

**Creating a Comprehensive and Coordinated
Prevention, Intervention and Response Program
for Sexual Assault and Relationship Violence
at the University of Oregon:
A Plan for Action**

**Submitted by
The Office of the Dean of Students**

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EXECUTIVE SUMMARY

The University of Oregon is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive learning environment, free from fear and coercion. Any form of sexual assault or relationship violence interferes with our students' abilities to be engaged learners. In an effort to support this commitment, this proposal is a "call for action" to reduce the incidence of sexual assault and relationship violence on the campus, and provide the needed support for student victims when an act of sexual assault or relationship violence occurs.

The Office of the Dean of Students, in collaboration with campus and community partners, proposes to create a comprehensive and coordinated prevention, intervention and response program at the University of Oregon as the foundation that builds the infrastructure to support a campus free from sexual assault and relationship violence.

Although there is a heavy emphasis on violence against women in the following proposal (in part, because most of the research to date has been conducted on women), incidents of sexual assault and relationship violence affect *all* students and cut across gender, class, race, sexual orientation, ethnicity, nationality, age, religion, and ability.

The plan aligns with the Student Affairs core purpose of advancing and transforming learning and the envisioned future to become the preeminent residential university. It builds on existing UO academic and student affairs strengths, fosters new cross institutional collaborations, and links to a fundamental societal opportunity challenge: a society free from sexual assault and relationship violence.

The plan documents the scope of the problem and consequences of sexual assault and relationship violence on college campuses across the country, and specifically at the University of Oregon; summarizes necessary components of comprehensive prevention, intervention, and response efforts on the campus; documents where existing resources are needed; provides recommended actions to be undertaken; and presents a long range vision for campus prevention for campus and community partners to work effectively on this significant public and campus health issue.

A total budget of \$127,011 is proposed. The budget includes funding at \$68,011 (\$45,000 + \$23,011 OPE) for a staff member that will lead the efforts for the intervention and response services for sexual assault and relationship violence programs and services for the campus. This position augments the efforts of the current prevention staff member who oversees the peer theater prevention and education efforts (budget for that position is already institutionalized); \$27,000/year for a required, online Sexual AssaultEdu program for *all* first year students; \$15,000 for program development including intervention, response, and prevention, training efforts for staff, and collaborative initiatives with campus partners; \$2,000 for professional staff development; \$3,000 for office expenses; \$5,000 for one time office set-up costs and equipment purchases; and \$7,000 for the annual summer IntroDUCKtion program (Note: This Summer IntroDUCKtion line item is also included

currently in the AOD Blueprint proposal that was submitted and could come out of this proposal or the AOD Blueprint proposal. The Summer IntroDUCKtion theater performance incorporates issues of sexual assault, relationship violence *and* alcohol/other drugs.).

**CREATING A COMPREHENSIVE AND COORDINATED PREVENTION, INTERVENTION AND
RESPONSE PROGRAM FOR SEXUAL ASSAULT AND RELATIONSHIP VIOLENCE
AT THE UNIVERSITY OF OREGON: A PLAN FOR ACTION**

The Impact of Sexual Assault and Relationship Violence Nationwide and in Oregon

Incidents of sexual violence, specifically sexual assault, are considered to be the most underreported violent crimes in the U.S. In a report, *Understanding Sexual Violence*, the Centers for Disease Control and Prevention reports one in six women and one in 33 men have experienced rape or attempted rape at some time in their lives (CDC, 2000).

Sexual assault statistics are often accompanied by common misperceptions about perpetrators portrayed as strangers. However, in the vast majority of these crimes—between 80 and 90 percent—the victim and the assailant know each other (Gidycz & Wisniewski, 1987).

In Oregon, one out of every six adult women, or about 230,000 adult women, has been the victim of a forcible rape sometime in her lifetime (Kilpatrick & Ruggiero, 2003). The Oregon Women's Health and Safety Survey reported nearly 31 percent of women aged 20-55, experienced one or more incidents of sexual assault, domestic violence, or stalking within the preceding five-year period (Women's Health and Safety Survey, 2001-2002).

