

# Institutional Responses to Sexual Violence

What Data From a Culture of Respect Program Tell Us About the State of the Field

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 **NASPA**  
Student Affairs Administrators  
in Higher Education

**Culture  
of Respect**  
Ending Campus  
Sexual Violence  
A NASPA Initiative

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# Executive Summary

**A**s colleges and universities work to prevent and respond to sexual violence on campus, limited data are available that speak to what these efforts look like on a national level. Culture of Respect's signature program—the Collective—offers a glimpse into this picture with data on what the 52-institution cohort is doing to support student survivors, establish clear policies, institute comprehensive prevention programming, collect and disclose data, work with diverse campus stakeholders, and engage in ongoing self-assessment. This report chronicles the myriad ways in which Collective institutions are meeting federal guidelines from the Clery Act and Title IX guidance, and to what extent they are implementing practices and programs recommended by Culture of Respect and other experts in the field. The strengths and opportunities apparent in each of these areas reflect trends relevant to the field of higher education, as institutions continue to improve and expand their efforts to address campus sexual violence.

# Introduction

In recent years, there has been an increased and long overdue focus in the United States on the devastating problem of sexual violence on college and university campuses. Sexual violence—including sexual assault, sexual harassment, stalking, and intimate partner violence—is exceedingly common. Sexual assault alone impacts approximately 1 in 5 female students, 1 in 16 male students, and nearly 1 in 4 students who identify as transgender, genderqueer, nonconforming, questioning, or with another identity (Cantor et al., 2015; *Washington Post* & Kaiser Family Foundation, 2015; Krebs, Lindquist, Berzofsky, Shooks-Sa, & Peterson, 2016).

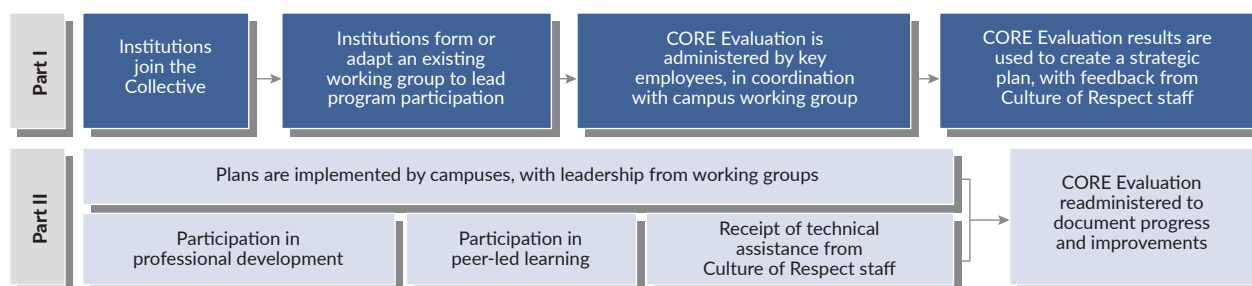
Institutions of higher education have a moral imperative to address sexual violence, as well as a legal obligation to ensure that all members of the community are able to learn in an environment free from discrimination, which encompasses sexual violence (U.S. Department of Education, Office for Civil Rights [OCR], 2011). Federal regulations and guidance via the Clery Act (1990) and Title IX (1972; guidance as issued by the OCR, 2011, 2014) explicate these institutional obligations to address sexual violence, including prevention education, training, and awareness campaigns for students and employees; survivor services and support (e.g., accommodations, the option to engage with a survivor advocate); and standards for fair, prompt, and equitable adjudication. Publications such as *The Culture of Respect CORE Blueprint* (NASPA–Student Affairs Administrators in Higher Education, 2017a), the Centers for Disease Control and Prevention’s *Sexual Violence on Campus: Strategies for Prevention* (Dills, Fowler, & Payne, 2016), and a guide recently published by the White House Taskforce to Protect Students From Sexual Assault (2017) offer frameworks for what else institutions should be doing: communicating openly with campus stakeholders, implementing strategic prevention education, conducting comprehensive evaluations, and working hand-in-hand with students.

Colleges and universities face myriad challenges in achieving compliance with campus sexual violence federal regulations and guidance, let alone going beyond what is required; research indicates that many institutions are unable to reach the minimum

standards set out by federal law (Richards, 2016). As the moral, social, and legal imperatives for institutions to “get it right” grow, so does the need for data to help college administrators understand how to implement broad, coordinated responses using public health frameworks and scientific best practice standards. Although Clery Act (1990) reporting requirements give the public an understanding of the prevalence of violence on campus, there is very little data available to paint a detailed portrait of what institutional responses look like on a national level.

Understanding the gap between what is expected of institutions of higher education and what they are actually doing is critically important in determining a path forward. Culture of Respect, a NASPA initiative, is committed to supporting the field of higher education in charting that path. Culture of Respect’s signature program, the Collective, guides institutions through a step-by-step strategic planning process that is shaped by a framework for addressing sexual violence (the CORE Blueprint; NASPA, 2017a) developed by public health and violence prevention professionals. Collective institutions begin the program by completing the CORE Evaluation, a self-assessment instrument developed by Culture of Respect that helps colleges and universities take inventory of their response to sexual violence (NASPA, 2017b). These results guide stakeholders in creating an actionable plan to improve their campuses’ efforts. The program also facilitates peer-led learning, offering an online space for crowdsourcing innovative practices and solutions to problems faced in the field (see Figure 1). By engaging a diverse cohort of institutions of higher

**Figure 1. Culture of Respect Collective Program Model**



education in a program that pushes them to think holistically about the causes of and solutions to sexual violence while facilitating positive social pressure to act, the Collective has the potential to create large-scale change.

This report presents highlights from Collective institutions' administration of the CORE Evaluation in spring 2017. The purpose of sharing these data is to provide critical information about how 35 responding Collective institutions are addressing sexual violence on campus, in order to provide some insight into national trends.

This report will answer the following questions:

- To what extent are institutions of higher education that participate in the Collective *implementing policies and programs that meet federal regulations* via Clery Act (1990) and Title IX guidance issued by OCR (2011, 2014)?
- In what ways are institutions going *above and beyond federal requirements* to foster an environment in which violence is not tolerated?
- What and where are the *opportunities for growth* among these institutions?
- What do we *still need to know* about the field to better meet the needs of survivors and the institutions that support them?

## About Culture of Respect

In 2013, Culture of Respect was founded by parents of a college-aged student who were alarmed by the high rate of sexual assault on college and university campuses. With a team of public health and violence prevention researchers from New York University and Columbia University and experts in advocacy, student affairs, higher education policy, and law, they created the Culture of Respect Engagement Blueprint (CORE Blueprint; NASPA, 2017a), a six-pillar strategic road map that engages students, parents, faculty, administrators, health professionals, athletes, and other campus stakeholders in implementing the leading practices to shift campus culture to one that is free from sexual violence. In 2015, Culture of Respect became NASPA's key initiative to help higher education address sexual violence.

