales that measure attitudes and behaviors pre- and post-intervention.

#### B. Summary of Potential Data Sources

In addition to existing efforts, there are a number of potential data sources available that could be used to support assessment activities for the purposes of surveillance, protections from serial predators, and program evaluation. These include national surveys, some of which Washington University participates in, and students records. The table below provides an inventory of these data sources including information on the type of data collected, the variables collected, strengths, and limitations.

Potential data sources	What is collected?	Strengths?	Limitations?
National:			
NIPSV (2010), VTVAW (1994-1996)	<ul> <li>Incidence and prevalence across the lifespan</li> </ul>	<ul> <li>National representative sample, detailed information on multiple types of violence, incidents, and consequences</li> </ul>	<ul> <li>Not specific to university populations</li> </ul>
National Incident Based Reporting Systems (NIBRS)	Detailed incident reports from police	<ul> <li>National system         with crime victim         data and location         of incident,         collected annually         facilitating         estimates of trends         and age specific         risk</li> </ul>	<ul> <li>Includes only incidents reported to police</li> </ul>
NCVS (annual)	<ul> <li>12-month incidence reports of crime</li> </ul>	<ul> <li>National representative longitudinal trends</li> </ul>	<ul> <li>Not specific to university populations</li> <li>Limited to 12- month recall</li> </ul>

			<ul><li>period</li><li>Underreporting bias</li></ul>
The American Freshman Survey	<ul> <li>Attitudes toward racial discrimination, abortion, drug use, regulation of racist/sexist speech, gender equity, same sex marriage, affirmative action</li> </ul>	<ul> <li>National representative longitudinal trends on attitudes and norms, which may be linked to WUSTL</li> </ul>	WUSTL does not participate so information cannot be extracted for WUSTL student population
Ad Health	• Longitudinal cohort ('94 – '95) trends	<ul> <li>Longitudinal tracking of adolescent outcomes across time</li> </ul>	• Limited to one cohort recruited in '94-95
WUSTL: American College Health Assessment	• Experience and attitudes toward alcohol use (2004, 2007, 2013)	<ul> <li>Representative sample, comparable across 500 schools. WUSTL represented in larger sample</li> </ul>	Many single item questions as opposed to scales
Bystander Assessment Survey	<ul> <li>Attitudes toward rape and relationship violence</li> <li>Incidence of violence during the last academic year</li> <li>Willingness to intervene</li> </ul>	<ul> <li>Provides a snapshot of current campus climate</li> <li>Can be used as part of a social norming campaign</li> <li>Attitudes specific to WUSTL</li> <li>Potential for benchmarking</li> </ul>	<ul> <li>Not suitable for estimating incidence and prevalence</li> </ul>
Student health records	<ul> <li>Electronic medical records going back to ~2007</li> </ul>	<ul> <li>May indicate extent of students' willingness and comfort with Student Health Services staff</li> </ul>	<ul> <li>Not suitable for estimating incidence and prevalence</li> <li>Highly sensitive in terms of privacy</li> </ul>

 May reveal physical and psychological comorbidities associated with student experiences of rape and relationship violence

### Bias Report & Support System

- Incidence of perceived identitybased bias incidents, as well as incidence of sexual and relationship violence
- Confidential and does not require aggressor identification
- Intersectional and geared toward members of marginalized communities
- Ability to link cases is dependent on respondent's willingness to selfidentify in report
- Dependent on individual's willingness to access and knowledge of this new resource

### Program participant questionnaires

- Satisfaction with programs and perception of program impact
- In future: Change associated with interventions
- Capture program specific outcomes at WUSTL
- Facilitate program improvement and learning
- Difficult to attribute change to university interventions without proper controls
- Limited comparability to other programs

#### Clery Reports & Logs

- Frequencies of crime reports based on U.S.
   Department of Education system including sexual assault, stalking and dating/domestic violence
- Consistent applications of Clery definitions
- Represents only a small portion of incidents which meet Clerydefinitions
- Underreporting bias

### Mandated Reporting by Responsible Employees

- Reports of student experiences of rape and/or relationship violence
- Students report to individuals they trust, so entrusting staff and faculty to report may
- Inadequate training of university responsible employees
- Inconsistencies in

increase the accuracy of surveillance system

standard of care provided to students who report to responsible parties

Office of the Registrar

- Demographics on undergraduate and graduate student populations, reasons for withdrawal, suspension, expulsion, medical leave
- Reliable and complete information on general WUSTL student population for surveillance
- Records go back to 1980 and provide accurate demographic estimates of WUSTL student body over time for estimating prevalence, incidence, and risk
- Raw data is highly sensitive, but data can be extracted and de-identified
- Large data set with over 80,000 records for just undergraduate populations

#### **II. Process**

The Assessment subcommittee met five times throughout the spring 2015 semester. A group model building approach was used to develop a conceptual model for understanding the complexity of sexual assault and relationship violence, risk, prevention, and designing an assessment system that can monitor the implementation and effectiveness of recommendations. Group model building (GMB) is a participatory method for involving stakeholders in the process of developing system models based on the principles of system dynamics<sup>3, 4</sup>. GMB has recently been recommended by the Institute of Medicine as an innovative approach to developing coordinated community prevention frameworks.<sup>5</sup>

Figure 3 shows the different states (boxes) and transitions (circles with a valve on top) between them for Washington University undergraduate and graduate students. Students enter and leave Washington University through one of three transitions: a) at risk, b) having experienced sexual assault or relationship violence and had an "effective" response, or, c) having experienced sexual assault or relationship violence and had an ineffective response (e.g., ineffective counseling, victim blaming, revictimization during an investigation).

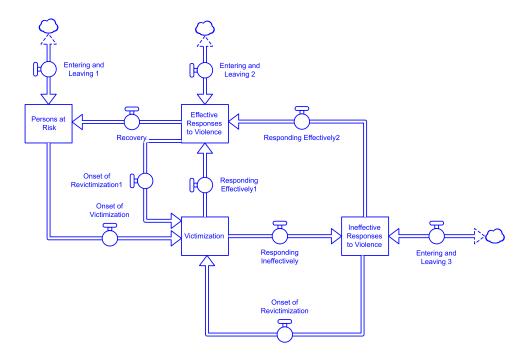
The structure assumes that everyone is at some risk of either initial victimization or revictimization, but that this risk varies by history of prior trauma and the effectiveness of response where

<sup>&</sup>lt;sup>3</sup> Sterman, J. D. (2000). *Business dynamics: Systems thinking and modeling for a complex world*: Irwin McGraw-Hill.
<sup>4</sup> Vennix, J. (1996). *Group model building*. New York: John Wiley & Sons.

Institute of Medicine. (2012). *An integrated framework for assessing the value of community-based prevention.* Washington, DC: The National Academies Press.

ineffective responses to experiences of trauma place victims/survivors at higher risk of re-victimization and effective responses to experiences of trauma reduce the risk of victimization, and where full recovery to pre-victimization state returns one to the state of general population risk. It is important to note that for sexual assault, a large portion of students will enter Washington University with prior experiences of trauma, and with both effective and ineffective responses to that trauma.

Figure 3 Main population states



The factors that influence these four transition states are covered by several subsystems (shown as boxes with rounded corners):

- Faculty and staff
- Students including social groups and informal networks, prevention knowledge, awareness, and skills (KAS), and alcohol and drug use, and student voice
- Expectations by the community members including parents and the larger St. Louis community
- University reputation
- Compliance
- Serial behavior
- Resources

A major consideration throughout our discussion was the fact that there are both general and specific risks that lead to serial behavior in perpetrating sexual assault and relationship violence. General risks may include the use of alcohol and other drugs, social isolation, prior victimization experience or history of witnessing relationship violence, and marginalization. Specific risks focus on individuals who

have previously committed some form of aggression and warrant more intensive monitoring and response given the higher risk they pose to the general university community.

An important theme throughout the subcommittee's discussions was the fact that marginalization places certain groups at greater risk of exploitation and victimization, and that there may be pockets of marginalization that may be highly localized within specific informal groups. Additionally, some individuals may arrive on campus with problematic preconceptions about consent and entitlement that put them at greater risk for perpetrating violence against other students.

Please see Appendix A for the complete systems map of sexual assault and relationship violence risk, victimization, response, prevention, and assessment.

#### III. Recommendations

Based on the subcommittee's variable and data source identification, the group developed a set of recommendations. These recommendations build upon each other to create an assessment system that is longitudinally focused and has the power to deduce both population and within-subjects change. Therefore, the unfolding implementation of these recommendations will yield results that are applicable to 1) surveillance of knowledge, awareness, incidence, and lifetime prevalence, 2) case management and linking of risk to outcomes for victims of violence, perpetrators of violence, and serial perpetrators, and 3) evaluation of whether prevention programs have a longitudinal or collective impact upon students' knowledge, attitudes, and skills concerning sexual and relationship violence. The following proposed recommendations would support construction of an effective assessment system:

### A. Conduct required pre-arrival survey coordinated with other surveys for all undergraduate students.

This survey would ask questions related to:

- 1. Risk factors (e.g., alcohol and drug use) and marginalization
- 2. Knowledge and awareness of sexual assault and relationship violence, bystander prevention, and resources

This recommendation will be tied to 12-month surveys assessing incidence and lifetime prevalence of sexual and relationship violence and response. The pre-arrival survey can be incorporated as part of the "Think About It" program, which includes five custom questions available per year.

#### B. Conduct a pre-arrival survey for all graduate students.

This survey would ask questions related to:

- 1. Risk factors (e.g., alcohol and drug use) and marginalization
- 2. Knowledge and awareness of sexual assault and relationship violence, bystander prevention, and resources

This recommendation will be tied to 12-month surveys assessing incidence and lifetime prevalence of sexual and relationship violence and response. Currently, no such pre-arrival assessment system exists for graduate student populations, so this recommendation would require building or integrating questions into an existing platform for survey dissemination.

### C. Construct and use a standard student key to be used across multiple surveys that is a combination of facts about an individual.

This standard student key must be:

- 1. Universal, meaning that all students can provide an answer to the question (e.g., what day of the month were you born?)
- 2. Consistent, meaning that the fact cannot change (e.g., first three letters of last place of permanent residency before enrolling at Washington University?)
- 3. Unidentifiable, meaning that the fact cannot be used to identify the respondent (e.g., name of elementary school attended for first grade?)

This code will be used across all years of enrollment at Washington University to assess for within-subject change. Collecting this longitudinal within-subjects data will allow evaluators to link experiences of victimization and perpetration to various risk factors. Additionally, it could aid assessing attitudinal and behavioral change over a period of four years.

# D. Create a system that has someone dedicated (~0.5 FTE with database and epidemiology training) to review identified cases back to incoming first year and graduate student surveys and identify risk factors and analyze program outcomes.

This recommendation provides a way to identify and assess earlier risk factors and effectiveness of prevention efforts. Additionally, this recommendation could support efforts to identify vulnerable groups for prevention.

### E. Conduct longitudinal program evaluations to assess collective impact and develop evidence-based prevention programs.

The evidence base for prevention programming is limited and focuses only on single programs as opposed to collective impact across the academic year. Attitudes can change easily and frequently, so it is important to have longitudinal data to support claims of attitudinal change. Additionally, the provision of multiple prevention programs on campus provides an opportunity unique to Washington University to assess collective impact in a way that cannot be done at other universities where there is less programming.

### F. Collect and consistently disseminate annual updates on the university's efforts related to sexual assault and relationship violence prevention and resources.

The purpose of disseminating this information is to influence:

- 1. Student voice
- 2. Expectations of other community members
- 3. Compliance
- 4. Response, support, and referral

The entire university community needs to be aware of incidence along with resources for identifying cases, responding and referring cases, and preventing sexual assault and relationship violence. This transparency will support efforts to foster a population with the knowledge and self-efficacy to access effective community resources.

### G. Develop an approach to identify informal groups, their social network structure, and change over time.

While formal social groups such as clubs, sports teams, and Greek organizations provide avenues for prevention and response, there is an equal if not greater concern that small, informal groups may pose a greater risk for perpetrating and experiencing sexual assault and relationship violence. Informal social groups tend to change quickly over time, including both cohort effects and as a consequence of human development across the lifespan. Thus, analysis of social informal networks requires the use of process-oriented evaluation techniques on a consistent basis throughout the academic year.

A significant barrier to outreach is not having access to information channels. Gaining access to these channels and building the information systems to analyze data outputs are for identifying risk and effectively preventing and responding to violence.

## H. If the University adopts a new offender intervention program (see Prevention and Education for greater detail), construct a multilevel and theory-based evaluation program to track program outcomes.

As detailed in the Prevention and Education section of this report, offender education is largely ineffective in the absence of high levels of community engagement and accountability. The University may provide the requisite setting; however, such efforts must be carefully evaluated to ensure that victim safety is maintained and offenders are held accountable. Such an evaluation effort would need to be rigorous and ongoing; the cost and the need to focus funding on prevention and response for victims of violence necessitates that pursuance of this recommendation be supported with monies from research centers and grants.