The Impact of Sexual Assault on the College Campus

Studies examining the occurrence of sexual assault have repeatedly measured that the rate of highest risk for victimization is with women aged 17-24 (Fisher, Cullen, & Turner 2000). In addition, a study conducted by the National Violence Against Women Survey demonstrates 29.4 percent of female victims were eighteen to twenty-four years old when they were raped (NIJ, 2006). Other studies reveal similar statistics: The National Violence Against Women Survey, conducted in 2000, found that 35 out of every 1,000 (2.8%) female college students had experienced rape or attempted rape within the same time frame (Fisher et al., 2000). In 2004, the American College Health Association revealed that 5.8 percent of female college students reported incidents of rape and attempted rape within a nine-month period (American College Health Association, 2006). In yet another study conducted by Fisher, Cullen, and Turner, it was estimated that on a college campus of 10,000 students, colleges should expect approximately 350 rapes occurring each year (Fisher, Cullen & Turner 2000).

Sadly, the low reporting rates on campuses (including the UO campus) do not match up with the statistics in numerous studies that researchers have uncovered. Less than 5 percent of completed or attempted rapes committed against students at colleges and universities were reported to campus or community law enforcement in the survey by Fisher et al (2000). The high number of students impacted and the low number of students reporting have remained constant on campuses – including the UO campus – for decades. There are numerous

reasons for the low statistics. Some students don't identify what has happened to them as a sexual assault, and many times believe they have caused the incident because they have been drinking. Many other victims have a difficult time identifying their perpetrator as a "rapist," because he is well-liked or well-known and no one would believe that the person could commit such an act.

Limitations with the federal mandatory campus crime reporting law (Clery) have also caused problems for campuses because there are individuals on the campus who are seeing and supporting victims and who are exempt from reporting (e.g., counselors, medical staff, clergy affiliated with campus). On the UO campus, statistics become even more complex because victims are highly encouraged to seek advocacy off campus at the local sexual assault crisis center. Those statistics are not included with the statistics provided by campus mandatory reporters for Clery unless the person has somehow also been working with a campus staff member who is designated as a mandatory reporter on the campus.

Along with the lack of accurate reporting numbers, other limitations exist including current streamlined practices and services that adequately respond to victims needs. Where schools have invested staff, resources, and programs, the number of reports has dramatically increased. Reasons for the increase could be attributed to campuses strengthening their programs with quality services for students so that students feel "safe" or "confidant in the system" to report. These schools believe the increase in statistics is demonstrating a more accurate picture of what is occurring on their campus and consider it a "good thing," versus an alarming increase in the number of crimes.

Although this proposal heavily emphasizes sexual assault on the campus, relationship violence on college campuses also takes its toll on students. The Bureau of Justice statistics report that the highest rate of domestic violence applies to women ages sixteen to twenty-four. Approximately 32 percent of college students report dating violence by a previous partner, and 21 percent report violence by a current partner (Sellers & Bromley, 1996). On college campuses, over one-third of both male and female college students report that they have either initiated or responded with some degree of violence to their partner (Koss, 1993).

Domestic/relationship violence is many times perceived as something that only occurs in "older adults" and between "married men and women." The statistics show a very different picture. Physical violence, emotional violence, sexual violence, and even economic abuse occur with college students. On the UO campus, cases have even involved economic abuse with abusive partners threatening their spouse or partner, coercively exerting power over their partner's financial aid award. Like sexual assault victims, victims of domestic and relationship violence can suffer from physical injuries as well as the same types of emotional and psychological effects.

Students attending universities and colleges across the country are considered to be an "at-risk population," for both sexual assault and relationships violence, and on many campuses

there have been significant changes in prevention, intervention and response services for victims.

What are the consequences of sexual assault for University of Oregon students?

There are numerous consequences for students once they become victimized. UO students report physical and chronic psychological consequences including post-traumatic stress disorder; engaging in high risk behavior such as increased alcohol and other drug use; depression; suicide ideation; sleep disorders; and social isolation. Several studies on women on college campuses have reported that sexual violence survivors consume more alcohol than non-victimized women (Kaysen , Neighbors, Martell, Fossos, & Larimer, 2006; Parks & Fals-Stewart 2004; Testa, Livingston & Collins, 2000). Increased usage then becomes one more way in which students are re-victimized, placing them in vulnerable situations.

These consequences, in turn, *significantly* disrupt a student's ability to learn and their academic achievement. Other students might have strong academic status, become assaulted, and watch their grades plummet for a couple of terms. Students end up quitting school. If they are too frightened to talk about their experience with anyone, these students may even have negative consequences with their financial aid packages, and transfer to other institutions to try and "start their life over." Unfortunately, since very few students report officially to the University, it is quite difficult to ascertain how many students a year we lose at the University of Oregon.