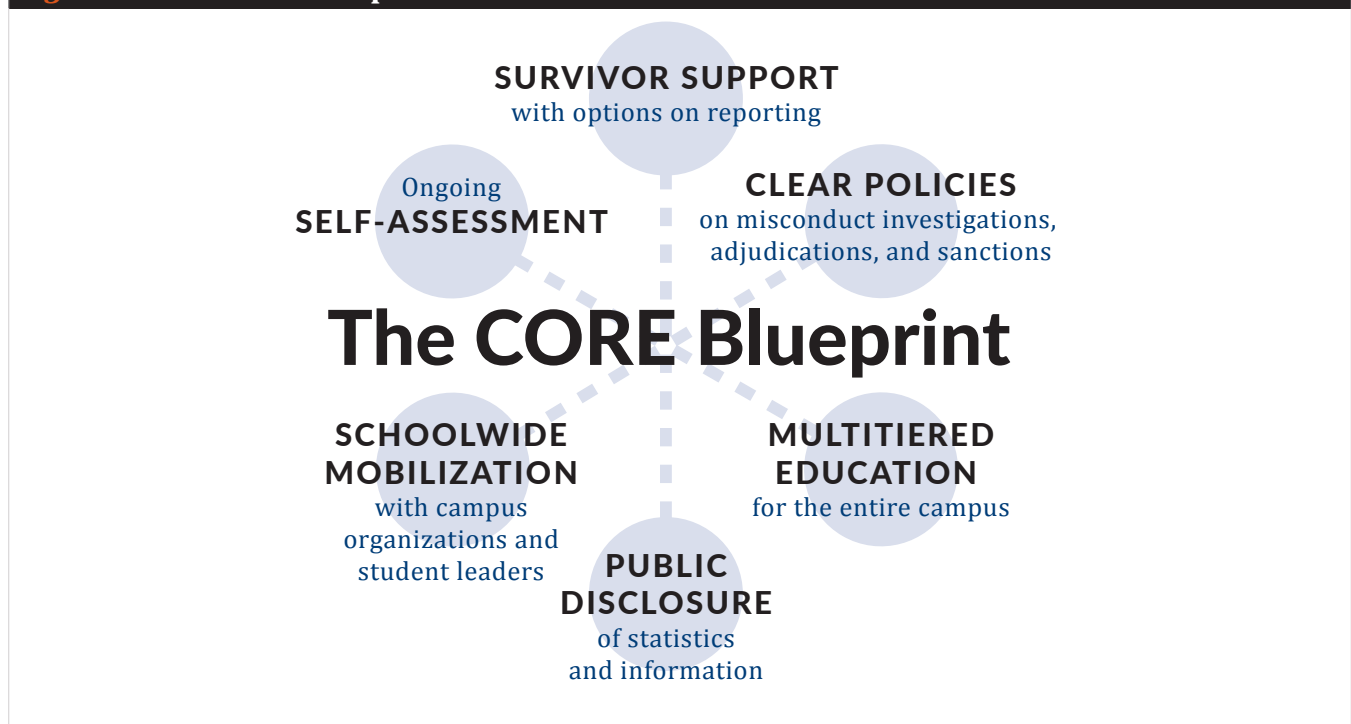
Understanding that each campus maintains a diverse student population and unique infrastructure, systems, and traditions, a "one-size-fits-all" approach to campus sexual violence cannot be the answer. The CORE Blueprint is prescriptive in its broad strategy while being flexible in specific implementation, and its distinctive combination of approaches can be tailored to fit the specific needs and diversity of institutions of higher education.

# Methodology

## About the CORE Evaluation

**T**he CORE Evaluation (NASPA, 2017b) self-assessment instrument is available on the [Culture of Respect website](#). The instrument is organized around the six pillars of the CORE Blueprint: survivor support, clear policies, multitiered education, public disclosure, schoolwide mobilization, and ongoing self-assessment (see Figure 2). These six pillars were identified as key areas for intervention on a college campus by Culture of Respect’s advisory board in conjunction with public health practitioners at New York University and Columbia University.

**Figure 2. The CORE Blueprint Six-Pillar Framework**



Questions included in the instrument tie back to CORE Blueprint recommendations from across the six pillars, asking institutional leaders to assess what they are doing to address sexual violence, how these efforts are codified into policy, and how this information is shared with campus stakeholders.

Starting in summer 2016, the CORE Evaluation was revised with the following goals in mind: (a) meeting standard survey conventions to improve ease of use and data quality; (b) updating and expanding the content to reflect current best practices in the field; (c) improving definitions and instructions provided with the assessment to reduce instrumentation errors;

and (d) transferring the instrument into an online survey program, Qualtrics (2017) version API 3.7.0. These four needs were identified through an analysis of the instrument's use during the pilot program (Korman & Greenstein, 2016). Professionals with content and survey design expertise were asked to review the second edition to assess whether these needs were met by revisions made to the instrument by Culture of Respect staff (see sidebar below for a list of authors and contributors). This second edition of the instrument was finalized in February 2017 and contains a total of 135 questions, with institutions viewing a maximum of 115 due to skip logic.

### CORE Evaluation Authors

The primary authors of the CORE Evaluation (2<sup>nd</sup> ed.) were Culture of Respect staff members Allison Tombros Korman and Sarice Greenstein (2016). Additional contributions and feedback were received from NASPA staff members Alexis Wesaw, Jessica Hopp, and Jill Dunlap; Culture of Respect consultant Juliette Grimmett; former pilot participants Susan Hua and Alysson Satterlund (director and acting chief diversity officer and Title IX coordinator, and associate vice president and dean of students, respectively, at California State University at Northridge); Carmen Juniper Neimeko (University Health Services violence prevention and victim advocacy manager, University of Wisconsin, Madison); and Tara Richards (professor of criminology at the University of Baltimore).

