

**Stepping Stones to Success: the Determining Factors of Best Practices and Policies
for Sexual Violence Prevention at Small Liberal Arts Colleges**

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TABLE OF CONTENTS	
EXECUTIVE SUMMARY	3
INTRODUCTION	4
METHODOLOGY	10
REVIEW OF LITERATURE	14
I. NATIONAL SEXUAL VIOLENCE PREVENTION GUIDELINES FOR IHE	14
II. THE UNIVERSITY CLIMATE	23
PROFILES AND HISTORY OF CASE STUDIES AND EXPERTS	30
I. CASE STUDIES: THE 3 SMALL LIBERAL ARTS COLLEGES	30
II. THE EXPERTS	42
CORE RESEARCH	47
THE SIX DETERMINING FACTORS	47
FINDINGS ANALYSIS	52
COMMITMENT AND PRIORITY	52
STAFFING AND SUPPORT	55
KNOWLEDGE AND TRAINING	60
STUDENT AND FACULTY INVOLVEMENT	63
STUDENTS OVER LAWSUITS AND PUBLIC IMAGE	69
FUNDING AND RESOURCES	72
RECOMMENDATIONS FOR OCCIDENTAL COLLEGE	76
CONCLUSION	82
BIBLIOGRAPHY	84
APPENDIX A: OSAC Matrix	89
APPENDIX B: ACHA Assessments for Case-Study Colleges	107
APPENDIX C: “The OSAC Dozen, or the 12 Demands”	113
APPENDIX D: Chart of Case-Study Results	115

EXECUTIVE SUMMARY

It is a reality that nearly 1 in 4 women (Warsaw, 1994) and 1 in 33 men (U.S. Department of Justice, 1998) will experience an attempted or sexual assault in their lifetime. It is another reality that many colleges and universities are not doing what they should to ensure that these crimes stop happening on their campus. Undoubtedly, some large public and private universities have been successful at addressing and preventing sexual violence on their campus. However, I see hardly any passion from small liberal arts colleges in truly committing to eradicate sexual violence from their campus. This research focuses on identifying the factors (or pre-conditions) that determine the implementation and accomplished best practices and policies to prevent sexual violence at small liberal arts colleges. The study has three case-study institutions (Carleton College, Pomona College, and Occidental College) that will be examined for the advantages and barriers they had, which led to their current practices and policies in preventing sexual violence. With the help of experts, students, administrators, and professors, I found that there are six determining factors that lead schools to achieving best practices and policies. Such factors include: commitment from the institution of higher education; adequate staffing and support; proper knowledge and training of the causes and effects of sexual violence; student and faculty involvement in reforming practices and policies; prioritizing students before public image and fear of lawsuits; and sufficient funding and resources. The factors can be fulfilled by institutions who are truly dedicated to protecting and serving their students and creating a culture that is free from sexual violence.

INTRODUCTION

On Thursday, April 18th, 2013, a press conference was held in the offices of Allred, Maroko and Goldberg law firm announcing that two Occidental College faculty members, Professors Danielle Dirks and Caroline Heldman, have officially filed an 81-page complaint on behalf of current students and alums, who are survivors of rape or sexual assault, against Occidental College with the Office of Civil Rights in the Department of Education for Title IX violations (Singh, 2013, para. 4). The press conference included testimonies from six student survivors who attested to being mistreated from Occidental administrators while they were filing complaints of sexual misconduct with the school, or being discouraged from filing a complaint with the school or the local authorities.

However, the event that led to the filing the complaints with the Office of Civil Rights took place on the weekend of February 25th, 2013, when one Oxy student reported a rape by another Oxy student to the college administration and local police. The media began investigating the crime and Occidental students became enraged that they had to learn about the incident from media sources before hearing it from their own school. What followed were belittling and horrible comments from administrators and the college president. A dean sent an email notifying the campus community that the reason they did not notify the campus of the incident was because the case “was determined not to constitute a continuing threat” (*Any rapist at Occidental College is a continuous threat*,” March 2013). Within a day, Professor Dirks and an Oxy student survivor Carly Mee (members of the Oxy Sexual Assault Coalition) appeared on the evening news reporting disappointment in the lack of notification of the sexually violent crime between two Oxy students. This resulted in the Oxy Sexual Assault Coalition (OSAC) organized

a demonstration of approximately 300 students demanding a notification system for such crimes. The turning point of the chaos on the campus was when the President of Occidental College, Jonathan Veitch, sent an email to the campus community expressing disbelief of the experiences of victim-survivors and shaming Professor Dirks and Carly Mee as “actively seeking to embarrass the College on the evening news” (Veitch, 2013).

Unfortunately, experiences like those of survivors at Occidental are not excluded to that particular college alone. Students from institutions of higher education (IHE) such as the University of North Carolina at Chapel Hill, Amherst, Yale, and Wesleyan have all made accusations against their college for Title IX and Clery Act violations for mishandling cases of sexual assault, discouraging victim-survivors to file complaints, and under-reporting crimes in annual reports. Students survivors, the majority of who are women and some men, have grown tired of being mistreated, belittled, and re-traumatized by administrators who are supposed to look for their best interests and protect their educational rights. Unfortunately for some IHE, it will have to take lawsuits and federal investigations for them to finally improve their practices and policies in preventing and eradicating sexual violence.

According to a research study from the U.S. Department of Justice (2005), college-aged women are four times more likely to be sexually assaulted than any other age group. In fact, sexual assault is widely considered to be the most underreported violent crime in the United States (Cullen, Fisher, & Karjane, 2005). Sexual violence is a nation-wide epidemic on college campuses in particular. Despite the well-known stranger-rape myths, the reality is that approximately 80 percent of survivors know their perpetrator (Cullen, Fisher, & Karjane, 2005) and this statistic increases to 90 and 95 percent on college campuses.

Through my own experience as a student activist to end sexual violence at Occidental College and working with students, professors and administrators to address issues with our sexual misconduct policy, survivor support services and prevention services, I noticed improvements needed in these areas to protect the safety of all students. As it stands in the eyes of survivors and allies, many college campuses across the nation have poor sexual misconduct policies, as well as minimal or non-existent support services and prevention programs to end sexual violence within the campus community. Therefore, this research study will answer the question: what are the determining factors (or “pre-conditions”) that lead small liberal arts colleges to achieving best practices and policies for sexual violence prevention? I hypothesize that funding is the primary determining factor: if small liberal arts colleges had higher endowments and funding, they would have better practices and policies that prevent sexual violence.

Following the introduction and background information of how this topic was chosen will be the description of methods used to conduct this research. The review of the literature will also describe the national laws and guidelines that apply to colleges and they must follow in order to keep their federal funding. Further literature that will be analyzed consists of research done to analyze the current state of institution’s efforts in preventing sexual violence. The following section will consist of the profiles and history of the case-study institutions for this research - Carleton College, Pomona College, and Occidental College- as well as background and historical information of the experts (public university, non-profit and advocacy organizations) used to provide further foundational knowledge on the research topic. The core research findings will introduce the findings analysis, which dissect the factors that determine how IHE attain best

practices and policies. This will lead to the conclusion of this research study with a set of recommendations and a conclusion.

BACKGROUND OF THE ISSUE

The purpose for conducting this research is driven by my own experiences as a woman of color in higher education. Admittedly I felt as if I was one of the few first-years who did not find rape-jokes humorous and knew that there was never an excuse to rape. Raised by a teen-mother who struggled to earn her bachelor and master degrees in social work and receiving an all-women's high school education were the privileges I had during my youth to understand that violence against women should not be tolerated. Having such a rooted background in anti-sexual violence, I did not feel inclined to participate in the mandatory Oxy orientation programming for first-years to learn about sexual violence through a theatre performance titled "Sex Signals." There was less motivation when I understood that the programming event was a theatre troupe addressing myths of sexual violence in a comedic fashion. Although I did not personally feel comfortable about the institution's poor attempts at raising awareness on sexual violence, it was not until the Spring semester of my first-year when I realized that the issue of sexual violence was truly taken seriously by some members of the Oxy community.

Take Back the Week is an annual event at Occidental (very much like at other institutions of higher education across the country) to raise awareness, take a stand, and end the violence against women. According to Take Back the Night Foundation website (2012), the first documented event took place in October 1975 in Philadelphia, Pennsylvania when "citizens rallied together after the murder of young microbiologist, Susan Alexander Speeth, who was stabbed to death by a stranger no more than a block away from her home while walking the

streets, alone.” The first international event took place at The International Tribunal on Crimes against Women in Brussels, Belgium in 1976, then expanding from Rome to West Germany. According to the official Take Back the Night website, “for over 35 years in the United States, Take Back The Night has focused on eliminating sexual violence, in all forms, and thousands of colleges, universities, women’s centers, and rape crisis centers have sponsored events all over the country.” Such events were prime examples of the “second-wave” feminist movement¹ throughout the world, addressing issues such as workplace rights and reproductive rights, but in particular highlighting issues of sexual violence resulting in the establishment of the first rape and battered women and children’s shelters across cities in the U.S.

As we are currently in the “third-wave” of the feminist movement, within the last ten years there has been a particular emphasis on victimization of college women. One study by the U.S. Department of Justice showed that one in four college women experience completed or attempted rape during their time in college (Cullen, Fisher, & Turner, 2000), while another study stated that approximately 6.1 percent of males were victims of completed or attempted sexual assault during college (Ali, 2011). Then, the Obama Administration released the “Dear Colleague Letter” (to be discussed in a later section). Even though the intention for this letter was to

¹ Personally and as an academic, I do not favor the “waves of feminism” terminology as it does not acknowledge indigenous women who began the movement through anti-colonialism and anti-imperialism resistance over 500 years ago. However, for the ease of understanding the Western perspective of the anti-rape movement while also decentralizing a white perspective of feminism, I quote Andrea Smith (2011): “The feminist movement is generally periodized into the so-called first, second and third waves of feminism. In the United States, the first wave is characterized by the suffragette movement; the second wave is characterized by the formation of the National Organization for Women, abortion rights politics, and the fight for the Equal Rights Amendments. Suddenly, during the third wave of feminism, women of colour make an appearance to transform feminism into a multicultural movement. This periodization situates white middle-class women as the central historical agents to which women of colour attach themselves. However, if we were to recognize the agency of indigenous women in an account of feminist history, we might begin with 1492 when Native women collectively resisted colonization. This would allow us to see that there are multiple feminist histories emerging from multiple communities of colour which intersect at points and diverge in others. This would not negate the contributions made by white feminists, but would de-center them from our historicizing and analysis.”

“guide” IHE to uphold their responsibilities in protecting students educational opportunities free from gender-violence, it has clearly not been successful. Multiple student survivors from a variety of IHE across the nation are coming forward, sharing their stories, and filing federal complaints against their college or university. Students-survivors and their supporters have grown tired of being dismissed by their administrators and receiving an education from a campus culture that tolerates rape, punishes victim-survivors for speaking out against mistreatment, and sets perpetrators free without punishment for their crimes. Aside from my own involvement as a student activist demanding changes and improvements at my own academic institution (Occidental College), the intention of this research study was to help colleges and universities (that have not yet been sued or investigated by the federal government for Title IX violations), particularly small liberal arts colleges, understand what they need to do before accomplishing best practices and policies. In essence, this research study will hopefully be used to help dismantle a culture that tolerates and normalizes sexual violence is the primary step that needs to be taken in order to truly eradicate sexual violence.

METHODOLOGY

Review of Literature

There have been various journal articles and other publications on the topic of sexual violence and prevention methods on college campuses. There have also been particular case studies at institutions of higher education with high student populations (e.g., Pace University, University of New Hampshire) and their efforts to prevent sexual violence. The substantial amount of existing literature found will be analyzed to understand current best practices and policies of sexual violence prevention that are promoted by the Department of Education, advocacy, and non-profit organizations. The gaps found within the literature will allow me to conduct my own original research on the foundational elements (or pre-conditions) schools need to establish before implementing best practices and policies for sexual violence prevention at small liberal arts colleges (less than 3000 students). The case-studies of such colleges are Carleton College, Pomona College, and Occidental College. These case-studies will support my specified approach in studying smaller institutions of higher education and better identify the reasons some small liberal arts colleges are farther ahead in addressing issues of sexual violence and how they successfully implemented best practices and policies.

Literature reviewed includes documents by the White House, the Department of Education and the Department of Justice to address sexual violence against women, especially in higher education. Such policies that will be reviewed to supplement the national support in ending the sexual violence epidemic are: Title IX, the “Dear Colleague” Letter, the Clery Act, and the Violence Against Women Act. These are nationally and legally set standards for IHE to adhere and follow to provide safe and equitable living and learning environments in colleges and

universities. Most importantly, I plan to analyze whether these policies provide funding and other support services to help institutions implement better sexual misconduct policies and prevention programs.

Interviews

Interviews were conducted with administrators, Title IX coordinators, professors, student activists, and sexual violence prevention programming staff at Carleton College, Pomona College, and Occidental College. Experts from advocacy, activist, and non-profit organizations were also interviewed, which include volunteers and employees at the University of New Hampshire's Sexual Harassment and Assault Advocacy Program (SHARPP), the American Civil Liberties Union's (ACLU) Women's Rights Project, Students Active for Ending Rape (SAFER), and a state-wide coalition.

Standards of Best Practices and Policies

It was important for me to be able to identify best practices and policies at the case-study IHE to understand the foundational elements that led those schools to have the best practices and policies in the first place. Thus, this research study used two evaluation tools used to refer to and identify best practices and policies for sexual violence prevention at IHE. The first is the Oxy Sexual Assault Coalition's (OSAC) "Occidental College Sexual Assault Policy Evaluation" (Appendix A), which is also known as the "OSAC Matrix" (2012). The group consisted of professors and victim-survivors at Occidental College. This is an 87-point evaluation tool that was used to "evaluate the sexual assault policies, practice, and programming at Occidental College using promising practices from academic scholarship, the Department of Justice, and feedback from Oxy students who have experienced the [adjudication] process" (OSAC Matrix, 2012). The areas the matrix evaluates are: sexual misconduct policy;

reporting procedures; investigation procedures; adjudication; survivor support services; prevention programming; evaluation; public reporting; and institutional features. The majority of the standards for this matrix was from a document published by the U.S. Department of Justice's research report, "*Sexual assault on campus: What colleges and universities are doing about it*" (Cullen, Fisher, & Karjane, 2005).

The second evaluation tool is from the American College Health Association's (ACHA) toolkit known as "Prevention of Sexual Violence on Campus: An Assessment Tool" (Appendix B). This evaluation tool assesses actions IHE take that address policy, prevention, and intervention policies and practices. The topics of assessment specifically include: policy statement of commitment from the college's president; multidisciplinary task-force that involves all stakeholders of the issue (e.g. students, faculty, staff, administrators, community partners); campus sexual misconduct policy; distribution of policies; education and training of disciplinary boards and all first-responders; adherence to federal, state, and local statutes and reporting requirements; educational/outreach programming; amnesty policies; and much more (ACHA, 2008). The assessment was done by one student at each case-study institution who are student activists or provide on-campus survivor-support and advocacy (otherwise, students thoroughly knowledgeable of and involved in addressing the issue of sexual violence on their campus).

Participatory Observation

Participatory observation was the research method I dependent on the most throughout this research study. I have been involved in this research not only as a researcher, but also a student-activist and a student-employee of Occidental College. During the spring of 2012, I applied and was hired to be a programming assistant for Project S.A.F.E. (Sexual Assault Free Environment).

This is a department within the school located under the Dean of Students office. I applied because I wanted to bring awareness of sexual violence against women of color and people who identify as LGBTQ. I also believed that I would work closely with administrators to improve the campus' practices and policies in addressing consent and sexual violence on my campus. However, I quickly realized this was not my role as a student-employee. Simultaneously, I heard through word-of-mouth there was a group on-campus called the Oxy Sexual Assault Coalition (OSAC). I began to attend meetings regularly and soon became thoroughly involved as a core-organizing member with other students and faculty, thus pressuring college administrators to make improvements to our school's policy and practices.

My participation as a student-activist and a student-employee working within the school's bureaucracy, I had the advantage to thoroughly understand Oxy's strengths and weaknesses in addressing and preventing sexual violence. This knowledge benefited me while researching and comparing the determining factors at Pomona College and Carleton college as well. Finally, it goes without saying that I was not completely objective during this research study due to my active participation in my own campus' movement to eradicate sexual violence.

REVIEW OF LITERATURE

I. NATIONAL SEXUAL VIOLENCE PREVENTION GUIDELINES FOR IHE

Title IX

Description

Section 1681 of Title IX of the Education Amendments of 1972 states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance” (ACLU, 2008). The following clauses of the section continue to list the exceptions to the law. These include single-sex institutions, schools that train individuals for serving in the U.S. military, exceptions considering religious backgrounds, and “beauty” pageants (20 U.S.C. §§ 1681, 1972). Further sections of Title IX law define the term “educational institution” as well as the interpretations of “program or activity” and living facilities.

Analysis

Title IX law clearly states the regulations and standards educational institutions must follow to prevent gender discrimination and provide an equitable education for all students regardless of gender. It also considers the programs or activities that might take place at an educational institution that would cater to solely men or women who willingly volunteer to participate in such events. However, the main concern with Title IX law is that it aims to protect students from gender discrimination but does not provide standards, guides or outlines on how to successfully implement such protection. According to a document released by the American Civil Liberties Union (ACLU) Women’s Rights Project and Students Active for Ending Rape (SAFER), “A college or university that receives federal funds may be held legally responsible

when it *knows about* and *ignores* sexual harassment or assault in its programs or activities” (ACLU, 2008). Therefore, it is problematic that Title IX states the regulations that do not tolerate gender discrimination without suggesting a process which schools could follow to ensure that sexual violence does not occur at the institution. At the very least, the law should provide the best practices and policies educational institutions should implement to reduce acts of gender discrimination and gender violence on college campuses when those incidents are revealed to administrators.

The Gaps

In order to fill the lack of guidance that Title IX does not provide for schools and to better protect and serve survivors of sexual violence in college, the “Dear Colleague” letter was issued by the Department of Education through the Office of Civil Rights on April 4, 2011. Although this letter was written and released to improve the climate of sexual violence on college campuses, it still does not outline the best practices and policies schools should have to prevent sexual violence, and educate students on healthy sexual behavior and communication. My research study aims to study what schools have practices and policies which aim educate about sexual violence and prevent it.

“The Dear Colleague Letter”

Description

On April 4th, 2011, the Department of Education’s Office of Civil Rights released a letter for educational institutions in the U.S. called “The Dear Colleague Letter” (DCL). As stated in the DCL Fact Sheet, “the ED [Education Department] is issuing the DCL to explain that the requirements of Title IX cover sexual violence and to remind schools of their responsibilities to take immediate and effective steps to respond to sexual violence in accordance with the

requirements of Title IX” (Office of Civil Rights, 2011). The department further identified the letter as a “significant guidance document” for school districts, institutions of higher education, and educational entities that receive government assistance to follow, and ensure that the institutions are providing equitable learning environments for people of all genders. Essentially, institutions like colleges and universities were not appropriately responding or addressing the sexual violence epidemic on college campuses. IHEs were not complying with Title IX law and regulations due to a lack of proper adjudication processes and prevention efforts. Thus, the letter was clearly needed to guide educational institutions to improve their responsibilities at protecting the students they serve from gender violence.

The statement goes on to describe the grim realities of acts of sexual violence at institutions of higher education as well as at public high schools. For example, the letter reports statistics that 1 in 5 women and 6.1% of men are survivors of completed or attempted rapes during college, and the higher likelihood that persons with difference in abilities (or “intellectual disabilities”) will be sexually assaulted (Ali, 2011). The letter is a call to action for all educational institutions to be proactive in addressing and ending sexual violence on their campuses.

To complement the Office of Civil Rights *2001 Guidance* letter, the “Dear Colleague” letter further maps out the details and obligations that schools and administrators must accomplish to ensure that all students are receiving an equitable education free from the hostility of sexual violence.

Analysis

The letter is comprehensive and thorough when it outlines the procedural requirements of adjudicating acts of sexual harassment and violence at educational institutions. The letter carries a tone of empathy for survivors, free from victim-blaming language or statements (e.g. it was somehow the victim-survivor's fault that they were sexually assaulted), ensuring that their needs and rights are protected, while also protecting the rights of the accused. However, the majority of the letter focuses on the steps schools must take *after* an act of sexual violence has already occurred. The description of the necessary steps is extensive to respond to acts of sexual violence, but does not place as much emphasis on the importance of how administrators and first-responders (e.g. resident advisors and campus safety officers) should appropriately engage and support victim-survivors after their experience. Most importantly, the letter omits to specify or recommend any type of survivor-support training for members of adjudication panels either before, during, or after the adjudication process. Such survivor-support training would give administrators, first-responders, and those on the adjudication panel a better understanding and analysis of the myths and realities of sexual assault, how current U.S. society and cultural norms perpetuate rape, and the importance of supporting victim-survivors in a way that would help them regain the power that was taken away from them. As a result, the DCL focuses primarily on the procedures of addressing and investigating sexual violence, but does not focus as much on the importance of how to rightfully treat victim-survivors whose cases are being investigated in the first place. At the same time, I think it is a good first step to address how schools should be investigating crimes of sexual violence, but it is still not enough to ensure students receive an equitable education free from gender violence.