#### IV. Membership

Chair: Peter Hovmand, Associate Professor of Practice, Brown School

Chair: Rory O'Brien, Brown School of Social Work

Tim Bono, Assistant Dean and Lecturer, College of Arts & Sciences

Kathy Bucholz, Professor, School of Medicine Sara Burton, Associate Director of Athletics

Alan Glass, Assistant Vice Chancellor and Director of Student Health Services and Associate Professor of Clinical Psychiatry, Washington University School of Medicine

Mahendra Gupta, Dean, Olin School of Business
Jill Kuhlberg, Brown School, Doctoral Student
Jake Leonard, School of Engineering, Class of 2015
Mike Puno, Graduate School of Business, Class of 2015
Jennifer Stith, Division Director for Education in Physical Therapy
Mary Zabriskie, Assistant Director of Campus Life

### **Policies and Processes**

#### I. Current Efforts

While there are many university policies and processes that impact the way that sexual and relationship violence are disclosed and addressed, the Policies and Processes subcommittee has focused primarily on key policies that most directly inform Washington University's goals and practices. Because all of Washington University's policies must align with federal requirements, a brief outline of the key stipulations of Title IX rules is also included here. Reporting processes are also discussed.

#### A. Washington University Judicial Code

The University Student Judicial Code applies to all currently registered students, to students who have accepted admission but who have not yet matriculated, to those not currently students but who have "a continuous relationship with the University<sup>6</sup>," and to those who are not currently registered because of an academic integrity violation.

The parts of the code that address sexual assault and relationship violence are Offenses 4 and 5, which outline the following as behavioral offenses:

- 4) Threatening physical abuse, stalking, hazing, engaging in domestic, dating, or interpersonal violence, or any other conduct which harasses, threatens, or endangers the safety or health of, any member of the University community or visitor to the University.
- 5) Sexual contact with any member of the University community or visitor to the University without that person's consent, including, but not limited to, rape and other forms of sexual assault. Conduct will be considered "without consent" if no clear consent, verbal or non-verbal is given; if inflicted through force, threat of force, or coercion; or if inflicted upon a person who is unconscious or who otherwise would appear to a reasonable observer to be without the mental or physical capacity to consent. For example, sexual contact with a person who would appear to a reasonable observer to be impaired in the exercise of his or her judgment by alcohol or other drugs may be considered "without consent."

#### B. University Sexual Assault Investigative Board Procedures

The University Sexual Assault Investigative Board (USAIB) hears cases that involve accusations of sexual violence and egregious cases of sexual harassment, dating/domestic violence and stalking. The USAIB is comprised of a large pool of faculty, students, staff, and administrators who are trained to hear sexual assault cases.

USAIB proceedings are initiated when a student alleging a sexual assault contacts the Judicial Administrator or the University's Title IX Coordinator, who typically involves a contracted independent investigator to conduct initial interviews and draft a report regarding the circumstances of the complaint. The facts are provided in a neutrally written report to a

<sup>&</sup>lt;sup>6</sup> Including, but not limited to, continuing to reside on University property or taking a leave of absence.

three-member USAIB panel, which has the opportunity to request further information or clarification. A completed report is given to both the complainant and respondent, each of whom has the opportunity to provide a written response. The USAIB panel interviews the parties individually as well as any witnesses if necessary.

Using a standard of "more likely than not," the USAIB panel determines whether the respondent has violated the University Student Judicial Code. If the respondent is found to be in violation, the Vice Chancellor for Students determines sanctions based on the totality of the respondent's record (including other violations). Sanctions that may be imposed are the same as those set forth in the University Student Judicial Code and include suspension and expulsion. Both parties have the ability to seek a review of the decision of the Panel or the Vice Chancellor for Students to the University Provost.

#### C. University Judicial Board Procedures

Currently, the University Judicial Board (UJB) may also hear cases that involve accusations of sexual harassment, dating/domestic violence, and stalking at the discretion of the Judicial Administrator.

Judicial proceedings are initiated with a formal written complaint filed with the Judicial Administrator, who investigates complaints. If no "reasonable grounds" for a violation exist, the Judicial Administrator will dismiss the complaint. If "reasonable grounds" do exist, the Judicial Administrator will make a judgment about whether a Code violation occurred and impose an appropriate sanction. If a sanction of suspension or expulsion is a possible outcome for the violation, the Judicial Administrator will refer the case to the UJB or USAIB.

The UJB is comprised of a Chairperson, six faculty members, six graduate/professional students, six administrative or staff members, and six undergraduate students. Of these members, the Chairperson, three students (typically, educational peers of the respondent), and three faculty or staff generally comprise a panel to hear any individual case.

During the UJB hearing, both the complainant and the respondent present initial and concluding summarizing statements, evidence, and testimony, and will answer questions from the UJB and opposing side. Witnesses for both sides also appear for questions and testimony.

If, using a standard of "more likely than not," the respondent is found in violation of the University Student Judicial Code, the UJB determines the respondent's sanctions, which can range from warnings and fines to suspension or expulsion from the university.

Both respondents and complainants may be accompanied by a support person in prehearing conferences and in the UJB hearing itself; the support person may not actively participate in the proceedings apart from privately supplied advice, support, and assistance.

Both USAIB and UJB proceedings allow for a parallel criminal investigation by law enforcement or criminal court proceedings.

#### D. University Sexual Harassment Policy

The Sexual Harassment Policy applies to all members of the Washington University community. The policy allows for the person experiencing the harassment to address the issue either informally or formally. Informal methods include communicating orally or in writing that

the behavior is unwelcome, involving the individual's supervisor (if applicable), and consulting with the Title IX Coordinator or a Sexual Harassment Response Advisor. Formal complaints can be filed through Human Resources, if the offending party is a faculty or staff member, or through the University Judicial Administrator, if the offending party is a student or student group. All supervisors are required to report allegations against a person under their supervisory authority to an appropriate administrator.

#### E. Title IX "Dear Colleague Letter"

In April 2011, the U.S. Department of Education's Office for Civil Rights issued a letter to all institutions of higher education receiving federal funding with the aim of clarifying the responsibilities of these institutions in responding to student-on-student sexual harassment, including sexual violence. Title IX asserts that sexual harassment and sexual violence "interferes with students' right to receive an education free from discrimination."

The key clarifications include:

- Schools must "take immediate action" to stop harassment (including sexual violence), to "prevent its recurrence," and to "address its effects." Taking action includes training all employees about how to identify and report these behaviors appropriately.
- Schools that "know or reasonably should know" about harassment "must promptly investigate" and "take appropriate steps" to address the situation.
- Schools must try to maintain confidentiality requested by complainants but must ultimately weigh the benefits of such confidentiality against community safety.
- Schools must designate a specific employee to serve as Title IX Coordinator, whose job is to oversee complaints and manage institutional compliance to Title IX.
- Schools must adopt and widely publish procedures to handle grievances in a prompt
  and equitable fashion, even in cases where there is an ongoing criminal
  investigation. Investigations must be "adequate, reliable, and impartial" and judicial
  proceedings must use a "preponderance of the evidence" standard in decisionmaking and include an appeals process that is equally accessible to the complainant
  or respondent.
- Schools must take steps to ensure the safety and security of the complainant, including provisions prior to formal investigative findings or decisions.
- Schools must notify both the respondent and the complainant of the outcome of disciplinary proceedings related to the alleged offense.

#### F. Title IX Reporting Processes

1. The "Dear Colleague Letter" also clarified reporting requirements for University employees. This is important because a university is considered "on notice", and is required to act to remedy the harassment, if a "responsible employee" knew or, in exercise of reasonable care, should have known about the harassment. The U.S. Department of Education has defined "responsible employee" as "any employee who has the authority to take action to redress sexual violence, who has been given the duty

to report to appropriate school officials about incidents of sexual violence or any other misconduct by students, or who a student could reasonably believe has this authority or responsibility". Title IX allows for professional and pastoral counselors to provide confidential support to reporters of sexual violence.

2. Anonymous Online Reporting Forms

There are two options available to students who wish to report an incident of sexual assault, harassment, or relationship violence anonymously. The information given in these reports is used in the university's compilation of crime statistics under CLERY.

RSVP Center

An anonymous reporting form is available at sexualviolence.wustl.edu for survivors, friends, acquaintances, or family members of survivors to report incidents of sexual harassment, sexual violence, intimate partner violence and stalking that involve Washington University students. This report does not initiate a formal complaint, but rather gives the campus information related to safety concerns.

• Washington University Police Department Silent Witness Program
Community members can anonymously report any crime through the
Washington University Police Department's website: police.wustl.edu. The online
form also gives reporters the option to give their name and contact information if
they would like to be contacted by an officer.

#### **II. Process**

In order to work as efficiently as possible, the subcommittee divided into four working groups, which met at least three times each over the course of the semester. The four working groups focused on developing recommendations for a) the procedures of the USAIB, b) separate stalking and intimate partner violence policies for Washington University, c) possible revision to current Washington University alcohol policies, given the well-known connection between alcohol consumption and violence perpetration, and d) an affirmative consent policy for the university.

#### **III. Recommendations**

- A. Revisions to the processes of the University Sexual Assault Investigative Board (USAIB)
  - In spite of recent discouragement from the Office of Civil Rights (OCR) and
    Department of Education (DOE), Washington University <u>should</u> continue to include
    students on the three-person USAIB panel that investigates and adjudicates cases of
    student-perpetrated sexual harassment and sexual assault.

The subcommittee believes that the peer student voice is essential to the credibility of the panel's decision as it deliberates questions of student responsibility in cases of sexual misconduct. Students who participate on USAIB panels help to educate other (faculty and staff) panel members during the investigation process about characteristics and dynamics of campus culture and climate. Such information is essential to making informed decisions about student responsibility. Whereas other members of the USAIB panel spend only their working hours at the University, students

spend the majority of their college lives living and learning on campus. Students, therefore, understand their decision making in terms of their living community and take very seriously their role in keeping the campus safe.

Although OCR and DOE have expressed concern about students' lack of training and experience when it comes to adjudicating USAIB cases, Washington University students receive the same training as staff and faculty who participate on these panels. Additionally, OCR and DOE have expressed concerns about students keeping the information that emerges in USAIB investigation confidential. However, faculty and staff who have both supervised and participated alongside students on USAIB panels have testified to students' strict adherence to confidentiality surrounding these cases. The committee noted that students already also serve in other confidential positions that involve supporting peers with sensitive topics that include sexual assault, IPV, and mental health issues in their roles as trained peer counselors in organizations like SARAH and Uncle Joe's, both longstanding features of Washington University culture.

- A periodic audit of our current process (including examination of best practices at peer institutions and a review of available research) should be instituted. The Title IX Coordinator should be responsible for this process.
- 3. Final decisions about USAIB sanctions should be undertaken by a three-person board rather than leaving the decision solely to the Vice Chancellor for Students. In addition, members of the USAIB panel should have an opportunity (but should not be required) to express their opinions about appropriate sanctions for respondents found in violation of University policy.

The initial sanctioning decision for respondents found in violation should not be left in the hands of a single individual (as is currently the case). Rather, the decision should be made by a small (three-person) committee of Vice Chancellor- or Dean of Students-level administrators who are home-based in separate schools (including the graduate and professional schools) at Washington University. This committee-based approach will ensure both the institutional memory and consistency of decision-making in such cases. This three-person sanctioning committee should be structured so that the consistency of decision-making is preserved; ideally, once the sanctioning committee is in place, membership should be staggered so that no more than one member of the committee is new to the decision-making process. Further discussions should be held to determine the kind of training on issues of sexual misconduct that would be necessary for participation on this sanctioning committee and to identify the specific composition of these panels (e.g., Associate Deans or Associate Vice Chancellors).

Additionally, because they are the people best acquainted with the details of each USAIB case, the members of each USAIB panel should be given the opportunity to offer their opinions about appropriate sanctions for those found in violation of university policy. The Committee recognizes, however, that the members of the USAIB

panel may not be aware of the larger context of the respondent's behavior, including prior violations.

4. Complainants in USAIB cases should be explicitly invited to contribute to sanctioning decisions for respondents found in violation of university policy.

Given anecdotal evidence from staff and administrators who work closely with students, allowing complainants in USAIB cases to have a voice in the sanctioning process when respondents are found in violation may help encourage reporting by victims of sexual misconduct. Making clear to students in the process of deciding whether or not to access the USAIB process that they will have some say in the sanctioning process can help the process feel more supportive. Students who are considering undertaking the USAIB process should also be made aware, however, that the decisions about sanctions will ultimately reside with either the Vice Chancellor for Students (in the current process) or with a committee of administrators (in the proposed system).

5. All sexual harassment cases (including sexual assault, stalking, and intimate partner violence cases) should be processed though the USAIB rather than channeling some sexual harassment cases through the University Judicial Board.

Cases involving sexual harassment, sexual assault, intimate partner violence, and sexual harassment share similar dynamics and barriers for victims alleging these harms and because these offenses often overlap in ways not initially apparent to decision-makers, all cases of sexual harassment should be adjudicated by the USAIB rather than the UJB if the matter is initially referred by the Judicial Administrator. The training specific to USAIB panelists is more appropriate for the full understanding and effective investigation of the dynamics of these abusive behaviors.