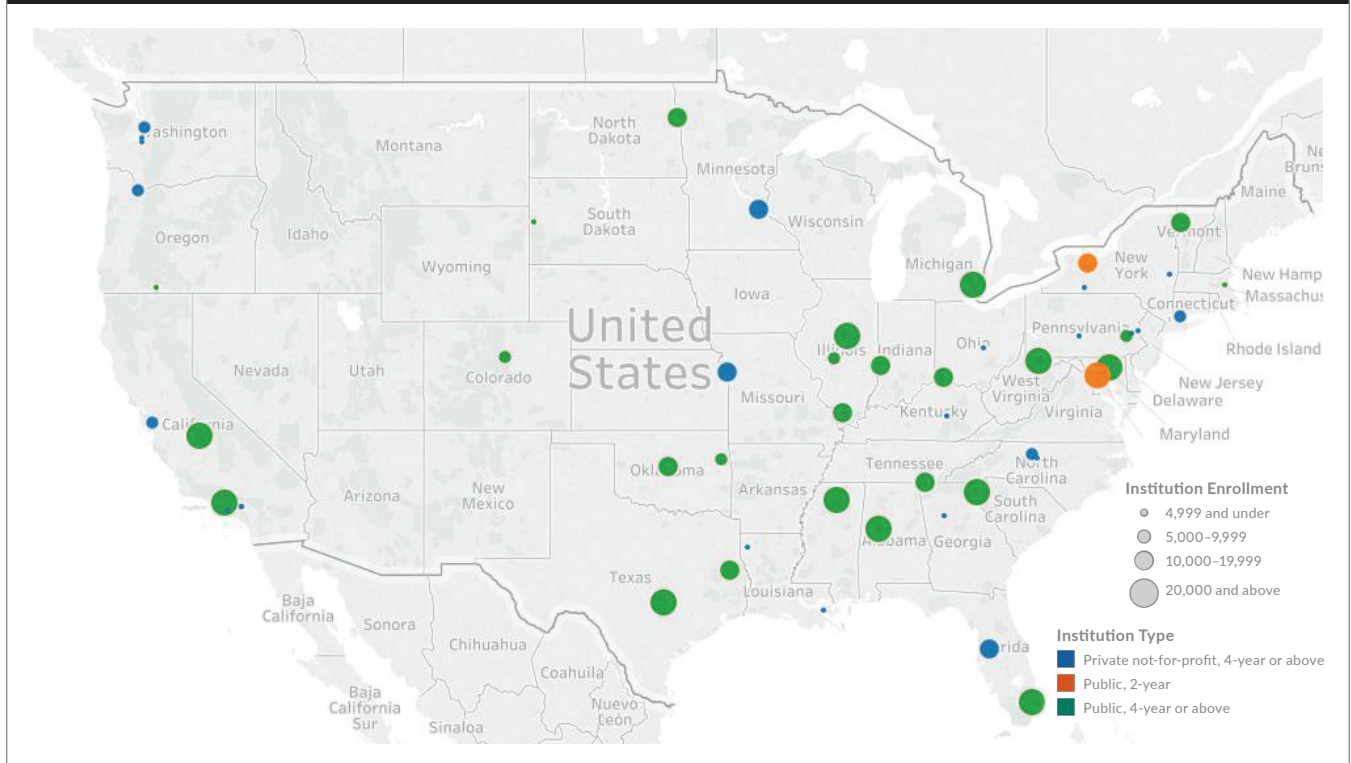
The CORE Evaluation covers what is required by federal laws and guidance via the Clery Act (1990) and Title IX (1972; OCR, 2011, 2014), as well as practices recommended by experts in the field, including the **Culture of Respect Advisory Board**. The instrument itself does not specify which questions are under the scope of federal law, though Culture of Respect staff maintain an annotated version that labels which laws are applicable to each question, if any.

## Data Collection

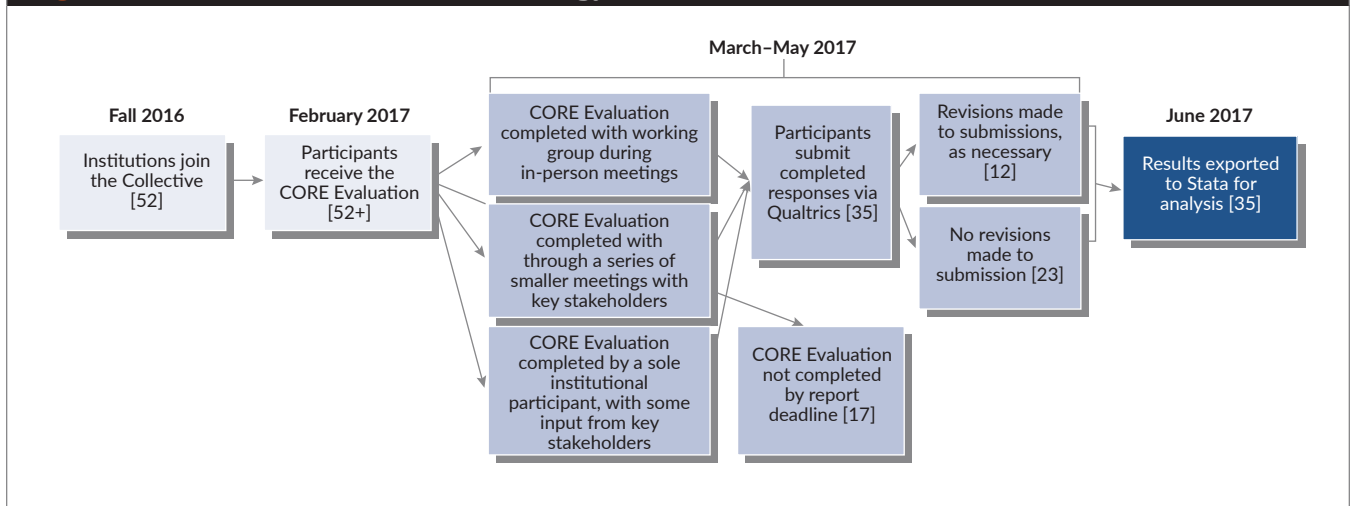
All institutions participating in the **2017 Collective cohort** ( $N = 52$ , see Figure 3) were asked to complete the CORE Evaluation to kick off their participation in the program. At least one point of contact from each institution ("participants") was informed of three key reasons for conducting the self-assessment: (a) to establish baseline data that will be used to benchmark their institution's progress in the program, (b) to help their colleagues on campus better understand what is being done to address violence and what is recommended in the field, and (c) to contribute to this project in order to share insights with the field.

The updated CORE Evaluation was released to participants in February 2017. Participants received a PDF copy as well as a link to the instrument in Qualtrics (2017). Instructions for completion included definitions of key terms, a list of data sources and documents needed, and a list of suggested campus stakeholders who should be included when completing the instrument. Institutions were advised to form a working group (or modify an existing one) to lead the campus's efforts in the program and administer the instrument. On average, these working groups contained 21 members, representing 11 distinct campus stakeholder groups. Culture of Respect staff requested that the instrument be completed collaboratively within these working groups. Institutions met this request in a variety of ways, including meeting with the entire group over one or two sessions, planning a series of meetings between key staff members on the working group, or having one employee complete the assessment with some level of feedback from their colleagues (see Figure 4). Although Culture of Respect staff presented the first as the preferred approach, institutions were encouraged to adapt this process to meet their needs and make it feasible for their campus to complete the instrument. If inconsistencies were apparent in submissions, Culture of Respect staff followed up with a phone call and, in collaboration with participants, made any necessary changes. Thirty-five institutions submitted their responses via Qualtrics in time to be included in this report.

**Figure 3. Map of Institutions Participating in the Collective**



**Figure 4. CORE Evaluation Methodology and Timeline**



Raw data from Qualtrics were exported to Stata (a data analysis and statistical software; StataCorp, 2011) for coding and analysis. Results that are both reliable and relevant to the field are featured in this report. Featured results were divided into two