Unlike the letter's detailed outline for procedural requirements of adjudication and protecting victim-survivors of sexual violence from their perpetrators, the DCL only briefly and vaguely states a few preventive measures (e.g. awareness and education) schools have the *option* to execute. For example, the letter suggests first-year orientation programming, but does not specify the type of programming that this should include, such as bystander intervention, survivor support, on and off campus resources and reporting options, and myth-busting of sexual violence. In addition, the letter recommends in *only* three short paragraphs the steps schools should take in preventing sexual violence. It is understandable that the letter was detailed in how colleges should address and investigate acts of sexual violence, which is also seen as a form of prevention because it displays that gender violence is not tolerated and will be taken seriously. However, the guidance document does not outline the type of prevention programs to the same extent as investigation requirements. The letter does not recognize that emphasis on prevention and education efforts will help shift a campus culture that normalizes sexual violence to one that does not accept it, thus truly helping eradicate the nation-wide epidemic compared to using investigative measures alone. It is such over-emphasis on the adjudication process that lead schools to focus on how they will protect themselves Title IX violations and lawsuits, and under-emphasis on educational prevention methods that prevent IHE from diminishing a campus community that tolerates sexual violence.

The Gaps

There is a lack of focus on prevention in the DCL. I argue that the implications of this lack have been profound. In this gap, I will partially investigate the prevention methods used by particular institutions of higher education (IHE) such as raising awareness on sexual violence,

the actions campus community members could take to intervene sexual misconduct behavior, and promoting healthy sexuality and communication. Most importantly, I will investigate what the pre-conditions will be that help IHE accomplish best practices and policies at their schools. Further, my research will understand if the determining factors to best practices and policies are based primarily on funding for prevention programs, and why some educational institutions have taken similar or different approaches to prevention education.

Jeanne Clery Act

Description

Although the Clery Act does not focus on violence prevention efforts through education and awareness, the Act passed in response to a horrific case of sexual violence. In April 1986 at Lehigh University, 19-year-old Jeanne Clery was raped and murdered in her campus dorm room (Clery Center, 2012). With grief and strength, the parents of Jeanne Clery, Connie and Howard, were determined to address the issue of nonexistent reports or transparency of crimes at educational institutions. Specifically, “[The Clery’s] realized that while crimes were being reported to campus authorities, administrators often failed to provide adequate warning about those incidents- even more troubling, there was no uniform laws mandating them to do so” (Clery Center, 2012).

The Clery Act (also known as the Disclosure of Campus Security Policy and Campus Crime Statistics) mandated at the beginning of August 1, 1991 that all educational institutions must collect data on campus crime statistics and campus security policies, followed by an annual published document releasing the information (Clery Center, 2012). The act clarifies the specific data of crimes reported to campus security or local police entities which must be published:

“murder; sex offenses, forcible or nonforcible; robbery; aggravated assault; burglary; motor vehicle theft; manslaughter; arson; and arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, and weapons possession,” including hate crimes (Clery Center, 2012). Colleges and universities must also keep a public crime log and provide timely warning to students and campus employees about a crime posing an immediate or ongoing threat to students and campus employees (Clery Center, 2012). The law also specifies that victim-survivors of campus sexual assaults have certain basic rights.

Analysis and the Gaps

The Clery Act serves as a different type of awareness in regards to sexual violence at IHE. The purpose of the law is to inform students, parents, community members and school employees of the reality of crimes that occur at a college campus. It is used to reveal the information reported to campus security and officials so people would be conscious and aware of the issues. If the information required by the Clery Act is disseminated appropriately, the awareness of campus violence can serve as a catalyst to create preventive measures to address sexual violence in particular, especially since college-aged women are four times more likely to be sexually assaulted than any other age group (RAINN, 2009). Although the act promotes and suggests that prevention programs should be in place, prevention is not the purpose of the law and it does not guarantee that effective and proactive prevention efforts (e.g. bystander education or programs provoking and understanding of rape culture) will be executed by institutions of higher education.

Violence Against Women Act (VAWA)

Description

According to the FaithTrust Institute of Seattle, WA, there was a series of committee hearings between 1990 and 1994, Congress heard testimonies from a variety of experts, such as state attorneys general; physicians; legal scholars; federal and state law enforcement officials; and victim-survivors of domestic violence, sexual assault, and stalking (FaithTrust Institute, 2004). The findings and testimonies brought light to the problem that violence against women in the U.S. was pervasive and needed to be addressed immediately. With the leadership of then-Senator Joe Biden and support from advocacy groups and state-wide coalitions, the Violence Against Women Act of 1994 (VAWA) was passed as part of the Violent Crime Control and Law Enforcement Act and enacted to “recognize the severity of violence against women and our need for a national strategy” (White House, 2010). The law includes eleven statutes related to catering to the needs of victim-survivors such as housing opportunities for battered women and children, providing victim-survivors with economic security, protection of battered and trafficked immigrants, safety of American Indian women, and improving the response of judicial, law enforcement and the healthcare system to domestic violence, dating violence, sexual assault and stalking (Violence Against Women Act, 2005). Additionally, VAWA allocated funds and grants to support battered women’s shelters, rape prevention education, domestic violence intervention and prevention programs, and programs to improve law enforcement, prosecution, court, and victim services responses to violence against women (FaithTrust Institute, 2004).

Title III “Services, protection, and justice for young victims of violence” is the only statute of VAWA that addresses prevention efforts at IHE through grant funding for qualifying campuses. It reads that campus grants through VAWA will cater to “strengthen effective security and investigation strategies” and “develop and strengthen victim services” in partnerships with

local crime authorities as well as local crisis centers (Violence Against Women Act, 2005). The act outlines that the use of grant funds could be used to provide training for administrators and staff serving on campus judicial boards, improve victim-survivor services, expand data collection and communications systems, and implement education programs for prevention of domestic violence, dating violence, sexual assault and stalking (Violence Against Women Act, 2005).

Analysis and the Gaps

The Violence Against Women Act has been successful in improving the criminal justice response to violence against women, and ensuring that victim-survivors and their families receive access to services needed to feel safe and rebuild their lives (White House, 2010). In reference to colleges and universities, the Office of Violence Against Women (OVW) has a grant called “Grants to Reduce Sexual Assault, Domestic violence, Dating Violence, and Stalking on Campus Program.” The four minimum Mandatory Program Requirements IHE must have to be considered for funding are: “1) Coordinated community response; 2) Prevention and education program; 3) Law Enforcement Training; 4) Judicial/Disciplinary board training” (Office of Violence Against Women, 2012). Regarding prevention and education programs, this must be presented to all incoming students at the institution and include focus on evidence-based bystander education programs, which have been proven to aid in preventing sexual violence through community involvement and support. The law and grant does an excellent and successful job at promoting the importance of providing victim-survivors with the services and support needed to overcome traumatic experiences through effective and survivor-centered approaches (ensuring that survivors have as much control over their healing process and their rights are upheld). The grant provides a holistic approach in strongly responding to sexual

violence and other related gender-violent crimes, focusing on community collaboration within and outside of school communities to address and prevent sexual violence. The law and grant set effective standards to truly help eradicate sexual violence, which include guiding institutions to implement best practices and policies if they would like to be considered for the grant. On the other hand, my research will study what the pre-conditions are to create and implement best practices and policies in sexual violence prevention at IHE, and understand why some IHE have better prevention programs than others.

II. THE UNIVERSITY CLIMATE

“To address sexual violence prevention in a truly comprehensive manner, strategies to prevent its initial perpetration and victimization (primary prevention) must reach the same level of efficacy and adoption as program that respond to its consequences” (D. Lee, L. Guy, B. Perry, page 7. emphasis added.)

College age women are four times more likely to be victims of sexual assault (RAINN, 2009) and for every 1,000 women attending a college or university, there are 35 incidents of rape each academic year (Cullen, Fisher, & Turner, 2000). Yet, less than 5% of completed or attempted rapes against college women were reported to law enforcement (Cullen, Fisher, & Turner, 2000). At the same time, in two-thirds of the incidents, the victim-survivor did tell another person, usually a friend, but not family or school officials (Cullen, Fisher, & Turner, 2000). Rape is an epidemic health issue on college campuses, and often also referred to as a “cultural phenomenon.” Rape does not happen just because one individual chooses to rape another, but rather because there are attitudes and norms that allow it to happen (Guy, 2008). As seen in the previous section, public officials addressed this issue through laws and “Dear Colleague” letters to improve the learning environment for all students. In addition, literature

from college health associations, studies from government entities, and non-profit organizations have provided insight on the specific best practices schools should follow to provide an equitable educational experience for all regardless of gender.

“Shifting the Paradigm: Primary Prevention of Sexual Violence” (ACHA Toolkit)

Description

The American College Health Association (ACHA), with the support of The Center for Disease Control and Prevention (CDC) program, published this toolkit in August 2008. According to the ACHA, it is “the principal advocate and leadership organization for college and university health,” which also provides “advocacy, education, communications, products and services, and promote research and culturally competent practices to enhance its members’ ability to advance the health of all students and the campus community” (ACHA, 2008). The purpose of the ACHA toolkit is “to encourage prevention activities that take place *before* sexual violence has occurred and create social change and shift the norms regarding sexual violence” (ACHA, 2008). Therefore, the goal of the toolkit is to provide a set of practices stakeholders (students, faculty, staff and administrators) at institutions of higher education could use to improve their prevention efforts and eventually eradicate rape as a cultural phenomenon through community collaboration. For instance, the practices outlined focused on the importance of bystander intervention training, engaging the entire campus community, reframing sexual violence by teaching positive and healthy sexuality and behavior, defining consent, addressing the link between alcohol and sexual violence, and providing an assessment tool to determine if college campuses are up-to-par with best practices for prevention that are aligned with strong sexual misconduct policies and crisis services.

Analysis and the Gaps

The toolkit has a feminist and strategic organizing tone, addressing areas that colleges should focus on if they are truly passionate about ending sexual violence on their campus. The document also has a holistic and comprehensive approach to addressing rape as a cultural phenomenon by looking at sexual violence as a continuum linked with various forms of oppression such as classism, racism, hetero-sexism, ableism, and anti-semitism. With this and in order for prevention practices to be successful, the toolkit stresses the importance of understanding sexism and misogynistic practices to be able to dismantle rape culture and the norms that allow it to occur for true prevention to be successful. Most favorably, the package contains an assessment tool that can be used by anyone at an institution of higher education to evaluate the best prevention practices at their campus. This can help unite the campus community to evaluate and determine whether the institution is following best practices for policy, prevention and intervention of sexual violence. This tool will be used to evaluate Carleton College, Pomona College, and Occidental College (with the help of knowledgeable on-campus responders of sexual violence) to determine if recommended actions are complete or have yet to be addressed. As a result, the assessment tool and toolkit overall can be used at all institutions, regardless of size, to evaluate sexual violence prevention and intervention practices. It serves as a powerful and reliable guide that can be used to implement better practices and policies; however, the toolkit does not address an understanding of why some schools, specifically small liberal arts colleges, have better practices and policies in comparison to their peer institutions.

SAFER 2009 Policy Data Report

Description

Student activism and involvement in improving campus-wide sexual violence policies and prevention practices are vital to ensuring their educational civil rights. SAFER (Students Active For Ending Rape) is a national non-profit organization committed to empowering students to hold their colleges accountable for sexual assault on campus (SAFER, 2009). In 2009, SAFER published a report with the goal of reflecting SAFER's organizing philosophy of consciousness raising, activism within existing systems, and activism outside of existing systems. The report includes the purpose of focusing on sexual assault policies, explains the development of their national online database of college sexual assault policies and programs, lists the Eleven Basic Components of best sexual assault policies, and lists best and worst practices regarding sexual violence issues on campuses. Most importantly, the database analyzes a variety of the nation's most well known universities and a small yet diverse sample of public and private, large and small, and urban and rural schools (SAFER, 2009). For further clarification, SAFER's method for analyzing policies uses a feminist and holistic lens based on their rubric of basic components that a strong sexual assault policy should contain, as well as on compliance with relevant federal law (SAFER, 2009). Finally, the report is important to this research study because it focuses on the importance of grassroots organizing of students and campus community members when working to shift a culture that permits sexual violence to on that no longer tolerates it.

Analysis and the Gaps

Two important sections of the database report address the importance of best practices and policies to prevent sexual violence on college campuses. The first is explaining: "due to the impact of institutional policy on social norms, policy reform is a key element in the prevention of

sexual assault on college campuses” and changing social norms that contribute to rape culture (SAFER, 2009). This is one of the most valuable sexual violence prevention efforts because it is not only important to teach campus communities the importance of being active bystanders to prevent an assault or simply to raise awareness about consent, but also because it shows that the institution’s administration takes such crimes seriously and will not be tolerated. However, SAFER’s policy report (2009) also analyzed that although many schools in their database (including Occidental College) have sexual assault policies, the enforcement of those are commonly overlooked or unclear. Therefore, policies are not substantial if they are not upheld by the institution, well-known by the campus community, or fair to both the accused and the victim-survivor.

The second important section relevant to my research study is in regards to prevention and educational programs. SAFER’s report (2009) strongly advocate for programs that address acquaintance rape, but also shows that none of the schools in the database have primary prevention programs which include bystander intervention programs and working with men to change social norms that contribute to a culture of violence. This report supports previous research on best practices and policies for sexual violence prevention at colleges and universities, but does not explore the reasons some colleges have better protocols for prevention than other small liberal arts colleges.

“Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach” (US Department of Education)

Description and Analysis

The U.S. Department of Education funded the research to oversee a comprehensive approach towards preventing violence and promoting safety at IHE. The paper detailed the scope

of sexual violence on college campuses, its causes at “levels of influence” (individual, group, institutional, community, and public policy and societal factors) using a “social ecological framework” (a commonly used public health model), and outlined the comprehensive approaches needed to promote safer campuses (Langford, 2012). A beneficial asset of this research was the recommendations section because it focused on evaluating current programs at IHE, stressed the importance of collaboration efforts between different entities at schools, and provided principles that should be followed to organize and strategize for best prevention and intervene efforts. Further, it emphasized that best prevention and intervention practices did not have a “one glove fits all” approach, but rather each practice must be tailored specifically to the needs of the campus and students.

The Gaps

Although the article places an emphasis on necessary infrastructural improvements using a public health and comprehensive model, the paper still did not focus on the needs of small colleges. Further, it did not explore the possibilities of why some IHE have better practices and policies than others. Instead, the paper positively mentions and disseminates necessary steps IHE should execute to improve the safety of their students.

“Campus Sexual Assault: Suggested Policies and Procedures” (AAUP Statement 2013)

Description

This document is was written by the American Association of University Professors and was released in February of 2013. It studies the development of robust campus policies and procedures, and the conflict between state and federal laws, and campus sexual violence policies and procedures. The statement also discusses the “special role and responsibility of faculty members, a group often overlooked in campus sexual-assault prevention and training

programs” (AAUP, 2013). This perspective of faculty members on campus administration and sexual violence policies offers a unique thought that had not been presented throughout other literature. For instance, the statement elaborated on how the differences between laws and campus policies and their “inconsistencies muddy the activities of reporting, record keeping, researching and bringing attackers to justice” (AAUP, 2013). Therefore, sexual violence prevention is not only about education and awareness on college campuses, but it is also about consistent sexual assault policies and adjudication processes within the institution of higher education. This is strongly supported by the estimate that fewer than 5 percent of completed and attempted sexual assaults on college students are brought to the attention of campus authorities or police officials, and even less of these are rigorously adjudicated (AAUP, 2013).

Analysis and the Gap

Unlike many other documents, the AAUP statement (2013) clearly states that further research and experience may identify a definitive set of best practices, but it is important to follow the considerations already highly valued by scholars in the field of sexual violence prevention. In addition, the statement shifts the attention from campus officials as the primary source for addressing issues of campus sexual violence to finding alliances with faculty members to protect student rights and freedoms when responding to a student’s experience of sexual assault (AAUP, 2013). As a result, the statement supports that a determining factor to best campus practices and policies is having them coincide with state and federal laws as well as including faculty involvement in the course of prevention and intervention.

PROFILES AND HISTORY OF CASE STUDIES AND EXPERTS

I. CASE STUDIES: THE 3 SMALL LIBERAL ARTS COLLEGES

Carleton College

Profile

Carleton College is a small, private liberal arts college in Northfield, Minnesota and founded in 1866. The population in Northfield is approximately 17,147 people and the nearest metropolitan area is Minneapolis-St.Paul (“Carleton College Campus Life - CollegeData College Profile,” n.d.). According to Carleton’s CollegeData College Profile, the campus size is about 955 acres and there are approximately 1900 undergraduate students made up of 49% men, 51% women, and 90% live on campus. The student body demographic by ethnicity is: 73.5% White, 7.5% Asian, 6.6% Hispanic/Latino, 5.9% Multi-race (not Hispanic/Latino), 3.9% Black/African-American, 0.1% Native Hawaiian/Pacific Islander, and 0.1% American Indian/Alaskan Native. In addition, there are approximately 7.9% international students from 42 countries. All students are required to live on campus through senior year, and only about 6% of students live off campus or commute (“Carleton College Campus Life - CollegeData College Profile,” n.d.). The tuition for Carleton College is \$58,186 per year, and the endowment market value as of June 30, 2012 is approximately \$645.6 million (Endowment Fund, 2013).

History

According to an account from a peer educator at Carleton College, in the Spring of 1991 there was a historical court case that triggered nationwide conversation when four women who were also students at the college sued the institution “for not protecting them against the men whom the college knew to be repeat rapists” (Gold, Villari, StoltenBurg, 1999). Further, authors of the 1999 book Just Sex: Students Rewrite the Rules on Sex, violence, Equality, and Activism

(about eradicating sexual violence shifting cultural norms and forming new sexual paradigms where consensual sex is the new norm) stated that “the women testified that the school was aware of the previous assaults by their rapists and did nothing to prevent these men from attacking them” (Gold, Villari, StoltenBurg, 1999). According to an interview with a Carleton student who wishes to remain anonymous, their Dean of Students, Cris Roosenraad, at the time made a public statement saying that the women “were mad because they claimed they were raped but we [the Administration] found out that they were not.” This administrator was later forced to resign from his position at Carleton College (“CAASHA History,” n.d.).

Later in the fall of 1992, CAASHA (Campus Advocates Against Sexual Harassment and Assault) was organized by students at Carleton College and was one of the very first campus groups in the nation to address issues of sexual violence on their campus. It does not report to the college administration to protect confidentiality and serves as the college’s peer counseling and advocacy program. At this time, Linda Hellmich joined the wellness center. She oversaw the way the organization was run and handled all sexual violence cases the student health center received. Hellmich was also CAASHA’s primary contact with administration and source of advocacy training (“CAASHA History,” n.d.).

After Hellmich left Carleton College by the spring of 2006, Kaaren Williamsen (Director of the Gender and Sexuality Center) became CAASHA’s staff liaison and advisor. According to Williamsen, the Gender and Sexuality Center (GSC) opened in 2001 at Carleton while CAASHA was still overseen by the wellness center on campus. In an interview with Kaaren Williamsen, she did not find the sexual violence prevention efforts at CAASHA (within the wellness center) to be empowering. Therefore, when Hellmich left the college and Williamsen became the new

advisor for the program, stating that CAASHA began to work on “changing the campus culture by broadening the focus of sexual violence prevention to be much wider and including people in the solutions.” One of the ways the campus culture changed was through the conception and implementation of FemSex in 2006, which was a peer-led, no credit, and optional class that met 20 times during the term (10 weeks) and explored issues of how students learned about sex and their bodies as well as discussing sexual orientation, relationships, violence, erotica, sexual violence, and much more. Other improvements made after Williamsen’s supervision over CAASHA was implementing student led workshops that focused on consent and healthy communication with intimate partners, which were also presented to first years, and collaboration with the new Dean Julie Thornton in 2009.

Williamsen credits improvement of prevention efforts at Carleton for having improved student involvement. In 2009 there was a demand from students to improve the adjudication process (also known as disciplinary or judicial processes) for cases of sexual misconduct. In an interview with Dean Julie Thornton, when she first began to work in the college in 2009 she was assigned to lead an initiative with the newly formed campus committee of sexual misconduct to review Carleton’s student-to-student complaint process. This committee was formed due to a student campaign stating that the sexual misconduct process was confusing and hurtful for survivors of sexual assault, and in the 2008-2009 school year the demand from students erupted and called for review of the adjudication process. Therefore, the committee was in charge of looking at peer institutions, national trends, studying federal and state laws, among many other things, to understand if the college was doing the right things in their adjudication process.

