

# Report



## College Sexual Assault: Bill of Rights

*Recommendations for creating safer college campuses based on discussions with more than 450 Connecticut students, faculty, administrators, advocates, and women's groups.*

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# Senator Richard Blumenthal's College Sexual Assault Bill of Rights Report

## **Executive Summary**

Sexual violence on college campuses is a pressing social justice and civil rights issue. Statistics show that one in five women is sexually assaulted before graduating from college<sup>1</sup>. 37 percent of female rape survivors report being first raped between ages 18-24<sup>2</sup>. Only 12 percent of these survivors ever report their rape to the police<sup>3</sup>. Many attribute this low reporting rate to fear of punishment under a school's drug and alcohol policy; fear of victim blaming; discomfort with reporting someone who is a classmate or an acquaintance; uncertainty that the school or law enforcement agencies will take appropriate action; fear from threats and harassment by offender and friends; or a lack of awareness that the failure to obtain consent for sex "counts" as rape.

While there has been much discussion and action on the issue of campus sexual assaults, there is a need for clear, uniform guidance to ensure that all college students can lead safe, happy and productive lives on campus. This guidance requires dedicated efforts by colleges both to prevent sexual assaults in the first place and to inform survivors of their rights and the services the school offers in the event an assault occurs. Implementing these policies will also require clear direction and funding from the federal government.

What our students need is **A College Sexual Assault Bill of Rights**. This Bill of Rights would give all students the:

- Right to a Safe and Secure Campus
- Right to a Fair and Impartial Investigation
- Right to Confidentiality
- Right to Clear Notice of and Access to Available Services

Senator Richard Blumenthal hopes that schools will use this Bill of Rights to ensure that their institutional policies provide all students with the rights that they deserve. He is also working with his colleagues in the United States Senate to develop legislative proposals that will codify the rights detailed in this report, establish accountability measures for schools that fail to meet these standards, and provide resources for institutions to accomplish these goals. This report contains a preliminary list of those federal reforms.

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<sup>1</sup> Christopher Krebs et al., "The Campus Sexual Assault Study," U.S. Department of Justice's National Institute of Justice, October 2007

<sup>2</sup> Centers for Disease Control and Prevention, "Facts at a Glance: Sexual Violence," <http://www.cdc.gov/ViolencePrevention/pdf/SV-DataSheet-a.pdf>

<sup>3</sup> Dean G. Kilpatrick et al., "Drug-facilitated, Incapacitated, and Forcible Rape: A National Study," Medical University of South Carolina's National Crime Victims Research & Treatment Center, February 1, 2007

## **Acknowledgements**

Senator Blumenthal developed the College Sexual Assault Bill of Rights after conducting seven campus roundtables with more than 450 people on the challenges confronting victims of sexual assaults. The roundtables were held at: University of Hartford; Southern Connecticut State University; University of St. Joseph; Fairfield University; Western Connecticut State University; Northwestern Connecticut Community College; and Connecticut College. The messages delivered by students, college and law enforcement officials, parents and community leaders helped shape this report.

The roundtables were held in response to the announcement of the President's Task Force to Protect Students from Sexual Assault. The success of these roundtables can be directly attributed to the dedication and diligent efforts of the Connecticut Sexual Assault Crisis Services (CONNSACS), headed by Executive Director Laura Cordes. CONNSACS worked closely with students, staff, women's organizations and advocates to ensure that the forums had a significant cross-section of concerned and thoughtful participants. CONNSACS has been very active on the issue of college sexual assault for many years, working with the Connecticut College Consortium Against Sexual Assault and the Connecticut Campus Coalition to End Violence Against Women and developing three surveys of campus sexual violence policies and practices since 1999.

The Connecticut General Assembly – under the leadership of the Higher Education Committee, co-chaired by State Representative Roberta Willis and State Senator Beth Bye (followed this year by State Senator Steve Cassano) – successfully passed landmark campus sexual assault legislation in 2012 and again this year. These new laws, which contain several measures that are also highlighted in this report for national enactment, require Connecticut colleges to: provide clear disclosure of their sexual assault reporting procedures; enhance prevention programming; train personnel involved in the adjudication of sexual assault complaints; increase the confidentiality of survivor identities; enter into a partnership with local sexual assault crisis service centers; and establish a campus resource team to review college policies, protocols and reports.