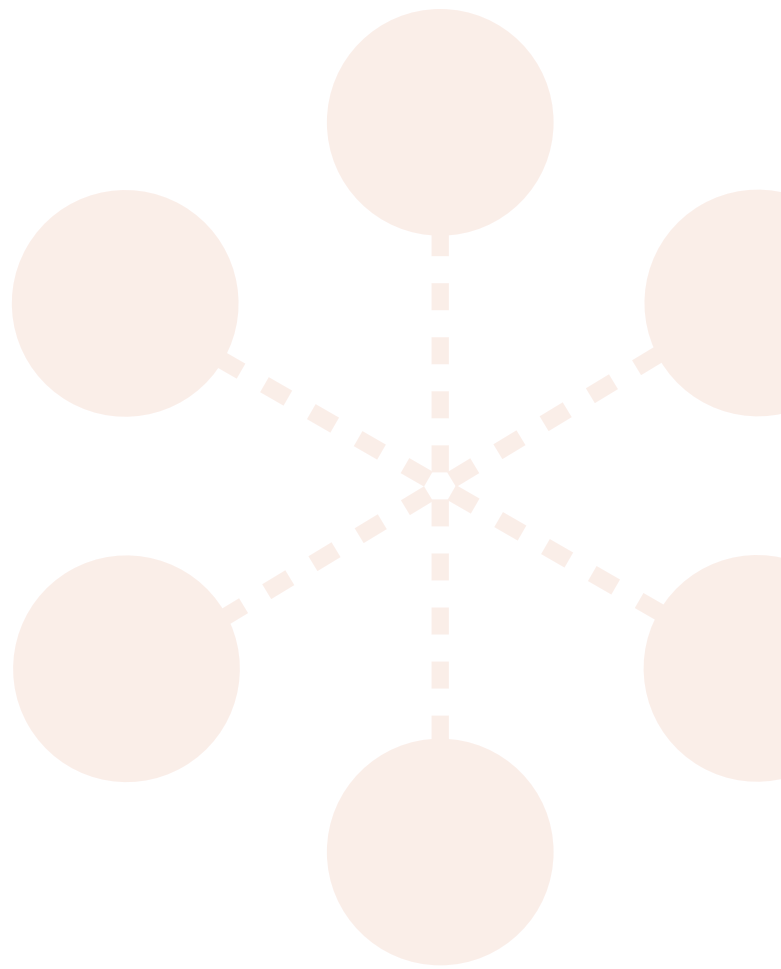
groups: elements based on federal laws and guidance, and elements based on recommendations from Culture of Respect.

## Limitations

One key limitation of the study design frames the generalizability of these results: The 35 responding institutions featured in this report do not make up a nationally representative group of colleges and universities, because a convenience sample was used. The resulting directionality of this sampling bias is uncertain. For example, although a possible “healthy volunteer effect” could be at play because institutions opted into this program as a demonstration of their commitment to the issue, the program is a low-cost investment compared with other institutional responses seen across the United States. No clear conclusion can be drawn about how these results would compare to institutions across the country. However, the significant diversity of the cohort suggests these results may reflect some greater trends in the field.

The CORE Evaluation instrument also presents several limitations. First, because it relies on self-reported information, social desirability bias<sup>1</sup> is a concern: Institutions may have been hesitant to report any noncompliance with federal laws or admit to any fractures in their approach to addressing sexual violence on campus. Yet, the varied responses demonstrate that institutions were willing to be honest about their current practices as part of an effort to make meaningful policy and programmatic changes.

Additionally, because institutions differed in their approaches for administering the instrument, there was variability in how questions were answered. If relevant stakeholders were not consulted, some responses could have been recorded inaccurately. Finally, though the tool was in its second iteration, there were still challenges in translating the complexity of institutional responses into discrete survey questions: Culture of Respect fielded questions from participants, revealing that some questions were interpreted differently than intended. Questions with particular concerns were excluded from the report.



<sup>1</sup>Social desirability bias is the “systematic error in self-report measures resulting from the desire of respondents to avoid embarrassment and project a favorable image to others” (Fisher, 1993, p. 303).

# Results

## Part I – Federal Standards

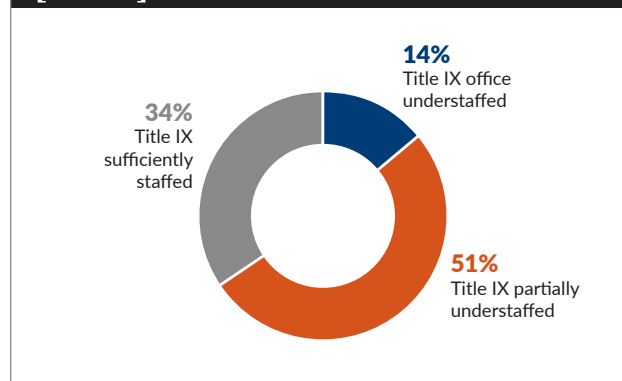
### Title IX – Staffing and Reporting

Collective institutions displayed strength in meeting basic areas of compliance with the latest Title IX guidance from the Office for Civil Rights (2011, 2014): All institutional respondents included policy statements such as a notice of nondiscrimination (2014, § C-2) and definitions of prohibited behavior (Clery Act, 1990; 2014, § C-2). Additionally, each responding institution has a Title IX coordinator in place (or similarly titled position; OCR, 2011) and a majority explicate the role of the Title IX coordinator in their policy statements (80%). Yet, it is apparent that campus Title IX staffing still faces challenges: Only 34% of institutions indicated their Title IX office is sufficiently staffed (see Figure 5) and 38% reported the responsibilities of part-time Title IX coordinators created some conflict of interest<sup>2</sup> with their other job responsibilities.

Reporting policies, another major component of OCR guidance, was also an area of strength in the sample: 77% of institutions offer all four mandated types of reporting (see Table 1), with the biggest gaps in ensuring that survivors are supported in filing criminal charges and that they have the option to request confidentiality during the investigation process. Although institutions in the sample were likely to explain in policy how to file a report of sexual misconduct to campus officials (97%), more than one third of those institutions indicated this explanation “could be clarified.” Additionally, of those schools that sought input from students (62% of responding institutions), a majority reported that students thought their policies were either “not at all” or “somewhat” easy to follow (15% and 38%, respectively).

<sup>2</sup>Examples were provided to define this as a conflict between a Title IX coordinator’s interest in assessing and resolving any hostile environment for students and an employee’s other responsibilities on campus such as ensuring the success of athletics teams. This definition aligns with guidance from OCR’s (2014) *Question and Answers*.

**Figure 5. Title IX Staffing Capacity**  
[N = 35]



**Table 1. Reporting Options Offered**  
[N = 35]

	No	Yes
Formal report seeking criminal charges with institutional support	9%	91%
Formal report seeking institution-based adjudication	0%	100%
Formal report with a request for confidentiality	11%	89%
Confidential disclosure not subject to a Title IX investigation	3%	97%

## Title IX – Misconduct Processes

One component of the 2011 *Dear Colleague Letter* (OCR, 2011) that is a point of contention in the field (Kingkade, 2016) is the requirement that institutions of higher education use the preponderance of evidence standard for on-campus misconduct proceedings; all responding institutions noted they are using this evidentiary standard.<sup>3</sup>

The CORE Evaluation asked about 14 policy areas covered in OCR guidance (see Table 2). For half of these components, at least 85% of institutions covered this content in their policies. The area of sanctions was an opportunity for growth within the cohort. Although many institutions include an explanation of sanctions for harassment and retaliation in their policies, Collective institutions are less commonly offering a list of possible remedies for the campus community (OCR, 2014, § C-5).