Unless one understands the nature of the college campus, one does not see the complex dynamics that exist for some students. For example, for some students, the likelihood of students in Greek chapters, athletic teams, or a student union reporting is much less likely to occur if another student in the organization is the perpetrator. Pressure to these students from others in the organization not believing them, or not believing that one of their friends, team members, or organization members could commit such an act, exists at the UO. In addition, some victims are pressured, "not to bring the organization down" and bring negative publicity and attention to the organization. With some students, their family plays an important role. When the student is victimized, the student may prioritize their family role over their individual identity and stay in an abusive relationship. For other students, language barriers and/or their cultural backgrounds may prompt them to handle sexual violence or relationship violence situations on their own without seeking out resources and help.

Current Efforts and a Profile of the University of Oregon Campus

Recent legislation, increased levels of crime nationwide, legal cases involving liability for sexual assault at universities, public interest groups, greater expectations from parents and the community, and at some institutions, even donors have prompted campuses to develop programs and services to prevent and respond to sexual violence. Universities and colleges nationwide all have the responsibility to be accountable to federal statutory regulations—specifically the mandatory requirements for sexual assault. They also have the obligation to lead efforts to try and solve one of the most underreported crimes in the United States—especially since the highest rate of victimization occurs between the ages of 17-24, when thousands of women are attending schools on college campuses.

On the University of Oregon campus, significant funding (\$186,359) was secured in 2002 and \$299,464 was secured in 2004 through the U.S. Department of Justice, Office on Violence Against Women. During the grant periods, a new prevention program, the Sexual Wellness Advocacy Team (SWAT) was initiated and is currently nationally recognized as one of the top peer theater programs in the county. In addition, a sexual assault nurse examiner (SANE) program was created in the University Health Center, and staff members on campus were trained and became active at the state level with the Oregon Attorney General's Sexual Assault Task Force.

During that time period, a new student conduct code was also reviewed, and finally adopted, providing victims with more rights. After grant funding subsided, one of the positions for sexual violence was institutionalized and the other position was lost. Enhancement for prevention efforts advanced forward. These efforts are “true” primary and secondary prevention efforts, versus awareness and outreach education. For example, all of the workshops developed by SWAT engage students, explore the causes that address underlying factors of sexual violence, and teach students the skills to change their behavior or intervene with the behavior of others.

Despite these efforts by staff, there are serious gaps in programs and services for students at the UO. The numbers of reports to the campus are low, and one primary reason is because students at the UO (like students on numerous other campuses) are reluctant to report the crime. Sometimes they fail to report because they don't realize what has happened to them is considered a sexual assault. Other times, students don't realize they have a right to report the behavior. At the UO, the low numbers have been consistent for many years. There were six forcible sex offenses reported that met the definition of Clery in 2006, four forcible sex offenses reported in 2007, and nine forcible sex offenses reported in 2008. There were other anonymous reports of unwanted sexual contact that were submitted, but failed to meet the criteria for them to be considered for the Clery report. There are also offices on the campus that see victims, but are exempt from having to officially report for Clery purposes (e.g., University Counseling and Testing Center and University Health Center).

There are also significant institutional barriers at the UO that prevent students from reporting. A primary barrier is the lack of a support structure that is visible to all students,

and is equipped with a full-time staff person supporting students and helping them navigate the complex systems of services on and off the campus, including advocacy for counseling; medical; forensic evidence collection; safety; academics; housing accommodations; financial aid; student conduct; legal services; off campus services; and law enforcement. University services nationwide have evolved to provide this very fundamental service.

The services, resources, and programs across the UO campus are dispersed, fragmented, time intensive, and at times quite ineffective, between all of the various locations on and off the campus where a victim might “surface.” Depending on the office, organization, department, or agency, a student victim could receive a wide range of comprehensive services or little to no services.

If a student attempts to navigate the services on their own without advocacy or support, they quickly become overwhelmed and confused. Included with these fragmented services is a formal connection through the ASUO to the community non-profit, Sexual Assault Support Services (SASS). The ASUO contracts with the organization to provide advocacy to students. This campus-community relationship was initiated with the support of the UO at a time when there were nonexistent services and programs on the UO campus. SASS initially provided prevention, education, and advocacy services to the campus. Over the years, the UO has strengthened its prevention efforts and SASS has focused more on the advocacy role for students. SASS has historically provided strong advocacy to students that access the organization.

