

STUDENT EMPOWERMENT

A GUIDE BY **CAMPUS ANSWERS**

BY WORKPLACE ANSWERS



OVERVIEW

Campus violence is a serious issue of growing national concern, and sexual assault is an under-reported and all too common crime. Recent efforts by the Federal government are holding colleges to a higher standard of handling campus assaults, and they are recommending training students in a few key areas. Most students enter the university atmosphere without having received any instruction on how to navigate issues of consent, sexual coercion, or what to do when they feel unsafe at a party. Even fewer know what to do if they or a friend are assaulted. When students know their rights and how to step up and speak out, they can do their part in helping to stem the tide of campus violence.



20 to 25%
of females will be the
victims of rape or attempted
rape on campus each year.

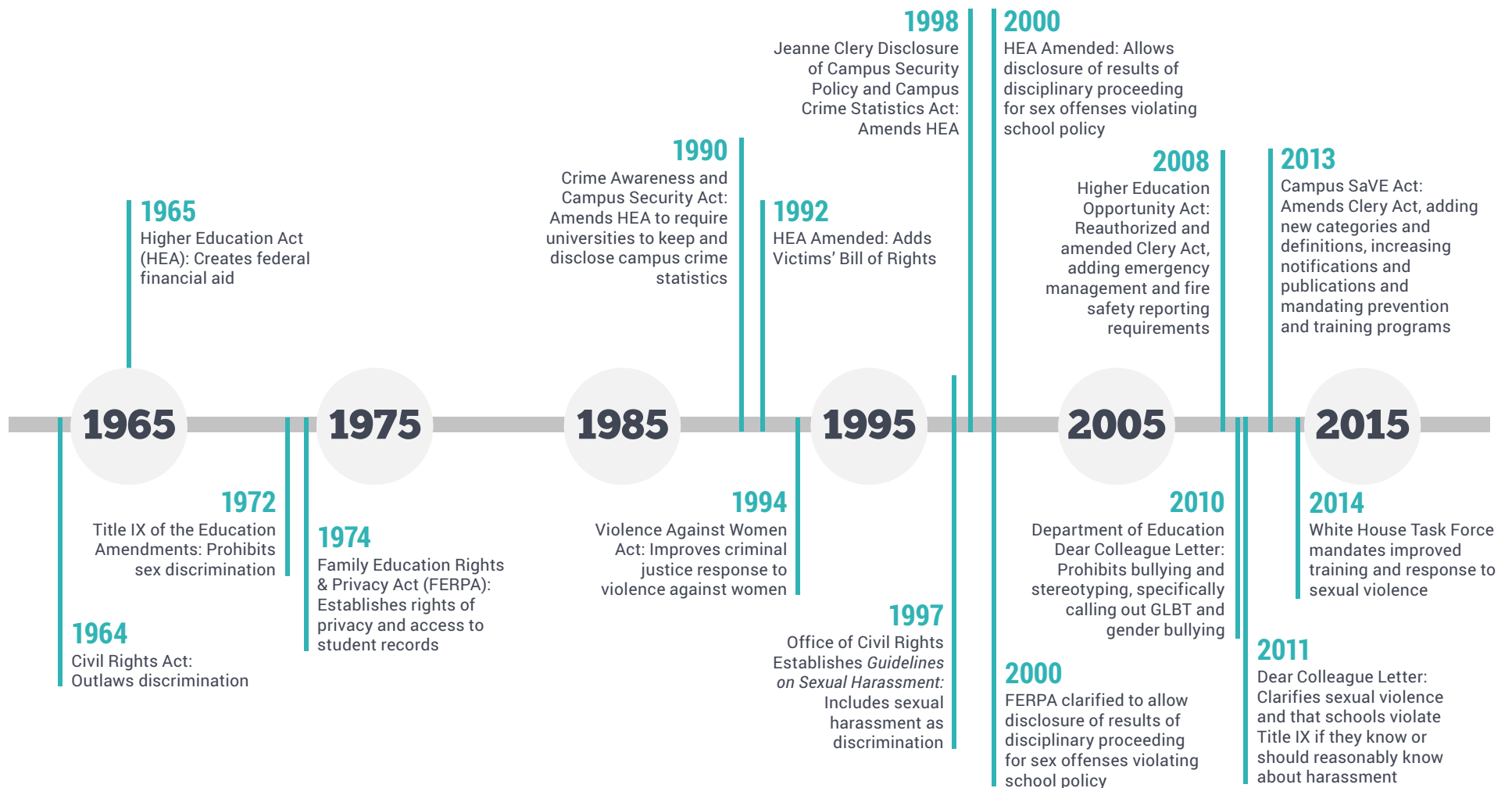


90%
of those victims know
their attacker.



Legislative History

Mandates for campuses to provide a safe and non-discriminatory learning environment are not new. For decades, legislation has been evolving to increase awareness and develop consequences for on-campus violence, misconduct, and discrimination. Here is a small selection of the major legal changes that have been enacted since 1964.



Why is it Important to Know Legislative Landmarks?

Five decades of progress have seen much important legislation passed to help keep students protected, safe, and successful. These laws are borne out of injustices like the racism that pushed the Civil Rights Act of 1964 or the gender discrimination that resulted in Title IX. The 1990 Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act – or Clery Act – was signed into law four years after the rape and murder of its namesake. These are major steps toward helping universities become safe, inclusive places. They offer protections and preventative measures that do a great deal of good, but they cannot adequately address the ongoing concerns of individual students.