From the committee and their hard work, Thornton stated that they accomplished three goals. One was that they had a *comprehensive website* with all the information about the adjudication process. The second goal was providing good *support mechanisms* in place for all people who go through the adjudication process, such as creating sexual misconduct support advisors for both the “complainant” and “respondent” to ensure that there was transparency and check-points throughout the process. The third goal was *improving campus-wide prevention efforts*, such as creating a Healthy Communities and Relationships Initiative (made up of students, faculty, and administrators), which promoted healthy relationships and sexuality and a good campus culture to talk about the issues, provided information on consent, disseminated information about the sexual misconduct policy, and provided educational workshops and trainings on topics of sexual violence and healthy sexuality. In an interview with an anonymous Carleton student, they stated that throughout this improvement process by the committee, the college began to reform and improve the adjudication process by talking with survivors who filed complaints with the school and went through the process as well.

Williamsen shared that today, CAASHA is part of the Gender and Sexuality Center, staffed by 12 paid peer-educators, 1 full-time administrator, and 2 hall directors. The college has made the effort to hire an adequate amount of knowledgeable staff members to address sexual violence and organize prevention programs, sufficiently collaborated with a variety of stakeholders, and disseminate resources and information regarding support and reporting options for victim-survivors. Thorough dedication is seen in the creation and implementation of these sustainable efforts.

Pomona College

Profile

Pomona College is a small, private liberal arts college and was established in late 1887 in Claremont, California. The campus size is about 140 acres (“Pomona College Students - CollegeData College Profile,” n.d.) and has slightly over 1,600 undergraduate students (“Common Data Set”, 2013). There are approximately 51% undergraduate women and 49% undergraduate men who attend the suburban college. In addition, the ethnic demographic of undergraduate students is: nearly 45% White, nearly 14% Hispanic, nearly 11% Asian, about 6.2% Black, and 0.1% American Indian/Alaska Native (“Common Data Set”, 2013). According to Pomona’s CollegeData Profile (n.d.), there are also approximately 5.4% international students from 23 countries. In regards to residential housing, the CollegeData profile indicates that 100% of all first-years and 98% of all students live in college housing, and only about 2% of students live off-campus or commute to the college. Further, the tuition for Pomona College is nearly \$56,000 per year (“Pomona College Students - CollegeData College Profile,” n.d.) and as of 2012 has a nearly \$1.7 billion endowment fund (NACUBO, 2013).

History

Advocates for Survivors of Sexual Assault (or “Advocates”) is a student-run organization at Pomona College that “supports survivors of sexual assault, educates the Claremont College community about the issues underlying sexual assault, and works to promote a culture of sex positivity” (Advocates, 2013). The mission of Advocates is to support survivors through crisis intervention, providing resources, aiding in reporting, and sexual violence prevention by promoting a sex-positive culture and consent.

As with many colleges, Pomona has away trips for the incoming first-years to get to know each other before matriculating at the college. According to Pomona College senior and advocate since the fall of 2010, Meryl Seward (a student-volunteer with Advocates), she recounts that a few years ago, the sexual misconduct presentation during orientation was one of the last things the first-years had to know about. However, there was an incident of sexual violence on an away-trip, which forced administrators to prioritize the sexual misconduct policy presentation as one of the first things incoming students learn about. The presentation itself has changed throughout the years. Meryl recounts that her first-year she did not see that Advocates volunteers were included in the presentation, but a year later they demanded to be a part of the conversation. With this, Advocates has a strong presence at the first-year orientation in regards to directing the monologue performances, organizing the resource presentation, and facilitating discussions with the first-years. The volunteers have been involved in this programming and training the resident advisors for the past two years for very good reason. According to one advocate, “The deans aren’t trained in how to facilitate the conversation at all. They are trained in the policy, but they have trouble using the sensitive language. Advocates stepped up in those situations, argued, and clarified things that the deans had trouble clarifying.” Since the involvement of advocates at trainings for resident advisors, each year has only improved at responding to survivors with empathy and knowledge of resources.

Interestingly enough, Advocates did not begin with the mission it has today. Founded in 2004, Pomona College students were concerned of underreporting of sexual assault at the 5 Claremont Colleges (also known as the “5 C’s”). However, today the advocates do not centralize reporting as part of their mission. Meryl stated in our interview, “If people want to report, we are

enthusiastic about helping them, but we rather prioritize the needs of the survivors.” The primary purpose is support services, but much of what Advocates also currently does is outreach and educational programming about healthy sexual relationships. In an interview with Pomona College sophomore and advocate Natalie Defoitus, she described that one of the direct services that Advocates provides is a 24-hour pager system in which someone can call the number and will get a response from an advocate on-call who has been sufficiently trained on survivor support. The advocates can also be contacted through voicemail, email, and referrals from friends. Meryl added that the educational programming includes organizing events and lectures addressing rape culture and generally reducing sexual assault. Currently, Natalie clarified that Advocates has around 32 student volunteers involved with direct services supporting survivors, programming, or both. Natalie continued by stating that one of the tasks of the advocates includes organizing “a series of discussions with first-year students [at their orientation] about the sexual misconduct policy and issues about sexual assault in general.”

Advocates is also organized into specific committees: advocate training materials, events, and publicity. The advocates who are involved in these committees can also be trained to provide direct support services. However, according to Meryl, when she joined Advocates her sophomore year there was a “head advocate” and about 10 other advocates. In our interview, she stated, “The head advocate would lead all the meetings, take all the notes, and delegate all tasks... At the end of that year, we decided we didn’t want the head advocate anymore.” The group then became non-hierarchical. At the same time, Meryl stated, “The structure is still somewhat hierarchical where seniors run the show because we have the most experience, but we do stick to the non-hierarchy when it comes to consensus [decision making] and open to discussion.”

The external infrastructure of Advocates is unique compared to Occidental College. For instance, Advocates is placed and funded through their Office of Campus Life, which allocates a \$1000 annual budget for the organization. According to Meryl, there have not been issues with the budget because the funding is used for snacks at events or marketing materials. Further, the organization has an advisor, Frank Bedoya, Associate Dean of Students and Senior Dean of Housing Operations. According to Meryl, she did not clearly know how he was assigned to be the Advocates advisor, but his role is in regards to setting up meeting spaces, submitting and approving forms, attending meetings, and advocating and supporting the Advocates volunteers with the bureaucracy of the college. Meryl stated, “He doesn’t tell us what to do, and he’s there as a supporting role.” She described that a few ways Bedoya is able to support the advocates is by serving as a liaison between them and administration, and helping the advocates “push for things like not having mandatory reporting” when they support and interact with survivors, which was an issue in the past.

Today, Bedoya is communicating on behalf of the advocates with the administration regarding the possibility of the Advocates organization becoming a service available for all 5 of the Claremont Colleges. The advocates are also pursuing writing an open letter calling for more wide-spread and uniform resources between the 5 C’s. According to Meryl, the vision is to have a branch of Advocates at each college and volunteers who are trained, can provide resources, and have knowledge of certain procedures, as well as calling for a more uniform sexual misconduct policy throughout the 5 campuses. Further, there has recently been an audit conducted by a graduate student from Scripps College. The student was hired by Pomona College to conduct an audit report of the college’s climate on sexual violence. According to Meryl, the graduate student

was also hired to give the resident advisors comprehensive training during the beginning of the school year on legal and medical issues of survivors of sexual violence, information on how to speak with survivors in a sensitive way, the purpose and importance of self-care for survivors and the RA's themselves, and how to set up boundaries. The Scripps graduate student's role still an ongoing process as well.

Generally, there has been progress in addressing the issue of sexual violence at Pomona's campus. Advocates volunteers are involved with improving Title IX sexual misconduct policies and practices by serving on the campus Title IX committee and in improving the orientation presentations every year to the best of their ability.

Occidental College

Profile

Occidental College was founded in 1887 and is known as a small, liberal arts college in northeast Los Angeles in the Eagle Rock neighborhood. The size of the campus is approximately 120 acres and there are approximately over 2,100 undergraduate students. There is approximately 56.9% women and 43.1% men who make up the undergraduate student demographic (Occidental College Students - CollegeData College Profile, n.d.). The student body demographic by ethnicity is: 60.6% White, 16.4% Asian, 10.5% Hispanic/Latino, 4.9% Multi-race (not Hispanic/Latino), 4.6% Black/African-American, and 0.7% American Indian/Alaskan Native (Occidental College Students - CollegeData College Profile, n.d.). Further, there are 3.2% international students from 28 countries. All students are required to live on campus through their 3rd year, and 20% of students live off campus or commute (Occidental College Students - CollegeData College Profile, n.d.). According to Occidental's CollegeData profile, the

tuition is about \$60,633 per year, and the endowment market value of over \$330 million as of 2012 (“Almanac...,” 2013).

History

In the 2002 school year at Occidental College, Shaina Lark was a sophomore Urban and Environmental Policy major. She was approached by two other senior UEP and Oxy students, Jeremy and Regina. They saw the lack of sufficient policy on campus that addressed sexual assault. For instance, there was a policy in place, but it was a one-liner under the sexual harassment policy. There were a few incidents of sexual assault on the campus and people were angry that there was not a policy to protect them. Therefore, the two students began the student organizing on the campus, and Shaina was one of the students who was rapidly very involved. The students with a few others raised awareness on the issue and had a petition with the support of faculty and staff. However, some of the staff, such as the market place workers and campus safety officers, were hesitant to sign but they were still willing to put themselves on the line.

Once the student organizers had support from the campus, they began to meet with the president about the policy. The problem was that both Regina and Jeremy were both graduating. At this point, Shaina and two other female students joined Regina and Jeremy in creating the sexual misconduct policy.

During the same time, there was a sexual assault in a dorm. According to Shaina, the assault was reported but no action was taken. Instead of initiating a judicial process, both the survivor and perpetrator were called in for mediation. After this, Shaina described that the perpetrator graffitied profanity throughout the campus and “was the perfect example that the issue was real and that administrators needed to get on board.”

Shaina stated that the group of students worked closely with the Office of Student Life and they had a great deal of support from then-president Mitchell, the deans and other administrators. The group implemented the policy, but they still found that there needed to be a prevention and awareness program on campus, resulting in the creation of Project S.A.F.E. (Sexual Assault Free Environment). Since Regina and Jeremy graduated, Shaina and about three other female students accepted they were passionate about addressing sexual violence on campus, but were not as aware. They signed up together for hotline and crisis intervention training at Peace Over Violence. Once the students received their training, they were able to look at the policy again and revise it to make it more student centered and remove the victim-blaming language.

Today, Occidental College is undergoing another long and strenuous battle to improve its policies and practices to protect students from sexual violence. The Oxy Sexual Assault Coalition (OSAC) is the current student-faculty activist group at the college that is pressuring the administration to improve sexual violence policy, practices and support services by implementing the OSAC 12 Demands (Appendix C). The demands involved the college to: remove the appeal of adjudication process sanctions on the grounds of “unfair sanctions”; revise the consent definition to include “verbal and physical” consent; establish a standing Sexual Misconduct Advisory Committee; reassigning the Title IX coordinator position to a faculty member; notifying students of changes to the sexual misconduct policy; increase staffing at Project S.A.F.E. (the on-campus prevention education and survivor-support program); notifying the campus of acts of sexual violence; improving orientation; appropriate training for student

leaders and those serving on the adjudication board from the local rape crisis center; and much more.

OSAC is not a newly formed group: the majority of students and faculty in the group have been working together since the fall semester of 2011 researching best practices and policies at other institutions in the nation to make improvements at Oxy. Before then, Professor Caroline Heldman (Politics) and Professor Lisa Wade (Sociology) have conducted research on the prevalence of sexual violence on Oxy's campus, and having gone as far back in 2008 when the faculty filed a complaint against the school for mishandling adjudication processes. Although the efforts have been ongoing since 2008, the current administration and now-president Veitch have poorly addressed the issue of sexual violence, causing outrage throughout the student body and faculty, and negatively altering the campus climate. As a result, OSAC and numerous other students and alum are filing complaints against Occidental College with the Office of Civil Rights for violating Title IX law by mishandling countless cases of sexual misconduct, dissuading students to file complaints with the college and local authorities, and generally fostering an learning environment where sexual violence is rampant and will not be taken seriously ("Why is OSAC...", 2013). Other complaints will also be filed for Clery Act violations, such as the college's failure to report and accurately report of acts of sexual violence every year, belittling rapes and sexual assaults by mis-classifying them as "non-forcible rape" and "battery," and terminating the employment of students who speak out against administrators who have mistreated survivors ("Why is OSAC...", 2013).

II. THE EXPERTS

University of New Hampshire (UNH): SHARPP (Sexual Harassment and Rape Prevention Program)

Profile

Founded in 1866, the University of New Hampshire (UNH) is a public, research university in Durham, New Hampshire composed of seven colleges and a graduate school. According to the 2010 U.S. Census, the university resides in a small town with a population of approximately 15,000 people and has a campus size of about 2,600 acres (“University of New Hampshire Campus Life - CollegeData College Profile,” n.d.). The student demographic at UNH consists of nearly 12,000 undergraduate students, 55% female and 45% male (“About UNH,” n.d.). The ethnicity of students from the United States at UNH are predominantly white (86%), but 2.4% identify as Hispanic/Latino, 2.3% are Asian, 1.6% are multi-racial, 1.3% are Black/African-American, and 0.3% are American Indian/Alaskan Native (“University of New Hampshire Campus Life - CollegeData College Profile,” n.d.). There are also 0.8% of international students from 29 different countries at UNH (“University of New Hampshire Campus Life - CollegeData College Profile,” n.d.). The university also offers housing to students, resulting in 94% of first-years and 59% of all students living in college housing (“University of New Hampshire Campus Life - CollegeData College Profile,” n.d.). On the other hand, according to the UNH CollegeData Profile, there are approximately 41% of students living off campus or commuting to school. Finally, the cost of an undergraduate education for a resident of New Hampshire is nearly \$25,000 and the university has about a \$128.8 million endowment value (“About UNH,” n.d.).

History

In 1987, a gang rape took place in a campus dorm room at the University of New Hampshire (UNH). An article on the Huffington Post on UNH's prevention efforts stated that three UNH sophomores returned to their dorm room after a night of drinking at a bar (Resmovits, 2011). As the 3 students arrived to their residence hall, they found a first-year named Sara, who had also been drinking at a fraternity party. At this moment each of the men raped Sara, one at a time, and "boasted about it" (Resmovits, 2011). According to the article, Victoria Banyard (professor of psychology at UNH, director of Prevention Innovations: Research and Practices for Ending Violence Against Women on Campus, and advisory board member at SHARPP) stated, "The people at the residence hall gathered around as onlookers, but nobody did anything to help her."

After a public disciplinary hearing for each of the perpetrators, the survivor's sexual history was raised and eventually each rapist was found not guilty. As a result, there was a student uprising on the campus, protesting in the deans' offices and throughout campus. Since then, UNH faculty and staff began responding to issues of sexual assault on campus through its ad hoc crisis center SHARPP. The program began as a direct service component in 1988. Today, SHARPP has a 24-hour prevention line, peer advocates to help survivors and in prevention efforts for education outreach and programming. According to SHARPP's website, the center's advisory board consists of representatives from faculty, staff, students and community members to serve as a resource for community guidance and support. In addition, the board reviews the policies, practices and programs of SHARPP and other UNH entities regarding sexual and intimate partner violence, and make recommendations to SHARPP and the university community ("About us," n.d.).

According to Mary Mayhew, program director of SHARPP, the program is very research based and obtain 60% of their funding from the university. Remainder funding is attained through federal grants and violence prevention grants. The result of the research conducted is to have an evidence-based program that focus on bystander intervention and consent. One UNH group that SHARPP collaborates with is Prevention Innovation in order to evaluate the center's programming and help create evidence-based programs. In addition to evaluating and creating programs, Mayhew also states that every 5 years there is a climate report for sexual violence on UNH's campus. Finally, SHARPP is also a member of the New Hampshire Coalition Against Domestic and Sexual Violence.

American Civil Liberties Union: Women's Rights Project

Profile & History

The American Civil Liberties Union (ACLU) began during the post-World War I era when then-Attorney General Mitchell Palmer began deporting suspected "communist radicals" ("ACLU History," n.d.). At this time, thousands of U.S. citizens were arrested without warrants, experienced unlawful search and seizure, brutally treated, and held in inhumane conditions ("ACLU History," n.d.). As a result, a group of concerned people decided to organize together, take a stand, and form the ACLU.

Established the same year Title IX went into effect in 1972, the Women's Rights Project under the ACLU has led efforts to advocate and secure gender equality where "girls and women have equal access to quality education, employment, housing, and health irrespective of race, class, income, immigration status or involvement with the criminal justice system" ("Women's Rights," n.d.). In regards to gender equity and equal access to education, the ACLU says it best:

“The Women’s Rights Project advocates for educational equality under Title IX in four key areas: sex-segregation and sex stereotypes in education, pregnant and parenting teens’ rights, gender-based violence, and athletics” (“Title IX - Gender Equity in Education,” n.d.).

Rape has been so normalized in today’s society and culture that people often forget it is a federal crime. To better understand the legal stand-point of sexual violence and prevention efforts at IHE and the legal responsibilities of these institutions to protect students’ educational rights, Ariela Migdal (a senior staff attorney for the Women’s Rights Project at the ACLU) was available for an interview. Interviewing Migdal was necessary to understand the scope of the sexual violence epidemic at colleges and universities from a lawyer’s perspective, and compare it to the perspectives of other experts who work on the same issue. Considering Migdal has worked on litigation against a number of schools for not upholding Title IX responsibilities, the attorney resulted in stating similar determining factors as various other experts about why some institutions of higher education have better practices and policies than others.

Students Active For Ending Rape (SAFER)

Profile & History

In 1999, students at Columbia University organized SAFER with the purpose of reforming their school’s sexual assault policy (“Our History,” n.d.). The student activists organized a campus-wide campaign to garner support from a variety of student clubs and organizations, faculty, and staff to advocate for specific policy reform measures (“Our History,” n.d.). As with many campuses, initial motions for reform were met with resistance from administrators and the institution’s president, resulting in a series of rallies and demonstrations that were covered by several media outlets. The campaign led to not only changes in the school’s

sexual assault policy but also initiated an office devoted to sexual assault prevention and educational programming for the campus. After a long fight but eventual success, the student organizers and activists began to be contacted by students and staff from other IHE nation-wide. Guidance was sought from the Columbia students on how to organize successful campaigns at other campuses who also felt the need for policy and prevention reform. In 2000, SAFER became an official non-profit organization led by recent graduates and students, and in 2002 opened its first office (“Our History,” n.d.).

Since this time, the organization has: 12 organizing trainers from all over the U.S. who conduct trainings and teach-ins for students who want to organize similar campaigns at their school; an extensive website with a College Sexual Assault Politics Database (a resource for students to analyze their own policies and get ideas from other colleges’ policies); improved the organizations infrastructure to remain sustainable; and an accessible Student Organizing Library (“Our History,” n.d.).

This organization was important in understanding the grassroots organizing perspective of reforming sexual violence policies and programming. This is a method of sexual violence prevention reform that is being used across colleges throughout the nation and even at Occidental College. Understanding the goals of SAFER and comparing them to the goals of student-activists at the case-study schools for this research project helped me identify the best practices and policies students are advocating for. Most importantly, the expertise of SAFER’s student-organizing has helped me clearly acknowledge and identify the gaps and pre-conditions some schools have and others do not, which lead to having best practices and policies for sexual violence prevention.

CORE RESEARCH

THE SIX DETERMINING FACTORS

Experts, administrators, and students interviewed believe that there is a spectrum of factors that would determine a college or university's best practices and policies in sexual violence prevention (Appendix D). The determining factors or "pre-conditions" in the charts are needed for schools to obtain best practices and policies throughout the rest of this research study. Thus, the pre-conditions that lead to greater structural improvements in attaining best practices and policies as found through this research are:

1. Commitment and Priority

Administrators describe it as "buy-in from the administration," students label it as "commitment and priority" to take the issue of sexual violence prevention seriously enough. Regardless of what it is called, the root of the problem begins with a serious commitment by administrators, deans, and the board of trustees at institutions of higher education to reform their policies and practices and allocate better funding to prevention and intervention programs. As student and advocate Natalie Daifotis from Pomona College elaborated, "The administration must be receptive to what students and outside organizations tell them needs to change. They need to internalize it, be receptive, and not shut it down."