Campus and community organizations have limitations, however, in what they can do on their own to truly serve students. For example, the campus does not offer on-call advocacy, 24 hours a day, 365 days of the year specifically for sexual assault victims, weekly sexual assault support groups throughout the year, or provision of legal advocacy for crime victim reparations. However, SASS has a 24 hour, 365 day of the week, sexual assault crisis line; weekly support groups that serve diverse student and community populations; immediate accompaniment for sexual assault evidentiary exams; provision of long-term legal advocacy; and continuous support for crime victim reparations and restitutions.

Despite the strong advocacy that SASS provides and the heavy promotion by the university to students by the various departments within the Alliance for Sexual Assault Prevention and numerous campus resources offices, there are other limitations to what the organization can offer to students and to the University. There are some students who want to work with campus support services only—not SASS. These students may be seeking immediate help with their classes because they are unable to concentrate or focus, or to discontinue with the class altogether; need support for accommodations in a class or an employment situation on the campus because the perpetrator is in the same class or office site where they are working; need assistance with on-campus child care arrangements because the spouse they have left is trying to access the children; help with scholarships or financial aid packages because they desire to take some time off from school; seek housing accommodations because they are living within the same living unit as the perpetrator on campus; desire a

safety plan from the Department of Public Safety; or request someone with extensive knowledge regarding the campus student conduct system to assist them through the hearing process. Students may even be more likely in these situations (and have indicated, many times, more comfortable) in using on-campus support services than going off-campus for resources and support.

Another issue that is a frequent topic of conversation is the issue of confidentiality. Although SASS maintains a guarantee of utmost confidentiality, the number of students and community volunteers working on crisis lines, volunteering in the office, helping with support groups, and involved in the day-to-day services and programs creates the likelihood that a student coming to SASS is likely to encounter *someone* from the campus or community they know that is aware of their connection to SASS risking anonymity or confidentiality.

The current model of ASUO funding to SASS has also created some interesting campus and community relationships and dynamics. While funding for one organization (SASS) in the community exists, the other non-profit organization, Womenspace, receives no funding. In addition, students victimized in relationship violence situations that do not include sexual assault as a primary presenting issue, have yet one more system of delivery to navigate without a staff person dedicated to assist them. There are even more gaps in services for students in these cases. Sadly, the numerous barriers confronted by victims for sexual assault, relationship violence, domestic violence, and stalking “re-victimize” or add to the stress and trauma that a student victim is experiencing.

Another limitation of the current delivery system concerns accuracy or reporting with sexual assaults. While the University continues to be criticized (primarily by students) year-after-year on the “low numbers” that are provided for the Clery report, the University is also limited in what it can do because community agencies that are providing advocacy and support to students are not required (even if they have a contractual agreement like SASS with the ASUO) to provide the campus with statistics that may or may not meet the definition of Clery for the report.

In responding to survivors, it is clear that there are limitations with both the current University efforts and with community organizations such as SASS and Womenspace in providing the full range of comprehensive services a victim may need (as required by law). A system of delivery that recognizes there is a place for all campus and community partners to work together to eliminate sexual assault and relationship violence in the community is needed. A model that has much potential would be to significantly increase services to the campus for students, and concurrently identify ways to strengthen partnerships with the off-campus providers, with an overarching goal of providing the most comprehensive and seamless services possible to all students. Students could continue to access off-campus services at any time, but also have visible, caring, institutional support and intervention services on the campus.

The Problem with the Current Efforts on the UO Campus

A “shift” to address the serious gaps in our intervention and response systems for victims must occur. Much work remains to be done and there are significant “gaps” with regards to the response and intervention systems on the campus as a result of laws, statues, and court decisions. As an institution, complying with the legal statues, maintaining our federal funding, and avoiding civil suits should all be pressing issues the University should be increasingly concerned about. More importantly, however, is the development and delivery of exceptional services, policies, protocols and procedures for students who have been victimized through incidents of sexual assault or relationship violence.

What is the Plan for Action?

Despite well-intentioned efforts and collaborative relationships, gaps in current victim services and programs; lack of coordination with the various delivery systems; barriers to reporting; and inconsistent, and in some cases nonexistent, protocols exist at the UO. All of these factors limit services for the complex needs of student victims.