 Greater personal support and a systematic set of debriefing procedures should be provided to all panelists (students, faculty, and staff) who participate in USAIB decisions.

Because of the sensitive and emotionally charged content of the investigative process and the weight of responsibility that USAIB findings entail for faculty, students, and staff who volunteer for USAIB roles, the university should provide systematic and confidential opportunities for these panelists to debrief the process and their own responses to it and ongoing support if/when needed. A systematic debriefing process and the provision of emotional support acknowledges the emotional toll that such decision making can take, will prevent the burnout of panel members, and will allow for further engaged participation of trained and experienced panel members.

7. The university administrators overseeing the USAIB process should continue to improve timeliness for all involved in the process.

### B. Washington University should revise and clarify its affirmative consent policy for sexual assault cases.

An affirmative consent policy emphasizes that consent to sexual activity can never be assumed without communication or a clear outward display of agreement. An affirmative consent policy reduces ambiguity in sexual encounters by requiring the party initiating sexual activity to get the permission of the other party before sexual activity takes place and before each new form of sexual activity takes place. According to an affirmative consent policy, the absence of a "no" is the not the same thing as consent. Please see Appendix B for recommended policy definitions and Appendix C for the complete recommended new policy.

### C. Washington University should adopt a separate policy focused specifically on sexual exploitation to be included with policies governing sexual assault and sexual harassment.

Washington University currently does not have a separate policy that explicitly encompasses exploitive behavior that involves non-physically assaultive sexually harassing or sexually abusive acts. With the increase of abusive incidents involving social media, a separate policy that directly addresses such incidents is especially necessary and timely. Please see Appendix B for recommended policy definitions and Appendix D for the complete recommended new policy.

### D. Washington University should adopt a separate policy specifically governing intimate partner violence (IPV).

Washington University currently does not have a specific and separate IPV policy. Females between the ages of 18 and 24 experience the highest rates of IPV in the U.S.—and, according to recent studies, LGBTQ+ students experience even higher rates of IPV. A separate IPV policy communicates Washington University's continued commitment to addressing the particular dangers of the abuse and assault—harms that can differ in important ways from other forms of interpersonal violence—that victims of IPV face. Please see Appendix B for recommended policy definitions and Appendix E for the complete recommended new policy.

#### E. Washington University should adopt a policy governing stalking.

Washington University currently does not have a separate stalking policy. People between the ages of 18 and 24—those of college age—experience the highest rates of stalking nationally. Because stalking often involves acts and dynamics that are not encompassed in other offenses and that require careful attention and monitoring by administration, it requires its own set of definitions and examples that clearly set campus expectations. A clear policy on stalking will also demonstrate institutional commitment to the problem and will communicate that stalking will not be tolerated. Please see Appendix B for recommended policy definitions and Appendix F for the complete recommended new policy.

### F. Washington University should revise its current alcohol policies in an effort to reduce the risk of sexual assault perpetration and victimization in the following ways:

#### 1. Ban all forms of hard alcohol in freshmen residential halls on the South 40 Campus

The entirety of the South 40, which is where Washington University's freshmen and sophomore students generally live, currently bans both competitive drinking games and shots of hard alcohol. Beverages with lower alcohol content, such as beer and wine, and other drinks that have hard alcohol in them, referred to as "mixed drinks", are implicitly allowed on the South 40. The subcommittee recommends that any drink that contains hard alcohol be banned in freshmen dormitories. Our committee found it contradictory and dangerous to have an implicit policy that does not clearly assist Washington University freshmen with developing safe drinking habits during their first year.

We do not recommend that this policy be extended to older students living on the South 40. Since rising sophomores have already been implicitly allowed to have mixed drinks on campus and are further from the 'red zone' of the first three weeks of college, this new policy should not be extended to sophomores. Additionally, by the time students achieve sophomore status, they have usually made connections with individuals and student groups living off campus. One of our concerns with banning hard alcohol for the entire South 40 is pushing dangerous drinking off campus where monitoring becomes more problematic. Therefore, we advise the university to only institute a hard alcohol ban for freshmen residential colleges.

Finally, while we want the alcohol policy for freshmen to become more stringent, we do not wish for the RA-student relationship to become authoritarian or punitive. We advise the university to encourage RAs in freshmen dorms to use discretion upon finding students drinking hard alcohol. For example, if a student who has not had many problems in the past is caught drinking, it may be wisest for an RA to let that student off with a warning, explaining to her or him the new Washington University alcohol policies for freshmen and warning her or him of future repercussions if caught using banned substances.

#### 2. Enforce more stringent sanctions for freshmen who attend events at fraternity houses during the first three weeks of school.

This subcommittee recommends that the University create and clearly disseminate to all students and their parents policies that better enforce the ban on freshmen from going to fraternities during their first three weeks. Having spoken with several leaders within the Washington University Greek community, and having read literature on this topic, our committee believes the first three weeks of a freshman's college experience to be particularly dangerous from a sexual assault perspective.<sup>7</sup>

The university currently bans freshmen from attending fraternity and sorority events during the first three weeks of the school year. However, such policies are not clearly explained to freshmen or their parents and punishments for breaking these rules are generally reserved for fraternities and sororities, not for the students who visit them.

<sup>&</sup>lt;sup>7</sup> C. Ostrander, and J. Schwartz (1994). *Crime at College: The Student Guide to Personal Safety*. Ithaca (New York): **New Strategist Publications** 

Therefore, our committee believes that the University should both: a) more clearly inform students and their parents that freshmen are not allowed to attend Greek houses during the first three weeks on campus and b) explain to students and their parents the punishments associated with being caught drinking at a fraternity or sorority event during the first three weeks. Such punishments may include:

- Meetings with your RA or Residential College Director
- Formal citations
- Placing a semester delay on rushing a Greek organization

While we hope that more of the burden of adhering to this rule is transferred to freshmen students, we also acknowledge that Greek organizations should be held accountable for admitting these students into their houses. The University, through Student Involvement and Leadership (SIL), should conduct conversations with fraternity members at the beginning of each fall semester, informing them of the dangers and repercussions associated with admitting freshmen to their parties during the first three weeks of school.

### G. Washington University's policies should be widely disseminated and easy to access for all students.

Policies governing sexual assault, sexual harassment, stalking, and intimate partner violence will only be as effective as they are known by students. These policies should be easily accessible to every member of the Washington University community. In addition, helping students recognize the scope of the problems that these policies govern, both nationally and at Washington University, can increase students' understanding of the issues and students' understanding of why these policies are in place.

To this end, the policies dictating rules of behavior and standards of accountability for students surrounding issues of sexual misconduct should be accompanied by longer explanations of the scope of the problem nationally and (to the extent we have such data) at Washington University. Including this information can put the rules in a campus context and help victims/survivors of these offenses understand that they are not alone. The dissemination of these policies should also routinely include details about how to contact resources for support in multiple ways, including phone numbers, email addresses, confidential ways to ask questions, etc., and should clearly include the hours of accessibility for each resource.

All of these policies, consequences, and resources should be readily available to parents as well. Thus, we recommend placing the information (or links to this information) on both the First Year Center website and the Parent and Family website.

#### H. Education and training should be developed to support students' understanding of and investment in the policies governing sexual assault, intimate partner violence, stalking, and sexual harassment.

Policies governing sexual assault, sexual harassment, stalking, and intimate partner violence will only be as effective as they are thoroughly understood and respected by students. Every effort should be made to foster awareness about these policies, beginning with each

student's or each employee's first introduction to the university community and continuing throughout each person's academic or professional career at the university. When possible, the university should actively support education efforts by staff and by peers that familiarize students with the policies themselves and with the expectations for their behavior that underwrite these policies.

To this end, the implementation committee, in conjunction with the RSVP Center and Title IX Coordinator, should develop multiple policy awareness strategies that target new undergraduate and graduate students and students who take on new roles (e.g., Teaching Assistant, Laboratory Assistant, Instructor, etc.) and should develop strategies to reinforce policy awareness and understanding over the course of students' academic careers at the university. Additionally, the RSVP Center and Title IX Coordinator, with the help of students from each school, should develop and sponsor ongoing education efforts that help translate the policies into practice for students. Whenever possible, opportunities for students, staff, and faculty to ask questions and practice skills that meet the standards of the policies should be provided. For faculty and staff, this would include learning how to talk with students about reporting requirements and confidentiality. For students, such opportunities might include consent workshops or programs that introduce the policies.

#### IV. Membership

Chair: Jami Ake, Assistant Dean, College of Arts & Sciences Chair: Mathias Gesser, Olin School of Business, Class of 2015

Susan Appleton, Professor, School of Law

Ross Brownson, Professor, Brown School

Bill Clark, Professor, Program in Audiology and Communication Sciences

Apryle Cotton, Assistant Vice Chancellor for Human Resources

Fajer Saeed Ebrahim, School of Law & Brown School, Class of 2017

Tonya Edmond, Associate Professor, Brown School

Jay Hastings, Office of Student Conduct

Jessica Kennedy, Title IX Coordinator

Hayden Leeds, Arts & Sciences, Class of 2016

Itzel Lopez, Arts & Sciences, Class of 2017

Erica Michelson, Brown School, Class of 2016

Gavin Rackoff, Arts & Sciences, Class of 2018

Molly Remch, Arts & Sciences, Class of 2015

Laura Rosenbury, Professor, School of Law

Erin Schuettzpelz, Associate Provost for Operations

Brian Sullivan, MSTP Executive Director

Deanna Wendler Modde, Associate General Counsel

Caroline Wentworth, School of Medicine, Class of 2018

Austin Wesevich, School of Medicine and Brown School, Class of 2017

### Prevention and Education

#### I. Current Efforts

The prevalence of sexual assault and relationship violence among traditionally college-aged students is daunting. The victimization statistics have not changed for decades, demonstrating our silence and discomfort surrounding issues of sexual and relationship violence, as well as ineffective methods of education. Additionally, in the past decade, there has been more research done on perpetrator behavior, giving us more insight into serial perpetration and potential to more effectively address attitudes and behaviors that surround the culture of sexual and relationship violence. Student voices are imperative as we explore effective and engaging prevention and educational methods in our campus community.

Washington University has incorporated a sexual assault education component into orientation for all incoming undergraduate students for over 15 years. This is a valuable introduction of an extremely important topic. However, while there are a variety of educational programs offered, beyond orientation, there is no other mandatory training or consistent training opportunity for students. Moreover, there is little education for graduate students, faculty, and staff. There is a need to reinforce community values and expectations and offer consistent, regular training throughout one's academic career, regardless of role.

The ways in which alcohol abuse, hegemonic masculinity, and social media perpetuate the culture of violence needs to be examined. Community buy-in and safety rely on the development of comprehensive and inclusive programming for students, faculty, and staff (including contracted special event staff) to promote active bystander behavior and acknowledge the roles of the aforementioned concerns related to the perpetuation of violence. Supporting our students involved in Greek Life, athletics, and other student organizations with education and empowerment through awareness education and bystander intervention skills is vital to eradicating the culture of alcohol abuse and concerns of hegemonic masculinity. Additionally, efforts to identify marginalized and vulnerable populations and create audience-specific programming throughout one's academic career are crucial to promoting our community values and expectations of safety and respect.

#### A. Formal Prevention Programming

- 1. Relationship and Sexual Violence Prevention (RSVP) Center Initiatives
  - Green Dot

The Green Dot strategy is a comprehensive training in violence prevention and bystander intervention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Individuals who attend Green Dot are educated and trained to recognize and to appropriately intervene in incidents of sexual assaults, intimate partner violence, and stalking. The "green dot" refers to acts of prevention, such as pulling a friend out of a high-risk situation; conversely, a "red dot" indicates incidents of power-based personal violence such as rape. Informed by social change theory, the Green Dot strategy targets all community

members as potential bystanders, and seeks to engage them through awareness, education, and skills-practice. The goal of the training is to learn and model proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations, resulting in the ultimate reduction of violence.

Green Dot is an evidence-based curriculum with randomized studies demonstrating its promise in changing participants' beliefs and self-reported bystander behaviors<sup>8</sup>. There is also some evaluative data specific to Washington University. After each Green Dot training, students evaluate the program by rating their satisfaction with the training content and trainer facilitation skills. The Green Dot training team (comprised of 11 faculty and staff members) anecdotally evaluates the program after each training session during the biweekly in-person debriefing. In spring 2012, a comprehensive survey was disseminated to evaluate students' attitudes and behaviors around bystander intervention. The survey collected both quantitative and qualitative data with 149 questions and had a response rate of 38.7% (464 respondents). There were many results from that survey, but perhaps the two that made the strongest case for implementing the Green Dot Program were: (1) 68% agreed or strongly agreed that their personal efforts can make a difference in dating violence and sexual violence and (2) approximately 90% of the respondents agreed or strongly agreed that dating violence and sexual violence on campus can be prevented.