2. Staffing and Support

Small liberal arts colleges have smaller groups of staff, administrators, and faculty that often have many roles in the operation of a college. There was consensus amongst students and administrators at all three small liberal arts colleges that sufficient staffing was necessary to improve current practices and policies. As one Oxy administrator stated, "The reality in

prevention efforts is that you need the right resources, [such as] right staffing, which is a particular challenge at small liberal arts colleges. People have to be available...[they] can't wear too many hats." Further, both administrators and students interviewed stated that one of the ways that decision-making administrators showed commitment, priority, and support in ending sexual violence on their campuses is through "extensive staffing," or enough staffing, at prevention and intervention centers on-campus catering to survivors and their allies.

3. Knowledge and Training

Carly Mee, a student-activist at Occidental College and a survivor who went through the formal reporting process at the college did not have a positive experience. Mee stated that the people responsible for investigating the complaint "had other responsibilities, were busy, and made it really clear to me that they did not want to be doing this...they seemed unknowledgeable and inexperienced with the whole thing." Unfortunately, the results of inadequate staffing and administrators having multiple roles and responsibilities at small liberal arts colleges seems to affect the appropriate knowledge and sufficient training needed when addressing issues of sexual violence and within the adjudication process itself. Occidental College administrators argue that they receive the training and have the knowledge necessary to conduct sexual misconduct investigations appropriately. However, Carly states, "Hearing from other people's experiences and my own, they [administrators and staff who sit on sexual misconduct hearing boards] are not behaving in the way that people with proper training would interact."

4. Student, Faculty, and Staff Involvement

Julie Thornton, dean at Carleton College, stated that the "Involvement of students is instrumental. Also that of faculty and staff." The rural college in Minnesota sets an above-

standard example of this factor that leads to best practices and policies: their Board of Sexual Misconduct consists of students, faculty, and administrators who meet once per week for 90 minutes for 5 weeks for every 10 week academic term. Dean Thornton continues to state, “Peer education groups and students must be involved in all aspects: on the hearing board, education, policy training, and bystander training.” A Pomona College staff member also affirmed this by stating the importance of “involving a variety of constituencies in education and outreach.” In contrast, Oxy students who were interviewed believe that it is ironic that the first sexual misconduct policy was first written by a group of students, but now there is a lack of student input.

5. Students over Lawsuits and Public Image

Kaaren Williamsen from Carleton College stated, “the ‘Dear Colleague Letter’ is scaring people [administrators]...there are so many federal and legal guidelines between the Clery Act, VAWA, and Title IX. The schools are most nervous of the things that will get them sued.” As a result of fearing lawsuits from the federal government, Williamsen and other experts interviewed stated that there is often too much focus on the adjudication process, which the “Dear Colleague Letter” focuses on as well. At the same time, at schools like Occidental, even though there are adjudication processes and reporting options, sanctions are often not upheld. In this case, students at the college see it as the college’s fear of lawsuits from students found responsible of sexual misconduct (e.g. rape, sexual assault) after expulsion. As Williamsen further stated, “I see at most schools, if they are concerned at all, they focus on their adjudication process, but if we don’t have comprehensive efforts, we are doing a disservice to everybody because we aren’t

changing the culture.” Unfortunately, colleges need to prioritize students before fear of lawsuits in order to better serve and improve the college community.

As a student at a small liberal arts college myself, there is an “image” of such colleges that I feel these institutions try to maintain: safer than bigger schools and focused on the students. However, Professor Heldman (chair of Occidental College’s Politics Department) stated, “There’s the assumption of hand-holding at liberal arts colleges....there’s more incentive to cover-up experiences of sexual assault because it violates the idea of being protected and pampered.” Mary Mayhew, the program coordinator of SHARPP, affirmed the statement by observing that, “The issue of small colleges is that they have a lot of invested interested in keeping it [sexual violence] under-wraps.” Understandably, if the reality of occurrences of sexual violence that happen at small liberal arts colleges were revealed, it would most likely affect the “image” that these colleges have, ultimately affecting student enrollment and retention. However, Mayhew states that schools like the University of New Hampshire “don’t cover things up... Every 5 years we do own the issues through our climate reports on sexual violence on campus, which are paid for by the president’s office.” Once again, the commitment of the power-holders at these institution exemplify what commitment and prioritizing the issue of sexual violence would look like.

6. Funding and resources

All three small liberal arts schools stated the need for more funding to be allocated to existing programs on their campus that cater to sexual violence prevention and intervention services. According to Shaina Campbell, Occidental College alumna and co-founder of Project S.A.F.E., “It’s always going to come down to resources: money, space, and human resources.” all

three college groups that I interviewed (of both administrators and students) claimed that funding was necessary to improve and implement best policies, practices, and trainings addressing sexual violence. Therefore, I searched for the endowment fund of each small college that was being used in this study. Interestingly enough, Carleton College ranked in the middle of highest endowment (with Pomona College having the highest, Occidental having the lowest), but they have the best practices and policies compared to the two other schools. However, this information clarified that Carleton College tends to allocate more funds and general resources to certain sexual violence prevention and intervention programs because of their commitment to prioritizing the issue as well as collaborative approach with community members.

FINDINGS ANALYSIS

COMMITMENT AND PRIORITY

Students, experts, and administrators interviewed reached a consensus that at the root of solving and addressing the issues of sexual violence on college campuses comes the true and full commitment of “power-holders” and “decision-makers” at institutions of higher education. Pressure from those at “the top” of institutions of higher education will result in better and more resources for improving policies and practices. For instance, a student at Pomona College referenced that the Advocates organization on their campus was “hard to maintain...to be productive and not just talk about goals.” The student shared that Scripps College, the all-women’s liberal arts college that is part of “the Claremont colleges,” is attempting to begin a sexual violence education, prevention, and intervention center on their own campus, but are “fighting tooth and nail” to make it happen. According to the student, Scripps administrators are concerned about liability issues and there is general “lack of administrative support.” Unfortunately, when those in power at colleges and universities do not exemplify the commitment needed to confront college sexual violence, it endangers the safety of students and their legal right to learn in a conducive environment. The lack of institutional commitment and support results in the expense of the well-being college students need to thrive academically and socially during their lives in higher education.

Commitment and prioritization from institutional powers is also seen when administrators do not ignore or extend “conversations” until students graduate or give up their fight to end sexual violence. For instance, Carleton College and Pomona College administrators ensure that students, faculty, and administrators are involved in reviewing their college sexual misconduct

policy. At Pomona, a student confirmed that “everyone works together” in regards to sexual violence prevention improvement processes. For example, there is a Title IX committee that includes students, who also review the misconduct policy. Commitment is exemplified when the remaining determining factors are also fulfilled.

However, solely because colleges include student and faculty input in addressing and solving issues of sexual violence, does not mean that proactive measures will be taken by those in power who claim to be “committed” will take them seriously. One example of such a case is when OSAC (Oxy Sexual Assault Coalition) presented their research-based “matrix” measuring Oxy’s policies and practices to a board of administrators in the spring semester of the 2012 school year. This group also rewrote the school’s sexual misconduct policy. Yet, according to Oxy student Carly Mee, “they [administrators] asked us to look at best practices and at our peer institutions, but they didn’t take our research or look at it.” College decision-makers like those at Occidental need to ensure that their commitments and promises must align with their actions. On the other hand, Carleton College has been able to stay committed to their promises and serving their students by holding consistent weekly meetings with students, faculty, and staff on their Board of Sexual Misconduct (the adjudication process hearing board). The administrators have also listened to and implemented the suggestions from survivors who filed formal complaints on how to improve the adjudication process.

Another way small liberal arts colleges exemplify their commitment and priority of the college sexual assault epidemic is through writing a stringent sexual misconduct policy, imposing stringent sanctions, and upholding those sanctions. Professor Heldman made an excellent point in regards to the issue, “The other half of the equation is having good policies that

are enforced, but if the adjudication is not upheld, and there's no sanction, then it doesn't matter what education efforts there are; these won't change the incidence of sexual assault. We have at Oxy a culture of permissiveness: even if you get caught, you will get...a combination of five hours of volunteer work -a slap on the wrist- which perpetuates rape culture." Administrators and students interviewed agreed that sexual misconduct policies are forms of prevention because it is supposed to serve as a deterrent. From another expert perspective, the S.A.F.E.R. website stated, "By maintaining inadequate policies and resisting student demands for change, colleges create an atmosphere that condones violence, silences survivors, and reduces equal access to the benefits of a college education" ("About us," n.d.). Unfortunately, Occidental College has relied on policy guidance from a risk-management law firm (NCHERM) as well as the Association of Title IX Administrators (ATIXA), resulting in the inconsistency between the "commitment" of administrators and their actions. These entities are primarily focused on liability and protecting the institution, and not necessarily drafting policies that protect the educational and safety rights of the students. Instead, this indicates that the college is more concerned with protecting administrators and the college at the expense of students and survivors. Once again, only using risk-management entities without the inclusion of stakeholders, community members, and trained experts does not exemplify a college's commitment and prioritization of ending the sexual violence epidemic on their campus.

Another issue is if and how institutions across the nation have distributed annual or bi-annual sexual misconduct reports. For instance, Yale distributes an annual and bi-annual sexual misconduct report revealing a detailed outline of complaints including the description and action taken, if the complainant and respondent were students or not, and updates on cases from the

previous report (“Reports,” n.d.). At Carleton College, administrators release a report each term revealing sexual misconduct complaints and adjudication findings to the Carleton community (“Title IX Term Updates,” n.d.). These reports are not only important to ensure that the campus community is informed and to comply with federal and state regulations, but it is also a symbol that these institutions are not hiding the realities of sexual violence that take place on their campus. These colleges fully understand the severity of the issue and how it hinders inequitable education to students. Thus, the reports represent the college’s commitment to addressing the issues by making it known that these criminal acts happen and they are not acceptable, which will hopefully allow survivors to come forward about their experiences, help them know that they will be validated and believed, and trust that they can receive the support they need and deserve. OSAC at Occidental is currently demanding for administrators to fulfill demand 8: *“Distribute a detailed annual sexual misconduct report,”* which will include the number of informal and formal complaints filed in a given year, where the complaints were filed (Residential Education, Campus Safety, etc.), the outcome of the adjudication process and sanctions placed, and how sanctions were changed during an appeals process (OSACoalition, 2012). Without a true and full commitment to implement necessary practices and reform policies, the following five factors will not be possible or fulfilled because without institutional investment, then resources, knowledge, and funding will not be allocated to where it is necessary to eradicate sexual violence on college campuses.

STAFFING AND SUPPORT

Institutional commitment is seen when decision-makers and power-holders allocate the resources and funding necessary to have enough staff members addressing sexual violence

prevention and intervention issues. When Kaaren Williamsen from Carleton College described challenges in executing best practices and policies at small liberal arts colleges, she stated it is about “making sure we [Carleton] are properly staffed. Prevention and intervention groups must work together. Often times, schools put prevention and intervention responsibilities on one person.” In the case of Carleton College, prevention efforts were being led by the student health and counseling center. Unfortunately, Williamsen did not find the model they used as empowering. When the prevention coordinator left the college, Williamsen began to work with others on changing the campus culture in regards to sexual violence. The program director clarified, “We didn’t have a big issue that made us change our prevention, it was more of a staffing shift and responsibility shifting.” Such actions are models for institutional support and commitment: ensuring changes are made within staff responsibilities to better serve students and address their needs. As stated before, staff members at small liberal arts colleges are spread thin when it comes to responsibilities and the roles they play within the school. As Oxy student and survivor Carly Mee also implied, more often than not staff and administrators have roles and responsibilities they do not care about. Therefore, institutions must understand the staff and administrators who are invested in addressing and learning more about the issues of sexual violence should also be the ones who are fulfilling those responsibilities. It is not reasonable to assign an administrator who is not knowledgeable about the subject, willing to learn more, or at least passionate about exploring the issues of sexual violence to work with and serve students who are in crisis or in need of further education themselves. If such happens, then this is when staff members will not properly or adequately serve student needs resulting in further dissatisfaction with addressing the problems causing an inequitable learning environment.

However, not only is it important that the right staff members have the right roles, but also ensuring that there are full-time staff members dedicated to programming and working with administrators around sexual violence prevention and intervention. Professor Heldman states that small liberal arts colleges with best practices and policies have “institutional resources, having one resource where students can go to [for all information needed], having a full-time staff, a central physical location, and having people dedicated to it [sexual violence prevention and intervention].” One example of insufficient staff members is Occidental College’s Project S.A.F.E. According to student and programming assistant Audrey Logan, “S.A.F.E. is underutilized and understaffed. It’s hard to get two students to raise awareness of the organization and the services we provide. It doesn’t feel as though we are a big reference for other entities on campus when they interact with survivors.” There are two programming assistants who work 12 hours per week on average and organize events focusing on sexual violence prevention, education, advocacy, and providing resources. However, as a S.A.F.E. programming assistant myself, it is unreasonable to have only two programming assistants to educate and serve the approximately 2100 students that attend the college, meaning each of us is in charge of educating and providing information to nearly 1100 students. In addition, the Oxy Sexual Assault Coalition (OSAC) placed demands and one of them included “6. *Double the size of Project S.A.F.E. and give PAs more decision-making authority*” (OSACoalition, 2012). The group’s explanation for this was to have a greater amount of “trained advocates who would be more independent” and allowing the PAs to have more in-put in institutional changes regarding sexual violence prevention and intervention.

In comparison, Carleton College's CAASHA has approximately 12 paid student workers like the S.A.F.E. programming assistants, both groups which are trained in prevention and crisis intervention, to serve approximately 1900 students. This means each CAASHA advocate is responsible to educate and serve nearly 160 students. The amount of staff members at Carleton is another model the college shows its dedication to raising awareness about sexual violence, its prevention, direct-services and resources amongst its student body. With more student-workers, there are more people reaching out to more students about the issues as well as services provided by the school and community. When there is a large group of people working towards addressing and solving an issue like sexual violence, it is seen as an issue that is important enough and worth allocating the time, effort, funding, and resources.

At Pomona College, the Advocates program is not an institutionalized office like at Carleton or Occidental. Instead, it is completely student run but has nearly 32 student volunteers. Unfortunately, when sexual violence prevention and intervention offices are not institutionalized, there is a lack of certain privileges and resources. For instance, a challenge at Pomona College was that the student volunteers were mandated by administrators to file reports with the college when victim-survivors sought an advocate's help. According to an anonymous advocate at Pomona, "We are pushing not to be mandated reporters. We got off the hook on that front, so we stopped about a year and a half ago." For further clarification, a Pomona administrator stated in their interview that the reporting is for Clery Act purposes. The administrator's concern was that "far more often there are instances of assault that are never reported. As a result, we don't have means of following up or doing anything about it." The barrier for the Advocates program was the bureaucracy they have to constantly face because they are not an institutionalized office or

program, especially when trying to provide better services for the students. However, it is because the program is *not* institutionalized that the advocates, student volunteers as part of a student club, were no longer mandated to be reporters. At the same time, the program does not have a central space, office, or location to meet with survivors or organize their events. A Pomona advocate stated that “We would really like a lounge, a place that’s a safe space where we could talk...The main reason we’d like to have a room is because we’ve had issues come up, where someone wants to have a counseling session with a survivor where do you go on this campus?” The benefit of being an institutionalized office is the privilege to have or demand a department or program’s official meeting space. Unfortunately, the Advocates program does not yet have this privilege, even though there are more student advocates catering to Pomona College students.

Another aspect of the pre-conditions to having best practices and policies at small liberal arts colleges is providing full-time supervisors and staff members solely dedicated to sexual violence prevention and intervention services. For example, the University of New Hampshire’s SHARPP program has 6 staff members each dedicated to coordinating prevention, intervention and direct services, community outreach, media outreach, or administrative assistance. In comparative perspective to the small liberal arts colleges, the supervisor of Project S.A.F.E. is also the same supervisor of the Center for Gender Equity (also known as a women’s and LGBTQ center) as well as the Intercultural Community Center (also known as the race and multicultural office). When full-time staff members must supervise sexual violence prevention programs along with other departments, this validates that administrators and staff at small liberal arts colleges have too many responsibilities placed on them. In particular with addressing issues of sexual

violence, full-time and trained staff members are vital to committing to ending campus sexual violence. More importantly, full-time staff members who are advising or working with students in addressing sexual violence must also be trained and well-versed on the issues that perpetuate and allow a sexually violent culture. For example, an anonymous advocate from Pomona stated that they were “not exactly sure how he [supervisor Frank Bedoya] ended up working with us...it has been a formality relationship but he has since become a lot more involved...” This is an example of an administrator who may not have experience in the issues of sexual violence and rape culture, but is at least invested in learning more. Even though the supervisor is supportive and invested, the students still see the need for a full-time employee to support them in their programming and direct services responsibilities. Further, Shaina Campbell, co-founder of Project S.A.F.E., admitted that she challenged one of her untrained supervisor to receive proper crisis intervention training from the local rape crisis center to better support and engage with survivors. Reasonably enough, it is ideal for staff members and administrators to have above-level understanding and competency on prevention and intervention services compared to students who they are trying to serve or may not be so knowledgeable. As a result, staff and institutional investment in learning about the issues to better address them also signify the college’s commitment to providing a better and safer learning environment for all students.

KNOWLEDGE AND TRAINING

OSAC demand 10 is: “*Provide annual POV [Peace Over Violence] training to all staff involved in the sexual assault process.*” The need for this demand was made apparent when dozens of survivors shared their traumatizing experiences with other survivors and faculty members at Occidental. As Carly Mee recounted, “A lot of people [administrators and staff] who

are part of the [adjudication] process aren't trained. They don't know how to interact with survivors, they don't know the facts, and they perpetuate rape myths. They believe that rapists don't pose a threat if they are accused once, so they don't take it seriously. They make survivors feel like their experience is invalid." One Oxy administrator stated that those who serve on the adjudication process are trained, and receive that training from NCHERM (National Center for Higher education Risk Management). Carly's response to the sufficient training is as follows: "The training they are doing is inadequate. Hearing from other people's experiences and my own, they are not behaving the way that people with proper training would interact...just because they have training, doesn't mean they have the right training or that it's giving the right information and enough information." In fact, it is questionable that Occidental would hire an organization like NCHERM, whose managing partner Brett Sokolow stated in a 2012 interview that the expulsion of students who are found responsible for rape "drives -not hysteria, that's not the right word - but nearly that. It's such a fear-based reaction that a lot of colleges are now expelling and suspending people they shouldn't for fear they'll get nailed on Title IX" (Pope & Press, 2012). The first problem with this statement is that the use of "hysteria" has historic-roots of being used as a slur against women. The second problem assures that if the college is receiving "training" from a risk management law firm that believes expulsion for rape is a "fear-based reaction," then Carly's statement is in fact true: Occidental is not receiving the right kind of training that would best treat survivors. This would explain not only the lack of empathetic response to survivors during the adjudication process, but also the "removal of the zero-tolerance language from the [sexual misconduct] policy and the alteration of consent from only verbal to verbal or physical (obfuscating consent and making it much more difficult to establish consent in

judicial hearings),” (OSAC’s Efforts, n.d.) resulting in cases where respondents are not found responsible or expelled for their crimes.

Unfortunately, when educational institutions, including small liberal arts colleges, receive training from entities who focus on reducing institutional liability, there will not be a survivor-centered approach during adjudication processes or when engaging with student survivors. For this reason, OSAC’s demand for appropriate crisis intervention training for staff at Oxy is to address the fact that “sexual assault is a commonly misunderstood crime, and...to avoid basing decisions [adjudication responsibility] on common rape myths, using harmful language, or triggering survivors in other ways” (OSACoalition, 2012). It would be understandable if institutions want to keep their risk management trainings; however, specific survivor-based training is extremely important responding and engaging with survivors. The priority of educational institutions should be to provide empathetic services and respond to the needs of vulnerable and ultimately all students when academic opportunities and safety are at great risk. For example, at Carleton College both Julie Thornton (dean of sophomores) and Kaaren Williamsen (program director of CAASHA) train all administrators, faculty, students, and staff who serve on the sexual misconduct hearing board. Their training is internal, consistent, collaborative, and comprehensive. As Thornton stated, “We don’t pay people to come in and train us. We feel we are capable folks, and we can train ourselves.” Before the sexual misconduct review board was organized in 2009 and Thornton became the chair of it, the dean clarified that “there wasn’t any training. It was ‘here is how the hearing is supposed to take place, procedures, policy, and now let’s make it happen.’ That wasn’t working and it wasn’t helpful.” Thornton explains that today, all investigators who serve on the sexual misconduct hearing board as well as

sexual misconduct process advisors meet once per week for ninety-minutes and train each other on: the policy, definitions, process and procedures, scenarios of potential cases, sanctions for results of adjudication processes, the psychology of the complainants and respondents, and services provided by the counseling center. The dean of sophomores also stated that those on the board reach out to “advisors about what worked and didn’t work [in the adjudication process]...it has been a collaborative approach.” She went further to add that students on the committee make the trainings more valuable because of their feedback and opinion from other students.