The Office of the Dean of Students proposes to utilize the public health model and evidenced-based strategies through two models, *The Ecological Model* and the *Spectrum of Prevention* to create a framework of action for the University of Oregon. The recommended actions for comprehensive prevention, intervention, and response services for student victims of sexual assault and relationship violence are highlighted further in this proposal.

What are the necessary components of comprehensive prevention, intervention, and response efforts on the campus?

For over 30 years, most sexual violence prevention efforts – including prevention on college campuses – have focused on the secondary and tertiary prevention. The three prevention terms are described below as defined by the Centers for Disease Control and Prevention (CDC, 2004). A comprehensive plan includes primary prevention and strategies to prevent the initial perpetration and victimization of our students. Fortunately, primary prevention through the Sexual Wellness Advocacy Team (SWAT) is one of the University of Oregon’s strengths. This innovative UO program continues to be recognized throughout the state and across the nation.

The proposed plan builds on the primary prevention efforts, and introduces a comprehensive prevention approach, incorporating primary, secondary and tertiary prevention utilizing a theory-driven, ecological framework. The model takes into account multiple domains including individual, relationship, community, institutional, and societal levels. The new prevention efforts will also be strongly influenced and complemented by the *Spectrum of Prevention*, created by The Prevention Institute. This framework takes into consideration that one approach to mitigate sexual assault or relationship violence will not

eliminate the problem. It directs prevention efforts on multiple levels (changing organizational practices; fostering coalitions and networks; educating providers; promoting community education; strengthening individual knowledge and skills; and influencing policy and legislation). It also encourages campus partners to understand the need to move beyond teaching about healthy behaviors or self-defense. Prevention initiatives that are targeted at multiple levels of the spectrum produce a synergy and interrelated actions that are much more powerful than one single event or initiative.

Levels of the Spectrum include:



[Spectrum of Prevention \(PDF: 31 KB/2 pages\)](#)

When we say “prevention,” what do we mean?

Primary prevention is defined as focusing on preventing risk and victimization of sexual violence in order to stop sexual violence *before* it occurs; and changing social norms, values and belief systems that contribute to the problem.

Secondary prevention is designed to intervene when risk factors or early indicators of risk are already present in an effort to decrease the occurrence of sexual violence. These strategies are used immediately after the sexual violence has occurred. Secondary prevention can also include harm-reduction or risk-reduction strategies. In sexual violence prevention, this includes work to assist populations to recognize and avoid victimization or perpetration of sexual assault.

Tertiary prevention is defined as focusing efforts on decreasing the impact of sexual violence on victims and increasing the accountability of offenders after an act of sexual violence occurs. Tertiary efforts for victims include the long term response after an act of

sexual violence, the support for victims to decrease future victimization, and the accountability of and intervention with offenders.

RECOMMENDED ACTIONS

The following recommended actions are proposed to create the comprehensive foundation for sexual assault and relationship violence on the UO campus:

- Hire a new staff person and the creation of a new visible space, *The Sexual Assault and Relationship Violence Campus Support Center*, where students can be supported to access victim services with campus departments, and between campus and community based partners. The new staff person will assume leadership to create a comprehensive, culturally-competent, coordinated campus response delivery system to intervene and respond to student cases of sexual assault and relationship violence. The office would include support and referral services that connect students to campus and community advocacy and support resources including medical, psychological, public safety and law enforcement, student conduct services, academic assistance, financial aid and scholarship concerns, housing accommodation resources, and legal resources.
- Develop, lead, and implement advocacy, crisis intervention, and referral programs and services related to sexual assault and relationship violence for all students; develop collaborative partnerships with campus departments and community agencies and critical incident support team/SART to assist in the promotion of the programs and services offered and support service providers.
- Provide direct service and advocacy to students; develop advocacy and crisis intervention services that are culturally competent and sensitive to the needs of under-served populations.
- In collaboration with campus partners, develop and disseminate a sexual assault policy that is easy to interpret for students, clearly states the institution's position, lays out the resources, protocols, and procedures for students, and aggressively promotes a climate on campus that is intolerant of sexual violence.
- Develop a publication for faculty and staff on how to support student victims.
- Develop effective campus organizational practices, and new, unit and university-wide consistent protocols for all departments responding to sexual assault and relationship violence that more effectively identify and respond to the issues of sexual assault, dating violence, domestic violence and stalking.
- Provide an annual, standardized training program for the Student Conduct and Community Standards office and the Department of Public Safety for conduct hearing boards and campus safety officers. The Oregon Attorney General's Sexual Assault Task Force and U.S. Department of Justice, Violence Against Women's guidelines and recommendations for campuses, along with the goals and recommended training

guidelines from law enforcement and student conduct disciplines will guide the training efforts.