**Table 2. Select Policy Components From OCR Guidance Featured in the CORE Evaluation**

<b>Investigations</b>	General description of the investigation model used*
	Specific timelines expected during an investigation*
	Statement that institution will offer students the highest possible level of confidentiality, given its constraints in meeting Title IX obligations to maintain a safe environment*
<b>Adjudications</b>	Assurance that alternative participation options are available to reporting parties, in order to reduce risk of retraumatization*
	Explanation of the evidentiary standard used during adjudication*
	Prohibition of discussing the reporting party's sexual history with someone other than the responding party
	On-campus protection and/or no-contact orders provided as needed during adjudications process*
	Explanation of the appeals process*
	Any appeal involves both the reporting party and responding party
	Assurance that all disciplinary hearings are confidential (except outcome)
<b>Sanctions</b>	Assurance that all parties will be informed simultaneously in writing of the outcome of the disciplinary hearings
	Possible remedies provided for the reporting party
	Possible remedies for the campus community
	Explanation of sanctions for harassment and retaliation
*At least 85% of institutions report this component is included in their policies	

<sup>3</sup>The preponderance of evidence standard means that students can be found responsible for misconduct if evidence suggests that the purported incident occurred “more likely than not.” This is a lower standard than “clear and convincing evidence,” which was employed by some institutions prior to the 2011 *Dear Colleague Letter*.

**Table 3. Accommodations Offered to Student Survivors**

	No	Yes
Option to transfer within system of peer institutions [N = 12]	50%	50%
Option to enroll part-time, taking on a reduced course load [N = 34]	0%	100%
Extensions on exams and assignments* [N = 35]	0%	100%
Option of distance learning [N = 31]	6%	94%
Tuition reimbursement, if student withdraws from classes [N = 32]	19%	81%
Option to change course schedule, when additional sections are available* [N = 35]	0%	100%
Option to move off campus [N = 32]	3%	97%
Option to change on-campus housing arrangements* [N = 34]	0%	100%

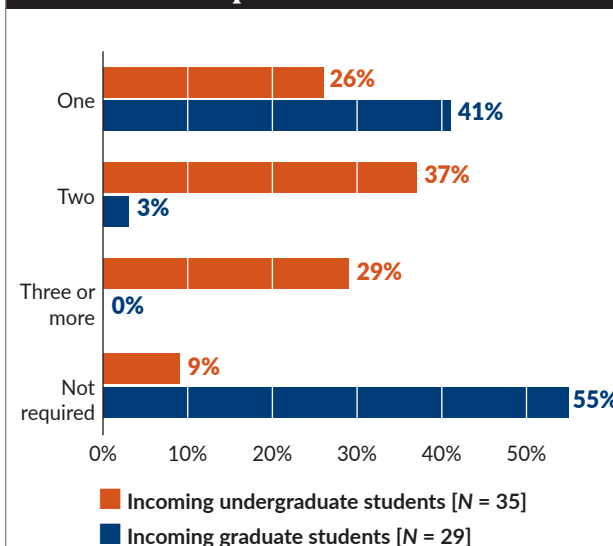
\*Accommodations mandated by OCR (2014) guidance.

Note. N values vary by question due to missing or not applicable responses.

In adjudications, there were two notable areas in which institutions should continue to make improvements: explicitly prohibiting the discussion of the reporting party's sexual history with anyone besides the responding party (OCR, 2014, § F-7) and including an assurance in policy statements that alternative participation arrangements can be made during the adjudication process (OCR, 2014, § F-5). Meeting the requirement of providing accommodation to survivors of sexual violence is an area of strength. All institutions indicated they offer the three options mentioned in OCR guidance and the majority offer additional options (see Table 3).

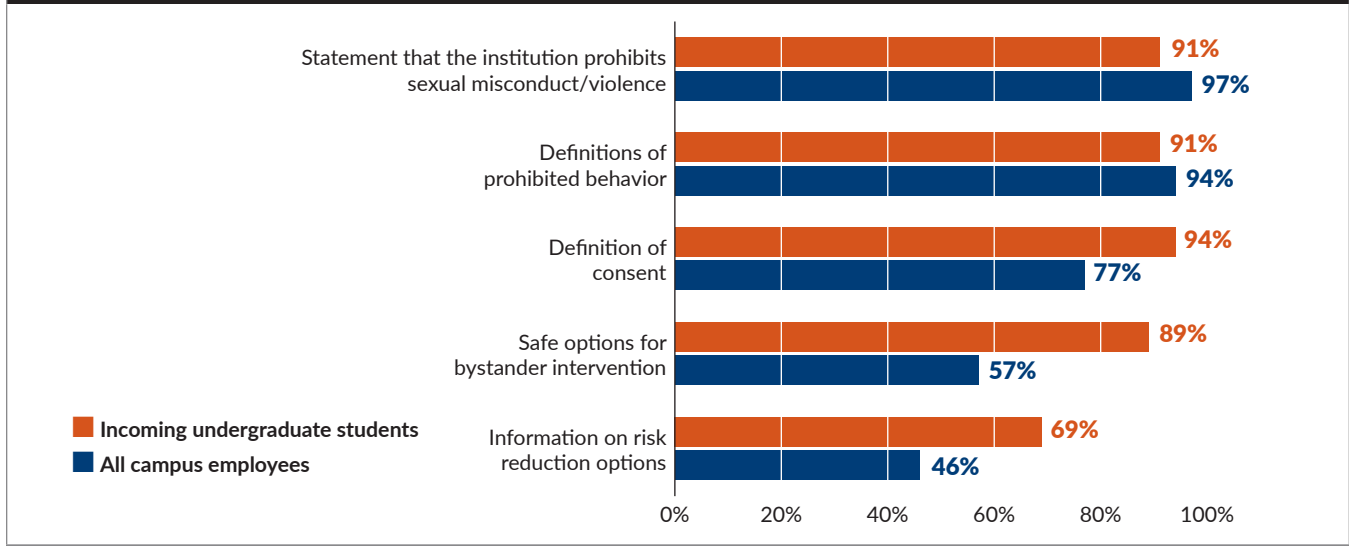
### Clery Act – Prevention Education and Disclosure of Statistics

A critical element of the 2014 amendments to the Clery Act (1990) is the requirement to offer training to incoming employees and new students on key prevention topics. Culture of Respect, per its own recommendations, inquired on the CORE Evaluation about the extent to which institutions are *requiring* this prevention for new students and employees. A majority of institutions indicated they are doing so for incoming undergraduate students (91%) and for employees at time of hire or yearly (69%), but slightly less than half (44%) are requiring prevention for incoming graduate students (see Figure 6). The reported disparity between provision to undergraduate

**Figure 6. Doses of Prevention Education Required for Students**

Note. Because there is some variability in how institutions understand and implement a "required" training, there may be diversity in what these doses mean for each campus.

**Figure 7. Clery Training Topics Included in Required Prevention Education and Training [N = 35]**



and graduate students reveals a fracture in efforts to implement universal prevention education. In terms of content, the majority of institutions are successfully addressing the topics mandated by the Clery Act (1990; see Figure 7).

Campuses are also reaching students and employees through other avenues. A majority of responding institutions (77%) reported they are meeting the Clery Act (1990) requirement of implementing an ongoing prevention and awareness campaign. Promisingly, a majority of those institutions (70%) indicated these campaigns occur consistently throughout the school year (per Culture of Respect recommendation), rather than solely front-ended at orientation, when students are trying to absorb vast amounts of information and process new experiences.