Basic knowledge and training for understanding sexual assault and rape are one of the necessary factors to appropriately sanction students responsible for such crimes, and prevent further violence from occurring. Most importantly, such knowledge and training will give college administrators and staff the tools to treat victim-survivors fairly throughout adjudication processes. Finally, it will give campus administrators better insight on what their institution and major decision-makers can do to prevent sexual violence in a way that does not harm survivors or the educational experiences of other students.

STUDENT AND FACULTY INVOLVEMENT

According to SAFER’s (Students Active For Ending Rape) “What makes a better sexual assault policy?” one of the most important guidelines to an effective sexual assault policy at college campuses is student input: “students representing a diverse array of campus communities should have an officially recognized way of communicating their concerns about a policy to administrators, and an effective, democratic means of changing the policy if it does not suit their needs.” It is reasonable to receive student input for a college’s sexual assault/misconduct policy because it is a policy that affects the livelihood and educational experiences of students the most.

For instance, Audrey Logan from Occidental College (and state-certified advocate for victims-survivors of sexual assault) stated that, “without input from students, there’s issues, especially in regards to consent.” The student’s concern as a peer educator at her college was the difficulty to demonstrate and describe “physical consent” in the institution’s current consent policy (defined as “verbal and/or physical”). Logan continues to say, “I don’t think we set a good precedent by suggesting that reading body language is enough. I think we can expect more from our student body and their hook-ups and hopefully expect more from each other and create new norms.” Feedback and opinion's such as Logan’s is one example of the way the school’s current consent policy could improve, especially in such a way that would shift cultural norms from non-verbal or somewhat communicative sexual interactions towards a culture that emphasizes and demands healthy and active communication when engaging in sexual activities.

However, it is also important to receive feedback on a policy and practices by those who are knowledgeable of the sexual violence epidemic. According to student Carly from Occidental, “Student, faculty, and administrative input is important, instead of a small group of people deciding [sexual assault/misconduct policies]. Also making sure that the right people with the knowledge, experience, and research have a say.” For instance, at Carleton and Pomona, both administrators and students stated that students at both schools were involved in reviewing sexual violence prevention policies (such as the sexual misconduct policy) and practices. Carleton College has a Board of Sexual Misconduct that includes students, faculty and administrative staff, and Pomona College has a Title IX committee that is also made up of students, faculty, and administrative staff. Both of these groups review campus issues regarding sexual violence, the topic’s policy issues and other concerns. To understand if student feedback

was effective, an anonymous student at Carleton stated, “The [adjudication process] is as good as it can be...the school made the effort to interview people who went through the process and asked them what the improvement were to make things better.” These changes were implemented, thus having improved the adjudication process to be as “good as it can be.” At Pomona College, since the institution was “not in compliance with Title IX” according to one student, it resulted in students being a part of the Title IX committee in order to be a part of the conversation of improvements that needed to be made at the college. The way in which student input took place at Carleton is another indicator of the administrator’s genuine commitment and priority to listen to students who went through the adjudication process, understand their concerns, and find solutions to make necessary changes and improvements to better serve students. Through this, Carleton administrators seem to understand that their responsibility and service is to the students, and they are their main concern.

Compared to Carleton, Pomona seems to have a slower process for implementing changes necessary, but it has recently hired a graduate student from Scripps College to audit the college’s practices, policies and climate regarding sexual violence. According to Natalie, a Pomona College student and advocate as part of Advocates Against Sexual Harassment and Assault, the graduate student and auditor was hired by Pomona to gather information on sexual violence prevention and intervention practices at the institution. Natalie clarified that there have not been changes implemented from the audit, but information is still being gathered.

One concern of auditors or “outside consultants” who are hired by institutions is if they are knowledgeable and trained about the issue, and are not just analyzing the campus climate for other indicators that “permit” sexual violence based on myths of sexual assault, such as lack of

“safety tips” or “risk-reduction tips” for students to “protect” themselves from becoming victims (e.g. limit drinking, wear conservative clothing, carry a whistle, walk in groups, etc). However, Natalie stated that the auditor hired by Pomona is an “outside therapist and feminist” and has worked with other institutions for their orientation and trainings with housing advisors and staff. This reassures that the auditor might be someone who is at least knowledgeable and trained in the issue of sexual violence myths and realities, as well as cultural norms that allow sexual violence to occur.

However, at Occidental College, there is currently no existing committee that reviews or implements the institution’s practices or policies. In fact, the Oxy Sexual Assault Coalition’s third demand was, “*Establish a permanent Sexual Assault Advisory Committee*” (OSACoalition, 2012). According to this demand, the intention behind the committee would be to “conduct an annual review of policies and practices using data on reporting and outcomes from the Dean of Student’s Office, and make recommendation for changes to the President and Vice Presidents by the end of the regular school year.” Instead, the president of the institution, Jonathan Veitch, decided to organize a Sexual Misconduct Task Force which will be responsible “to research other school’s policies and propose changes to make sure that Occidental continues to have the best and most fair policies” (Suess, 2012). This group is made up of two administrators, faculty, and students who must research best practices and draft a set of recommendations, which has already been done by the OSAC group and presented to administrators in the spring semester of the 2011-2012 school year. According to the “OSAC’s Efforts” timeline, the members of OSAC met with administrators and were told that since the college did not have enough staff members to research the issues presented, they asked OSAC “to revise the policy and procedures” (OSAC’s

Efforts, n.d.). Although the administration clearly showed interest in listening to and working with the group, “their revisions and recommendations were ignored” and no further action was taken to improve policies and practices addressing campus sexual violence (OSAC’s Efforts, n.d.). Unfortunately, there is skepticism that the current task force will be taken into account to improve the current campus climate on the issue of sexual violence, especially since the OSAC group presented recommendations and revisions based on knowledge, expertise, and thorough research. This is a poor indicator of administrative commitment to prioritize and address the epidemic. Furthermore, such is seen with the lack of student input when the definition of “consent” was changed in the summer of 2010, the removal of the “zero-tolerance” language from the sexual misconduct policy that same summer, and again in the summer of 2012 when there was an addition made to the policy regarding approval of appeals if sanctions are seen as “unfair,” and all of these changes were made without student feedback or input (OSAC’s Efforts, n.d.). Once again, student involvement in the improvement and implementation process of sexual violence prevention and intervention has not been a priority at Occidental college.

Regarding faculty involvement, both experts and students agreed that faculty support in the process to improve sexual violence prevention practices and policies at colleges was vital for changes to truly happen. For example, Shaina Campbell, Oxy alum and co-founder of Project S.A.F.E., stated that “[sexual violence prevention and intervention efforts] have to live through faculty for institutional memory because students are a transient population.” The reason staff was not as emphasized to support improvement efforts is because at school’s like Oxy, there is sometimes instability within the administrative staff. According to Shaina, “I’ve been gone for six years, but Oxy has gone through three presidents, and I don’t recognize any of the deans. It

doesn't look like there's a lot of stability." Professor Caroline agrees by saying, "Faculty leadership is important because they stay here [at the institution] the longest." Faculty support and allies are needed to help maintain the pressure on administrative decision-makers for improvements and hold them accountable to their promises and commitment. More importantly, faculty members are often the experts surrounding issues of sexual violence. For instance, the Oxy Sexual Assault Coalition's (OSAC) two apparent faculty core organizers are Dr. Danielle Dirks, sociology professor who teaches courses on crime, punishment, justice and inequality, and Dr. Caroline Heldman, the chair of the politics department at Occidental, both have extensive knowledge on the permissiveness of sexual violence, its prevention and intervention best practices. In addition, the professors have also conduct research in collaboration with other professors on the permissiveness of sexual assault within college cultures. Therefore, faculty involvement and knowledge is necessary when working with administrators and students in order to create leading efforts in eradicating sexual violence on college campuses.

Understandably, faculty involvement might not be the most effective tool for all schools. For instance, at Carleton College, the unity between students and administrators seems to be stronger than that of students and faculty members. According to one anonymous Carleton student, "There is still tension sometimes between students and faculty, and administrators and faculty, but it's generally a good relationship between us all. Trigger warnings have been an issue before lectures with professors, but faculty members think it's censorship. But they need to respond to student needs." This issue with faculty members has more to do with the lack of knowledge of trauma resulting after sexual violence and consideration of student survivors in their classrooms. However, the anonymous student continued by saying that there are still faculty

members that serve as part of the college's community board of sexual misconduct, serve on the hearing board of sexual misconduct cases, and all other staff members meet every term with staff on the community board to make sure they are all "clear on things covered at the community board meetings." At Pomona College, another student stated that "a vocal group for students to do activist work" was important to influence schools to have better policies and practices, but that "support from professors" is vital as well. Overall, the knowledge and expertise from faculty members at small liberal arts colleges is necessary for students and administrators to consider and accept because of their evidence-based research and expertise, much like the collaborative efforts between faculty and staff at UNH.

STUDENTS OVER LAWSUITS AND PUBLIC IMAGE

As stated in *The Occidental Weekly* by Oxy student Hailey Jures, "The school [Occidental] puts liability over students' safety" (Suess, 2012). Occidental administrators have hired a risk management law-firm, NCHERM, to help revise their sexual misconduct policy, but as stated earlier, one of the firm's partners believe that it was essentially unfair of college to expel or suspend "people they shouldn't" for fear of Title IX violations (Pope and Press, 2012). It is not understood what Sokolow meant by "people they shouldn't." Such a statement implies that perpetrators, or those found responsible for sexual misconduct, should be given "fair" sanctions that will not cost them their education. However, an advocate at a state-wide coalition suggested that some of the things that colleges, including small liberal arts, are failing in is "the fear that perpetrators will say, 'it isn't fair to me'...From what I've seen at small liberal arts, it's the misinformation about 'equality' for the perpetrator. They [administrators] are missing the bigger

point that there is an inequality that has already taken place because sexual assault is a form of gender-based violence.”

In order to avoid a lawsuit from “alleged” perpetrators on college campuses who believe that their sanctions (suspension or expulsion) are “unfair,” there is a leniency in sanctions or generally not following through with appropriate sanctions for those found responsible of sexual misconduct. Of course, this could be due to lack of knowledge in adjudication procedures or understanding the cultural permissiveness of rape. Yet, it would benefit the colleges more if they give alleged perpetrators lenient sanctions for sexual crimes: it would keep the institution’s image of a “safe” campus and prevent lawsuits from powerful and wealthy college perpetrators. For example, an advocate from a state-coalition continued to state, “Why is not getting sued so much more important than serving the needs of prevention and intervention? Because it’ll give the school a bad [reputation]. But why not be a leader and say ‘yes, this happens, but it needs to stop.’” The answer to this question is an appropriate response by Dr. Heldman, “The economics is really clear that if the truth were out that there are high rates of rape [at small liberal arts colleges], there would be a drop in enrollment, a loss of reputation, and in money.”

Small liberal arts colleges have much more to lose from their reputation compared to bigger institutions when it comes to campus sexual violence. The small colleges have the sense of being sheltered and pampered compared to bigger campuses and universities, where the image is more “independent” and as if it is expected for more violence to occur. Regardless, covering up experiences of sexual violence at an institution of higher education and not taking initiative to prevent those types of experiences has recently been defined through research as one of the many forms of institutional betrayal (V, 2013). Yet, it would be reasonable to conclude that it should be

easier for private schools such as small liberal arts colleges to prevent the various forms of institutional betrayal because such stand-alone institutions have more flexibility to create and implement certain policies and practices compared to public institutions. For instance, Shaina Campbell suggested, “Small campuses like Oxy are stand-alone campuses, so administrators can do whatever needs to be done that serves their school. Whereas at LACC [Los Angeles City College], I can’t change a policy without affecting the entire district.” Interestingly enough, although small liberal arts colleges have more flexibility and power to make necessary changes to eradicate sexual violence, there is resistance from decision-makers at the institutions seemingly due to liability instead of prioritizing the well-being of the students they serve.

However, at institutions like Pomona College, people found responsible for sexual misconduct suffer some consequences I have yet to hear colleges implement. For instance, one student advocate at Pomona stated that those found responsible, “...are not allowed to be at campus parties, and don’t have access to the dorms. They have to live off campus. They are excluded in a lot of ways. Administrators are thinking about how and to what extent assailants would be integrated back into the campus.” In comparison, Occidental’s sanctions do not explicitly exclude those responsible for sexual misconduct from parties or residence halls. Instead, those found responsible are known not to be allowed to attend the college until the victim-survivor graduates from the college. This sanction does not exclude perpetrators from returning to the campus to visit their friends or attend off-campus parties. In fact, there have been accounts where students have reported to administrators that they felt unsafe when perpetrators were at off-campus parties, but were told they could not report the situation to the campus safety department or the local police department because the perpetrator was not legally found

responsible of a crime. Again, Occidental administrators were concerned with reducing their liability of not being sued by the perpetrator and risked “creating an environment in which experiences [of sexual violence] seemed more likely to occur” (V, 2013) rather than taking proactive measures to prevent it from happening, thus implicating the college of institutional betrayal. Students are not a priority unless administrators and institutional decision-makers begin to prioritize the safety and educational opportunities of students just as much as they commit to reducing the college’s liability and public image. Ensuring such action taken is another determining factor that will lead institutions of higher education to implement best practices and policies.

FUNDING AND RESOURCES

Allocating adequate funding and resources for sexual violence prevention, intervention services, and staff trainings is essential to attaining best practices and policies that address and eradicate sexual violence. At the beginning of this research study, I believed that small liberal arts colleges with the most money had the best methods in addressing sexual violence on college campuses. I believed that if schools had higher endowments, then that would automatically mean that their efforts to allocate appropriate resources for sexual violence prevention would be better than most schools that did not have as high of endowment funds. However, in studying the endowment and gathering information of the resources provided at each of the small liberal arts colleges a part of this study, I found that it is not necessarily all dependent on how much money an institution of higher education has. For instance, the endowment of the following schools is as follows (approximately): Occidental College has over \$300 million endowment, Carleton

College has over \$600 million endowment, and Pomona College has nearly \$2 million endowment fund.

Although allocating funds and resources to addressing the issue is necessary, schools like Carleton College have managed to have some of the leading best practices and policies without having the financial status of Ivy league schools. With their current healthy financial state, Carleton administrators have been able to use the survivor-centered and liability knowledge within their own staff to train everyone who serves in the Committee Board of Sexual Misconduct along with the Sexual Misconduct Support Advisors (for both the complainant and respondent). According to Thornton, “[Training] is not only risk management, or only victim-centered, but its both.” Understandably, institutions want to protect themselves from any legal ramifications for mishandling cases of sexual misconduct. However, the best part of their training practice is that the administrative staff with sufficient and appropriate knowledge and experience on the of sexual violence are able to lead the trainings, ensuring a well-rounded training of both liability (also led by administrators) and victim-survivor centered training. In addition, the trainings are an internal procedure, which allows the college to save money that would be spent to hire outside trainers and instead allocate it to other areas. At Occidental, the administration has decided to hire NCHERM to train the staff. Although one would think that paying outside legal experts would improve treatment of student survivors, it actually has only worsened institutional betrayal because the training does not provide knowledge or background on how to treat survivors or understanding the permissiveness of rape in society. At Pomona College, another student states, “More money can’t hurt, it can provide better training for support systems in place [Resident Advisors, faculty, staff, campus safety, etc].” Interestingly enough,

Pomona has the highest endowment of all three small liberal arts colleges, yet does not have the adequate or appropriate training needed for people who are most likely to respond to victim-survivors of sexual violence. At the same time, it was until recently that the institution hired an outside consultant to audit the college of its campus climate around the issue. This is one step towards the right direction in addressing and implementing better practices that will aid in ending sexual violence.

Another way Carleton exemplifies their commitment to addressing issues of sexual violence is through the amount of paid student-employees who are trained peer educators at the Gender and Sexuality Center. There are twelve students who are trained in sexual violence prevention and education efforts, crisis intervention, and providing resources and support, while also focusing on issues of gender and sexuality on their campus. The quantity of students is a clear indicator that the institution understands that a small group of knowledgeable people cannot address the issue alone. Through hiring 12 student-employees to serve nearly 1900 students at the college is exemplary compared to the 2 programming assistant hired to educate and bring awareness to a campus of nearly 2100 students at Occidental. Clearly, Carleton may not have the most money out of all three colleges, but they seem to understand the value in allocating enough funding to employ at least 12 students to address issues of sexual violence. At Pomona College, the Advocates program is not institutionalized, and there are approximately over 30 student volunteers. It can be argued that because the program is not institutionalized, then the college must not prioritize or be committed to the issue. However, not institutionalizing the program often works in the best interest of the students the program serves because they would have more freedom to organize and demand changes from administrators without fear of retaliation by

losing their jobs. Regardless, Pomona college could still show more institutional financial support by at the very least allocating a space dedicated solely for the volunteer student advocates to program events and provided crisis support. According to another advocate, “Advocates being a 5-C program is an issue because of money: we would really like to have a staff member who works with us and a resource center.” At Pomona there also needs to be more funding allocated and an official space for those who work to end sexual violence on the campus, even if the program is solely a student-based volunteer club. Another way the college could show its commitment is by allocating funds from their endowment and working with the other 5 colleges to help the Advocates program become a service available for all five educational institutions. Appropriately staffing the program and allocating its own space is an indicator that the college values the program, advocates, and addressing the sexual violence epidemic enough to give them the resources they need, thus in turn symbolizing their commitment.

RECOMMENDATIONS FOR OCCIDENTAL COLLEGE

An institution's genuine care and commitment to preventing sexual violence on their campus will be seen through consistent, collaborative, sustainable, and proactive efforts. The following are recommendations not only for Occidental College, but for other small liberal arts colleges struggling with similar issues. The following are foundational next-steps institutions of higher education must accomplish in order for best practices and policies to become a reality on their campus.

- 1. Use the knowledgeable and expert resources available.** Administrators at Carleton college have the adequate and appropriate survivor-centered knowledge to train students, faculty, and staff that serve on the adjudication board. Using the faculty and staff at Occidental who are also well-trained, well-versed and have sufficient knowledge on sexual violence, why it happens, and how to prevent it should work with administrators on implementing and creating better practices and policies. Administrators should strive to work with faculty who have evidence-based research and conducted studies on best forms of sexual violence prevention. There are students at Occidental who are also state-certified advocates that can give valuable in-put on how to improve current practices and policies that would protect the rights of crime victims, like survivors of sexual assault, while in turn also protecting the college from legal ramifications. It is well-known that a group like OSAC has also done extensive and valid research on best practices and policies at a variety of peer-institutions, yet administrators and institutional decision-makers have failed to consider their recommendations. There are also staff members who are state-certified advocates and have done extensive research on VAWA suggested practices for colleges to provide an equitable

learning environment and services for victim-survivors. Working collaboratively with students, faculty, and staff would improve: prevention efforts such as awareness of sexual violence prevention, intervention, and resources at first-year orientation; engaging men in fraternities and athletic teams; the availability and clarity of reporting options; on and off-campus treatment, resources and support services provided to victim-survivors of all identities; consistent educational efforts in collaboration with faculty throughout the academic year; and much more. Working with knowledgeable and trained experts and advocates will also improve the sexual misconduct policy, which is another important method of prevention, by making the policy clearer and stringent as well as ensuring that sanctions are upheld. This would be another effective deterrent of sexual violence. The best step towards having leading practices and policies is to work collaboratively with knowledgeable community members because it shows that it takes an entire committed community to help end sexual violence.

- 2. Consistent dedication.** Follow Carleton's model of having weekly meetings for half of the academic quarter with students, faculty, and staff who serve on the Committee Board of Sexual Misconduct to review the policy, definitions, reviewing myths and realities of sexual violence, adjudication procedures, sanctions, scenarios, trauma response, and understanding the psychology of the complainant and respondent are among the few. Consistency must not only be seen in the "top" systemic level, but also in ground work. For example, the college community should not wait until April or Sexual Assault Awareness Month to focus on sexual violence prevention, intervention, and support resources. There should be monthly programming through educational programs, movie screenings, and lectures that help

community members understanding why and how sexual violence occurs. Another example is by having monthly programs that engage people to be proactive bystanders in helping prevent sexual violence as well as fostering the knowledge on how to support survivors and knowing all of the resources available for support.