## **Summary of Roundtable Discussions**

In selecting the roundtable sites, Senator Blumenthal worked with the Connecticut Board of Regents for Higher Education (state public universities) and the Connecticut Conference of Independent Colleges. Once a site was selected, college faculty, students, administrators, and women's centers assisted in notifying students, survivors, local law enforcement, survivor advocates and counselors of the opportunity to attend the forum and provide essential input on this critical topic.

The roundtables provided firsthand accounts from students, faculty, and advocates of their experience regarding sexual assaults on college campuses. Their experiences helped Senator Blumenthal gather important information on what Connecticut is doing to address college sexual assaults and determine what can be done better. In addition, in response to an invitation from Senator Blumenthal, the White House Task Force to Protect Students from Sexual Assault sent one of its members – Bea Hanson, Principal Deputy Director of the Office of Violence Against Women, U.S. Department of Justice – to attend the forum at the University of St. Joseph.

The roundtable discussions in Connecticut revealed a number of important practices designed to address the prevalence of sexual assault on college campuses. Appendix A includes the specific messages from participants in the roundtables that helped shape the proposals suggested in this report. Ultimately, the success of any policy will depend on the dedication of the administration to implement and update the practices to reflect the needs of the student body.

A consistently contributing factor to the lack of success in addressing campus sexual assault has been the absence of school's sharing information, both failures and successes. While no two schools will address this problem in the exact same way, models can be incredibly helpful resources to administrators. Appendix B contains three case studies of schools in Connecticut that have taken an aggressive approach to the issue and have developed programs that can and should be used as models for others seeking to address campus sexual assaults. They are by no means the only schools in Connecticut or across the country that are working on this issue, but sharing information and learning from others must become a more important part of the dialogue of addressing campus sexual assaults.

## College Sexual Assault Bill of Rights

### *Right to a Safe and Secure Campus*

Schools should embrace and promote the concept of an assault-free campus. Colleges and universities should be proud of their sexual assault prevention and response plans and take proactive steps to communicate their policies to students, prospective students, families, and the community. Genuine, continuous institutional endorsement and promotion of proven effective efforts to combat sexual assault on campus, such as bystander intervention programs, will have a significant effect on shifting campus culture.

### Prevention and Awareness Education Should be Ongoing for All Students.

The entire student body should be engaged in ongoing sexual assault awareness and prevention education to lower the sexual assault rate and improve reporting rates. Education programs must be continuous and consistent, not just limited to those entering school. While many schools have implemented education programs for incoming freshmen, such programs should be required periodically to address students' questions and needs beyond the first few weeks of school. Furthermore, the first few weeks that a student spends on campus are already filled with required programming in addition to new classes and new extracurricular activities. This limited period of time is not ideal for meaningfully informing students about a school's sexual assault policies. Education should include an academic year round series of events to keep the issue in the forefront of student thinking. Bystander intervention programs have successfully been used to teach students and members of the campus community what role they can and should play in preventing sexual assaults. These programs should be expanded and supported as a part of changing the campus culture that has so far allowed sexual assault to be perceived as an unfortunate, but unavoidable, consequence of college life.

Alcohol use or abuse is not an excuse. Many offenders use alcohol as a means to coerce and manipulate and then blame a victim for an assault. Students stated that police and other college officials were often dismissive of a sexual assault complaint because they viewed alcohol use as a mitigating factor in the crime. Training for first responders and investigators should include recognition that attackers sometimes use alcohol as a tool and that students can't consent if they are drunk.

The high prevalence of alcohol use associated with these assaults warrants a re-examination of campus alcohol policies and enforcement. Additionally, it is important that issues with underage and excessive drinking that are intertwined with sexual assaults be addressed in an appropriate manner that does not discourage reporting. Student education efforts must take into consideration the role of alcohol use and that being drunk is not an excuse for committing a crime.

Begin prevention efforts in middle and high school. Most young men and women develop attitudes regarding sexual assault and acceptable sexual behavior before entering college.

Providing education and training programs at the middle and high school levels on topics related to the issue of sexual assault – such as respect for others, healthy relationships, and consent – will enhance the role that institutions of higher education can play in promoting a safe campus culture.