“When students have knowledge of both the legal framework they have to support them and essential techniques for navigating the real-world situations they face every day, they have the potential to radically change the culture of sexual violence that has plagued American campuses.”

Most recently, the White House has released an expansion of the Campus SaVE Act and a series of sweeping new recommendations that will likely become law. These legal mandates represent a fundamental shift in the requirements for universities to effectively focus their resources on the safety of their student population. The new focus on community advocacy and practical prevention techniques puts new power in the hands of the students who need it the most. When students have knowledge of both the legal framework they have to support them and essential techniques for navigating the real-world situations they face every day, they have the potential to radically change the culture of sexual violence that has plagued American campuses.

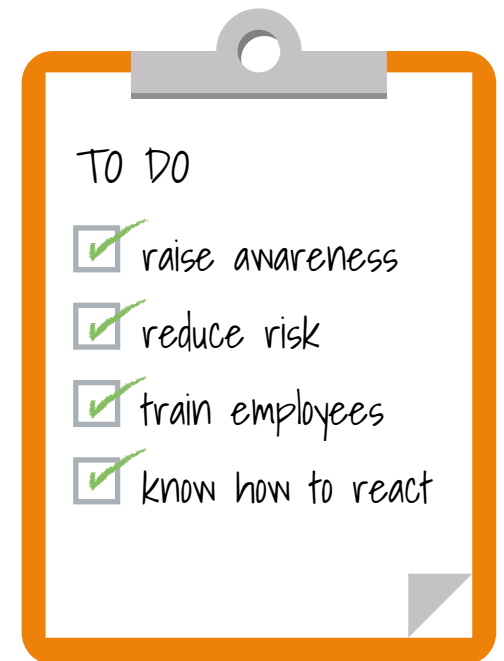
What are Universities Required to Do?

In addition to efforts to raise awareness and reduce risk, universities have many legal responsibilities. They must train a wide variety of employees on procedures in the case of a report of assault or harassment – advisors, counselors, student workers, educators, and health professionals are all trusted resources that can help students in need, and they must be aware of their responsibilities and the policies the school has in place.

If an incident is reported, they must have procedures in place to notify the proper authorities and preserve evidence. While students have the right to decline to file any charges with campus administration or off-campus law enforcement, the university must assist them in filing those reports if they choose that option. They must also maintain confidentiality and connect victims with resources for counseling, health, and assistance groups. While the individual's identity must generally remain confidential, information about the crime must be collected and reported for campus crime statistics as mandated by the Clery Act.