- 3. Sufficient and appropriate staffing.** In order to have consistent educational and proactive efforts in eradicating sexual violence at small liberal arts colleges, it is important to have sufficient staffing that are solely dedicated to addressing the issues on both the “grassroots” and systemic levels. For instance, there should be full-time and well-trained staff members only dedicated to working with students to program education events and workshops, while also having the administrative power to influence changes and improvements on sexual violence policies and practices. This would also mean that there will be more administrators and staff who have less responsibilities than they already are occupied with. Further, it is vital to have faculty and staff members who are interested in and knowledgeable about sexual violence to serve on the adjudication board. This way there will be people who serve on the panel who are truly passionate about the issue instead of having people who do not care and make students going through the process feel like the staff member does not want to be there. In addition, having enough programming assistants that could organize and program events for the campus. Instead of having 2 programming assistants for nearly 2100 students, it would be ideal to have 10 to 12 programming assistants. This would mean that there are more students working on educating the campus while also allowing them to give feedback on the institution’s policies and practices. Since the programming assistants are trained and knowledgeable students who would interact with student survivors and allies the most, it

would be reasonable to value their in-put and feedback regarding sexual violence policies and practices.

- 4. Funding and Fundraising.** In order to allocate more money to address sexual violence, Occidental would need to focus their efforts on special fundraising for sexual violence prevention, intervention, resources, trainings, and services. This will help provide financial support solely for sexual violence prevention efforts and will not negatively affect where other fundraising money is allocated. In addition, this will give the school a great public image as an institution that is focusing primarily on gathering financial support (either through independent fundraising efforts, federal grants, or both) to ensure that sexual violence no longer occurs on the college's campus. Hopefully, this money will be allocated to improving orientation programs by providing bystander training or hosting guest lecturers, hiring full-time staff members dedicated to addressing the issue, providing more on-campus resources, and increasing the number of programming assistants. In addition, this would be another effective method to raise money if the college would prefer to use appropriate outside resources, such as trainers from local rape crisis centers, to provide quality and adequate training for first-responders and student-leaders on knowledge, prevention, and intervention.
- 5. Put the students first.** Recognize and remember that the primary concern and service should be to the students and ensuring that they have equitable access to an educational environment and opportunities. Understandably, liability and risk management issues are important concerns for institutions of higher education. However, it is not more important than the well-being of students. By ensuring that the appropriate attention and service is provided to

students, there will be better chances that students will speak highly of the college and will promote the college's excellence. This will positively impact enrollment at Oxy because potential students want to know that the college of their dream will protect them as best as possible and are considering their best interests first. Further, by ensuring that the well-being of students is a top-priority, this will shift the campus culture's perspective to understand that sexual violence is unacceptable and will not be tolerated. A culture of permissiveness will also be eradicated along with sexual violence if institutional decision-makers take the chance to listen to and serve their students first.

6. **Student input.** Sexual misconduct policies affect the entire campus community, but it primarily affects students the most. It is only fair to have students provide critical and effective input about their policy as well as a democratic way of changing the policy. One of the ways this could also occur is if administrators not only received voluntary student input from complainants who went through the adjudication process, but also truly review and implement the changes the students recommended.
7. **Conflict resolution between students, faculty, and administrators.** When a campus community undergoes a turbulent campus climate like the one Occidental is currently going through, an option is taking a restorative justice approach to allow healing and institutional improvements to be made within the campus community. Students and faculty have felt betrayed by years of broken promises and shamed by public statements made by administrators and the college president (OSACoalition, 2013). Professor Danielle Dirks from Occidental's Sociology Department mentioned in an informal discussion that it would be beneficial for the campus community to have a process of restorative justice between

faculty and students with administrators. Such an approach would hopefully foster closer for those who have been hurt and felt betrayed by comments and actions on the part of administrators. In addition, this would possibly help the campus community collaborate trustfully and in good faith towards progress and improvements that must be made in addressing sexual violence at institutions of higher education.

CONCLUSION

Attending an institution of higher education is most certainly a privilege in the United States. However, being free from sexual violence on our campuses and having an equitable education are not privileges, they are our rights. Small liberal arts colleges, the institutions I dedicated this research for, are particularly unique places of higher learning yet are a few steps behind larger institutions in adequately addressing and preventing sexual violence. My research aimed at understanding why some small liberal arts colleges were ahead or further behind than others in regards to addressing and preventing gender violence. I found that there are foundational stepping-stones that small private institutions must have in order to create and implement effective best practices and policies at their college.

Most importantly, my hope is that administrators, decision-makers, and staff at institutions like Occidental review my research findings and use it to analyze the foundational building blocks they are lacking, preventing them from implementing best practices and policies they are most capable of accomplishing. Throughout conducting this research, I found that colleges like Carleton College and the University of New Hampshire, in a sense, “got their act together” because they were facing lawsuits and external pressure from victim-survivors who were severely mistreated and betrayed by their college and administrators. Hopefully, the recommendations from my research will be implemented at small liberal arts colleges so they may no longer have to face similar legal consequences for their (in)actions to improve their methods of preventing sexual violence.

Above all, my research hopes to compel collaboration and healing between campus community members such as students, faculty, administrators, and staff. Progress and beneficial

changes can occur at a small liberal arts college if there is unity across all of the groups that work to prevent and intervene crimes of sexual violence. It is vital for commitment and collaboration to take place within the college community for the sake of the well-being of the students and impact society and our culture as a whole. Schools of higher education are powerful institutions that can set an example that sexual violence is a crime and unacceptable not only for other educational institutions to follow suit, but also to shift a society and culture that is still permissive of sexual violence to one that also acknowledges that there is never an invitation or an excuse to allow sexual violence to happen to anyone. It will be a long journey to reach the end goal, but with the support of powerful institutions of higher education, a sexually violence free culture and society can and will exist.

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APPENDIX A: OSAC Matrix

Occidental College Sexual Assault Policy Evaluation

May 15, 2012

Evaluation Overview

This document evaluates the sexual assault policies, practices, and programming at Occidental College using promising practices from academic scholarship, the Department of Justice, and feedback from Oxy students who have experienced the process. This evaluation reflects a time-intensive, faculty-student-staff collaboration with the sole mission of improving the campus sexual and safety climate at Oxy.

This evaluation report addresses nine topic areas:

1. Policy
2. Reporting Procedures
3. Investigation Procedures
4. Adjudication
5. Survivor Support Services
6. Prevention Programming
7. Evaluation
8. Public Reporting
9. Institutional Features

Context

- “College women are at a higher risk for sexual assault than their non-college-bound peers” (DOJ, ii: 2005). This violates Title IX’s guarantee of equal access to education for all genders, and legally requires a response from college administrators (Friedman, 2009).
- Most campus rapes are perpetrated by 6% (completed) to 12% (attempted) of college men who are repeat-offenders who know exactly what they’re doing, not well-meaning but confused young men (Usak & Miller, 2002).
- Fewer than 5% of completed and attempted sexual assault/rapes of college students are brought to the attention of authorities (DOJ, 2005) due to the following factors:
 - In 90% of cases, the victims know the perpetrator (Date Safe Project, 2009), and she/he may be especially reluctant to report the crime since given that she/he will see the perpetrator around campus.
 - Sexual assault/rape is the only violent crime where the victim is stigmatized.
 - Fewer than 1% of U.S. college campuses have “promising practices in addressing sexual assault on campus” (DOJ, 2005-4), so victims are reluctant to come forward and ruin their reputation when they know that little will be done about the crime.
 - Oxy students live within a larger “rape culture” – “a culture in which rape is prevalent and pervasive and is sanctioned and maintained through fundamental attitudes and beliefs about gender, sexuality, and violence” (Roban, 2008).

Identifying Practices	Oxy Practice Sexual Assault Policy	Recommendation
Reader-friendly.	<p>Oxy currently includes its sexual assault policy under the broader Sexual Misconduct Policy, which is confusing, poorly structured, and relies heavily on links (for the on-line version). Definitions are not clearly offered in one place.</p> <p>Oxy's definition of "consent" is confusing.</p>	<p>Listing sexual assault policy with other forms of sexual misconduct (harassment, relationships between those in different positions of power, prostitution, etc.) is confusing. The Oxy sexual assault policy should be labeled as such and discussed in its own section (in the paper and online Handbook).</p> <p>The Oxy policy should also clearly define "sexual battery," "sexual assault," and "rape."</p> <p>The Oxy policy should clearly define "consent."</p>
Easily accessible.	<p>Oxy's policy is listed in the written Student Handbook (without links) and on-line through the Handbook and Project Safe websites, but accessing it can be a challenge because links are buried and some of the links do not contain the most updated version of the policy.</p>	<p>Oxy should provide direct links to the Sexual Assault policy through the MyOxy homepage under the Student Services and Oxy Community links, the Student page under Policies and Guidelines link, and on the Residence Education homepage.</p>
Widely distributed.	<p>Oxy distributes the Student Handbook (which includes the Sexual Assault Policy) to incoming students, but the policy is not directly distributed to students as such.</p>	<p>Oxy should distribute hard copies of the Sexual Assault policy during mandatory orientation training on this subject. Oxy should also email a link to the Sexual Assault policy to students once a year to establish shared understanding.</p>

<p>Clearly define all forms of sexual misconduct, including operational and behavioral definitions of what acts constitute consent and what acts constitute a sexual assault.</p>	<p>Oxy provides a definition of "sexual assault," but this is buried in a link.</p>	<p>A definition of "sexual assault" should be on the main page of the sexual assault policy (as opposed to being linked). Also, the policy should clearly distinguish between sexual battery, sexual assault, and rape.</p>
<p>Defines consent as verbal consent that is freely given prior to engaging in manual, oral, anal, or vaginal sex as this is the only type of consent that is clear.</p>	<p>Oxy policy currently defines consent as verbal or physical consent, making it difficult for students to give and receive consent in a clear fashion. Also, this definition makes it virtually impossible for a committee to determine if consent was actually given (as committee members cannot interpret body language for actions they do not observe).</p>	<p>The Oxy policy should define consent as "verbal consent that is freely given prior to engaging in manual, oral, anal, or vaginal sex."</p>
<p>Discuss the prevalence of non-stranger sexual assault.</p>	<p>The Oxy policy does not discuss the prevalence of non-stranger sexual assault. In fact, the Sexual Misconduct Policy actively downplays this norm by focusing on relationships between people with unequal power and defining rape as perpetrated by a "sexual aggressor," which doesn't fit with the typical experience of acquaintance rape.</p>	<p>The Oxy policy should include a section that discusses the most common circumstances for sexual assault with updated national data. This section would invariably focus on non-stranger sexual assault since this is the most prevalent type.</p>

Describe circumstances in which sexual assault most commonly occurs.	The Oxy policy does not provide this information.	The Oxy policy should include language describing circumstances in which sexual assault most commonly occurs, namely, dating or hook-up situations where the survivor knows the perpetrator.
Make campus and community resources widely available on campus.	Brochures are available at Emmons and the CGE, but these brochures do not offer a full list of campus and community sexual assault resources.	Oxy should provide brochures listing campus and community sexual assault resources, and they should be distributed to all students through Residence Education, up on bulletin boards in the dorms, and available in Emmons, the CGE, the IPO office, faculty offices and the Student Affairs office.
Identify a specific person or office to contact when a sexual assault occurs (preferably available 24/7) and when and where to file a complaint.	Instructions for whom to contact are buried at the bottom of the FAQ link to the Sexual Misconduct Policy. Additionally, the instructions do not include a phone number or names of staff members to contact. Also, the policy directs students to the "Complainant Advocate's Office," but we do not have one.	Instructions for how to proceed if sexually assaulted should be listed at the top of the sexual assault policy with names and phone numbers listed for the Dean of Students, Emmons, Campus Safety (to drive to a SART location, if desired), and the local police. Also, students should not be directed to the Complainant Advocate's Office unless one exists.
Strongly encourage survivors to report the incident to campus authorities and to local police and/or victim advocate programs.	Oxy policy does encourage survivors to report the incident to campus authorities, but not to local police.	Oxy policy should clearly state that survivors are encouraged to report the incident to campus authorities and the local police.
Provide for and list available reporting options, including a confidential option and preferably including an anonymous option.	Oxy encourages students to make confidential reports to on-campus health providers, off-campus rape crisis resources, and clergy/chaplain. However, it does not encourage confidential reporting to authorities involved with sexual assault policy, and it does not provide an anonymous option.	Oxy should allow survivors to file informal confidential complaints to the Dean of Students for better tracking of what is happening on campus. Oxy should also allow for the filing of anonymous complaints to the Dean of Students through several on-campus boxes in Emmons, the CGE, the Dean of Student's office, and other semi-public locations.

<p>Encourage third-party reporting.</p> <p>State the school's sanctions for violating the sexual misconduct policy.</p> <p>Provide an official statement prohibiting retaliation against individuals who report rape or sexual assault and specify the school's disciplinary actions for retaliation attempts.</p>	<p>Oxy does not encourage third-party reporting.</p> <p>Oxy policy does state sanctions for violating the policy.</p> <p>In the FAQs link to the policy, Oxy tells the respondent to "not contact the alleged [sic] complainant," but fails to specify what will happen if the respondent does contact the complainant.</p>	<p>Oxy policy should encourage third-party reporting.</p> <p>Oxy practices meet standards.</p> <p>The Oxy policy needs to state that the respondent cannot contact the complainant, nor should any of his/her friends or family contact the complainant. This needs to be stated on the main page of the policy, not linked. Also, the policy needs to explicitly discuss retaliation efforts of all types, using this language, and specify the penalties for engaging in retaliation.</p>
<p>Provide an official statement noting the separate actions available to the complainant, i.e., reporting; investigating the report; informal administrative actions, such as issuing a no-contact order; formal adjudication on campus; and criminal prosecution.</p> <p>Policy language that does not implicitly or explicitly place blame on the victim.</p>	<p>The Oxy policy does not clearly provide these options.</p> <p>Oxy policy implicitly and explicitly places blame on the survivor in the following ways:</p> <ul style="list-style-type: none"> The Oxy policy includes "risk reduction tips" that suggest that potential victims can control the criminal actions of others, and if they are sexually assaulted, they are at least partially to blame. (Risk reduction efforts don't work, but do promote victim-blaming and the "stranger rape myth"). In #6 of the "risk reduction tips," the language that "you are about to make a mistake," squarely places blame on 	<p>Oxy policy should provide an official statement noting the separate actions available to the complainant, i.e., reporting; investigating the report; informal administrative actions, such as issuing a no-contact order; formal adjudication on campus; and criminal prosecution.</p> <p>The Oxy policy is rife with victim-blaming language that likely discourages survivors from coming forward. It requires a line-by-line overhaul.</p>

<p>Policy should include clear language that ensures survivors know they can report without concern for violating campus alcohol policies.</p> <p>Comprehensive information about each step of the process should be made available – including a path diagram/decision tree that</p>	<p>While Oxy has a policy that students can come forward if they need help without concern about violating campus alcohol policies, this is not clearly state in the sexual assault policy. The Oxy policy does not provide this.</p>	<p>The Oxy sexual assault policy should clearly state that survivors can come forward to report a sexual assault without concern for violating campus alcohol policies.</p> <p>Comprehensive information about each step of the process should be made available – including a path diagram/decision tree that</p>
	<ul style="list-style-type: none"> • the survivor. • The language “these suggestions may help you to reduce your risk for being accused of sexual misconduct” implies that people “accused” of sexual misconduct are the actual victims. • Under #5, the policy statement, “Don’t take advantage of someone’s drunkenness or drugged state, even if they did it to themselves” is clear victim-blaming. • Using the term “complainant,” but using the “person accused of sexual misconduct” and “the accused” (instead of “respondent”) shifts focus back to the “accuser,” a very loaded term with victim-blaming connotations. • Using the term “alleged complainant” which diminishes the validity of the complaint. • The policy defines coercion as someone “pressured unreasonably” for sex. Isn’t any pressure unreasonable? This language implies that there’s a reasonable level of sexual pressure that can be applied. 	

shows complainants who they will encounter each step of the way, depending on the routes of reporting that they choose.		shows complainants who they will encounter each step of the way, depending on the routes of reporting that they choose.
Language that encourages students to report a possible sexual assault, even if they are not sure their experience fits this definition.	The Oxy policy does encourage students to report, even if they are not sure.	Oxy practices meet standards.
No stature of limitations on reporting, as long as the accused is still a student (given delays in sexual assault reporting and the threat a perpetrator poses to the community).	The Oxy policy does not have a stature of limitations on reporting.	Oxy practices meet standards.

Reporting Practices		Oxy Practices	Reporting Procedures	Recommendations
Coordinated and consistent written response protocols.	Oxy has a coordinated and consistent written response protocol.	Oxy practices meet standards.		
Clear articulation that receiving support services for sexual assault, reporting an incident, choosing to prosecute, adjudicating a complaint through the college, and filing a civil action are separate steps.	The Oxy policy does not include written clarification on different options, and Oxy staff do not routinely inform survivors of the different steps.	As part of the process, Oxy officials should clearly articulate that students can have different options: 1) receiving support services for sexual assault, 2) reporting an incident, 3) adjudicating a complaint through the college, 4) reporting to local police, and 5) filing a civil action.		
Trained faculty advocates provided for both the survivor and respondent who guide students through every stage of the process.	Oxy does not offer trained faculty advocates.	Oxy should offer trained faculty advocates provided for both the complainant and respondent to guide students through every stage of the process.		
Clear information about availability of faculty advocates for both the survivor and the respondent.	Oxy does not currently offer this.	Oxy should ensure that survivors and respondents are aware of the availability of faculty advocates.		
Limit the number of staff who are informed of the incident (to maintain confidentiality and minimize the number of times the survivor recounts her/his experience).	Oxy does not have a written policy that limits the number of staff involved in sexual assault cases	Oxy should have a formal policy limiting those informed of alleged sexual assaults.		
Clear penalties for personnel who breach confidentiality in sexual assault cases.	News of alleged sexual assaults often gets around campus, either from those involved, faculty, or staff.	Oxy should implement professional penalties for sharing confidential information with those not involved in the case.		
24-hour campus hotline to report and discuss sexual assault that is staffed by SART-trained (Sexual Assault Response Team) personnel.	Oxy does not provide this.	Oxy should provide a 24-hour campus hotline to report and discuss sexual assault that is staffed by SART-trained personnel.		
All staff and faculty who interact with students in the process have received sexual assault prevention training (e.g., campus safety officers, Deans, advocates, committee	While most Oxy staff members who interact with complainants and respondents are trained, some are not, and faculty are generally not trained.	Oxy should offer standard sensitivity and anti-myth training to all staff and faculty who interact with students in the process (e.g., campus safety officers, Deans, advocates,		

members, residence life staff, etc.)		committee members, residence life staff, etc.)
24-hour access to a confidential ride to and from the nearest Sexual Assault Response Team (SART) facility, preferably with a trained driver.	Oxy does not provide 24-hour access to a ride to a SART facility.	24-hour access to a confidential ride to and from the nearest Sexual Assault Response Team (SART) facility, preferably with a trained driver.
Access to an escort to walk with survivor to classes, etc. around particularly vulnerable times (e.g., just after assault, reporting, etc.)	Oxy does not provide this.	Oxy should provide access to an escort to walk with survivor to classes, etc. around particularly vulnerable times (e.g., just after assault, reporting, etc.)

Promising Practices	Oxy Practices	Recommendations
Shared collection and use of information to eliminate the need for the complainant to retell the experience multiple times.	Investigation Procedures Complainants are required to tell their story at least twice, once to a staff person in the Dean of Students office and a second time to investigators.	Complainants should only have to recount their story once to a staff member in the Dean of Students office. Survivors should only have to address clarifying questions with investigators, not recount their entire story. Oxy practice meets standards on providing access to a SANE.
Access provided to a trained, certified Sexual Assault Nurse Examiner (SANE)/SART team that can provide appropriate treatment and forensic evidence.	Complainants do have access to a SANE staff member, but not a SART team.	Complainants should have access to a SART team if desired.
Use of SANE/SART evidence in the adjudication process, if available.	Adjudication process does consider medical evidence.	Oxy practice meets standards.
Use of at least two investigators who conduct questioning of those involved together, but who otherwise work independently of one another.	Oxy uses two staff people to investigate claims.	Oxy practice meets standards.
Investigations completed within thirty days of receiving a formal complaint, unless a formal extension is granted for extenuating circumstances.	Oxy does not have a formal time limit for completing investigations.	Oxy should establish a set timeline (30 days) for investigating claims.
The previous sexual history of the complainant is not material to the investigation and cannot be included in written materials. Any such information that the respondent chooses to include in written materials should be removed by the Dean's office.	Oxy formally prohibits this in its policy, but fails to enforce it adequately. Many respondent reports include details about complainants' sexual history that are not removed by the Dean's office.	Oxy should better enforce its prohibition on including complainant's previous sexual history in reports by actively removing such passages in respondent's documents.
Respondent's previous sexual history can be considered if the Dean's office determines that it speaks to a behavioral trend.	Oxy does consider respondent's previous sexual history if it includes informal or formal complaints of sexual assault.	Oxy practice meets standards.