#### • The Date and #RewindBlurredLines

Performed since 2001, "The Date" is a student written, directed, and performed play that introduces the topic of sexual assault on campus to all incoming undergraduate students as part of Bear Beginnings (new student orientation). The performance is followed by a mandatory facilitated discussion, separated by gender, with a gender-neutral discussion offered to students who identify as LGBTQ+. "The Date" is the University's largest campus-wide education effort for undergraduates about sexual assault. "The Date" has been evaluated for the past four years, and 61.85% of survey respondents indicated that they found it "to be valuable". The RSVP Center is currently doing a more rigorous evaluation of the program's long-term impact.

#RewindBlurredLines is an interactive theater program that was first introduced in 2014 and encourages bystander intervention and serves as a follow-up to "The Date". The performance is offered to all first year students in the spring semester, and the RSVP Center has collaborated with Residential Life to make

Coker, Ann L., Cook-Craig, Patricia G., Williams, Corrine M., Flsher, Bonnie S., Clear, Emily R., Garcia, Lisandra S., & Hegge, Lea M., (2011). Evaluation of Green Dot: An Active Bystander Intervention to Reduce Sexual Violence on College Campuses. Violence Against Women. 17(6): 777-796.

<sup>&</sup>lt;sup>8</sup> Coker, Ann L., Fisher, Bonnie S., Bush, Heather M., Swan, Suzanna C., Williams, Corrine M., Clear, Emily R., & DeGue, Sarah, (2014). Evaluation of the Green Dot bystander intervention to reduce interpersonal violence among college students across three campuses. Violence Against Women DOI: 10.1177/1077801214545284

attendance part of their mandatory community engagement nights.

#RewindBlurredLines utilizes Theater for Social Change to engage students in difficult dialogue around the issues of sexual harassment, including sexual violence and dating violence. In this model, students have the ability to stop the play in real-time and intervene in dangerous situations.

- 2. Undergraduate and Graduate/Professional Student Group Initiatives
  - BRAVE (Brown Responds to Abuse, Violence and Exploitation)
     BRAVE is a Brown School of Social Work student group that hosts
     educational and service events centered on ending gender violence including: gender inequality, domestic violence, intimate partner violence, and exploitation/trafficking.
  - CARE (Community And Relationship Education)

CARE is a collaborative group made up of representatives from all graduate and undergraduate student groups that have an interest in eliminating power-based personal violence (including, sexual assault, sexual harassment, stalking, intimate partner violence, and dating violence) on campus and in the surrounding community. The goal is to collaborate and strengthen efforts across groups.

LIVE (Leaders in Interpersonal Violence Education)

LIVE is a peer education and awareness-raising student organization created in spring 2015 by undergraduate students who are interested in addressing interpersonal violence prevention and risk-reduction education in a comprehensive manner. LIVE is an expansion and re-branding of the group formerly called CORE (Community Organized for Rape Education). LIVE's overall mission is to educate and empower students on campus to play an important role in ending violence in our communities. While education provided by this group will certainly be available and provided to freshmen, LIVE will intentionally target educating upperclassmen.

LIVE will have three subgroups that specifically address the following topics through peer education: (1) Sexual Assault and Harassment, (2) Intimate Partner Violence and Stalking, and (3) Men and Masculinities. LIVE members will receive 25-35 hours of training. Also connected to LIVE will be an organization called 'LIVE Greek.' LIVE Greek will consist of trained sorority and fraternity members who provide community-specific interpersonal violence prevention and risk reduction education to their fellow Greek peers.

LIVE hopes to expand its education efforts to include graduate students. LIVE is also working to develop training programs for athletic teams. LIVE will be responsible for putting on Sexual Assault Awareness Month and Take Back the Night in April and Domestic Violence Awareness Month in October. LIVE also plans to engage the community through PSAs, speakers, and promotional materials.

SARAH Safe

In addition to staffing the campus hotline, SARAH also provides "SARAH Safe" training to faculty, staff, and student groups. The goal of training is to give

trainees the skills to effectively listen and support a survivor who has disclosed to them.

#### V-day

The V-day student group is a local chapter of an international movement dedicated to ending violence against women and girls around the world. V-day hosts The Vagina Monologues, a series of short and powerful theatrical performances performed by students that are based on interviews of women's real experiences across the world. The content of the interviews and performances center on female sexuality and stigmas around rape culture.

Not explicitly for sexual assault/relationship violence, but related:

#### Men's Project

The Men's Project is a collaborative effort between Residential Life and SIL that focuses on the examination of societal images, expectations, and messages around masculinity to empower men to better understand themselves, promote the advancement of gender equity, and raise consciousness in their communities. This program is open to undergraduate students who identify as male. Participating students were able to explore their masculinity and its intersections with their identities over a weekend retreat and six weekly, hourand-a-half long, on-campus interactive discussions sessions. At the end of the sessions, participants created action plans and goals for further personal development.

#### Peer Health Educators

Peer Health Educators (PHEs) are student volunteers interested in health promotion activities including outreach, programming, and communications. Certified by the Bacchus Network Certified Peer Educator Training Program, PHEs receive additional training by health professionals in many areas of wellness including stress management and mental health, sleep, lower-risk drinking and safer sex.

#### Safe Zones<sup>9</sup>

SafeZones is a student group dedicated to promoting awareness and discussion of LGBTQ+ issues. SafeZones holds workshops and facilitates discussions to create a more accepting and knowledgeable university community. SafeZones plans trainings for individual students, student groups, and Greek organizations. Some examples of groups that SafeZones has trained include RA's, freshman floors, various Greek chapters, and several Introduction to Women, Gender, and Sexuality Studies courses.

<sup>&</sup>lt;sup>9</sup> SafeZones refers to the undergraduate student group, which is different than the Staff Safe Zones program run through Student Involvement and Leadership.

#### 3. Greek Life

#### Responsible Contacts

Responsible contacts are required at registered Greek events and parties involving alcohol. As part of the training for these members, they are given an abbreviated bystander intervention course which addresses strategies for action in cases of potential sexual assault. They must be sober for the entire function and are responsible for conduct of their guests and the success of their event. Each fraternity and sorority must have at least five trained responsible contacts (trained by a Coordinator in SIL) and two present at each event.

#### New member training, facilitated by LIVE

Beginning in spring 2015, SIL instituted a new program in which fraternity new members and new member educators participate in a dialogue regarding sexual assault and its intersection with fraternity culture. The talk is facilitated by LIVE (formerly CORE) and focuses on discussing new members' roles and responsibilities as representatives of Washington University Greek Life. This program is not as well institutionalized as it could be and does not occur every year.

#### Mandatory training to host formal events

Each fraternity and sorority is required to participate in a discussion with LIVE (formerly CORE) in order to register their spring formal. The talk is an interactive presentation and dialogue about sexual assault, consent, and responsibilities of chapter members with regards to their dates.

#### • Title IX training for House Managers

House managers are university employees and function as RAs within fraternity housing. During their training, they are given a presentation by the University's Title IX Coordinator explaining their responsibilities as a representative of Washington University.

#### 4. Athletic Teams

The RSVP Center offers training to athletic teams as well as coaching staff throughout the year. Additionally, the RSVP Center offers "The Date" to smaller groups of athletes unable to attend the live performance due to game schedules.

#### 5. Residential Life

RAs and Washington University Student Associates (WUSAs) receive presentations from RSVP Center staff and the Title IX Coordinator. This training focuses on resources and skills for supporting residents, as well as the University's policies, procedures, and reporting mandates.

#### 6. Academics

#### Coursework

While many courses in the Women, Gender, and Sexuality Studies undergraduate program cover issues of gender based violence, sexual assault, and

relationship violence, three courses in particular concentrate solely on these issues: (1) Violence Against Women: Current Issues and Responses (2) Service Learning: Projects in Domestic Violence (3) Violence Against Women Court Project. All of these courses are taught by the same professor, Jami Ake. The first is a large lecture course, the second a service learning class, and the third a one-credit seminar.

Graduate courses related to sexual violence and intimate partner violence at Washington University are offered through the Law, Social Work, and Public Health programs. The following courses are related to these topics: (1) Domestic Violence and the Law (2) Intimate Partner Violence: Theories, Problems, and Issues (3) Intervention Approaches with Women (4) Sexual Health Across the Life Course (5) Criminal Justice Involved Adults (6) Sex Trafficking (7) Designing and Implementing Sexual Health Education: Service Learning (8) Women's Issues in Social Welfare and Social Work (9) Regulating Sex (10) CIVIL Advocacy Clinic. Graduate students can take a prescribed combination of these courses to receive a Certificate in Violence Prevention, in addition to their degrees, in the "Violence Against Women" track through the Brown School's Center for Violence and Injury Prevention.

Sexual Assault Resources Listed on Syllabi

All full-time faculty received an email on December 14, 2014 from Provost Thorp encouraging them to provide resource information on their course syllabi related to accommodations based on sexual assault, bias reporting, and mental health. The email included suggested text regarding these matters.

Title IX Training for Faculty and Staff

At present, no systematic, required Title IX training is given to faculty. However, department chairs, program directors, or those in similar positions can request Title IX training for faculty and/or staff. On February 17, 2015, supplementing an email sent previously, Provost Thorp sent an email to faculty and administrators that carefully reviewed the reporting protocol of Title IX. The email stated that, as a faculty member of Washington University, if a student discloses an instance of "sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if [the faculty or administrator] otherwise observe[s] or become[s] aware of such an allegation, [he or she] is required to immediately report that information either to [his or her] Department Chair or Dean or directly to the University's Title IX Coordinator." The email also gives faculty information on how to advise students regarding confidentiality, and provides contact information for reaching the University's Title IX Coordinator.

#### 7. Medical School

First and third year medical students have orientation sessions at the beginning of their respective academic years; orientations occur in August for year one and June for year three. During these sessions, either the Title IX coordinator or the Associate Dean for Student Affairs gives a slide presentation on Title IX, related policies, and available resources.

#### B. Informal Prevention Programming

Informal prevention efforts are sometimes just as important, if not more important, than the formal programming offered at Washington University. We believe there are many community members engaged in informal sexual assault prevention, but there could be more. These individuals could benefit from specialized training and support due to their strong connections with students, which can ultimately influence opinions and behaviors, leading to a culture shift. Key individuals involved with informal prevention programming include:

- Coaches
- Undergraduate Four-Year Advisors
- Ministers & other religious leaders
- Residential College Directors (RCDs)
- Associate Deans
- Staff (particularly those working at front desks, supervisors of work study students, and staff members heavily involved in student life)

#### II. Process

In order to effectively address the identified attitudes and behaviors that contribute to the perpetuation of violence and to ensure that educational efforts are consistent and available to all members of the Washington University community, the Prevention and Education Committee divided into four smaller committees: Alcohol and Hegemonic Masculinity, Social Media, Student Engagement, and Offender Education.

The goals of the Alcohol and Hegemonic Masculinity committee were to examine the roles of these issues in perpetuating violence, as well as to determine effective strategies to address both concerns. The goals of the Social Media committee were to address the role of social media in not only perpetuating violence, but especially to determine ways that social media can be used as an effective educational tool. The goals of the Student Engagement group were to explore and examine ways to effectively gain buy in from all students in addressing and combating the serious issues of sexual and relationship violence. Finally, the goal of the Offender Education committee was to research effective means to change attitudes and behaviors of those found in violation of the sexual harassment policy or student conduct code who are allowed to remain part of the Washington University community.

#### III. Recommendations

#### A. Develop a consistent and institutionalized prevention and education message

The committee proposes developing an overarching community message on sexual and relationship violence through community-wide education. This message should be consistent across schools, departments, audiences, and organizations.

#### 1. Undergraduate Career

The subcommittee recommends developing and implementing a four-year training program to be offered in September for each year of one's academic career, focusing on community expectations, consent, and bystander intervention.

Messages should consistently reinforce community values and expectations and

should be reinforced in the language and actions of faculty and staff. Training will be developed and implemented through the RSVP Center in collaboration with campus partners, such as the Performing Arts Department.

#### Possible suggested training:

Year One	Community expectations and consent training offered in the form of
	Theater for Social Change
Year Two	Reiteration of expectations, consent rules, and a focus on bystander
	intervention, again utilizing Theater for Social Change
Year Three	Reiteration of previous messages, with advanced bystander
	intervention skills practice with trained facilitators
Year Four	Mandatory online review

To ensure all students receive the training, students will record attendance by swiping their ID cards into training using Portfolio. Training should be peer-led by student groups advised by the RSVP Center in collaboration with campus partners.

#### 2. Vulnerable, Marginalized, and Underserved Campus Populations

Develop and implement population-specific programming for international students, students of color, LGBTQ+ students, Greek students and athletes. To ensure all students receive the training, students will record attendance by swiping their ID cards into training using Portfolio. Training should be peer-led by student groups advised through the RSVP Center, the LGBT coordinator, The Center for Diversity and Inclusion, and other appropriate campus partners. Training should be offered to each identified group annually in October.