While institutions of higher education have traditionally provided extensive guidance about educational curricula and student life to prospective students, policies regarding sexual assault should be included in a clearly defined and straightforward manner. Prospective students and parents have a right to know about all federal investigations, compliance agreements, or enforcement actions, regarding the school's handling of sexual assault complaints against a school. This information should be provided in an easily accessible public form and policies for addressing sexual assault should be covered in orientation programs for parents.

### ***Right to A Fair and Impartial Investigation***

*Right to disclose.* Colleges should provide confidential 24 hour, 7 days a week access to a trained individual who will provide survivors with a clear, unbiased explanation of the process for filing a criminal or Title IX incident report and offer access to services available both through the school and through community-based organizations. Survivors have stated that a survivor is significantly more likely to report a sexual assault when given the clear opportunity to disclose without fear of losing confidentiality. The initial disclosure process should be confidential and should include a simple description of what her or his rights are throughout the reporting process, as well as options for making adjustments to housing arrangements and class schedules that might be vitally important to ensuring survivors can continue to stay enrolled in school and pursue their education. The local sexual assault victim services organization should help colleges review the adequacy and appropriateness of the disclosure rights they provide for sexual assault survivors.

*Right to an Informed Choice.* A survivor should have the right to decide whether she or he wants to pursue a criminal prosecution, participate in the college disciplinary process, or do both. This means being informed about the differences between criminal and school disciplinary procedures and being given a fair opportunity to pursue both options. First responders and police should be able to explain the availability of both options and the importance of preserving evidence and receiving medical care, regardless of a survivor's intent to make a report to the police. A survivor should never be discouraged from reporting due to first responders who are unprepared to receive their information nor should a survivor be pressured to make a hasty decision.

Schools must work with local law enforcement to help facilitate a criminal investigation if the survivor chooses to pursue such charges. While the school should use existing policies to determine how to weigh criminal charges or convictions in its process, the survivor's choice of whether or not to pursue such charges should not influence the school disciplinary process in any way.

*Right to Due Process.* As included in the Campus SaVE protections<sup>4</sup>, a survivor should not become a victim again when defending her or himself either in a court of law or during a school disciplinary process. Schools should consistently review their disciplinary processes to ensure the process is fair and just. This review should include consideration of whether independent adjudicators should be used to promote unbiased decision-making. There should not be any questioning of past sexual experience that is unrelated to the direct facts of the case. Furthermore, direct interaction between the alleged assailant and the survivor should be limited as much as possible and there should never be direct cross-examination of the survivor by the assailant. Additionally, a survivor should be informed of the appeals process and be made aware of any applications for appeal so that she or he has the opportunity to be involved in such an appeal.

*Access to an accountable, trained staff.* All campus staff – including police, likely first responders, and health care providers – should be adequately trained on the appropriate response to a disclosure or report of sexual assault, including training on offender behavior and the impact of trauma on a survivor’s ability to report. Campuses should establish multidisciplinary teams that include administrators, counselors, health care providers, residential advisors, faculty, staff, campus safety officers, law enforcement, prosecutors, and community-based sexual assault crisis centers. A multidisciplinary response team can coordinate response protocols and training of key stakeholders. The multidisciplinary response team can also be used to review complaints about staff interaction with survivors and use that information to improve campus policies and procedures. Access to appropriate members of this team should begin at the time of disclosure of an incident, and appropriateness of their response provided should be monitored and consistently reviewed.

As noted earlier, survivors have reported that dismissive attitudes and statements from college staff discourage the filing of sexual assault complaints. In addition to training, colleges should have a process for obtaining and reviewing complaints about staff interaction with survivors. Schools should document – and the federal government should review -- what steps were taken to investigate the survivor complaints and, if the complaint is verified, what disciplinary action was taken.

Title IX requires that institutions of higher education must designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. It is recommended that this same person coordinate training and education, but it is not required. Survivors have reported inconsistent implementation of sexual assault policies, regardless of how adequate those policies may be on paper. A multidisciplinary team can ensure that proper and effective implementation of policies is taking place and should be in the position to make meaningful recommendations about the status of policies and procedures to college administrators. However, in order to assure accountability, ultimate responsibility must rest with one single coordinator. Schools should strive to demonstrate a more engaged attitude towards achieving reporting

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<sup>4</sup> Campus Sexual Violence Elimination Act, Pub. L. No. 113-4, 42 U.S.C. § 14045b

responsibilities and promoting enforcement of the law – in order to comply with both the spirit and the letter of the law.