Promising Practices	Oxy Practice	Recommendation
<p>Informal administrative option that does not require a formal complaint.</p>	<p>Oxy does not offer this. The policy does suggest formal dispute resolution prior to a formal complaint in the Grievance and Appeals Procedure, but not a standard Informal complaint option.</p>	<p>Oxy should offer an informal administrative option for students to file a complaint without making it formal (a confidential complaint). Students should be able to file a written complaint with the Dean of Students prior to deciding whether to file a formal complaint.</p>
<p>Proceedings that follow an established, documented, and consistent format that balances the rights of the complainant and the respondent.</p>	<p>The Oxy adjudication format is documented and consistent. However, the Oxy adjudication does not fully take into account the fact that treating the complainant and respondent similarly results in injustice to the complainant. For example, the adjudication process allows both parties to ask questions of one another, but this allows the respondent to antagonize the complainant and potentially cause more trauma. Another example is that complainant sexual history is immaterial, but respondent sexual history might shed light on a pattern of behavior. Also, the policy defines the Skype option as an "alternative" when it should be the norm.</p>	<p>The Oxy adjudication process should not allow the parties to question one another. The college should also strongly encourage the complainant and the respondent to choose the Skype option during the adjudication process to minimize contact.</p>
<p>Adjudication process that focuses on establishing whether the accused is responsible for violating the school's policy, not determining the accused's guilt or innocence.</p>	<p>Oxy policy does focus on violation of school policy.</p>	<p>Oxy practices meet standard.</p>

<p>Complaints processed by a standing, trained committee of faculty and staff trained in campus and criminal sexual assault policies and processes, rape myths, legal rights, crisis counseling, and resource availability.</p>	<p>Oxy has recently trained staff who are processing complaints, but not faculty and students.</p>	<p>Oxy now trains its staff on sexual assault response best practices, but annual resources should be allocated for such training that includes faculty and student advocates. This training should include campus and criminal sexual assault policies and processes, rape myths, legal rights, crisis counseling, and resource availability.</p>
<p>Optional privacy screens and Skype for complainants who do not want to face the respondent in person.</p>	<p>Oxy does provide these options.</p>	<p>Oxy practices meet standards.</p>
<p>The complainant and respondent receive all investigation and adjudication materials after a decision has been made.</p>	<p>Oxy does provide this.</p>	<p>Oxy practices meet standards.</p>
<p>Adjudication options that range from a written warning, barred from sports, extracurricular, leadership, or campus positions; mandatory counseling and education; suspension with mandatory counseling and education; and expulsion.</p>	<p>Oxy does not provide set restorative justice options.</p>	<p>Oxy should establish standard restorative justice procedures based on perceived level of threat to the community that encourages the responsible respondent to learn about the origins of his/her behavior, how he/she is responsible for this behavior, and how he/she can choose not to engage in this behavior in the future.</p>
<p>If the committee finds in favor of the complainant, she/he can choose to submit a punishment recommendation for the committee's consideration.</p>	<p>Oxy does not provide this option.</p>	<p>Oxy should allow the complainant to submit a punishment recommendation for the committee's consideration.</p>
<p>If the committee finds in favor of the complainant, she/he can choose her/his level of involvement in the restorative justice process.</p>	<p>Oxy does not provide this option.</p>	<p>Oxy should allow the complainant to be involved in restorative justice (e.g., accepting a written or in-person apology, session with a counselor to convey the damage caused, etc.).</p>
<p>Adjudication completed within thirty days of the completion of the investigation, unless a formal extension is granted for extenuating circumstances.</p>	<p>Oxy does not have a formal time limit for completing adjudication.</p>	<p>Oxy should establish a set timeline (30 days) for adjudicating claims.</p>

Promising Practices	Oxy Practices Survivor Support Services	Recommendations
<p>Once a complaint has been filed, respondent receives a stay-away order and relocation as needed.</p> <p>Faculty advocates for all complainants and respondents who are trained in campus and criminal sexual assault policies and processes, rape myths, legal rights, crisis counseling, and resource availability.</p>	<p>Oxy policy provides stay-away orders and relocation options.</p> <p>Oxy has recently trained staff who are processing complaints, but not faculty and students.</p>	<p>Oxy practices meet standard.</p> <p>Oxy now trains its staff on sexual assault response best practices, but annual resources should be allocated for such training that includes faculty and student advocates. This training should include campus and criminal sexual assault policies and processes, rape myths, legal rights, crisis counseling, and resource availability.</p>
<p>Regardless of the outcome of the adjudication, if the respondent is still on campus, the college should offer voluntary stay-away contracts that both parties agree to.</p>	<p>Oxy does not provide a voluntary stay-away option, regardless of the outcome of the adjudication process.</p> <p>Oxy does not have formal partnerships with local organizations.</p>	<p>Regardless of the outcome of the adjudication, if the respondent is still on campus, Oxy should offer voluntary stay-away contracts that both parties agree to.</p> <p>Oxy should develop partnerships between the college and community to provide student survivors access to a comprehensive, coordinated network of service providers – medical, psychological, advocacy, legal, and safety.</p>
<p>Partnerships between the college and community to provide student survivors access to a comprehensive, coordinated network of service providers – medical, psychological, advocacy, legal, and safety.</p>	<p>Oxy provides ten sessions to students, but charges \$50 per session for the last three (which are then covered by insurance).</p>	<p>Oxy should provide unlimited, free on-campus counseling for students who file a complaint of sexual assault, either formal or informal, and regardless of the outcome of the adjudication, or a formal arrangement with an off-campus provider if counseling is required after 10 sessions.</p>
<p>Unlimited, free on-campus counseling provided to sexual assault survivors as needed.</p>	<p>Oxy does not provide this.</p>	<p>Oxy should mandate and cover HIV and STI testing for respondent.</p>
<p>Mandate and covered HIV and STI testing for respondent.</p>	<p>Oxy mandatory student insurance covers</p>	<p>Oxy should reassure survivors that if they go</p>
<p>Complainant assurance that they will not be</p>		

Promising Practice	Oxy Practice	Recommendation
Mandatory sexual assault prevention program that effectively establishes community norms (that challenge wider rape culture norms) when students first arrive on campus.	Oxy provides sexual assault programming during Orientation, but these programs tend to value entertainment over substance, reinforce heteronormativity, sometimes include rape jokes, sometimes engage in victim-blaming, and universally do not establish or shift campus norms.	Oxy should provide mandatory sexual assault prevention programming that effectively establishes community norms (that challenge wider rape culture norms) during Orientation that is serious, professional, and has established results.
Annual mandatory sexual assault prevention programming for all students.	Oxy does not require annual sexual assault prevention programming.	Oxy should provide mandatory sexual assault prevention programming for all students every year.
Support and funding for on-going programming that reinforces campus sexual cultural norms that includes	Oxy does not allocate sufficient funding for on-going programming that effectively establishes and maintains healthy campus sexual culture.	Oxy should provide adequate, permanent funding for programming that effectively establishes and maintains healthy campus sexual culture.
a focus on perpetrators.	Oxy programming does not adequately focus on this.	Oxy programming should focus more on sexual perpetrators as the source of the problem.
a focus on empowering bystanders to intervene.	Project SAFE provides bystander training, but mandatory programming does not adequately focus on this.	Oxy programming should focus more on bystanders to empower them to intervene.
information on the incidence and prevalence of sexual assault.	Oxy students have very little knowledge about the incidence and prevalence of sexual assault on campus.	Oxy programming should do a much better job of educating students about the campus rape epidemic more generally, and the incidence and prevalence of sexual assault at Oxy (both reported and unreported).
challenging rape myths and sex-role stereotypes.	Programming rarely addresses these issues.	Oxy programming should focus more on challenging rape myths and sex-role stereotypes.
Increases empathy for rape survivors and provides information on the effects of rape.	Programming rarely focuses on the experience of survivors and the effects of sexual assault.	Oxy programming should focus more on the experience of survivors and the mental health,

lists of survivor resources.	Students do not regularly receive lists of survivor resources.	physical health, economic, academic, and other effects of sexual assault on survivors.
healthy relationship programs.	Oxy does not provide such programming.	Oxy should regularly distribute lists of victim resources (both on- and off-campus) at mandatory sexual assault programming. Oxy should provide programming that educates students about healthy relationships.
erotic/ling verbal consent.	Oxy provides programs that focus on this theme, but it is not a central theme of programming.	Oxy should make erotic/ling verbal sexual consent a central theme of mandatory annual programming to shift sexual culture.
a focus on pleasurable sex	Oxy does provide programming on pleasurable sex.	Oxy practices meet standard.
comprehensive sex education.	Oxy does not provide comprehensive sex education.	Oxy should provide comprehensive sex education courses to students during mandatory annual programming (and not assume that students already have this knowledge).
Social events that provides students alternative options to hook-up culture.	Oxy does provide weekly movie nights, A programming, programs in The Cooler, and other programs that are alternatives to hook-up culture, but these programs are not branded as cool or promoted as well as hook-up events.	Oxy does provide alternatives to hook-up culture, but these programs could be cooler and promoted more. A red cup policy would improve the cool factor of non hook-up culture events.
erotic/ling programs that promote gender imbalance (e.g., dances with themes that implicitly or explicitly promote sex roles stereotypes).	Oxy not only allows programs that erotic/ling gender imbalance, the college funds such programs (e.g., the Stoplight dance).	Oxy should ban (and not fund) concerts, performers, dances, and other events that erotic/ling gender imbalance, and should make an effort to bring conscious artists to campus.

Promissory Practices	Oxy Practices	Recommendations
Evaluation		
Annual review of sexual assault policies, processes, and programming.	Oxy does not conduct an annual review.	Oxy should conduct an annual review of sexual assault policies, processes, and programming.
An external, direct oversight committee so that complaints about the process and or people involved in steps above can be addressed without fear of retaliation.	Oxy does not have an external committee that reviews the process.	Oxy should establish an external, direct oversight committee so that complaints about the process and or people involved in steps above can be addressed without fear of retaliation.
Exit surveys for students involved in adjudication procedures that are used to inform the annual policy review.	Oxy does not conduct exit surveys.	Oxy should conduct exit surveys of students involved in adjudication procedures that are used to inform the annual policy review conducted by someone organization that is not directly involved in the process so participants can feel free to discuss their experiences.
Annual, representative survey of students to determine incidence and prevalence of sexual assault on campus.	Oxy does not conduct a sexual assault survey.	Oxy should conduct a representative survey of students each year to determine actual incidence and prevalence of sexual assault on campus.
Standing committee with staff, students, and faculty that generates annual review, including analysis of survivor exit surveys, annual survey of students, and sexual assault policies, process, and programming.	Oxy does not have a standing committee that performs these tasks.	Oxy should create a standing committee of staff, students, and faculty that generates an annual review, including analysis of survivor exit surveys, annual survey of students, and sexual assault policies, process, and programming.

Planning Practices	Oxy Practices Public Reporting	Recommendations
<p>Annual report on annual survey with a comparison between self-reported and formally reported cases.</p> <p>E-mail to students, faculty, and staff, and run a poster campaign at the end of each semester of all cases of student sexual assault on- and off-campus without identifying details.</p>	<p>Oxy does not generate such a report.</p> <p>Oxy does not advertise in this way.</p>	<p>Oxy should generate an annual report showing the difference between formally reported and self-reported cases.</p> <p>Oxy should send an E-mail to students, faculty, and staff, a run a poster campaign at the end of each semester of all cases of student sexual assault on- and off-campus without identifying details. This report should not focus on the survivor's activities or typical victim-blaming reduction tips.</p>

Priority Practices	Oxy Practices	Recommendations
Institutional Features		
Residence halls and rooms that are not conducive to sexual assault.	Oxy promotes sexual assault through doors that automatically close and lock, campus norms that concentrate socializing in rooms instead of common spaces, restricted access with key cards, lack of sitting space (other than beds) in rooms, lack of a key card system that tracks who comes and goes in dorms, dorm rooms hidden off of main halls, etc.	Oxy should systematically analyze dorm design, and, at a minimum, address automatically closing and locking doors, campus norms that concentrate socializing in rooms instead of common spaces, restricted access with key cards, lack of sitting space (other than beds) in rooms, lack of a key card system that tracks who comes and goes in dorms, and dorm rooms hidden off of main halls.
Enforcement of campus sexual battery and assault policy at campus events.	College officials do not enforce sexual battery laws or campus policy at campus events. Grinding and non-consensual groping is the norm at college dances.	Oxy officials should enforce sexual battery laws or campus policy at campus events to shift campus event norms.
Campus alcohol policy that reflects best practices for minimizing sexual assault.	Oxy's campus policy does not follow best practices for minimizing sexual assault. Open door and red cup policies discourage binge pre-gaming in residence halls.	Oxy should implement red cup and open door policies to minimize binge drinking that plays a role in sexual assaults.
Good campus lighting.	Oxy has decent campus lighting, but it could be improved.	Oxy should add in lighting on the way to Rangeview, below the library, Sycamore Glen, and other dark spots on campus.
Temporary sleeping space for students who feel unsafe in their room.	Oxy does not provide this.	Oxy should provide temporary sleeping space for students who feel unsafe in their room.
Emergency phones available throughout campus and each floor of residence halls.	Oxy does provide emergency phones throughout campus (except outside of Rangeview and below the library), but not on each floor of residence halls.	Oxy should provide emergency phones throughout campus and on each floor of the residence halls.
24-hour escort available with a 2-mile radius.	Oxy's current policy is to provide rides back to campus from dusk to dawn, one mile, and only for students who live on campus.	Oxy should provide a 24-hour Campus Safety escort, available within two miles for students who live off-campus.

APPENDIX B: ACHA Assessments for Case-Study Colleges

CARLETON
COLLEGE

Prevention of Sexual Violence on Campus An Assessment Tool

ACHA's "Position Statement on Preventing Sexual Violence on College and University Campuses" recommends the following 15 actions be taken to address policy, prevention, and intervention as it pertains to sexual violence. College health professionals, who are in a powerful position to prevent campus sexual violence, are encouraged to use the assessment tool below periodically to note your institution's level of completion of each action. Once the assessment is completed, the information should be shared with administrators, faculty, staff, and students. This simple tool can also guide your campus efforts of primary prevention of sexual violence.

	Action yet to be addressed				Completed
	1	2	3	4	5
1. Develop a policy statement and directive from the president/chancellor of the institution that demonstrates recognition of sexual violence as a problem, a commitment to reduce its occurrence, and action steps for the campus community.					
2. Develop a multidisciplinary task force on campus to address sexual violence prevention and response services that includes high-level campus administration, academic leaders, student leaders, and community partners.					5
3. Create policies that reflect an expectation of civility, honor, respect, and nonviolence for all members of the community and encourage behaviors that build a sense of community.					5
4. Revise, enforce, and widely distribute disciplinary regulations in the student code that demonstrate an intolerance of all forms of sexual violence and implement sanctions for violations by faculty, staff, and students.					5
5. Educate disciplinary boards on non-stalker assaults, perpetrator patterns, and possible victim responses and patterns.					5
6. Provide comprehensive training on all aspects of sexual violence for campus administrators; campus law enforcement; health and counseling services staff; faculty; staff; and student leaders that includes the dynamics of sexual violence, access to care, victim response, and federal/state statutes.					5
7. Develop a coordinated, seamless, victim-centered response-service between campus and community resources that offers the options of:					
♦ Anonymous reporting					5
♦ Law enforcement involvement					3

PREVENTION OF SEXUAL VIOLENCE ON CAMPUS: AN ASSESSMENT TOOL

	Action yet to be addressed				Completed
	1	2	3	4	5
◆ Judicial/disciplinary board actions	1	2	3	4	5
◆ Medical care/forensic examination	1	2	3	4	5
◆ Emergency contraception	1	2	3	4	5
◆ Academic/housing accommodations	1	2	3	4	5
◆ Follow-up counseling, support, and advocacy	1	2	3	4	5
8. Integrate screening for sexual violence into patient history protocols.	1	2	3	4	5
9. Adhere to federal, state, and local statutes and reporting requirements.	1	2	3	4	5
10. Integrate sexual violence prevention education into curricular and non-curricular activities.	1	2	3	4	5
11. Offer residence hall and extra-curricular activities that are alcohol free.	1	2	3	4	5
12. Develop educational/outreach programming that:					
◆ Recognizes that sexual violence is a learned behavior	1	2	3	4	5
◆ Teaches bystander intervention techniques	1	2	3	4	5
◆ Addresses the role of consent in sexual relationships	1	2	3	4	5
◆ Encourages the involvement of men	1	2	3	4	5
◆ Addresses alcohol and other drugs issues and the connection with sexual violence	1	2	3	4	5
◆ Provides concepts that encourage healthy, consensual sexual relationships	1	2	3	4	5
◆ Addresses non-stranger sexual violence and dispels traditional beliefs	1	2	3	4	5
◆ Encourages positive role modeling and mentoring for men and women	1	2	3	4	5
13. Create and codify amnesty policies for underage drinking for victims who report sexual assault.	1	2	3	4	5
14. Involve men in the prevention of sexual violence, including those actions that dehumanize and objectify women.	1	2	3	4	5
15. Publish and announce the availability of protocols on campus websites for all campus members to access resources, referrals, and helping strategies for victims of sexual violence.	1	2	3	4	5

Prevention of Sexual Violence on Campus An Assessment Tool

ACHA's "Position Statement on Preventing Sexual Violence on College and University Campuses" recommends the following 15 actions be taken to address policy, prevention, and intervention as it pertains to sexual violence. College health professionals, who are in a powerful position to prevent campus sexual violence, are encouraged to use the assessment tool below periodically to rate your institution's level of completion of each action. Once the assessment is completed, the information should be shared with administrators, faculty, staff, and students. This simple tool can also guide your campus efforts at primary prevention of sexual violence.

	Action yet to be addressed				Completed
	1	2	3	4	5
1. Develop a policy statement and directive from the president/chancellor of the institution that demonstrates recognition of sexual violence as a problem, a commitment to reduce its occurrence, and action steps for the campus community.			3		
2. Develop a multidisciplinary task force on campus to address sexual violence prevention and response services that includes high-level campus administration, academic leaders, student leaders, and community partners.			3		
3. Create policies that reflect an expectation of civility, honor, respect, and nonviolence for all members of the community and encourage behaviors that build a sense of community.				4	
4. Revise, enforce, and widely distribute disciplinary regulations in the student code that demonstrate an intolerance of all forms of sexual violence and implement sanctions for violations by faculty, staff, and students.					5
5. Educate disciplinary boards on non-stranger assaults, perpetrator patterns, and possible victim responses and patterns.				4	
6. Provide comprehensive training on all aspects of sexual violence for campus administrators; campus law enforcement; health and counseling services staff; faculty; staff; and student leaders that includes the dynamics of sexual violence, access to care, victim response, and federal/state statutes.			3		
7. Develop a coordinated, seamless, victim-centered response service between campus and community resources that offers the options of:				4	
◆ Anonymous reporting					5
◆ Law enforcement involvement					5

PREVENTION OF SEXUAL VIOLENCE ON CAMPUS: AN ASSESSMENT TOOL

	Action yet to be addressed				Completed
	1	2	3	4	5
◆ Judicial/disciplinary board actions	1	2	3	4	5
◆ Medical care/forensic examination	1	2	3	4	5
◆ Emergency contraception	1	2	3	4	5
◆ Academic/housing accommodations	1	2	3	4	5
◆ Follow-up counseling, support, and advocacy	1	2	3	4	5
8. Integrate screening for sexual violence into patient history protocols.	1	2	3	4	5
9. Adhere to federal, state, and local statutes and reporting requirements.	1	2	3	4	5
10. Integrate sexual violence prevention education into curricular and non-curricular activities.	1	2	3	4	5
11. Offer residence hall and extra-curricular activities that are alcohol free.	1	2	3	4	5
12. Develop educational/outreach programming that:					
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◆ Teaches bystander intervention techniques	1	2	3	4	5
◆ Addresses the role of consent in sexual relationships	1	2	3	4	5
◆ Encourages the involvement of men	1	2	3	4	5
◆ Addresses alcohol and other drugs issues and the connection with sexual violence	1	2	3	4	5
◆ Provides concepts that encourage healthy, consensual sexual relationships	1	2	3	4	5
◆ Addresses non-stranger sexual violence and dispels traditional beliefs	1	2	3	4	5
◆ Encourages positive role modeling and mentoring for men and women	1	2	3	4	5
13. Create and codify amnesty policies for underage drinking for victims who report sexual assault.	1	2	3	4	5
14. Invest men in the prevention of sexual violence, including those actions that dehumanize and objectify women.	1	2	3	4	5
15. Publish and announce the availability of protocols on campus websites for all campus members to access resources, referrals, and helping strategies for victims of sexual violence.	1	2	3	4	5

→
 ☆ All from
 student
 organizations
 not
 administration

Prevention of Sexual Violence on Campus An Assessment Tool

ACHA's "Position Statement on Preventing Sexual Violence on College and University Campuses" recommends the following 15 actions be taken to address policy, prevention, and intervention as it pertains to sexual violence. College health professionals, who are in a powerful position to prevent campus sexual violence, are encouraged to use the assessment tool below periodically to note your institution's level of completion of each action. Once the assessment is completed, the information should be shared with administrators, faculty, staff, and students. This simple tool can also guide your campus efforts at primary prevention of sexual violence.