Another important requirement of the Clery Act (1990) is the reporting of campus crimes. All responding institutions indicated they comply with basic requirements, including publicizing qualified data and publishing an annual security report with 3 years of campus crimes data.

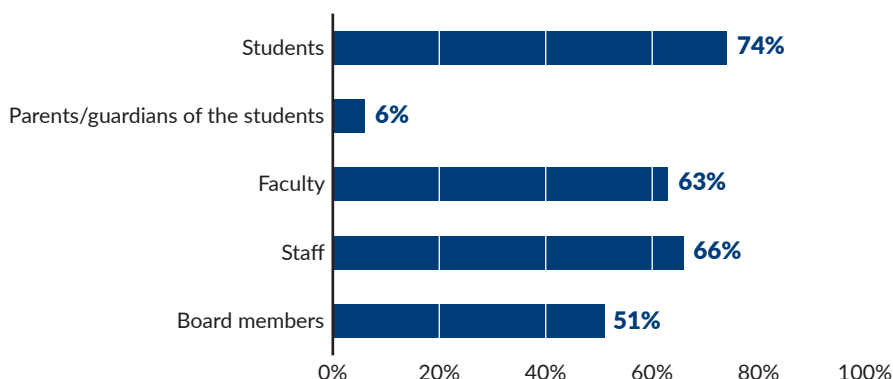
## Part II – Culture of Respect Recommendations

### Survivor Support

Institutions demonstrated varied success in their effort to provide robust support to student survivors. As noted earlier, avenues for reporting were a strength. In addition to mandatory reporting options, 89% of responding institutions offer an option for students to report anonymously. When it is necessary for institutions to send timely warnings—notice required by the Clery Act (1990) to alert students and employees of a serious crime that may pose an ongoing threat—just less than half (49%) inform survivors when a timely warning related to their experience with sexual violence is sent to the community. Culture of Respect recommends campuses communicate with survivors to avoid any unnecessary retraumatization that may occur when survivors unexpectedly receive these notices. In the text of those timely warning alerts, three quarters of participating institutions include risk reduction information, while only 27% focused on perpetrator accountability, 36% on safe options for bystander intervention, and 42% on community responsibility.

Campuses are providing a wide array of both acute and ongoing medical and mental health services, either on campus or through an off-campus referral

**Figure 8. Stakeholder Groups Alerted When Policy Changes Are Made [N = 35]**



process, although there is a notable gap in institutions establishing memoranda of understanding (MOUs) with off-campus service providers. For example, most institutions refer students off campus for forensic exams and exams with a Sexual Assault Nurse Examiner, but were lacking MOUs with those providers. Culture of Respect recommends establishing MOUs to ensure institutions have a structured, agreed upon plan for referrals to facilitate seamless continuity of care. Referrals without MOUs were also reported for other aftercare services, such as provision of postexposure prophylaxis for HIV prevention, emergency contraception, and comprehensive pregnancy counseling. Finally, just more than half (51%) of responding institutions indicate that their campus manages a Sexual Assault Response Team or Coordinated Community Response Team, which helps to facilitate a coordinated approach and response to sexual violence.

## Clear Policies

Responding Collective institutions demonstrated mixed success in publishing clear, comprehensive policy statements that align with Culture of Respect recommendations. Eighty percent of responding institutions' sexual misconduct policies used gender-inclusive language to refer to perpetrators and survivors, and large stakeholder groups, including students, faculty, and staff, are generally alerted when changes are made to the sexual misconduct

policy (see Figure 8). Eighty-three percent of responding institutions reported maintaining an information management system to track data on accused perpetrators, with the aim of identifying serial offenders. Also encouraging, 85% and 71% maintain survivor and bystander amnesty policies,<sup>4</sup> respectively. But notably, there is significant opportunity to further clarify these policies (see Table 4).

**Table 4. Amnesty Policies [N = 35]**

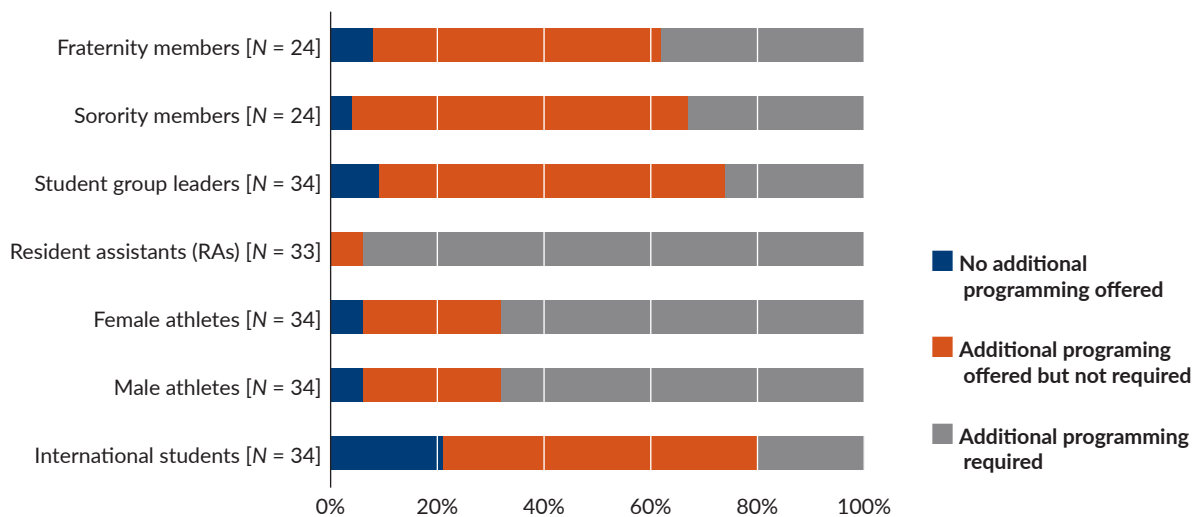
		Survivors	Bystanders
Institution has an amnesty policy	It is clearly written	51%	31%
	It could be clarified	34%	40%
Institution does not have an amnesty policy that protects this group		14%	29%

*Note.* Percentages may not total 100% due to rounding.

The results reveal several key opportunities for improvement. Few institutions specifically called out their commitment to conducting a trauma-informed investigation or provide clearly written statements that sanctions will be commensurate with the severity of the act. Additionally, only about half of responding institutions require incoming students (56%) and all new employees (46%) to confirm their understanding of the sexual misconduct policy.

<sup>4</sup>A policy that precludes students coming forward to report sexual violence (either as a survivor or as a bystander) from being punished for violating the institution's drug and alcohol policy.

**Figure 9. Additional Primary Prevention and Awareness Programming Required for Specific Student Groups**



### Tailored Prevention with an Intersectional Lens

Culture of Respect recommends that colleges and universities go beyond basic student prevention education requirements and provide culturally specific prevention education to maximize its impact. This includes providing specialized programming to students in leadership roles who may be in a position to affect peers' social norms, as well as to student employees who are more likely receive a disclosure, such as resident assistants or advisors (RAs). Although Collective institutions are likely to require supplementary programming for RAs (94%) and male and female athletes (68% each), other groups such as fraternity and sorority members (54% and 63%, respectively), international students (59%), and student group leaders (65%) are offered but not required to attend additional education (see Figure 9).