*Better review of prevention and reporting policies.* Reporting on statistics and policies, while important, is only one step. Colleges should be required to review and report on the effectiveness of their implementation of these policies including: peer review commentary on the education and training programs, number of complaints about how personnel treated a sexual assault survivor, and how those complaints were addressed.

*Establish working relationships with all law enforcement organizations in the community.* Issues of overlapping jurisdiction often arise during sexual assault cases, especially when the assault occurs off-campus. Schools should establish working relationships (including a clear delineation of responsibilities between school and public safety personnel) with all law enforcement organizations so that the responsibilities are clearly defined. Schools should play a strong role in both ensuring that local law enforcement is appropriately trained and helping to facilitate collaboration among themselves, local law enforcement, federal agencies, and survivor services.

### ***Right to Confidentiality.***

Survivors should have the right to be confident that all of the information they share on a confidential basis is kept that way. By law, some people cannot maintain confidentiality. It is critical, therefore, that the survivor be made aware of who cannot ensure confidentiality and that they have access to a sexual assault advocate who can maintain their confidentiality and ensure that all services and supports are offered and provided to them. There should be a coordinated effort that guarantees that all services and supports are available in a manner that maintains confidentiality.

### ***Right to Clear Notice of and Access to Available Services***

*Protection from retaliation.* Retaliation for reporting sexual assaults is a violation of Title IX. Schools must be clear that retaliation by students or staff against a student who reported a sexual assault is an actionable violation and the schools must commit to appropriate disciplinary action.

*Support services must always be available for all students.* The primary goal for the administration should be ensuring that survivors have ongoing access to the services they need. While many schools now have services available through their women's centers and health care facilities, schools should review services to make sure they are appropriate for the needs of students who have been involved in an assault including survivors, the accused, and bystanders. Even if a survivor does not choose to access services immediately after an attack, he or she should have free access to relevant services throughout the remaining time on campus. Special attention should be given to designing services and supports for student populations that are more vulnerable to assaults including international students, students of color, LGBT students, and students with disabilities. Schools should also coordinate with community service providers to

ensure that survivors are aware of services available after graduation and while a student is away from campus –including while studying abroad or during the summer period.

Access to an advocate. When a survivor does disclose, she or he is then faced with the daunting task of understanding and navigating options. If a survivor chooses to disclose, schools should make sure she or he has access to an unbiased and well-trained advocate who is available to assist them. Many campuses have community-based sexual assault crisis centers near them. Schools should consider partnering with community-based services to afford their students the right to an advocate and the array of support and information available to them.

### **Federal Reforms**

As stated in the Executive Summary, the federal government has a significant role to play in keeping students safe and, if a sexual assault occurs, ensuring that the survivor is provided with sensitive guidance and care by trained professionals in a confidential environment. The following are a preliminary list of federal reforms proposed by Senator Blumenthal in conjunction with the Bill of Rights:

Funded mandates. The federal government should provide funding for colleges to implement comprehensive and fair sexual assault procedures, student education and administrator training as well as research dollars to examine the effectiveness of various education and training programs and other initiatives. Senator Blumenthal has called for increased funding, through the Fiscal Year 2015 appropriations process, for schools to refine their sexual assault policies and for the federal government to strengthen its enforcement efforts.

Continue efforts to streamline and clarify federal reporting requirements. Many outstanding issues regarding reducing sexual assault are in the process of being addressed through federal guidances or rulemaking. Completion of these processes must be aggressively pursued and federal agencies should seek to ensure that the requirements are clear, concise, and consistent rather than confusing and contradictory. Moving forward, federal regulations should strive to clearly and concisely inform schools of their reporting requirements and should aim to provide the public with the clearest possible information about the extent of sexual assaults on college and university campuses while also working to help schools drive down the rates of such assaults. A more streamlined federal reporting system should also coordinate with state policies when state policies require schools to take additional steps to prevent and report sexual assault. As state legislatures take action to require additional reporting, federal policymakers should consider adopting similar requirements that include factors such as the number and type of prevention programs and campaigns; the number of confidential or anonymous reports of sex assault; and number of disciplinary cases and final outcomes.<sup>5</sup>