AND
community
partners

1. Develop a policy statement and directive from the president/chancellor of the institution that demonstrates recognition of sexual violence as a problem, a commitment to reduce its occurrence, and action steps for the campus community.
2. Develop a multidisciplinary task force on campus to address sexual violence prevention and response services that includes high-level campus administration, academic leaders, student leaders, and community partners.
3. Create policies that reflect an expectation of civility, honor, respect, and nonviolence for all members of the community and encourage behaviors that build a sense of community.
4. Revise, enforce, and widely distribute disciplinary regulations in the student code that demonstrate an intolerance of all forms of sexual violence and implement sanctions for violations by faculty, staff, and students.
5. Educate disciplinary boards on non-stranger assaults, perpetrator patterns, and possible victim responses and patterns.
6. Provide comprehensive training on all aspects of sexual violence for campus administrators; campus law enforcement; health and counseling services staff; faculty; staff; and student leaders that includes the dynamics of sexual violence, access to care, victim response, and federal/state statutes.
7. Develop a coordinated, seamless, victim-centered response service between campus and community resources that offers the options of:
 - ◆ Anonymous reporting
 - ◆ Law enforcement involvement

	Action yet to be addressed				Completed
	1	2	3	4	5
1.		2			
2.	1				
3.		2			
4.	1				
5.		2			
6.		2			
7.	1				
◆ Anonymous reporting				4	
◆ Law enforcement involvement	1				

Prevention of Sexual Violence on Campus: An Assessment Tool

	Action yet to be addressed				Completed
	1	2	3	4	5
♦ Judicial/disciplinary board actions			3		
♦ Medical care/forensic examination	1	2	3	4	5
♦ Emergency contraception	1	2	3	4	5
♦ Academic/housing accommodations	1	2	3	4	5
♦ Follow-up counseling, support, and advocacy	1	2	3	4	5
8. Integrate screening for sexual violence into patient history protocols.	1	2	3	4	5
9. Adhere to federal, state, and local statutes and reporting requirements.	1	2	3	4	5
10. Integrate sexual violence prevention education into curricular and non-curricular activities.	1	2	3	4	5
11. Offer residence hall and extra-curricular activities that are alcohol free.	1	2	3	4	5
12. Develop educational/outreach programming that:					
♦ Recognizes that sexual violence is a learned behavior	1	2	3	4	5
♦ Teaches bystander intervention techniques	1	2	3	4	5
♦ Addresses the role of consent in sexual relationships	1	2	3	4	5
♦ Encourages the involvement of men	1	2	3	4	5
♦ Addresses alcohol and other drugs issues and the connection with sexual violence	1	2	3	4	5
♦ Provides concepts that encourage healthy, consensual sexual relationships	1	2	3	4	5
♦ Addresses non-stranger sexual violence and dispels traditional beliefs	1	2	3	4	5
♦ Encourages positive role modeling and mentoring for men and women	1	2	3	4	5
13. Create and codify amnesty policies for underage drinking for victims who report sexual assault.	1	2	3	4	5
14. Invest men in the prevention of sexual violence, including those actions that dehumanize and objectify women.	1	2	3	4	5
15. Publish and announce the availability of protocols on campus websites for all campus members to access resources, referrals, and helping strategies for victims of sexual violence.	1	2	3	4	5

APPENDIX C: “The OSAC Dozen, or the 12 Demands”²

These are the 12 demands we are asking the administration to fulfill. On November 13th we will find out whether or not they agree to them. If not, we will be meeting at the fountain to march to AGC together and begin the sit-in.

1. Remove the automatic appeals language from the policy.

An automatic appeal was included in the policy in the fall of 2012 without proper student input, and students were not informed of this change. An automatic appeal from respondents who think their sanction is unfair negates the formal sexual assault hearing process.

2. Reinstate consent as verbal consent in the sexual assault policy.

Defining consent as verbal or physical consent opens an unnecessarily gray area in determining whether a sexual assault has occurred. This is confusing for students who are trying to engage in consensual sex.

3. Establish a permanent Sexual Assault Advisory Committee.

This committee will be comprised of six members – two administrators, two faculty members (selected by OSAC), and two students (one from Project SAFE and one selected by OSAC). This committee will conduct an annual review of policies and practices using data on reporting and outcomes from the Dean of Student’s office, and make recommendations for changes to the President and Vice Presidents by the end of the regular school year.

4. Return the Title IX Coordinator position to the faculty.

This position was moved from being a faculty position to the Dean of Students office in 2011 without proper consultation with the faculty. It should be reinstated as a faculty position to insulate the sexual assault process from litigious concerns.

5. Inform the campus of all changes to the sexual misconduct policy.

Major changes were made to the sexual assault policy in the last year that did not involve adequate student input or notification. The campus should be informed of all changes, regardless of the size of the change, through campus email as soon as they are made.

6. Double the size of Project SAFE and give PAs more decision-making authority.

Project SAFE is a student-founded group of trained advocates who should be more independent. This can be achieved by doubling the staff (from 2 to 4) and writing job descriptions that allow for more decisions to come from the PAs.

7. Use Oxy’s Crime Alert System to Inform Campus of Reported Sexual Assaults

Oxy should inform the campus of incidences of sexual assault, similar to college reporting of other crimes, through emails. These should inform us of on-campus assaults and off-campus assaults, including assaults by students. Currently, emails sent out only inform us of Oxy students assaulted by strangers on the street.

² <http://oxysexualassaultcoalition.wordpress.com/2012/11/06/osac-dozen/>

8. Distribute a Detailed Annual Sexual Misconduct Report

This report must include statistics on the number of complaints (formal and informal), where complaints were initially brought (Residential Education, the Dean of Students, Campus Safety, faculty members, etc.), how many respondents are found responsible, what sanctions are given, and how sanctions are altered in appeals.

9. Establish a 24-hour Sexual Assault Hotline

This hotline would be staffed by students who have completed Peace Over Violence (POV) training, or partner with the LA rape crisis hotline to have Oxy-specific information.

10. Provide annual POV training to all staff involved in the sexual assault process.

Sexual assault is a commonly misunderstood crime, and anyone involved in the process needs training to avoid basing decisions on common rape myths, using harmful language, or triggering survivors in other ways.

11. Provide annual POV training to all student leaders.

Sexual assault is a commonly misunderstood crime, and student leaders are in the unique position to shift campus culture and understanding away from widespread rape myths.

12. Bring POV for Orientation for the next five years.

Sexual assault education at Orientation has been an abysmal failure for years. The college needs to bring trained professionals to campus that use best practices in reaching potential perpetrators and bystanders.

APPENDIX D: Chart of Case-Study Results

ADMINISTRATORS AT:	Carleton College	Pomona College	Occidental College
<p>What are your school's practices and policies of sexual violence prevention?</p>	<ul style="list-style-type: none"> • CAASHA (Carleton Advocates Against Sexual Harassment and Assault): student and staff initiative (institutional) • Sexual misconduct policy • FemSex and MSex: femininity and masculinity sexual education classes 	<ul style="list-style-type: none"> • Sexual misconduct policy in student handbook for all students • Train all student leaders, RAs and "Sponsors" about the policy • "The Drawing Shade" - 1st year orientation program • Campus safety department has a reporting process for Clery Act • Advocates for Survivors of Sexual Assault: student initiative (club) 	<ul style="list-style-type: none"> • Sexual misconduct policy: developed in the Dean of Students office by Title IX office • Project S.A.F.E. (student and staff initiative: institutional) • Orientation education: 1.5hr session for 1st years: movie, lecture, panel • Working with ResHalls has been unsteady • Training for Greek organizations • Working to implement a CCR Team (Comprehensive Community Response Team)

ADMINISTRATORS AT:	Cartleton College	Pomona College	Occidental College
<p>What were the challenges and obstacles faced when creating such policies and practices? How were those issues addressed?</p>	<ul style="list-style-type: none"> • 2009-2010: Campus committee ("review board") of sexual misconduct reviewed Cartleton's policies and practices but did not include student survivors • Review board picked-on the job of former Title IX coordinator; did not train process investigators well enough • Before, trainings presented were not helpful • Now, Board of Sexual Misconduct (made up of students, administrators, and faculty) meets once per week for 90 minutes for 5 weeks per term. • Now, train on policy, definitions, the process, scenarios, sanctioning, counseling center, and more. • Trainings on risk-management and survivor-centered response training 	<ul style="list-style-type: none"> • Underreporting- there's no means to follow up or take action • Admin can file a report on behalf of the survivor • Anonymous form is not online due to fear of "false reports" • Title IX coordinator is still learning in regards to student resources and help • The issue is reactive than proactive; conversation is not as ongoing; people must be constantly aware • Orientation is a vital time for students to learn about the policy 	<ul style="list-style-type: none"> • Buy-in from administrators, faculty, people from the community • improving communication within divisions of prevention and intervention • Cost and financial needs • No funds were allocated for training education when Title IX was transferred to student affairs • Prevention: developed contacts for technical support and trainings throughout the year • Time and support from staff • support from the counseling center; training from a community partner • Access to knowledge and expertise of best practices • support from local rape crisis center and organizations • Policy, prevention and intervention are not on the same page • Finding a robust policy • Templates from NCHERM and ATIXA • Agreement of examples of sexual misconduct and clear definitions • It's about what works best for your institution • Must be "natural for the age group"

ADMINISTRATORS AT:	Carteton College	Pomona College	Occidental College
<p>Who did you collaborate with when creating or implementing such policies and practices?</p>	<ul style="list-style-type: none"> • Consulted with peer institutions part of COFHE (Consortium on Financing Higher Education) • The Hope Center, local office that works with sexual violence prevention and direct-services for survivors • Collaborated with student-leaders and staff 	<ul style="list-style-type: none"> • Student affairs committee involves students, faculty, and staff. • Legal counsel is also consulted to ensure policy complies with federal and state law, as well as peer institutions 	<ul style="list-style-type: none"> • Prevention: LA Gay & Lesbian Center, CALCASA, Peace Over Violence, SART facilities • NCHERM and ATIXA for the policy • exceptional at risk management • not survivor-centered • University of Pacific was model institution for policy
<p>What are the components when colleges successfully implement policies?</p>	<ul style="list-style-type: none"> • People working together • Peer education group and students involved in all aspects: on the hearing board, education, policy training, and bystander training • Programs: book readings, movies, lectures, websites, social media 	<ul style="list-style-type: none"> • It's not a "one policy fits all": the policy must cater to our community standard and culture • Policy must be inclusive of all identities (race, class, gender, sexuality) • Good relationship with local policy department, especially to reduce victim-blaming when reporting • Involving variety of constituencies in education and outreach • Mentioning the variety of forms of sexual harassment 	<ul style="list-style-type: none"> • Comprehensive approach • According to Office of Violence Against Women: • CCRTI • Ongoing prevention education • Training for administrators, staff, campus safety, those on hearing boards; survivor centered • Core support services for survivors
<p>What best practices and policies have you seen at other liberal arts institutions in regards to sexual violence prevention?</p>	<ul style="list-style-type: none"> • Sex-positive approach • Learned from Macalaster how to ask people to investigate complaints • Comprehensive sex and sexuality education components • Bystander education 	<ul style="list-style-type: none"> • To the knowledge of 1 administrator: Not enough research has been done about policies or practices at other schools 	<ul style="list-style-type: none"> • CCRTI • Seamless communication between divisions • Working with local rape crisis centers • Comprehensive support for survivor before and after filing a report • Integrating student leaders in training and education for 1st years at orientation • also in adjudication process (but issues with privacy arise)

ADMINISTRATORS AT:	Carteton College	Pomona College	Occidental College
<p>Why might some schools have better practices and policies than others? What are the determining factors of schools that do not have the best practices?</p>	<ul style="list-style-type: none"> • Collaborative approach is important • Adjudication and prevention groups must work together • Must constantly talk about the issues • Must incorporate hook-up culture and dialogue in prevention efforts • Must have sexual education • Community Concern Form- concerns from community members at the college • Ensure Title IX compliance, but make more sure supporting and taking care of students during their process • Many schools focus too much on adjudication process • "Dear Colleague Letter" scaring people and putting them on the defense • Schools are most nervous about things that will get them sued 	<ul style="list-style-type: none"> • Proactive rather than reactive stances on the issue; on-going approach 	<ul style="list-style-type: none"> • Legal proceedings • after scrutiny, must pay better attention to adjudication, prevention efforts • Prioritizing the issue • Admins must understand survivor-centered approach • Knowledge and perspective of the issue and how to address it
<p>What are major stumbling blocks to having best practices/policies (especially at small liberal arts colleges)?</p>	<ul style="list-style-type: none"> • Resources: sufficient staff members • Responsibility of student conduct is a team effort • Difficulty in being anonymous • Ensuring the right people have the right role • Cannot put prevention and intervention responsibilities on 1 person • Prevention and intervention groups must work together 	<ul style="list-style-type: none"> • Funding • money allocation to train all advocates with the same training program • Individuals/staffing: "people are stretched thin" at small colleges 	<ul style="list-style-type: none"> • Funding • takes money to train people properly • paying Campus Safety overtime for training • Staffing • people wear many hats; must be well-trained & willing to serve • Communication • organization is important to agree and develop consensus

ADMINISTRATORS AT:	Cartleton College	Pomona College	Occidental College
<p>What support did the institutions receive from federal or private funding/grants to promote sexual violence prevention and intervention services on campus?</p>	<ul style="list-style-type: none"> • None. Applied for the VAWA Campus Grant twice but did not receive funds 	<ul style="list-style-type: none"> • None. Currently doing research and looking at any grant funding 	<ul style="list-style-type: none"> • None. Currently applying. Resources are needed • Received Avon Empowerment Grant to train program assistants, peer educators, administrators

STUDENTS AT:	Carteton College	Pomona College	Occidental College
<p>What are the main issues surrounding sexual violence on your campus? How are those issues addressed? Is the approach effective in preventing such violence?</p>	<ul style="list-style-type: none"> • Awareness of the issue • Orientation must have the right presentation • Vagina Monologues is well attended • Information in bathrooms • Sexual violence prevention in sex education work • FemSex & MSex (student led class for men); FemSex taught by supervisor of CAASHA; many students enroll • Masculinities panel; well attended • Hook-up culture esp. with alcohol • “consent is sexy” approach is used to address this. • promoting communication throughout sexual intimacy 	<ul style="list-style-type: none"> • Rape culture, victim-blaming, slut-shaming • not many people have internalized consent as necessary • Small campus/environment • higher chances that you know the perpetrator • harder to talk about the issue • Hold events that get people talking about the issues of sexual violence • peer education; spoken word • promoting communication outside of dances • Spectrum- “dance party for those who don’t feel comfortable with the standards college party” • Currently trying to be a 5 C (“5 colleges”) organization through Advocates Against Sexual Assault • The idea that “rape doesn’t happen here” • The policy does not define intoxication • Involvement of alcohol/drug use during most peoples sexual assaults 	<ul style="list-style-type: none"> • Alcohol/binge drinking involved in hook up culture • People don’t talk about sex, sexual assault, their own feelings • Lack of data/knowledge of crimes of sexual assault • Project S.A.F.E. • under utilized and understaffed • not a big reference for other entities on campus when interacting with survivors • Not expelling serial rapists • Lack of understanding of consent • Acceptance of rape culture • Issues supposed to be addressed through reporting, but not effective • Sanctions are not upheld • Lenient sanctions • Process not done properly (resulting in non-responsibility of respondent/perpetrator)

STUDENTS AT:	Cartleton College	Pomona College	Occidental College
<p>What is your opinion on the history of current practice and policies to prevent sexual assault?</p>	<ul style="list-style-type: none"> Complaint process is good for what it is as survivor-centered as it can be Community Concern form involves community members to report concerns (initiated by administration) New set of policies are great; looking at old policies made it apparent that switch was needed we are doing a good job compared to other schools Community engagement can be improved when addressing the issue Communicating the details of the adjudication process and policy should be condensed We try to focus on both students trying to get closure from going through the process 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Policy needs improvement not survivor centered jargon is confusing Lack of student input Consent is unclear Inconsistency in terms Lack of transparency of the adjudication process Policy initially created by students in early 2000's now a legal document controlled by Oxy's legal counsel, Title IX, and Dean of Students office Adjudication process is alienating and shaming student and faculty organizing to address issues and demand improvements Those on sexual misconduct hearing boards are not properly trained poorly interact with survivors perpetuate rape myths Policy in place, but appropriate sanctions are not imposed
<p>What does the relationship between administrators, faculty, and students look like when implementing or improving policies and practices?</p>	<ul style="list-style-type: none"> Much trust between CAASHA, students, Thornton and Williamsen Some tension between students and faculty, admins and faculty 	<ul style="list-style-type: none"> The Title IX Committee has students, faculty, and staff- admins are in control, students raise important issues Students also review the sexual misconduct policy 	<ul style="list-style-type: none"> Tension between students and administrators, faculty and administrators Unity and support between faculty and students Administrators, president, and deans are hostile towards faculty and students underrated, de-validated, disrespected

STUDENTS AT:	Cartleton College	Pomona College	Occidental College
<p>Who did your school collaborate with when creating or implementing such policies and practices?</p>	<ul style="list-style-type: none"> • Yes, with a scholar of restorative justice to implement that approach to the process; Green Dot, organizations for men • Trained sexual misconduct process advisors (8-12 from the school) • The Hope Center • Mostly work together for 1.5hrs per week through the committee • Annual report of how many Community Concern Forms were submitted, and clarify if any were sexual in nature, etc. 	<ul style="list-style-type: none"> • Title IX committee has had outside consultants • The committee was formed because Pomona was not in compliance with Title IX; students needed to be a part of that conversation • House of Ruth is our local rape crisis center; received trainings from them but not the main focus 	<ul style="list-style-type: none"> • Recent revision did not include students, faculty • Spring 2012- students and faculty members rewrote the policy; was not used by administration • Feedback of changes is asked after change is implemented
<p>What are the combination of factors that lead to strong school policies? What aspects lead to weaker or failed policies?</p>	<ul style="list-style-type: none"> • Involvement of students is instrumental; also that of faculty, staff • Training must be comprehensive • Understanding responsibility to the students • Training is done internally 	<ul style="list-style-type: none"> • Administration must be receptive to change from students and outside organizations' feedback • A group on campus like Advocates must have a presence that is connected to the policy in some way • Strong admin support and commitment is necessary • Vocal group of students to do activist work ; support from professors • Some admins are uncomfortable 	<ul style="list-style-type: none"> • Clear and concise policies • Effective in resonating with students • Policies that outline consensual vs non-consensual activity in scenarios or solid examples • Orientation for 1st years must be: strong, mandatory and introduces topic of sexual assault, rape culture, bystander intervention, providing resources • Priority by people in power • Input from students and faculty about policies and practices • Ensuring experts have decision-making power • sufficient and proper knowledge, experience, research • Consulting with outside resources for feedback on policy and practices improvements

STUDENTS AT:	Cartleton College	Pomona College	Occidental College
<p>What do you think makes some schools better than others in regards to sexual violence prevention policies and practices? Why?</p>	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • Comprehensive policies • Extensive staffing of support offices/programs • Simply accepting that sexual violence is a huge issue • Board of trustees, president, deans must agree that this is a huge problem • give adequate funding • institutional support • Look at small scale things • online resources, structure of workshops • Paying attention to pioneers in the field is the best guide to avoiding old rape myths • Appropriately trained staff
<p>How does money/funding affect addressing and improving sexual violence prevention?</p>	<ul style="list-style-type: none"> • Being a part of the board is voluntary; does not cost money or reimbursement • Trying to hire a new Title IX coordinator, but that would be the only cost • All trainings done internally, saving money 	<ul style="list-style-type: none"> • More money can't hurt; can provide better training for support systems in place • can also fund someone for a full-time position as part of the Advocates program • can also extend Advocates to be a 5 C program • a resource lounge or just a place that's a safe space would be helpful • But money alone cannot change the culture 	<ul style="list-style-type: none"> • More funding provides more staff members (Project S.A.F.E.) • Helps train and pay more students and pro staff • It's necessary to implement changes

<i>STUDENTS AT:</i>	Carleton College	Pomona College	Occidental College
<p>What best practices and policies have you seen at other liberal arts institutions in regards to sexual violence prevention?</p>	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • Anonymous reporting would be great • much resistance from Administration: fear of spanning, high reports 	<ul style="list-style-type: none"> • Providing survivors with abundance of resources • support groups, advocates, counseling services • Training for all leaders • Excellent orientation programs with appropriate time needed • Ensuring reporting process is better in multiple ways