Graduate students are another group that institutions should provide with specialized programming, but, as noted earlier, there is evidence this is not standard practice. Notably, when asked about tailoring prevention education for graduate students, a substantial minority of institutions indicated a graduate student representative was not available to answer the question (9 of 20 institutional respondents). This absence of graduate student representation could reveal a

missing voice in the discussion to address sexual violence on campus. When there were graduate students invited to answer this question, few institutions were able to report that prevention was either somewhat or greatly tailored to graduate students' needs (5 of 20 responding institutions).

Prevention and awareness programming offers an ideal environment to introduce and unpack the concepts of rape culture<sup>5</sup> and intersectionality.<sup>6</sup> Yet, CORE Evaluation responses indicate that responding institutions are not availing themselves of this opportunity to the extent that they could be (see Table 5). Additionally, in large measure, schools are not collecting sexual violence prevalence data on student demographics. When asked about data collection on race/ethnicity; sexual orientation; gender expression; or disability, socioeconomic, or immigration status, 46% of institutions answered "data are not collected" for all six categories.

<sup>5</sup>The commonplace and powerful attitudes and behaviors in our society that normalize and support the perpetration of sexual violence.

<sup>6</sup>The complexity of how different aspects of a person's identity interact with and influence the manner in which the person experiences different events, including and especially sexual violence (Crenshaw, 1991).

**Table 5. Inclusion of Recommended Topics in Prevention Efforts**

	Sexual violence training provided to campus employees [N = 34]	Primary prevention and awareness programming for incoming undergraduate students [N = 33]	Primary prevention and awareness programming for incoming graduate students [N = 14]
Exploration of how rape myths and rape culture sustain violence	37%	51%	20%
Exploration of how racism, sexism, homophobia, transphobia, and ableism intersect with rape culture	6%	20%	3%

## Schoolwide Mobilization

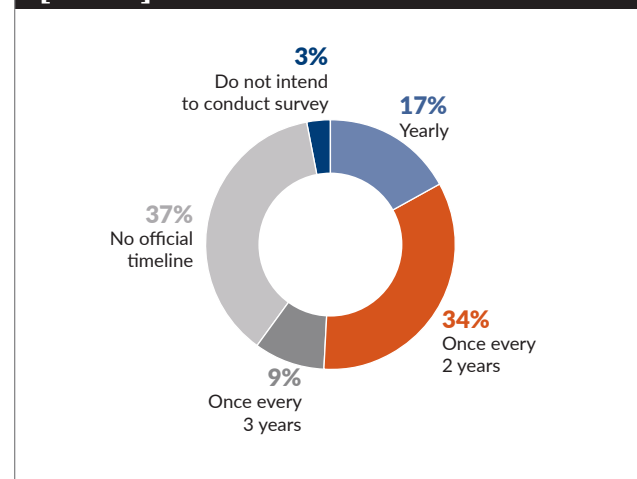
Participating institutions demonstrate a willingness to engage student voices and leadership in several ways. Fifty-seven percent of institutions support peer education programs and 52% had student representation on their Title IX working group in the past academic year. However, many institutions are not yet commonly compensating students for their time, energy, and skills. Eighty-five percent of peer education programs provided no compensation (stipend pay, hourly wages, or academic credit) for students and no Title IX working group student representatives were compensated.

Efforts to engage faculty are also present in the cohort: Nearly 70% of institutional respondents reported that faculty serve in leadership positions on sexual violence response efforts, and about 50% support faculty research on sexual violence or integrate sexual violence information and resources into their e-mail signatures. Notably, only a quarter of responding institutions encourage faculty to integrate sexual violence themes into their curricula.

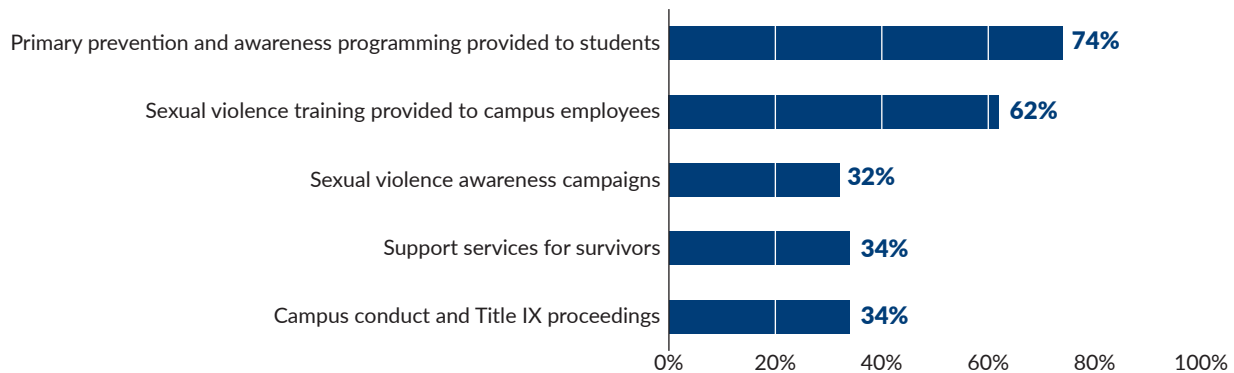
## Self-Assessment and Transparency

Climate surveys, which help colleges and universities better understand sexual violence prevalence, student awareness, and use of campus resources, are regularly being employed: 65% of participating institutions conducted a climate survey in the current

or previous academic year. This is not just an increasingly standard practice, but also required by law in several states (Morse, Sponsler, & Fulton, 2015). To begin to understand successes in prevention, however, climate surveys should be implemented regularly; yet, 37% of responding institutions indicated they do not have an official timeline for conducting climate surveys or do not intend to conduct one (see Figure 10).

**Figure 10. Schedule for Campus Climate Survey Administration [N = 35]**

**Figure 11. Evaluation of Policies and Programs [N = 34]**



Similarly, although some responding institutions reported some effort to evaluate primary prevention and awareness programming for student and employee sexual violence training, there are many opportunities to augment evaluation efforts; these include evaluation of ongoing awareness campaigns, as well as survivor support services and adjudications processes (see Figure 11). Although institutions are complying with federal law by publishing violence statistics within the mandated bounds of their campus via Clery Act Annual Security Reports, only 23% also publicize the reported incidents that fall outside of the campus geography. A significant transparency gap exists around investigations and adjudications: 86% of responding institutions are collecting data on investigations conducted and adjudications proceedings held, but not publishing this information.

# Discussion and Recommendations

It is important to consider the context in which this work is being done: It is not just institutions of higher education, but our society at large, that is struggling to find practical solutions to the endemic problem of sexual violence. Colleges and universities are facing an intensified pressure to act, in the midst of budget crises, staffing shortages, political tension on campus, and competing institutional priorities. Although students and their families, faculty, staff, alumni, and other stakeholders can and should hold their institutions accountable for creating a safe and healthy learning environment, there are complex factors that hinder an institution's ability to rapidly implement systemic change. Thus, it is unsurprising that self-reports by participating Collective institutions, as well as data from other institutions of higher education nationwide (Richards, 2016), indicate the need for further steps to help the higher education field improve compliance with federal regulations and guidance.