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<sup>5</sup> Connecticut House Bill 5029, as approved by the General Assembly

Federal government must commit to consistent enforcement of existing laws and regulations. Current actions have shown a renewed effort to enforce existing laws, such as increased transparency through the recent release of names of schools under Title IX investigations. Senator Blumenthal commends and urges enhanced Department of Justice involvement in improving, evaluating, and enforcing sexual assault policies. Additionally, all relevant agencies must have the appropriate enforcement mechanisms, such as intermediate sanction options for Title IX violations, to ensure that they can effectively enforce existing laws, including engagement with local law enforcement as appropriate.

Clearly define key terms to provide guidance to schools – The federal government must provide clear definitions of terms such as “consent,” “on-campus,” and “off-campus” to provide schools with guidance on their responsibilities regarding sexual assault responses. Schools should have the ability to determine how to respond to specific incidents, but should not be able to skirt responsibility by defining incidents to be outside of their jurisdiction. In addition, fundamental aspects of education training programs, such as the definition of “consent,” should be standardized for all schools. A definition of consent should also be re-inserted into the Department of Education’s proposed rule to implement provisions of the Campus SaVE Act. The Department of Education’s recently issued draft definition of “consent” would serve as a good starting point. We should not leave such definitions up to the schools themselves because that would create a fragmented patchwork of institution policies.

Clearly establish the roles of federal agencies in Title IX enforcement. Given the fact that students can submit individual claims of Title IX violations under a private right of action, the federal government must provide crystal-clear guidance on where students should go to submit a claim. There must be a clear delineation regarding which agency (and which office within that agency) serves as the point of contact for students, which agency handles the investigation process, and which agency is responsible for looking at broad trends in Title IX compliance.

Best Practices Clearinghouse. The U.S. Department of Education is in a unique position to serve as a clearinghouse of programs and research on the effectiveness of these programs. Colleges should be encouraged – not discouraged – from experimenting with new and innovative programs. Establishing a best practices clearinghouse would help schools to learn from other schools’ efforts and help encourage the engagement by administrations that has been so severely lacking.

## **Conclusion**

Ultimately, addressing the issue of sexual assault on college campuses requires a commitment to enacting, enforcing, and reviewing prevention, education, and response policies that are firmly rooted in an understanding of both perpetrator behavior and factors that make an individual more likely to be a victim of sexual assault and an understanding of the sexual abuse trauma on the survivor. The Bill of Rights described in this report is designed to ensure that survivors of sexual assault have the same rights that have long been afforded to the accused. While federal

legislation such as Title IX is intended to address these inequities in the law, it has become clear that gaps in enforcement and a lack of sense of responsibility from schools and other stakeholders have allowed such inequities to continue. Thus, Senator Blumenthal asks for support for this Bill of Rights and for necessary federal policy reforms to ensure that sexual violence does not impede students' ability to pursue their education and live safe and productive lives while in college.

## **Appendix A – Messages from Roundtable Participants**

The roundtable participants at the seven colleges had many relevant policy suggestions as reflected earlier in this report. The following are some of the specific messages delivered during the roundtables:

- It is important to devote more college resources and provide information to students and engage them in the conversation about sexual assault. Students feel more empowered if they have confidence that college administrators and the student body share common concerns about preventing sexual assaults and punishing those who commit such crimes.
- Untrained faculty may reflexively disbelieve or blame students reporting assault, and they may fail to conduct a thorough, fair, and confidential investigation. Students are too often unaware where to report a sexual assault and where to obtain services and many students do not feel confident that their school will prosecute sexual assault cases. One student urged his college to show the outcome when a sexual assault case is prosecuted.
- Title IX and the Clery Act need to focus on the survivors and their need for confidentiality. There are many barriers to reporting. It is important to standardize confidentiality and increase training of staff to ensure that survivors are aware of the right to confidential reporting.
- Staff needs to be trained to understand that many survivors fear friends' retaliation since most rapes involve people who know each other and know each other's friends. One person noted that she didn't report because of fear of backlash.
- One person reported a sexual assault, but encountered a public safety officer who was not very sympathetic. She didn't have the strength after that response to speak to another person, given the emotional impact of the assault and lack of sympathy by someone in charge. Another person was subtly urged not to report because reporting would be bad for the university and would ruin the perpetrator's life.
- One of the barriers to reporting a sexual assault involving a student under twenty-one years of age and alcohol is that survivors fear that they will face disciplinary action for illegally using alcohol.
- Students need to be made aware that a drunk person cannot give consent
- Even some service providers were found to be unsympathetic to the emotional harm of a sexual assault. In one instance, a person distributing a rape kit asked the survivor very invasive questions.
- Many students were concerned that the current standards of reporting are a deterrent to reporting sexual assaults. There are differences in what Title IX and the Clery Act require,