- Develop appropriate infrastructure for tracking service delivery while maintaining commitment to student confidentiality and anonymity; coordinate aggregate data for federal reporting requirements (Clery); support the University's compliance with University policies as well as federal, state and local legal requirements pertaining to sexual and relationship violence including but not limited to the federal Clery Act.
- In collaboration with the Department of Public Safety, develop, lead and implement consultation, referral, and education in the training of all staff members on the campus that are designated mandatory reporters and for campus staff partners who serve as referral agents for students.
- Provide leadership to University units and departments to develop and implement staff training programs and provide consultation and information concerning appropriate response to sexual and relationship partner violence issues.
- Develop and maintain effective working partnerships with key community agencies including but not limited to: SASS, Womenspace, Eugene Police Department, and prosecutor's office.
- Direct the preparation of special and periodic reports as well as descriptive materials publicizing services, programs, and activities of the office and for the campus.
- In collaboration with campus partners, assist in identifying and securing grant funding for collaborative research related to sexual assault and relationship violence prevention, intervention, and response services; create new partnership with the Institute on Violence and Destructive Behavior or the Couples and Family Therapy Department to conduct research in sexual assault or relationship violence intervention and response delivery with the college student population.
- Execute and manage complete operation of research, programmatic surveys, and grants received.
- Develop formal learning outcomes and align with assessment plan to measure student learning, the strengths and weaknesses of programs, and potential modification of prevention programs.
- Introduce the "population level, Sexual AssaultEdu online course (or similar course) for *all* incoming first year students prior to the start of classes in addition to the theater production of the Sexual Wellness Advocacy Team (SWAT) at Summer IntroDUCKtion. Students will be prompted in the summer at IntroDUCKtion that they need to complete the online course by fall term, or risk not being able to get into their courses upon arrival to campus. Research supports that primary prevention education programs are most effective when applied developmentally, provided before risk factors arise, and cognizant of multiple learning and teaching styles (Kirby 2005).
- Incorporate evidenced-based strategies and curricular and co-curricular initiatives, and partner with Intercollegiate Athletics, University Housing, and Fraternity and

Sorority Life to increase the capacity of individual students, student groups/organizations, and the larger campus community throughout the year.

- Continue providing courses (e.g., applied educational theater with the Sexual Wellness Advocacy Team) that engage students across academic disciplines to produce compelling initiatives to sexual assault and relationship violence for the UO campus.
- Create new partnership initiated with the Institute on Violence and Destructive Behavior and/or the Couples and Family Therapy Department to conduct research on sexual assault or relationship violence prevention with the college student population.
- Collaborate with student organizations, athletic teams, residence hall floors, and Greek chapter houses to develop community engagement projects that target high-risk student populations and organizations. An emphasis on the development of healthy relationships and healthy sexuality will be incorporated into all projects.
- Continue to take into consideration cultural competency, and the unique aspect of specific communities and groups; in collaboration with student organizations and communities of color, develop culturally specific prevention programs across the ecological model; develop inclusive programs that are designed to engage students in a broader understanding of the intersection of identities.
- Create innovative resources and programs to assist individuals, student organizations, departments and campus-community partners.
- Develop effective media campaigns through a collaborative partnership in the School of Journalism and Communication and the University Health Center; messages will address social norms and sexual violence.
- Maintain effective sexual assault prevention and response website for the campus.
- Continue efforts at the statewide effort to be visible in statewide policy work in responding to sexual assault and relationship violence on campuses in Oregon.
- Conduct research to understand individual and environmental risk factors for college students on the UO campus.

Using Ecological Theory and Spectrum of Prevention Framework, the plan would incorporate the following outcomes:

- Improved academic achievement of student victims
- Improved school climate on the campus related to sexual violence and relationship violence
- Increased number of victims reporting
- Increased number of victims receiving support at the UO
- Decreased number of barriers perceived by students accessing services on the campus

Where are existing resources needed? Although the current prevention and education director for sexual violence has currently developed and implemented exceptional primary and secondary prevention efforts for the campus, the program has tripled since its inception in terms of the number of students engaged in the program, and the number of initiatives being requested and orchestrated throughout the course of the academic year. However, these primary and secondary initiatives are only *one-third of a comprehensive plan* for sexual assault and relationship violence at a flagship institution the size of the University of Oregon. When reviewing and comparing the UO to comparator institutions, there are serious gaps with the UO's complex intervention and response systems to support survivors. Currently the campus is in a position of assuming risk for not being able to effectively serve victims through effective intervention and response services.