The university also helps with preventing contact between accuser and accused through protection orders and adjustments in living, working, and academic schedules and locations to avoid a hostile environment. These are available for issues such as stalking and bullying, as well as sexual violence. Students are entitled to written notification of these steps being put into place so that they have legal evidence.

Students are entitled to have disciplinary and appeals processes in place that are fair to both the accuser and accused. Information about these policies and procedures must be published and available. The accuser and accused are both entitled to have an advisor of their choice present during disciplinary hearings. Both accuser and accused are entitled to a written notification of the outcome of any disciplinary actions.



Allies in Action: Student Activism Matters

When college students get involved in stopping assault in their communities, significant changes can happen. Student training is the single most effective tool in reducing incidents of sexual violence in the university setting. After implementing sexual assault prevention training, campuses have seen reductions in student sexual assaults of up to 60%. Universities complying perfectly with the federal mandates required under laws like Title IX, the Clery Act, and the Violence Against Women Act, is not enough. To see meaningful change on campuses across the nation, students have to be equipped and empowered to keep themselves and their friends safe from assault.



REDUCTION IN STUDENT SEXUAL ASSAULTS
After implementing prevention training



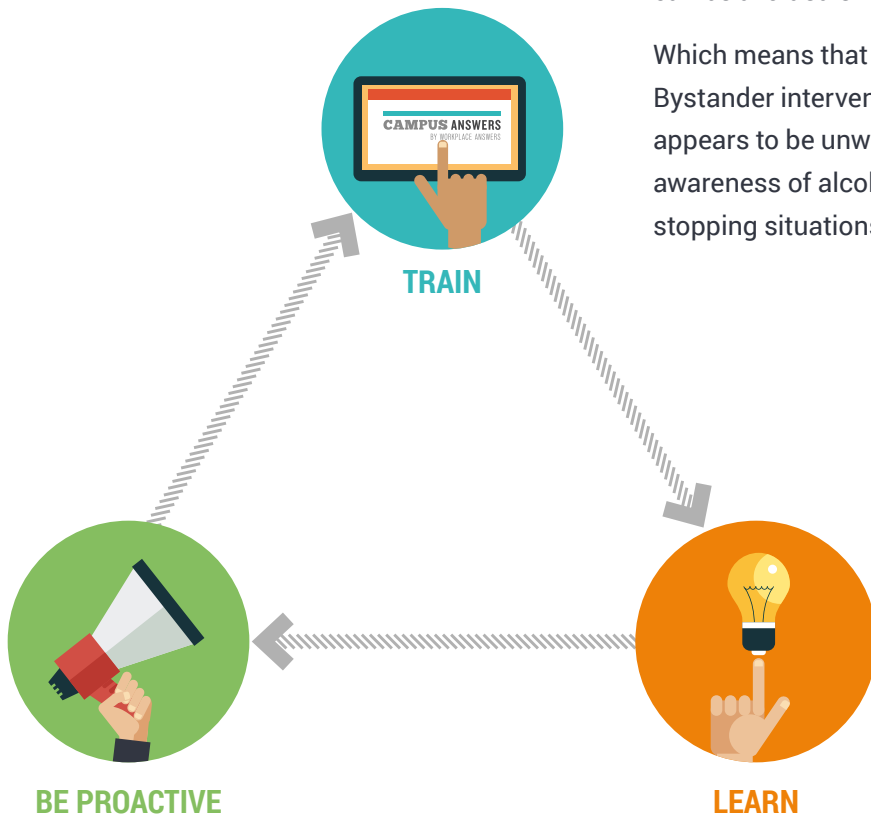
What You Can Do:

TRAIN. LEARN. BE PROACTIVE.