and there are many aspects of the reporting process that could be standardized which would eliminate barriers to reporting.

- Every student who responded to a prevention program question said they would report their car having been vandalized, but many paused when asked what they would do if a friend was raped – students need direction.
- Survivors need a student led support group – need faces not an anonymous voice on the phone.
- The focus of current law does not take into account the need for survivor services to deal with the emotion toll of the traumatic experience. Survivors need the resources to stay in school and remain productive students. Students felt there was a need for follow-up after an event occurred, to check on the student's well-being.
- Many students have not had sufficient comprehensive sexual assault education to understand how to address -- or even to recognize -- a challenging situation. Often students are unaware of what to do if a situation arises, or how to intervene as a bystander. There is a need for more education and prevention programs, including informing students of their legal protections if they intervene to prevent an assault. There needs to be a commitment to fund existing, effective programs.
- Academic communities should strive to establish a campus culture that treats sexual assault as completely unacceptable, and legislators and regulators should encourage and support this goal.
- Prevention programs should emphasize that rape is unacceptable. Too often, the focus of these programs is to inform women how to avoid being raped. This leads to blaming the survivor for the assault.
- Some prevention programs should focus on men and the programs should be implemented by men to emphasize that rape is unacceptable. See, Man to Man program at Fairfield University.
- Sexual assault is a cultural/ family issue; men are brothers, fathers, sons, and uncles. Men need to be empowered, engaged and educated to stop the perpetrators. We need to treat this issue as a societal issue rather than a gender specific issue.
- Effective communication and messaging of this issue can be a positive influence on students. If these types of crimes are vilified like drunk driving and smoking, we can change the conversation. If we focus on a cultural change we can make occurrences of assaults less frequent.
- Students must understand concepts of consent to sexual activity -- both how to protect themselves and how to protect other students from dangerous situations that might result in a

sexual assault.

- There needs to be particular attention paid to the groups such as minorities, women, LGBTQ, and the disabled who may be more at risk of a sexual assault.
- It is important to foster relationships among prosecutors, investigators and police within the college community to ensure that there is an effective law enforcement response.

## **Appendix B**

### **Best Practices – College and University Policies to Prevent Campus Sexual Assault**

#### **Connecticut College**

- Connecticut College, an independent school in New London, has a dedicated staff member who coordinates its sexual violence prevention and advocacy program.
- Darcie Folsom, who works in the school's Office of Student Life, administers the Think Sexual Assault-Free Environment (S.A.F.E.) Project and the Green Dot Program.
- S.A.F.E. and Green Dot were both implemented in 2010 using a three-year, \$300,000 grant from the U.S. DOJ (Reduce Domestic Violence, Dating Violence, Sexual Assault and Stalking on Campus Program). After the grant ended, Connecticut College funded the project within its own budget and hired Folsom to continue her work.

#### **Think Sexual Assault-Free Environment (S.A.F.E.) Project**

- Think S.A.F.E. is Connecticut College's comprehensive program to promote a safe campus climate that is free of sexual assault, domestic violence, and stalking.
- The project's four-part mission statement is to promote greater campus awareness regarding sexual assault, provide education to the campus regarding violence prevention and bystander intervention, foster a safe environment where survivors are empowered, and support survivors through a coordinated community response effort.
- Think S.A.F.E. has a full-time staff director, its own office on campus, and a phone number for survivor services.
- Connecticut College distributes a brochure regarding the Think S.A.F.E. program which contains:
  - detailed information about on-campus and off-campus survivor support resources including phone numbers, office addresses, hours of operation, and whether those resources are confidential or not
  - definitions of "sexual misconduct" and "consent" under the school's policies
  - various response options available to survivors including crisis support and crime reporting
  - a statement of survivor's right to be treated with integrity, civility, respect, and dignity
  - a statement reminding survivors that this experience was not their fault and that they are not alone
  - a recommendation that survivors receive a medical exam, even if they do not plan on pressing charges, and information on how to access medical attention
  - a statement that alcohol and/or drug use is not an excuse for sexual assault, and that underage students who report a sexual assault will not get in trouble for drinking
  - information about the Clery Act, including a statement that the survivor's name and personal information will not be included in any reports