The Culture of Respect recommendations outlined in this report are designed to support and enhance institutional practices that are required within existing guidance and legislation. Even when federal standards are consistently met, the structures put into place by law cannot be fully effective without certain additional supports in place. For example, although all institutional respondents employ at least one staff member as Title IX coordinator, insufficient staffing capacity may prevent the Title IX process from functioning properly. Similarly, institutions are evaluating some prevention programs, but they are not doing so consistently for all students and employees. Although they are not a federal requirement, without comprehensive evaluations in place to assess the efficacy of these programs, institutional stakeholders cannot know if the money, time, and other resources devoted are contributing to meaningful change. Integrating these additional recommendations can contribute to a seamless, multifaceted approach to addressing sexual violence.

There are many key areas where institutions are missing opportunities to achieve a coordinated response. For example, the fact that many institutions do not warn survivors about when and how timely warnings will be released is concerning because

meeting this federal requirement in this manner may have the unintended effect of retraumatizing survivors. Additionally, timely warning prevention sections that are overly focused on individual risk reduction miss the opportunity to convey community responsibility to prevent violence.

Despite the challenges, Collective institutions demonstrate their commitment to student well-being by employing their own innovative strategies to address violence. Some examples of promising practices identified by responding institutions include the following:

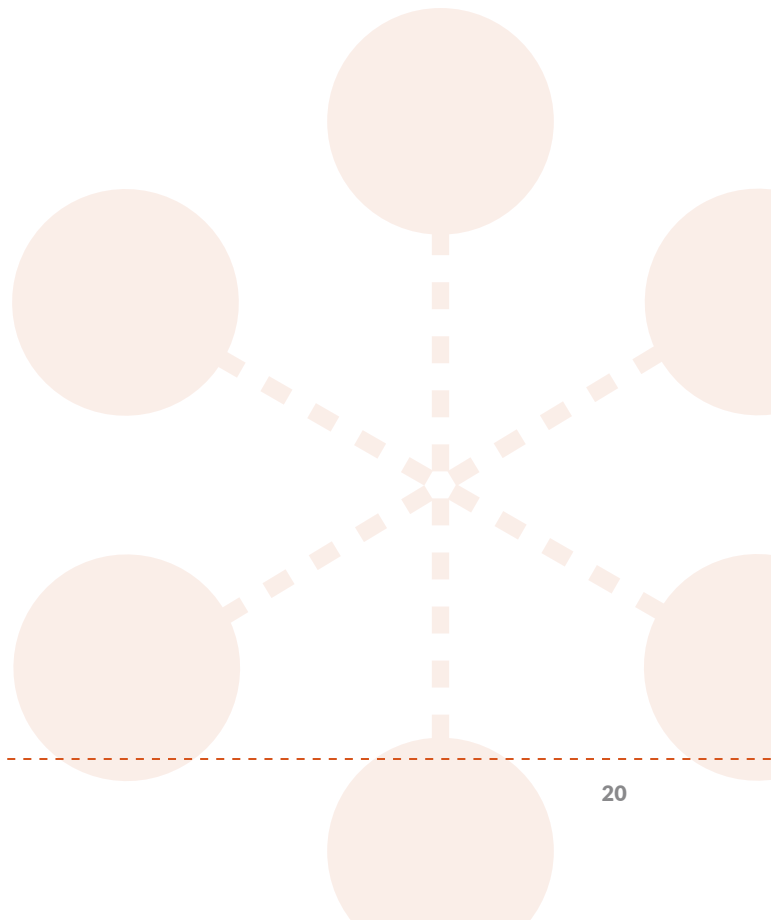
- Creating videos and diagrams to explain the reporting process to students
- Maintaining vacant housing on campus that is available for students who experience incidents of sexual assault or domestic violence
- Offering robust mental health services to students, including providers trained in trauma-informed response
- Providing multidose (three or more) prevention offerings for incoming students, including combinations of online programs, large-group presentations, and small-group workshops

- Tailoring prevention education programming, for international students and other student populations such as Native American students
- Encouraging robust administrative collaboration with students, including support for peer education programs and cosponsoring of on-campus events and support for an interpersonal violence coalition
- Collaborating with partner institutions and academic departments to collect and share climate survey data

Both the strengths and gaps identified reveal several areas of opportunity for the field. One is to ensure that *all stakeholders* are engaged in efforts to address violence, and that these contributions are valued. If graduate students are not offered prevention education (let alone education tailored to their specific needs and concerns), if peer educators and student representatives on Title IX working groups are not compensated for their efforts, or if the burden for institutional change falls to one or two people, stakeholders are not engaged to their full capacity, and it is reasonable to assume ideas and opportunities are being missed.

Second, in order to work toward the goal of ending sexual violence on campus, colleges and universities should take every opportunity to understand the problem and its potential solutions. To accomplish this, institutions can commit to *rigorous evaluation* of prevention programs, awareness campaigns, and the effectiveness of institutional processes and services so that professionals in the field can learn what is working, and what is not. They can also learn about the complexities of how violence impacts their campuses by collecting detailed demographic data about survivors, accused perpetrators, and students who seek services. This can help to shed light on the intersections of this violence and other systems of oppression that influence who is impacted by violence and how it is experienced.

Last, a campus culture that does not tolerate violence must also be one that prioritizes *transparency*; it is impossible to solve a problem one cannot see. Although it is promising that more than half of institutional respondents are collecting data about sexual violence that occurs outside Clery geography, they are not publicizing those data, nor are the vast majority publicizing the results of investigations or adjudications. And yet, there are fantastic examples of how to make this information easily accessible and understandable to all members of the community. Only once institutions begin to disclose data about their prevention and response efforts will it be possible for students and their families, activists, and citizens to understand and learn from what campuses are doing to address violence.



## Next Steps

**T**hough the CORE Evaluation covers a wide array of germane topics, there are still many questions yet to be asked of institutions of higher education. This includes a deeper exploration of how institutions are engaging with individuals found responsible for misconduct, but whose sanctions do not remove them from campus: What services or support, including direction toward health-seeking behaviors, is being provided to those individuals to help prevent future perpetration? How are campuses proactively reaching out to individuals who or groups that they have reason to believe may perpetrate violence?

New questions will continue to emerge as ideas are tested. New York and Virginia are the first states to require colleges to provide a transcript notation when a student is suspended or expelled for sexual assault (New, 2015), and the American Association of Collegiate Registrars and Admissions Officers (2017) has recently issued guidance on the topic. As this and other new guidance is implemented, and research emerges, campus stakeholders dedicated to addressing this issue must continually reassess and recalibrate efforts to create a community free from sexual violence.

At this time, there is significant uncertainty around Title IX guidance (OCR, 2011, 2014) and enforcement in the coming years. Although it is difficult to predict what directives may come, or how they will impact the field of higher education, it is clear that Collective participants, as well as countless other institutions, are acting on their social and moral imperative to create safer campuses. Their commitment, augmented by the momentum for change that has been created by students and other activists, ensures the work to foster campus safety and respect will continue. Yet, to create meaningful change, their work needs continued financial, logistical, and political support, as well participation from campus stakeholders, state and federal government, and organizations with relevant expertise.

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