#### 3. Graduate and Professional Students

Our exploration of graduate and professional students' knowledge of campus resources reveals that most are not aware of the services available to them. Conversations with the Graduate Professional Council (GPC), Graduate Student Senate (GSS), and Prograds highlight the feeling of isolation. Many students referred to the "Skinker divide": those who live or work to the east of Skinker Boulevard are often not aware of services and often carry the misconception that services and resources are only available to the undergraduate community. Due to these misconceptions and the fact that our graduate and professional student community is largely underserved, we propose passive and active programming specific for these student audiences. This includes the development of posters and brochures, inclusion of population-specific information on the sexualviolence.wustl.edu webpage, orientation training for all schools, and active programming to GPS, GPC, and Prograds in October each year. Programming will focus on community expectations, consent, bystander intervention, and available support and resources. Training will be developed and implemented through the RSVP Center in collaboration with campus partners.

#### 4. Faculty and Staff

We recommend offering annual training to faculty and staff on traumainformed response, university policy and procedures, sexual harassment definitions, responsibilities, and resources. Training should be offered annually in August. See the Support and Advocacy section for additional detail.

- B. Proactively address venues that promote alcohol consumption and hegemonic masculinity that often lead to high risk behavior that can result in sexual and/or relationship violence.
  - 1. Institute mandated training sessions for all fraternity members before living in fraternity houses.

This committee recognizes the existence of stark power dynamics associated with fraternity houses. Fraternity members are in positions of authority when inviting guests to their Greek houses. Many cases of sexual assault begin with fraternity members inviting guests up to their rooms after having been in a crowded downstairs room. While it is unclear how prevalent this trend is at Washington University, we do acknowledge that similar power structures exist within fraternity houses at this school.

Keeping this in mind, we advise the university to mandate <u>sexual prevention</u> and <u>bystander intervention</u> trainings for students wishing to live in a fraternity house. This would need to be a prerequisite to living in a Greek house; failure to complete this training would prevent one from living in fraternity housing. We believe that SIL is in the best position to coordinate these training sessions (in conjunction with the RSVP Center), but we hope that fraternities can eventually lead such training sessions independently, without direct involvement from SIL (perhaps by having SIL teach Greek leaders how to conduct training sessions with their fraternity brothers).

Since sororities do not currently have houses on campus, we only recommend this policy for fraternities.

#### 2. Institute mandatory training sessions for fraternity leadership.

Through our discussions with Greek leaders on campus, this committee learned that many leadership positions within Greek organizations receive little to no training from the University in terms of sexual assault prevention. We believe that such training—which may include instruction on the dangers of sexual assault, bystander intervention, Washington University policies concerning Greek events, etc.—should be established for several key positions within fraternities. Trainings should be implemented by a coalition of Greek leaders, SIL, and the RSVP Center.

Although we do not have a clear idea as to what these trainings should look like, we believe that the University needs to develop a standardized, well-researched training regimen that can be implemented on a semester or annual basis.

#### 3. Reduce the risk associated with off-site student group events.

Not limited to Greek organizations, training should be mandated before student groups can host events where alcohol is served outside of Washington University's

campus. These student groups may include, but are not limited to, athletic teams, cultural organizations, and any organization receiving Student Union funding. We recommend that such training be given to both student group members and their guests.

Student group members should receive in-person training from the University, while guests should receive similar online training. Many students attend several off-site events each semester in a given semester, and would only need to complete training a maximum of once per semester.

Further, we recommend that student groups hosting off-site events share their guest lists with both the University and their guests at least one week in advance. For the University, this added oversight will assist in the event of any dangerous situations/complaints. Such information may be important for guests who do not wish to interact with certain students. Attached to this guest list, the University should ensure that student groups send safety information to all their guests. Such information should include contact information for the event's sober contacts, the name contact information for the venue, and local taxi companies' phone numbers.

Fraternity out-of-town formals are of particular concern. Rarely in St. Louis, formals involve fraternity members inviting guests to a weekend event in another city. Currently, the University has almost no oversight of these events, except for knowledge of when the event will take place. Thus, we recommend that the University require Greek organizations to adhere to all aforementioned regulations.

#### 4. Properly train event staff.

Student groups who hold events with alcohol are required to hire a private security company approved by SIL. Mandatory training should be required for all special event and security staff as part of the agreement with SIL. Consistent training would help ensure understanding of the University's sexual harassment definitions, expectations, response and resources. Contracts with security companies should be dependent on completion of training.

#### C. Utilize social media in effective ways.

The subcommittee recommends that the RSVP Center, LIVE, CARE, and Student Union (among other possible partners) launch a student-informed bystander intervention campaign through social media and print poster that builds on the Green Dot poster campaign from the current academic year. The new campaign should focus on providing concrete bystander intervention tips to students to make the concepts as tangible as possible for students. Additionally, the committee recommends creating another social media campaign focused on defining consent and the role that alcohol and drugs can play in undermining ability to consent.

Social media is a complex and ever-evolving topic, thus the subcommittee encourages the newly forming Online Speech and Social Media Committee to look specifically at inappropriate student-generated online material about sexual violence. One possible idea is for this committee to spearhead a campaign, in collaboration with other campus partners, focused

on encouraging students to use the "Report" button available on most online platforms to report inappropriate posts or comments.

Finally, the subcommittee would like to reiterate the recommendation made by the Social Media working group of the Mosaic Project that "the Faculty Senate Council be charged with amending the [Computer Use] Policy to reflect the new technological realities and capabilities of the Digital Campus in the twenty-first century, using technology-independent language when possible"<sup>10</sup>.

## D.Create a model offender education program.

Offender intervention programs engage perpetrators of violence in the attempt to alter their behavior and prevent future re-perpetration. Extensive evidence exists that these programs have not been effective and may, in some cases, exacerbate problems when serial behavior is involved. However, this evidence is largely based on program evaluations, as opposed to whole system evaluation. This is a significant limitation because even according to many of the existing offender programs, their interventions are limited by how well the larger community holds offenders accountable. Indeed, a number of simulation studies have shown that offender programs cannot work unless specific conditions are met at the community level with respect to referral and minimum standards for offender programs.

This presents a unique situation for Washington University and more generally universities across the country because most universities have much greater ability to implement whole systems interventions than the typical local government authority in the United States. As such, it is conceivable that the prerequisites needed for offender programs to work could actually be met with an integrated and well-coordinated prevention and intervention plan

Currently, when a student is adjudicated through the USAIB and found to be "responsible" there are a number of sanctions that can be imposed. In some cases, the student is expelled from the University; in other cases, the student may be asked to engage in an educational program. Available educational sanctions are inconsistent and limited in both time and resources. Additionally, there are no offender programs for college aged individuals that demonstrate efficacy. Washington University has the opportunity to create a model program in this area.

As such, the subcommittee recommends creating an advisory committee with the goal of either identifying a local community agency or practitioner to contract with to provide these services to students or developing a University-specific offender education program. The advisory committee should draw on the expertise of campus partners. The group would be tasked with researching, developing, implementing, and assessing the program. The proposed timeline for implementation would be spring of 2016.

## IV. Membership

Chair: Kim Webb, Director, Sexual Assault and Community Health Services

<sup>&</sup>lt;sup>10</sup> Mosaic Project Final Report (2014). Retrieved from: http://diversity.wustl.edu/wp-content/uploads/2013/04/MOSAIC-PROJECT-Report-working-group-index2.pdf

Chair: Maya Vizvary, Brown School of Social Work

Lawrence Benjamin, School of Medicine, Class of 2016

Rebecca Boardman, Pastor, Lutheran Campus Ministries

LaTanya Buck, Director, Center for Diversity and Inclusion

Lucy Chin, Arts & Sciences, Class of 2017

Karen Levin Coburn, Senior Consultant in Residence

Nancy Fahey, Head Women's Basketball Coach

Rob Henke, Professor, Drama and Comparative Literature

Amanda Kalupa, Olin School of Business, Class of 2016

Larry Kindbom, Head Football Coach

Jeffrey McCune, Associate Professor, Performing Arts Department

Diane Merritt, Professor, School of Medicine

Lisa Moscoso, Associate Dean for Student Affairs and Assistant Professor, School of Medicine

Bisma Mufti, Arts & Sciences, Class of 2017

Teddy Sims, Arts & Sciences, Class of 2016

Cory Steinberg, Arts & Sciences, Class of 2017

Kathy Steiner Lang, Assistant Vice Chancellor, Office of International Students and Scholars

Austin Sweeney, Residential College Director, Residential Life

Emma Tyler, Arts & Sciences, Class of 2015

Josh Whitman, Athletic Director

Megan Wolf, Arts & Sciences, Class of 2018

# Support and Advocacy

### I. Current Efforts

Relationship and sexual violence continue to imperil the health and well-being of Washington University community members. There are several support and advocacy services available to students; however, students are not served by these services equally. Disparities of resources and resource awareness exist among the graduate and undergraduate populations. Students on the medical campus, especially, are not aware of the sexual and relationship violence support and advocacy services available to them due, in part, to the services' location on the Danforth campus as well as a relatively less focused effort by medical campus student groups and administration. There is currently no systemic sexual and relationship violence support and advocacy effort that reaches all of the university student populations.

The addition of the RSVP Center (formerly called the Office for Sexual Assault and Community Health) in 2011 marked a necessary and important shift in Washington University's commitment to prevention of sexual and relationship violence and support its survivors, but the task of supporting a community of over 13,000 students is immense. While staff in the RSVP Center have earned students' trust and the Director serves as the front line resource for student needs, the current level of demand is threatening the Center's ability to provide timely, comprehensive support for survivors and the increased demand that could come from greater awareness of resources would certainly outstrip the capacity of one person to provide holistic support. Should the Director be unavailable or unreachable for any extended period of time, Washington University would be without a relationship and sexual violence response coordinator and survivors would be without trauma-specific crisis services offered through RSVP.

A. Institutional Offices/Programs

- 1. Student Health Services (SHS)
  - RSVP Center

The RSVP Center is available to all undergraduate and graduate students on the Danforth Campus and medical campus students will also be served if they seek resources. The office is currently located in Seigle Hall on the Danforth Campus.

The website sexualviolence.wustl.edu is a centralized source of information for survivors of violence. The Sexual Violence tab is prominently displayed on the SHS homepage and directly accessible at sexualviolence.wustl.edu. The webpage is not accessible by appending related terms i.e. "sexual assault," "date rape," "rape," "community violence," "relationship violence," "sexual abuse" to the wustl.edu suffix. A google search of "sexual assault wustl" returns a link to the "sexual assault staff" page as the first result. Linking to sexualviolence.wustl.edu from other highly trafficked university sites should be a first priority.

The website does contain a comprehensive list of university and community resources and a dedicated page "What to do if you have been sexually assaulted," which outlines a survivor's possible options. The site also has separate tabs for

LGBTQ+ and male survivors of sexual violence. This website is a comprehensive, easily navigable resource for Washington University community members. Unfortunately, many undergraduate and graduate students are unaware of the site. Currently, the website does not contain graduate student-specific information, but there are plans to add this in the near future.

### Counseling

Undergraduate and non-medical graduate students are permitted nine counseling sessions at SHS for no additional charge. The demand for counseling services is high, and waiting periods can exceed several weeks. SHS does refer to community providers if students have an urgent need or need for regular, on-going counseling services.

Counseling services are available to medical graduate students through the medical school's student health office. Students do not need a referral to see a counselor or psychologist. The student pays no charge for the first session but is responsible for a \$10 co-payment for subsequent sessions. The medical school student health website includes a tab for Victims of Sexual Violence located within the Mental Health Services section. The sexual violence tab provides information for the YWCA women's resource center.

### 2. The Office of Residential Life

Resident Advisors (RAs) are trained undergraduate students who interact with the entire undergraduate student body through their Washington University housing assignments. Each RA receives SARAH Safe training (see the Prevention and Education section for a description) and a comprehensive review of student support services prior to each academic year.

Residential College Directors (RCDs) are professional staff members who live in the residential area they oversee, manage the day-to-day operations of the Residential Community, supervise the RAs, and are responsible for overseeing the maintenance of their facilities. RCDs also assist students in the development of programs, advise the College Council, and handle a wide variety of student concerns and conduct. All RCDs have had Title IX Training, Sexual Assault Training, and Safe Zones Training.

#### 3. Title IX Office

All students have the right and are encouraged to file a formal complaint in the event of sexual harassment, including sexual violence, experienced as a student. The Title IX Coordinator is dedicated to ensuring campus safety by proactively addressing all complaints. A report to the Title IX Coordinator does not preclude a student's right to file a report with the police and seek criminal prosecution if the student is a victim of rape, sexual assault, or other sexual offenses.

# 4. Washington University Police Department

All Danforth campus students may call 314-935-5555 any time of day or night to make a complaint privately. WUPD is committed to pursuing all allegations of sexual

violence seriously and confidentially. WUPD will not notify a complainant's parents without his or her consent. WUPD will pursue all cases without prejudice or regard to sexual orientation or gender identity of the victim or suspect. A list of full commitments can be found at sexualviolence.wustl.edu.