- information about Title IX and the responsibilities that it places on the college

### **Green Dot Program**

- As a part of the Think S.A.F.E. Project, Connecticut College participates in the Green Dot Program – a national organization that helps schools implement bystander intervention education programs.
- Green Dot helps schools develop training and education programs that are designed to reduce sexual violence, domestic violence, dating violence, and stalking.
- Connecticut College is the only institution in Connecticut that participates in the Green Dot Program.
- A “green dot” is any behavior, choice, or attitude that counters or displaces a “red dot” of violence. The program encourages students to perform a “green dot” if they find themselves in a situation where they could prevent sexual violence from occurring.
- After receiving content development assistance from Green Dot, Connecticut College developed a six-hour bystander intervention program for students. Since the school implemented the training program in September 2010, over 500 students have completed the program.
- Connecticut College takes a number of steps to promote the Green Dot program on campus. The school celebrates “Green Dot Week” every February, which includes a Green Dot Hockey Game against Tufts University. Students and faculty wear Green Dot shirts, the hockey players have special green uniforms, and the game is played with a green puck. The men’s hockey team, 60 percent of whom have taken the six-hour Green Dot training, has taken a leadership role in promoting the program on campus.
- The Green Dot Program is an attempt to change campus culture by communicating utter intolerance for sexual violence, interpersonal violence, and stalking.

### **One in Four**

- Connecticut College also works with the national One in Four organization to run a sexual violence education program for men on campus. One in Four provides technical assistance for schools to develop prevention and bystander intervention programs.
- Connecticut College is the only school in the state that participates in the One in Four program.
- The men’s program focuses on challenging men to change their own behaviors and influence the behaviors of their peers. It also teaches men how to help women recover from rape and sexual assault.

### **SafetyNet**

- SafetyNet is the Peer Education component of the Think S.A.F. E. Project and is composed of upperclassmen who are trained on the topics of sexual assault, dating violence and stalking.

- The mission of SafetyNet is for students to use their roles as peers to influence the campus community through education, awareness and prevention strategies in order to foster a safer, more proactive and engaged environment that will ultimately reduce the occurrence of power-based personal violence.
- These students provide educational programs to student groups and residence halls and assist in planning awareness activities, particularly during October, Domestic Violence Awareness Month, and April, Sexual Assault Awareness Month.

## **Central Connecticut State University**

### **The Red Flag Campaign**

- The Red Flag Campaign is a public awareness campaign designed to address dating violence and promote the prevention of dating violence on college campuses. The campaign was created using a “bystander intervention” strategy, encouraging friends and other campus community members to “say something” when they see warning signs (“red flags”) for dating violence in a friend’s relationship. The campaign posters reflect racially and ethnically diverse models, and illustrate both heterosexual and same-sex relationships.
- The Campaign is a project of the Virginia Sexual and Domestic Violence Action Alliance, and was created by college students, college personnel, and community survivor advocates.
- Central Connecticut State University adopted this campaign as a key component of its efforts to promote a safe campus environment, through a multi-departmental committee, CCSU successfully implemented a five-week Red Flag Campaign to raise campus-wide awareness on the warning signs (“red flag”) in relationships. The university utilized multiple approaches to reach over 10,000 individuals.
- During the first week, the university conducted an extensive marketing campaign by placing several hundred red flags around campus, posting over 150 posters in academic buildings, dining halls and resident halls, sending out campus-wide emails and displaying campaign information on the electronic billboards. Activities included staffing informational tables at the student center and highly attended campus events including the double header basketball game, CAN Comedy Night, a Greek life event and various lecture/workshops events.
- The campaign was featured at a women’s and men’s double header basketball home game which included making public service announcements, staffing informational tables by university offices and community partners, cheerleaders wearing campaign t-shirts, coaches wearing red ties, and using the electronic advertising signage.
- CCSU was able to utilize on- and off-campus media sources to reach a broader audience. The campaign was featured in three issues of *The Recorder*, CCSU student newspaper, two articles in the *New Britain Herald* and on a CT news network.
- The campaign placed door hang tags (listing campus/community partners’ resources and services) on every room in the residence halls, table tents in key university dining

facilities, and mugs filled with candies and informational cards in key offices around the campus.