One of the initial and most powerful steps a student can take is to learn to recognize behaviors that may be commonplace, but are not, in fact, acceptable. Universities constantly re-define social norms, so when new students enter this environment, it is key that they are aware of what is considered acceptable behavior and what is not to be tolerated.

For example, consent. Many students may have received little or no sex education. But when students are able to identify a situation where one's refusal of consent is being disrespected, a harmful incident can be avoided entirely.

Which means that students must also feel empowered to speak up and intervene when necessary. Bystander intervention is very important. Whether this means noticing and stepping in if a friend appears to be unwillingly coerced, helping a stranger who is in a suspicious situation, or having a better awareness of alcohol limits, students who have the education and empowerment to intervene are key to stopping situations before they go too far.



What You Can Do:



KNOW YOUR RIGHTS... AND STAND UP FOR THEM

Title IX has continued to evolve since it was enacted in 1972. The law prohibits discrimination on the basis of sex for all activities in the institution that receive federal funding of any kind. It now expands beyond sexual discrimination to also cover sexual harassment and violence that occur both on and off-campus. Most recently, Title IX has begun protecting the LGBTQ population and issues of gender identity.

In addition, The U.S. Department of Education will now enforce the Campus SaVE Act. This Act amends the Clery Act to require campuses to help protect every higher education student from assault, domestic violence, sexual violence and stalking. It also requires institutions to provide annual statistics of campus crimes and more transparency of the frequency of related discretions and how they are handled.

A QUICK LIST:

- > *If an incident is reported, the institution must provide a **WRITTEN EXPLANATION** of your rights and options.*
- > *During an investigation, **WITNESSES AND EVIDENCE** must be allowed for both parties.*
- > *Both the complainant and the accused may choose to **BRING A PERSON FOR SUPPORT** or an advisor to meetings and hearings.*
- > *The institution must provide an **APPEAL PROCESS**.*
- > *The institution must provide **WRITTEN NOTIFICATION** at the same time to both the accuser and the accused with:

 - *The result of the disciplinary proceeding*
 - *Appeal procedures*
 - *Any changes to the result*
 - *The time when the results become final**
- > *The institution must provide **INVESTIGATION ACCOMMODATIONS**, including:

 - *Help reporting to the police*
 - *Restraining order enforcement*
 - *A clear explanation of the discipline process and sanctions**
- > *The institution must provide **ENVIRONMENTAL ACCOMMODATIONS** including:

 - *A change in classes, jobs, dorms or transportation*
 - *Help accessing available counseling, visa and immigration assistance*
 - *Help accessing medical and legal services**

What You Can Do:



LEARN YOUR COMMUNITY AND CAMPUS RESOURCES

Every campus and community has different resources available for local help, education, and support, plus there are larger national organizations listed in the appendix. Great resources to look for include safe walks home after dark, safe rides for people who have had too much to drink, and public transportation schedules modified for weekend nightlife. Your campus health or counseling center is one of the best places to find out about your school's programs to address healthy relationships, abuse, self-esteem, trauma, safer sex, sexual identity, and drug and alcohol concerns. Most communities also offer some sort of shelter for people in abusive relationships. These shelters offer counseling, resources, safe temporary shelter, and many offer specialized help for survivors of sexual assault. If you cannot locate one, call the National Domestic Violence Hotline at 1-800-787-3224.

RESOURCES TO LOOK FOR

Talk to your Student Health Center and learn about what counseling and educational programs your school already has going.

THE STUDENT LIFE CENTER, LGBT ALLIANCE, or WOMEN'S AND GENDER STUDIES DEPARTMENT can also be great sources for information and to learn about programs.

- > Ask about **PUBLIC SAFETY ESCORTS** home after dark.
- > **NOT ALONE** - <https://www.notalone.gov> is the new government portal to provide national and local resources to help survivors of sexual assault. They can immediately, anonymously give local resources. It's designed specifically for college campuses and has excellent information.