## 5. Washington University School of Medicine Protective Services

Washington University School of Medicine Protective Services is a combined force of armed Response Officers, unarmed Communications Officers, and unarmed Public Safety Officers who provide security coverage for the campus on a seven-day per week, 24-hour basis. These officers are University employees. Additionally, an unarmed contract security contingent staffs certain fixed posts on campus. Community members can report a crime by calling 314-362-4357 or 2-HELP (2-4357) on any in-house phone. In cases of sexual assault, sexual harassment, or relationship violence, Protective Services can assist in contacting the appropriate local Police Department and/or other campus resources.

6. Washington University entities that support international activities for students

Many divisions of Washington University support international activities for our students, whether through international service, a practicum or rotation, undergraduate study abroad, graduate field research or myriad other opportunities. There is no centralized oversight of these international activities for students nor is there any consistent protocol for preparing students prior to their time abroad or providing support to a student who experiences sexual violence while abroad. All offices consulted have indicated that they respond to issues that arise on a case-by-case basis.

### C. Student-Led Resources and Services

#### 1. SARAH

The Sexual Assault and Rape Anonymous Helpline (SARAH) is 24-hour helpline staffed by Washington University students who receive over 60 hours of intensive training before staffing the hotline. Student counselors receive trauma-informed training on rape culture and myths, LGBTQ+ issues, female and male survivors, religious and cultural issues, police procedure (campus and St. Louis), Washington University judicial process, STIs/health risks, high risk coping mechanisms, pregnancy and options counseling, and resources both on the WU campus and in the larger St. Louis area. Students can reach SARAH by calling 314-935-8080. The service is not well known to the graduate students and unknown to medical campus students.

### 2. Uncle Joe's Peer Counseling

Uncle Joe's is a student-run 24-hour confidential counseling service. Student counselors have over 100 hours of training and have a large network of referral services for students who require additional support.

Students reach an Uncle Joe's counselor by calling 314-935-5099 and leaving a message. An on-duty "Joe" will call back within 15 minutes. If there is an emergency and

the student cannot wait, the student is instructed to contact Life Crisis at 314-647-4357. Walk-in Hours: 10:00 PM - 1:00 AM every night. The office is located in the basement of Gregg Hall on the South 40. Uncle Joe's provides services only to undergraduate students.

### D. Selected Community Resources

- 1. Medical
  - Hospitals

St. Mary's Health Center 314-768-8360

Barnes/Jewish Hospital (affiliated with WU) 314-362-9123

Missouri Baptist Hospital (affiliated with WU) 314-996-5225

St. John's Mercy Medical Center 314-569-6090

St. Louis University Hospital 314-577-8777

Children's Hospital for students under 22 years old (affiliated with WU) 314-454-6000

The SPOT (Supporting Positive Opportunities with Teens)

The SPOT provides counseling and medical services, including pregnancy and STI testing, for youth under 25 years of age. The staff is trained in traumafocused cognitive behavior therapy and is very LGBT friendly, with one therapist who specializes in trans\* youth care.

Phone: (314) 535-0413 / Fax: (314) 535-0038

www.theSPOT.wustl.edu

Address: 4169 Laclede Ave. St. Louis, MO 63108

- 2. Survivor Support
  - ALIVE Alternatives to Living in Violent Environments

ALIVE's mission is to provide counseling, emergency sanctuary, and other critical services to adults and children impacted by domestic abuse, as well as to increase awareness in order to create a supportive community.

Crisis Line – (314)993-2777

www.alivestl.org

YWCA of Metro St. Louis

YWCA's Sexual Assault Response Team (SART) consists of specially trained volunteers who are available to assist rape survivors 24/7 at 17 area hospital ERs around St. Louis County. Volunteers should be contacted by the hospital when a survivor arrives in the ER, but the YWCA crisis line can be called if no volunteer arrives.

Additionally, the YWCA offers individual therapy for victims of rape or childhood sexual abuse, support groups, case management, and follow-up for survivors seen by SART. They also provide risk-reduction and awareness training, professional education, psycho-educational groups, and off-site outreach services

24/7 Crisis Helpline – (314)531-7273

www.ywcastlouis.org

### Safe Connections

Safe Connections provides free individual counseling for adults and adolescents aged 12-19 who have experienced rape, abuse, and/or childhood sexual abuse. Support groups are free of charge and conducted by licensed, professional therapists. They also offer educational programs and a crisis hotline.

24/7 Crisis Helpline – (314)531-2003 www.safeconnections.org

National Domestic Violence Hotline and Website

The National Domestic Violence Hotline provides lifesaving tools and immediate support to enable victims to find safety and live lives free of abuse. Callers to the Hotline can expect highly trained experienced advocates to offer compassionate support, crisis intervention information and referral services in over 170 languages. Visitors to the site can find information about domestic violence, safety planning, local resources and ways to support the organization.

24/7 Helpline – 1-800-799-SAFE (7233) www.thehotline.org

• RAINN – Rape, Abuse, and Incest National Network

RAINN is the Nation's largest anti-sexual violence organization that provides support for sexual assault survivors and their loved ones. The Network operates the National Sexual Assault Hotline in partnership with more than 1,100 local rape crisis centers across the country. There is also an online hotline available for those who prefer instant message.

Hotline – 1-800-656-4673 www.rainn.org

# **II. Process**

In order to comprehensively account for and analyze support services and advocacy efforts at Washington University in St. Louis, subcommittee members were assigned to one of three working groups: Resources, Transparency, and Training. The Resources working group sought to determine what resources were available to both undergraduate and graduate students. The Transparency working group sought to determine how accessible and visible these resources were to the students. The Training working group sought to determine which staff members, faculty, and student groups receive or provide training on sexual assault and relationship violence support and advocacy. Shortly after the working groups convened, the responsibilities of the Transparency working group were combined with those of the Resources group due to natural alignment of the groups' goals.

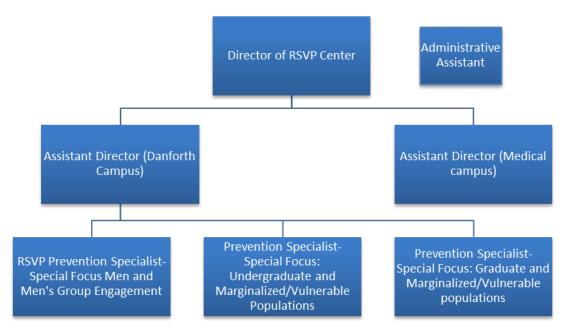
## **III. Recommendations**

### A. Expand the Relationship and Sexual Violence Prevention (RSVP) Center

The subcommittee proposes an expansion of the RSVP Center. The recent addition of a Prevention Specialist with special focus on engaging men and men's groups is an important one;

however, the RSVP Center would benefit from additional staff to serve the needs of the Danforth and Medical School campuses.

1. The envisioned organizational structure is as follows:



## 2. Proposed Position Descriptions

• RSVP Assistant Director (Danforth Campus): Currently, the director of the RSVP Center is responsible for crisis counseling and support for victims of relationship and sexual violence. Current demand for crisis services is straining available resources. The RSVP Center's ability to support a community of over 13,000 students must not be contingent on the 24/7 availability of the director. A staff member at the Assistant Director level is necessary to ensure the sustainability of the RSVP Center's efforts.

As such, this position would: 1. Provide crisis counseling and future accommodations for students who have been victimized or are in unsafe situations, and 2. Cultivate and foster relationships with community partners, including, but not limited to, local police jurisdictions, hospitals and service organizations, as well as our campus partners who are involved with crisis response.

• RSVP Assistant Director (Medical Campus): The medical school is isolated from the Danforth campus' relationship and sexual violence prevention initiatives. The overwhelming majority of medical campus students are unaware of the RSVP Center. As a result, students rely on academic deans, career advisors, and peers for support. Few members of these support networks are properly trained to support and appropriately refer in the event of a disclosure. Additionally, some stressors experienced by students are unique to the medical professional schools and therefore someone with a familiarity with these specific programs is essential to

provide appropriate support to this student population. This specialized knowledge will also be necessary to coordinate appropriate accommodations.

It is envisioned that the person in this role would: 1. Serve as a neutral, confidential resource that can provide crisis counseling and future accommodations for students based on the medical campus who have been victimized and feel unsafe, 2. Cultivate and foster relationships with community partners, including, but not limited to, local police jurisdictions, hospitals and service organizations, as well as our campus partners who are involved with crisis response, 3. Create and manage webpages, promotional materials, and resources to support students and engage medical campus students/student groups in prevention efforts and opportunities, 4. Provide training to medical faculty, staff, and students who currently serve as front line support for victims of relationship and sexual violence, and 5. Serve as a confidential resource in instances of sexual harassment. Eradication and increased reporting of sexual harassment has been a recent focus of the medical campus; however, students do not have a strictly confidential faculty or staff member to disclose to currently.

• RSVP Prevention Specialists (x2): Studies have shown that certain populations, including LGBTQ+ students<sup>11</sup>, international students<sup>12</sup>, and students of color<sup>13</sup> face unique risks for experiencing sexual assault and relationship violence. The subcommittee believes that these groups could be better served through programs specifically tailored to their needs. Hiring additional prevention specialists who can work with these populations at both the undergraduate and graduate levels would ensure that they are receiving the best services possible.

Specifically, these individuals would be tasked with: 1. Increasing and strengthening university-wide education and outreach to undergraduate and graduate students, with a primary focus on marginalized and vulnerable populations, including first year students, study abroad and off-campus research students, LGBTQ+ students, and international students, 2. Creating and managing webpages, promotional materials, and resources to support and engage students in prevention efforts and opportunities, and 3. Collaborating with related student services offices including but not necessarily limited to the Center for Diversity and Inclusion, Student Involvement and Leadership, the Office of International Students and Scholars, the First Year Center, graduate student groups, Directors of undergraduate and graduate studies, and offices responsible for undergraduate and graduate international study and research.

• Administrative Assistant: Currently, there is no administrative assistant charged with supporting the RSVP Center staff in their many efforts. The burden of basic

-

<sup>&</sup>lt;sup>11</sup> CDC. (2010). National Intimate Partner and Sexual Violence Survey: Findings on Victimization by Sexual Orientation. Retrieved from http://www.cdc.gov/ViolencePrevention/pdf/NISVS\_SOfindings.pdf

<sup>&</sup>lt;sup>12</sup> Not Alone. (2015). Resources: Immigrant and International Resources. Retrieved from https://www.notalone.gov/resources/

<sup>&</sup>lt;sup>13</sup> Olive, V. C. (2012). Sexual Assault Against Women of Color. Journal of Student Research, 1, 1-9.

administrative tasks detracts from the professional staff's primary responsibilities. Adding additional staff will increase the amount and complexity of administrative work and the addition of an administrative assistant will augment the sustainability of the RSVP Center's efforts.

## B. Refocus the Title IX Office to meet the capacity for comprehensive, regular training.

Institutional requirements for Title IX, as it pertains to sexual violence, mandate that schools designate and train "responsible employees". Specifically, they require training to include "the reporting obligations of responsible employees; students' option to request confidentiality and available confidential advocacy, counseling, or other support services; and their right to file a Title IX complaint with the school and to report a crime to campus or local law enforcement"<sup>14</sup>.

Currently, faculty and department chairs may request training by the Title IX Coordinator and/or the RSVP Center. Though new employees undergo a basic training during their orientation, additional training for established employees, which meets the standard outlined above, is required. In addition to live training, the Title IX Coordinator should develop online training modules to be completed on a regular basis.

# C. Create a network of trained individuals who can provide appropriate support and referrals.

In order to shift the university culture regarding sexual and relationship violence support and advocacy, popular opinion leaders in the faculty, student, and staff communities should be better trained in responding to student disclosure of sexual misconduct. The RSVP Center and Title IX Office staff should work in concert to create a university network of individuals who can provide preliminary support and referrals. Below is a list of university members who occupy leadership or strategic positions and should receive support and advocacy training. The Green Dot Campaign uses a similar model of training popular opinion leaders to improve bystander intervention.

- Support and advocacy training for community leaders, including four year advisors, directors of undergraduate and graduate studies, captains of athletic teams, house managers in fraternities, executive members of fraternities, student organization leaders, international undergraduate and graduate community leaders, leaders of graduate school organizations, and RCDs.
- Support and advocacy training for faculty and staff who supervise student activities including, but not limited to, student service trips or academic travel that take place off campus domestically or internationally.
- Support and advocacy training for key campus partners in offices that work with currently underserved populations. This would include, but not be limited to, staff of Center for Diversity and Inclusion, Office of International Students and Scholars,

-

<sup>&</sup>lt;sup>14</sup> Office for Civil Rights. (2014). Questions and Answers on Title IX and Sexual Violence. Retrieved from http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf

LGBT Student Involvement and Leadership, and offices responsible for international study/research.

## D. Expand mental health services at student health services on both campuses.

Students must have timely access to mental health services including counselors capable of conducting evidence-based trauma-informed treatments. Mental health services should accommodate walk-in crisis appointments during business hours and non-crisis intake and ongoing appointments within two weeks of the request. All counselors available to students should have training in trauma therapy and work in accordance with practice standards.

# E. Ensure information regarding academic accommodations is listed on all course syllabi university-wide and is posted on heavily trafficked student sites.