In the fall, CCSU will once again launch the Red Flag Campaign and engage more departments to play an active role in this bystander intervention awareness initiative (training) and during the spring semester the university will launch a sexual awareness and prevention campaign (focusing on men as survivors, victims and bystander) led by men.

### **Fairfield University**

- Fairfield University has a certified Title IX investigation team which handles all sexual assault cases that occur on campus.
- The University works closely with CONNSACS to provide annual training to board members and other community members on the experiences of survivors and the handling of sexual assault cases.
- In 2012, Fairfield enacted a policy that required all employees to report any instance of sexual assault that they encounter (unless prohibited from doing so by legal confidentiality requirements).
- Fairfield has increased its efforts to make students understand that the University wants students to report instances of sexual assault and that the University will take action in response. The school has experienced an increase in the number of sexual assault complaints over the last few years.

### **Resources**

- Fairfield University provides all students with a brochure containing information for survivors of sexual assault, which includes:
  - A list of on-campus and off-campus resources and the phone numbers for each office listed
  - A number of frequently asked questions with information on first steps to take after an assault, the role of the local police department, the role of the school's Title IX Compliance team, the ability of a survivor to press charges or withdraw a complaint, the benefits of receiving medical attention, a statement that any personal information of survivors will be kept confidential in any public reports
  - A statement that all complainants will be treated with dignity and respect
  - A statement that all complainants, if available, will be granted immediate on-campus housing relocation, transfer of classes, or other actions to prevent unwanted contact with an alleged assailant
- The school also has a website with information on various resources available to students, including definitions of various forms of sexual harassment, phone numbers for resources in the Fairfield community, and links to other websites of survivor advocacy groups.

### **Education Programs**

- All incoming students are required to complete the HALO Text, a one-hour online sexual assault awareness and prevention course with a special focus on LGBT survivors of sexual assault.
- The mandatory curriculum for freshmen students includes a course dedicated to healthy relationships, including information about sexual violence, trends on campus, resources available for students, and what to do if a friend is the survivor of sexual violence.
- Fairfield University regularly conducts educational programs relating to sexual violence on campus in partnership with CONNSACS and national organizations such as Jane Doe No More, the Center for Women and Families, and Rape Aggression Defense Systems.
- This spring, the school will partner with CONNSACS to sponsor the “Where do you Stand?” campaign on campus. This program is specifically focused on male students and teaches them that proactive steps to prevent sexual assault must be embraced by male college students.
- The University conducts annual staff training for its Title IX investigation team, and they plan to expand this staff training program to other faculty members.
- Fairfield’s Department of Public Safety, which frequently fields initial reports of sexual assaults, conducts workshops and sensitivity training for its own staff members. The DPS staff serves as first responders who ensure safety and provide access to support for the survivor.
- The University conducts regular updates to ensure that its policies are consistent with both federal and state law.

### **Disciplinary Process**

- Fairfield University has a stand-alone judicial board – the Discrimination, Harassment, and Sexual Misconduct Board – which is designated solely to handle sexual assault cases.
- The University’s Title IX compliance coordinator can take pre-disciplinary hearing corrective actions to benefit the survivor, including no-contact orders, on-campus housing changes, escorts, adjustment of course schedules, counseling services, medical services, and academic support services.
- Both the survivor and the accused meet with a Title IX compliance coordinator and are provided with a written statement including the rights both parties have during the disciplinary process.
- Both parties are able to ask questions of the Office of the Dean of Students and have the hearing process explained in greater detail.
- The survivor and the accused are entitled to present relevant statements and witnesses during a formal conduct proceeding.
- The standard of proof for these cases is a preponderance of the evidence standard (also known as a more likely than not standard).
- The hearing process is typically concluded within 30 days. A notice of outcome will be sent to both parties within two business days of the disciplinary hearing’s conclusion.