What You Can Do:

SPEAK UP: JOIN AN ONGOING AWARENESS CAMPAIGN...OR START YOUR OWN

Campus Answers has a Tumblr blog called **Allies in Action** (<http://campusanswers.tumblr.com/>). This is a platform for students to share their stories of intervening in potentially harmful situations and making a positive change. Campus Answers invites anyone who has had a similar experience to submit their story, share examples, and help spread the word.

This is just one example of how a small initiative can create a community aware of its rights and supportive of students making good choices.

THERE ARE A LOT OF OTHER WAYS CAMPUSES CAN ENGAGE STUDENTS:

- > *Hold an informative and engaging event*
- > *Elect students to be ambassadors for change*
- > *Create a social media movement unique to your campus*

You don't have to wait for your school administration to find training and implement it; partner with a teacher or counselor to find a program and let student leaders teach small student groups.

AN ONGOING EFFORT

*After training, ongoing awareness campaigns keep the dialogue about these issues open. Follow our initiatives on Tumblr and Twitter, but also go out and start your own. **CREATE A SOCIAL SPACE** – digitally or on campus – where students can share experiences, give advice and exchange stories. Once conversations on these sometimes tricky topics have started, it is much easier to perpetuate the awareness into powerful, lasting change.*



Training Topics

▶ **BYSTANDER INTERVENTION**

Bystander Intervention Training helps students understand the extent of the problem, identify situations where they could act, and use simple techniques to successfully intervene. This training is powerful because it empowers every member of the community to help and gives them a way to do it successfully and confidently.

Many students have incorrect assumptions about calling people out for their behavior. People assume that someone else will speak up, or that nothing is actually wrong, or that it is none of their business.

But these passive reactions will not stop a situation. Bystander interventions are crucial because someone has to act.

▼ **CONSENT**

Consent is an essential part of a healthy relationship, but few American sex-ed classes cover it. Making sure everyone understands what consent really is and how to talk about it with a partner is one of the most important aspects of the solution.

CONSENT

States define consent in different ways, but the overwhelming consensus is that it is often the difference between sex and rape. Consent can be thought of as words or conduct that show agreement to a particular intimate or sexual act. It can be revoked at any time by words or conduct that show a lack of agreement or desire to continue.

NON-CONSENT

One person is not in agreement or comfortable with any sort of sexual activity. This is not always dramatically demonstrated, making communication between partners even more critical.

CONTINUOUS CONSENT

Both partners want to have sex with one another from the moment sex is initiated until the moment it is over.

CONSENT CAN ALWAYS BE REVOKED EVEN WHEN THINGS HAVE ALREADY STARTED PROGRESSING.

Training Topics

▼ PARTIES, DRINKING, AND HOOKUPS

Parties, drinking, and hookups are all ubiquitous parts of college life. They affect inhibitions, consent, expectations, and create situations where things can go bad quickly. Identifying potential problems, and having strategies to stay safe or help a friend, is essential.

▶ POSITIVE RELATIONSHIPS

It is important to learn how to build positive relationships. Not only is it a valuable life skill, but it is also crucial to know how to look for signs when the relationship could become negative, hurtful, or even dangerous. Tools for creating beneficial and fair relationships include having both a skillset for open, mature communication, as well as recognizing relationship red flags like stalking.



75%
of campus sexual assaults
involved alcohol consumption by
the victim and/or the perpetrator.

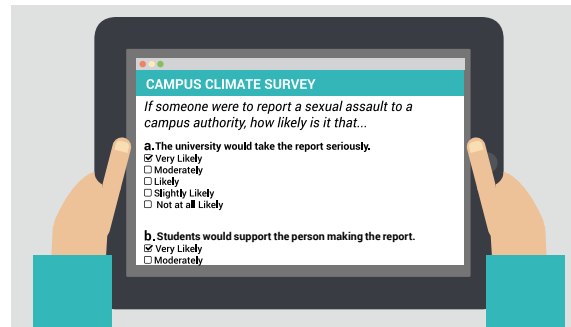


55% of women and **75%** of men
involved in acquaintance rape report
having been drinking or using drugs
prior to the incident.¹

¹ Wayne State University, Violence Against Women Facts. <http://csip.wayne.edu/alcoholfacts.php>

How Will I Know if Campus Culture is Changing?