No student should be left to wonder what academic accommodations are available in event of an assault or ongoing violence. Standardized information regarding academic accommodations for a variety of student needs including, but not limited to, relationship and sexual violence, should be listed on all course syllabi and commonly accessed websites. Below are listed commonly utilized websites sorted by student population. While not exhaustive, the list represents a reasonable starting point.

- Undergraduate
  - Webstac.wustl.edu
  - o Su.wustl.edu
  - o Bb.wustl.edu
- Medical Campus
  - o Wusmhealth.wustl.edu
  - o Becker.wustl.edu
  - o MD: Canvas
  - o OT: bb.wustl.edu
  - PT: https://pt.wustl.edu/Education/ForCurrentStudents/ Pages/ForCurrentStudents.aspx
  - AUD: http://pacs.wustl.edu/our-students/for-current-students/ or bb.wustl.edu
  - DBBS- http://dbbs.wustl.edu/curstudents/
  - Danforth campus Graduate and Professional Students
    - o Brown School- Bb.wustl.edu or Inside Brown
    - Law: http://law.wustl.edu/academics/index.aspx (Under General Information)
    - Graduate Arts & Sciences: https://graduateschool.wustl.edu/current\_students
    - Engineering (masters programs):
       http://graduateschool.wustl.edu/policies-and-guides
  - University College students, undergraduate and graduate
    - https://ucollege.wustl.edu/current

All

### WUSTL app

# F. Make "sexualviolence.wustl.edu" a separate website, distinct from the Student Health website, and change the URL address.

Currently, sexualviolence.wustl.edu is the primary web resource for survivors of violence. The site is located within the SHS website. While the website is informative and contains information for various student populations, the information would be more easily accessible and visualized in a domain outside of shs.wustl.edu.

The University of North Carolina-Chapel Hill's sexual assault information website is a model site: safe.unc.edu. Large icons appear on the home screen, which direct students to the requested resources. The site also has an emergency escape button should the user need to close the page quickly.

The independent WUSTL site should have information inclusive of different student identities (school affiliation, gender, sexual orientation, race/ethnicity, etc.) The current information on sexualviolence.edu, which should be used on the independent site, would benefit from expanded content dedicated to LGBTQIA students, international students, graduate/professional students, students abroad for study or research, and other populations who may have unique needs. Additionally Title IX officers, coordinators, and student advocates should be clearly listed. The website should be accessible from a standard address (i.e. RSVP.wustl.edu or Safe.wustl.edu) and also accessible by appending related terms (i.e. sexualassault, daterape, relationshipviolence, etc.) to the wustl.edu suffix.

The website should be widely linked on commonly-used websites including those for all undergraduate and graduate/professional programs; student-oriented offices like Residential Life, Quadrangle, SIL, etc.; offices that work with diverse populations such as Center for Diversity and Inclusion; Office of International Students and Scholars, LGBTQIA, etc. WU should explore the possibility of making the primary content on the website available in the most commonly spoken languages of our international student population.

# G. Develop programming, training, and materials specifically addressing students abroad and a clear protocol for response to reports of sexual violence that can be implemented by all WU divisions that support international activities for our students.

Specifically, the committee recommends the following:

- Pre-departure orientation for groups or individual students going abroad that incorporates the topic of sexual violence abroad, encourages bystander intervention, and provides resources and risk reduction practices
- Training of group or program leaders, if relevant, in Title IX reporting obligations, appropriate response to disclosure, support and advocacy for the survivor, and resources for both the leader and the survivor
- Identification of local resources in locations that have consistent WU student presence including but not limited to field sites, study abroad

program locations, service sites, etc. or a university faculty or staff leader on site

- Creation of a list of resources that would be accessible to and appropriate
  for a survivor of sexual violence abroad. This should be available in both
  print and electronic formats and made available to students through links
  on commonly used websites, distribution in pre-departure orientation
  meetings, and posting on electronic applications, if relevant.
- Creation of a new tab on the RSVP website with additional information for students abroad.

# H. Provide vicarious trauma support for advocates.

As the network of trained advocates increases, there may be a need for counseling or other forms of support for those working with survivors of sexual violence. Since the subcommittee is proposing that both students and faculty/staff be trained in this support role, a decision would need to be made about whether one entity would support both, or whether support would be divided between SHS Counseling Services and Human Resources.

# IV. Membership

Chair: Amy Suelzer, Director, Overseas Program

Chair: Zach Meyer, School of Medicine, Class of 2015

Dennis Barbour, Associate Professor, School of Engineering and Applied Sciences

Fabian Barch, Arts & Sciences, Class of 2016

Barbara Baumgartner, Senior Lecturer, Women, Gender, and Sexuality Studies

Georgia Binnington, Associate Dean of Students, Sam Fox School of Design

Jessica Carter, Associate Director, Residential Life

Tessa Delaney, Arts & Sciences, Class of 2015

Christine Dolan, Coordinator of LGBT Student Involvement and Leadership

Julian Duodu, Arts & Sciences, Class of 2016

Gabe Habtemariam, University College, Class of 2017

Mariah Lawler, DBBS Student

Jackie Levy, President, St. Louis Hillel

Jeff Lowell, Professor, School of Medicine

Cindy Mach, Occupational Therapy, Class of 2016

Briana McCain, Arts & Sciences, Class of 2016

Gwen Patton, Sergeant, Police Department

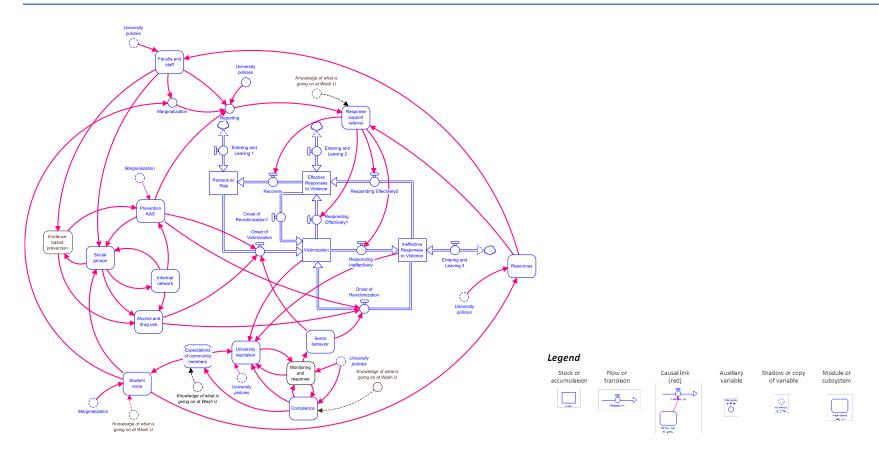
Katie Plax, Professor, School of Medicine

David Stetter, Coordinator, Student Involvement and Leadership

Libby Ward, Arts & Sciences, Class of 2015

Karen Winters, Associate Professor and Director, Student and Employee Health Services, School of Medicine

# Appendix A: System Map<sup>15</sup>



# Appendix B: Policy Definitions

<u>Consent:</u> An understandable exchange of words or explicit nonverbal affirmation that indicates willingness to participate in mutually agreed-upon sexual behavior. It must be informed and freely given. It is the responsibility of the initiator of each stage of sexual involvement to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response does not constitute consent. Consent may not be given by a minor or by any individual who is incapacitated, whether voluntarily or involuntarily, by drugs and/or alcohol, or by someone with a cognitive disability or impairment in cases where it would be apparent to a reasonable observer that the person is incapable of giving consent. Past consent to sexual activities does not imply ongoing future consent.

Economic Abuse: Withholding economic resources to intimidate, threaten, or cause the victim to remain in a relationship because of lack of access to finances, misappropriating financial resources that rightly belong to the victim, or causing financial debt to the victim by refusing to contribute agreed-upon expenses shared in common. Examples include, but are not limited to, forbidding the victim to work or attend school, sabotaging employment opportunities, jeopardizing employment by stalking or harassing, withholding money for shared rent or utilities, controlling the victim's spending or financial accounts, and stealing outside financial support or student financial aid check.

<u>Emotional/Psychological Abuse:</u> Any behavior, verbal or non-verbal, that damages the victim's well-being or is meant to control the victim. Examples include, but are not limited to, name-calling, mocking, yelling, monitoring phone calls or other communications, intentional public humiliation, threatening to share private information (including photos or video), threatening to "out" the victim to others, threatening to harm the victim or others whom the victim cares about, or threatening suicide to control the victim's behavior.

Intimate Partner Violence (IPV) (also known as "relationship violence," "dating violence," or "domestic violence" or "domestic abuse"): Any abusive behavior, including acts of violence or threats of violence, by an individual against a person 1) with whom the individual is, or has been, involved in a sexual or dating relationship; 2)to whom the individual is married or was formerly married; or 3) with whom the individual shares a child in common. This abuse may involve a single act or an ongoing pattern of behavior. IPV can include, but is not limited to, intimidation, manipulation, threats, assault, property damage, and physical, emotional, economic, technological, or sexual abuse.

<u>Physical Abuse:</u> Physical contact that is intentional and unwanted, which may or may not leave marks or cause permanent damage. Examples include, but are not limited to, biting, punching, pulling hair, strangling, kicking, throwing objects to hurt or intimidate, disrupting sleep to cause exhaustion, attacks or threats of attacks with a weapon, and threats or attempts to kill.

<u>Sexual Abuse</u>: Any action that pressures or coerces someone to do something sexually without that person's freely given consent. It can also refer to acts that impact a person's ability to control that person's own sexual activity or the circumstances of sexual activity. Examples include, but are not

limited to, unwanted touching, sexual contact with someone unable to give consent, attempted or completed sexual penetration of any part of the body without consent, denying contraception use or protection against sexually transmitted diseases, and threatening someone into unwanted sexual activity.

Stalking: A course of conduct involving more than one instance of unwanted attention, harassment, physical, technological, or verbal contact directed at a specific person (including an intimate or former intimate partner) that would cause a reasonable person to feel fear. Examples include, but are not limited to, making repeated unwanted visits or sending repeated unwanted messages, unwanted following, installing tracking devices or software without the victim's consent, using electronic media (such as the Internet, social networks, blogs, cellphones, texts) to pursue, harass, or make unwelcome contact.

<u>Technological Abuse:</u> The use of technology to control, harass, intimidate, or stalk another person. Examples include, but are not limited to, hacking or logging into a victim's email or other accounts without permission, tracking victims without permission with the use of technology, manipulation through social media, violation of information privacy, and sending threatening or humiliating emails or messages.

# Appendix C: Affirmative Consent Policy

Offenses listed in the University Student Judicial Code:

5. Sexual contact with any member of the University community or visitor to the University without that person's consent, including, but not limited to, rape and other forms of sexual assault.

Engaging in sexual contact of any sort requires that all parties involved freely make the decision to participate, and clearly communicate that decision to the other participants.

Consent to engage in sexual activity must be knowing and voluntary. Consent to engage in sexual activity must exist from the beginning to end of each instance of sexual activity, and for each form of sexual contact. Consent to one form of sexual contact does not constitute consent to all forms of sexual contact. For example, an individual may agree to kiss but choose not to engage in touching or sexual intercourse. An individual should obtain consent before moving from one act to another.

Consent consists of an outward demonstration indicating that an individual has freely chosen to engage in sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Such words and/or actions demonstrating consent must be clear even if the parties involved communicate in different languages or have differing intellectual abilities. Relying on non-verbal communication can lead to misunderstandings. Consent may not be inferred from silence, passivity, lack of resistance or lack of active response alone. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, uncertain or unable to consent, both parties should stop and obtain mutual verbal consent before continuing sexual activity.

A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship (including but not limited to marriage), there must be mutually understandable communication that clearly indicates willingness to engage in sexual activity each time such activity occurs.

Consent may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end each form of sexual contact. Once withdrawal of consent has been expressed, that form of sexual contact must cease.

In the state of Missouri, consent can never be given by minors under the age of 17.

Consent is not effective if it results from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual's ability to exercise their own free will to choose whether or not to have sexual contact. Examples include, but are not limited to, when an individual is scared, physically forced, passed out, asleep, unconscious, intimidated, unreasonably pressured,

mentally or physically impaired, beaten, threatened (expressly or impliedly), isolated, or confined. A person's words or conduct amount to coercion if they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity.

An individual who is incapacitated is not able to make rational, reasonable judgments and therefore is incapable of giving consent. Incapacitation is the inability, temporarily or permanently, to decide to engage in sexual activity and give consent because the individual is mentally and/or physically helpless due to a medical condition or drug and/or alcohol consumption, either voluntarily or involuntarily, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring.

In addition, an individual is incapacitated if they demonstrate that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol and/or drugs are involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators of incapacitation may include, but are not limited to, lack of control over physical movements, lack of awareness of circumstances or surroundings, or the inability to communicate for any reason. An individual may experience a blackout state in which they appear to be giving consent, but do not actually have conscious awareness or the ability to consent. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication. The relevant standard that will be applied is whether the Respondent knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

The University considers sexual contact while under the influence of alcohol and/or drugs to be risky behavior. Alcohol and/or drugs impair a person's decision-making capacity, awareness of consequences, and ability to make informed judgments. Being intoxicated or impaired by drugs and/or alcohol is never an excuse for sexual misconduct and does not excuse one from the responsibility to obtain consent.

# Appendix D: Sexual Exploitation Policy

Offenses listed in the University Student Judicial Code:

6. Sexual exploitation of any member of the University community or visitor to the University. Sexual exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited. Examples of sexual exploitation include, but are not limited to: surreptitiously observing another individual's nudity or sexual activity or allowing another individual or group to observe consensual sexual activity without the knowledge and consent of all parties involved; non-consensual sharing or streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved; distributing sexually intimate or sexual information about another person; prostituting an individual; inducing another to expose their own genitals in non-consensual circumstances; sexually-based stalking and/or bullying; and inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

# Appendix E: IPV Policy

# **Statement of Purpose**

Washington University asserts that members of our community have the right to live free of all forms of violence, including intimate partner violence (also called "domestic violence," "dating violence," and "relationship violence." Washington University strictly prohibits any student, faculty, or staff member from infringing upon these rights. Washington University is committed to supporting its students, faculty, and staff members who have experienced intimate partner violence. Washington University respects the confidentiality of victims and, within the limits of legal requirements for reporting violence on campus, will always strive to protect that confidentiality. A variety of on- and off-campus support services are available to students, faculty, and staff.

## **Policy Jurisdiction**

A complaint may be brought at any time, as long as the respondent is a current student of the University, as defined below, and has not graduated. Potential complainants are reminded that the University's ability to effectively investigate complaints can be hampered or negated by the passage of time. Therefore, potential complainants are encouraged to file complaints in a timely manner. For the purposes of this code, a "student" is any person registered in one or more courses in any school, college, or professional school of Washington University, at either the undergraduate or graduate level. Teaching or research assistants, if also registered as students, are classified as student for the purposes of this Code. Additionally within the scope of this definition shall be any person (1) who has accepted an offer of admission to a School at Washington University, but has not yet matriculated, for example, a pre-freshman student, (2) who is not now a student, but has a continuous relationship with the University, including, but not limited to, continuing to reside on University property or taking a leave of absence; or (3) who is not now a student, but is accused of an academic integrity violation during his or her period of enrollment.

# <u>Definition of Intimate Partner Violence (also known as "relationship violence," "dating violence," or "domestic violence" or "domestic abuse")</u>

Any abusive behavior, including acts of violence or threats of violence, by an individual against a person 1) with whom the individual is, or has been, involved in a sexual or dating relationship; 2)to whom the individual is married or was formerly married; or 3) with whom the individual shares a child in common. This abuse may involve a single act or an ongoing pattern of behavior. IPV can include, but is not limited to, intimidation, manipulation, threats, assault, property damage, and physical, emotional, economic, technological, or sexual abuse.

# **Reporting Procedures**

Washington University encourages reporting of all incidents of Intimate Partner Violence to law enforcement authorities and respects that whether or not to report to the police is a decision that the victim needs to make. The Relationship and Sexual Violence Prevention (RSVP) Center is available to inform victims of the reporting procedures and offer appropriate referrals in a completely confidential

manner. Victims of Intimate Partner Violence choosing to pursue the reporting process have the right to assistance or consultation of an advocate from the RSVP Center. Washington University offers services to victims even if they choose not to report the incidents. Washington University's RSVP Center provides services, advocates, and information for victims in a safe, supportive, and confidential setting. In some circumstances, a victim may wish to obtain an order of protection from a court of appropriate jurisdiction against the alleged perpetrator. Victims may also seek restriction of access to Washington University by non-students or non-employees in certain circumstance.

# **Filing a Complaint**

To file a formal complaint against a student alleging intimate partner violence, an individual ("Complainant") should contact the University's Title IX Coordinator or Judicial Administrator.

A Complainant is also encouraged to file a criminal report with the Washington University Police

Department ("WUPD") or the appropriate law enforcement agency and may simultaneously pursue criminal and University disciplinary processes. The University will ordinarily not delay its investigation if criminal charges are filed. At the request of law enforcement authorities, however, the University may postpone the University investigation and proceeding while the authorities gather evidence.

In certain instances, Washington University may need to report an incident to law enforcement authorities. Such circumstances include any incidents that warrant the undertaking of additional safety and security measures for the protection of the victim and the campus community or other situations in which there is clear and imminent danger.

### **Disciplinary Procedures**

Complaints alleging intimate partner violence that are filed against a student but that do not involve an alleged sexual assault, at the discretion of the Judicial Administrator, may be a) referred for investigation and resolution by the USAIB pursuant to these procedures or b) adjudicated pursuant to the procedures set forth in the University Judicial Code.

The disciplinary procedure enacted shall:

- Provide a prompt, fair, and equitable investigation and resolution.
- Be conducted by officials who receive annual training on intimate partner violence issues and on how to conduct an investigation and hearing process that protects the safety of victims and promotes offender accountability.

The accused student and the complainant are entitled to the same opportunities to have others present during an institutional disciplinary proceeding, including the right to be accompanied to any related meeting or proceeding by an advisor of their choice.

Both the complaining student and the charged student shall be simultaneously informed, in writing, of:

- The outcome of any institutional disciplinary proceeding that occur prior to the time at which such results become final.
- When the results of the disciplinary proceedings become final.

### **Victim Confidentiality**

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting discrimination and harassment and of those accused of such conduct. However, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or take corrective action. Even when some disclosure of the University's information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. If you believe you might have been subjected to discrimination or harassment and want to discuss the matter in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist or clergy member who is permitted by law to assure greater confidentiality. Information about counseling and clergy resources can be found in the University's Safety and Security brochure (available at www.police.wustl.edu). In addition, students may contact the Student Health Services (935-6666 on Danforth Campus; 362-3523 on School of Medicine Campus) and employees may contact the Employee Assistance Program (1-800-765-9124) for confidential assistance and, if desired, referral to other resources. Discussions with Student Health Services and the Employee Assistance Program are confidential and are not considered notice to the University.

## Retaliation

Retaliation against or interference with individuals who report or file complaints of violations of University policy, including the University Student Judicial Code, those who cooperate in University investigations of such reports or complaints, or those who serve on the USAIB or Panel to hear and decide complaints brought before the Panel is a violation of University policy, will not be tolerated and, if perpetrated by a student, will itself be treated as an offense under the University's Student Judicial Code. Any individual from the University who engages in such retaliation or interference should be referred to the University's Judicial Administrator or Title IX Coordinator, as appropriate, for further investigation and disciplinary action as warranted.

### **Reasonable Accommodations and Safety for Victims**

At any point before, during or after the investigation and regardless of the Panel's final decision, the Title IX Coordinator may determine that interim or remedial measures, (not including suspension or expulsion) directed at the parties, witnesses, or a broader University population are necessary and appropriate to prevent and/or respond to acts of intimate partner violence. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a nocontact order, temporary housing or course/classroom assignment changes, medical and counseling services, academic support services and accommodations, additional training and education.

# Appendix F: Stalking Policy

### **Statement of Purpose**

Washington University is committed to providing a campus environment free of violence for all members of the campus community. For this reason, Washington University does not tolerate stalking or interpersonal violence. Washington University is also committed to supporting victims of stalking and interpersonal violence through the appropriate provision of safety and support services. This policy applies to all member of the Washington University community.

Stalking is a crime in Missouri and is subject to criminal prosecution. Students perpetuating such acts of violence will be subject, through the Washington University Office of Judicial Affairs, to the University Sexual Assault Investigative Board. Sanctions up to and including expulsion from the university and/or criminal prosecution simultaneously may be warranted.

### **Policy Jurisdiction**

A complaint may be brought at any time, as long as the respondent is a current student of the University, as defined below, and has not graduated. Potential complainants are reminded that the University's ability to effectively investigate complaints can be hampered or negated by the passage of time. Therefore, potential complainants are encouraged to file complaints in a timely manner. For the purposes of this code, a "student" is any person registered in one or more courses in any school, college, or professional school of Washington University, at either the undergraduate or graduate level. Teaching or research assistants, if also registered as students, are classified as student for the purposes of this Code. Additionally within the scope of this definition shall be any person (1) who has accepted an offer of admission to a School at Washington University, but has not yet matriculated, for example, a pre-freshman student, (2) who is not now a student, but has a continuous relationship with the University, including, but not limited to, continuing to reside on University property or taking a leave of absence; or (3) who is not now a student, but is accused of an academic integrity violation during his or her period of enrollment.

### **Definition of Stalking**

Stalking is a course of conduct directed at a specific person that would cause a reasonable person to feel fear. **Course of conduct** is defined as a pattern of actions composed of more than one act over a period of time, however short, evidencing a continuity of the behavior.

# **Reporting Stalking**

Washington University encourages reporting of all incidents of stalking to law enforcement authorities and respects that whether or not to report to the police is a decision that the victim needs to make. The Relationship and Sexual Violence Prevention Office is available to inform victims of the reporting procedures and offer appropriate referrals in a completely confidential manner. [Insert a link to student conduct or sexual violence web pages (and eventually, to Title IX page).] Victims of stalking choosing to pursue the reporting process have the right to assistance or consultation of an advocate

from the Relationship and Sexual Violence Prevention (RSVP) Center. Washington University offers services to victims, including housing accommodations, academic accommodations, and no contact orders, even if they choose not to report the incidents. Washington University's RSVP Center provides services, advocacy, and information for victims in a safe, supportive, and confidential setting. In some circumstances, a victim may wish to obtain an order of protection from a court of appropriate jurisdiction against the alleged perpetrator. Victims may also seek restriction of access to Washington University by non-students or non-employees in certain circumstances.

# **Filing a Complaint**

To file a formal complaint against a student alleging stalking, an individual ("Complainant") should contact the University's Title IX Coordinator or Judicial Administrator. A Complainant is also encouraged to file a criminal report with the Washington University Police Department ("WUPD") or the appropriate law enforcement agency and may simultaneously pursue criminal and University disciplinary processes. The University will ordinarily not delay its investigation if criminal charges are filed. At the request of law enforcement authorities, however, the University may postpone the University investigation and proceeding while the authorities gather evidence.

In certain instances, Washington University may need to report an incident to law enforcement authorities. Such circumstances may include any incidents that warrant the undertaking of additional safety and security measures for the protection of the victim and the campus community or other situations in which there is clear and imminent danger.

### **Disciplinary Procedures**

Complaints alleging intimate partner violence that are filed against a student but that do not involve an alleged sexual assault, at the discretion of the Judicial Administrator, may be a) referred for investigation and resolution by the USAIB pursuant to these procedures or b) adjudicated pursuant to the procedures set forth in the University Judicial Code.

The disciplinary procedure enacted shall:

- Provide a prompt, fair, and equitable investigation and resolution.
- Be conducted by officials who receive annual training on intimate partner violence issues and on how to conduct an investigation and hearing process that protects the safety of victims and promotes offender accountability.

The accused student and the complainant are entitled to the same opportunities to have others present during an institutional disciplinary proceeding, including the right to be accompanied to any related meeting or proceeding by an advisor of their choice.

Both the complaining student and the charged student shall be simultaneously informed, in writing, of:

- The outcome of any institutional disciplinary proceeding that occur prior to the time at which such results become final.
- When the results of the disciplinary proceedings become final.

### **Victim Confidentiality**

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting discrimination and harassment and of those accused of such conduct. However, the University cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully or take corrective action. Even when some disclosure of the University's information or sources is necessary, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. If you believe you might have been subjected to discrimination or harassment and want to discuss the matter in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist or clergy member who is permitted by law to assure greater confidentiality. Information about counseling and clergy resources can be found in the University's Safety and Security brochure (available at www.police.wustl.edu). In addition, students may contact the Student Health Services (935-6666 on Danforth Campus; 362-3523 on School of Medicine Campus) and employees may contact the Employee Assistance Program (1-800-765-9124) for confidential assistance and, if desired, referral to other resources. Discussions with Student Health Services and the Employee Assistance Program are confidential and are not considered notice to the University.

## Retaliation

Retaliation against or interference with individuals who report or file complaints of violations of University policy, including the University Student Judicial Code, those who cooperate in University investigations of such reports or complaints, or those who serve on the USAIB or Panel to hear and decide sanctions regarding complaints brought before the Panel is a violation of University policy, will not be tolerated and, if perpetrated by a student, will itself be treated as an offense under the University's Student Judicial Code. Any individual from the University who engages in such retaliation or interference should be referred to the University's Judicial Administrator or Title IX Coordinator, as appropriate, for further investigation and disciplinary action as warranted.

### **Reasonable Accommodations and Safety for Victims**

At any point before, during or after the investigation and regardless of the Panel's final decision, the Title IX Coordinator may determine that interim or remedial measures (not including suspension or expulsion) directed at the parties, witnesses, or a broader University population are necessary and appropriate to prevent and/or respond to acts of stalking. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, temporary housing or course/classroom assignment changes, medical and counseling services, academic support services and accommodations, additional training and education.