Campus Answers wants institutions to have the ability to have a meaningful understanding of the impact of their training programs. Sometimes this is hard to observe on the surface, so Campus Answers has two ways of identifying how things are changing:



▶ **CAMPUS CLIMATE SURVEYS**

Without testing, there's no way to know whether the programs and changes instituted are having any effect. Since sexual assault is a crime that occurs often and is reported rarely, official crime statistics are a poor indicator. Carefully worded, anonymous surveys are an excellent way to get better data, measure awareness of programs, and track results in a meaningful way. Campus Answers has developed a product for campuses to use, or they can develop their own testing mechanism.



▶ **EVIDENCED BASED TRAINING**

The learning system is set up with pre- and post-training testing. This dials in on exactly what the student knows about the subject from the beginning, and indicates what they learn over the course of the training session.

Resources

> **NOT ALONE**

www.notalone.gov

> **NATIONAL SEXUAL ASSAULT HOTLINE**

www.rainn.org/get-help/national-sexual-assault-hotline

> **THE TREVOR PROJECT**

an LGBTQ crisis intervention hotline

www.thetrevorproject.org

> **LOVE IS RESPECT**

stopping the cycle of domestic violence and assault

www.loveisrespect.org

> **NATIONAL DOMESTIC VIOLENCE ASSAULT HOTLINE**

www.thehotline.org

> **MEN CAN STOP RAPE**

empowering and educating men to use their strength to help stop sexual violence

www.mencanstoprape.org

> **SCARLETEEN'S ARTICLE, "DRIVER'S ED FOR THE SEXUAL SUPERHIGHWAY: NAVIGATING CONSENT"**

an excellent guide to understanding and talking about consent

www.scarleteen.com/article/abuse_assault/drivers_ed_for_the_sexual_superhighway_navigating_consent

Citations

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<http://www.ojp.usdoj.gov/vwr.htm/laws/vawa/vawa.htm>
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- 5 Schwartz, M.D., Leggett, M.S., 1999. "Bad Dates or Emotional Trauma? The Aftermath of Campus Sexual Assault." *Violence Against Women*: 5, 251-271 <http://www.theredflagcampaign.org/index.php/resources/sexual-and-dating-violence-on-campus-research/>
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- 9 <http://drkathleenyoung.wordpress.com/2010/04/05/national-statistics-about-sexual-violence-on-college-campuses/>
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- 13 *The Campus Sexual Assault (CSA) Study, 2007* Authors: Christopher P. Krebs, Ph.D. ; Christine H. Lindquist, Ph.D. ; Tara D. Warner, M.A. ; Bonnie S. Fisher, Ph.D. ; Sandra Martin, Ph.D. <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>
- 14 Fisher, S., Cullen, F., Turner, M., 2000. *The Sexual Victimization of College Women*. Washington, D.C.: U.S. Department of Justice <https://www.ncjrs.gov/pdffiles1/nij/182369.pdf>
- 15 West Virginia Foundation for Rape Information and Services <http://www.fris.org/CampusSexualViolence/CampusSexViolence.html>
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CAMPUS ANSWERS

BY WORKPLACE ANSWERS



Campus Answers is the higher education division of Workplace Answers, the leading provider of compliance solutions. For more than 20 years, we have provided compliance solutions to over 500 colleges and universities nationwide, including UNC Chapel Hill, University of Alabama, and the University System of New Hampshire. Built on our award-winning training content, services, and software, Campus Answers delivers solutions for incident reporting, campus climate surveys, and case management tools as well as customizable training solutions for the entire organization.

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