Summary

The campus has advanced with primary prevention efforts but trails woefully behind in what it offers victimized students. Any UO student should be able to receive a caring, coordinated, institutional response if they become the unfortunate victim in a situation of sexual assault or relationship violence. Providing effective support services and increasing the services on campus are the right things to do. These practices visibly demonstrate the institution's commitment (versus the commitment of the students only) to mitigate sexual assault and relationship violence at the University of Oregon.

Budget

Professional staff member - 45,000 + OPE 23,011 \$68,011

Note—1) the salary may be a little high end for this campus, but mid-range-low for other campuses. We may be able to find someone for \$40,000. If so, the salary could be a little less. 2) This position augments the efforts of the current prevention staff member that oversees the peer theater prevention and education efforts (salary and OPE for the prevention position is currently \$39,123+ OPE= 61,928. 3) We currently have a GTF works with all of our prevention programs. An institutional GTF is \$11,500.

Sexual AssaultEdu \$27,000/year

Note: The cost of the Sexual AssaultEdu online course for all first year students would be FREE if we were to purchase the AlcoholEdu on-line course. The AlcoholEdu online package has been requested in the AOD Blueprint proposal. If we purchase Alcohol EDU, this 27,000 expense could be deducted from the budget proposal.

Training and Development/Professional Development \$2,000

Office Expenses \$3,000

Funding for prevention/intervention/response efforts \$15,000

Note: Funding will be targeted at the continued enhancement of the peer education program and campus community engagement initiatives, all intervention initiatives for the campus, campus-wide training efforts, and response initiatives.

One time office set-up costs and equipment purchases; \$5,000

Annual Summer IntroDUCkTion program \$7,000

Note: This Summer IntroDUCkTion line item is also included currently in the AOD Blueprint proposal that was submitted and could come out of this proposal or the AOD Blueprint proposal. The Summer IntroDUCkTion theater performance incorporates issues of sexual assault, relationship violence *and* alcohol/other drugs.

BUDGET REQUESTED \$127,011

Note: Currently there are two institutionalized positions devoted to prevention. If you add the two current, institutionalized positions (current prevention staff member at \$39,123+ OPE = \$61,928, and the current GTF at \$11,500 to the above budget proposal requested), **the TOTAL comprehensive budget for campus efforts is... \$200,439**

DEFINITIONS

Ecological Model—A model used to explain the occurrence of sexual violence and helps to identify potential prevention strategies on four levels (Heise, 1998) Heise, L., (1998) *Violence Against Women: An integrated, ecological framework. Violence Against Women, 4*, (3), 262-290: individual, relationship, community, and society. Note: This proposal also incorporates an institutional level

Primary prevention is defined as focusing on preventing risk and victimization of sexual violence in order to stop sexual violence before it occurs; and changing social norms, values and belief systems that contribute to the problem.

Public Health Model An approach for examining a health behavior or outcome that 1) emphasizes prevention rather than treatment, 2) offers a solution-focused methodology involving four steps: define the scope of the problem, determine the causes of the problem, determine effective interventions and implementing the interventions, and 3) stresses a multi-disciplinary approach (Current Issues in Public Health 1995).

Secondary Prevention Activities that are designed to intervene when risk factors or early indicators of risk are present in an effort to decrease the occurrence of sexual violence. These strategies are sometimes called harm-reduction or risk-reduction strategies. In sexual violence prevention, this includes work to assist populations to recognize and avoid victimization or perpetration of sexual assault.

Tertiary Prevention is defined as focusing efforts on decreasing the impact of sexual violence on victims and increasing the accountability of offenders after an act of sexual violence occurs. Tertiary efforts for victims include the immediate response after an act of sexual violence, the support for victims to decrease future victimization and the accountability of and intervention with offenders.

Sexual Assault— Many definitions exist for sexual assault and they all emphasize unwanted sexual behavior or conduct. Many researchers use a broad definition to encompass a larger range of unwanted sexual behavior. Koss, et al, (1997) uses a system of four types of sexual assault: unwanted sexual contact, sexual coercion, attempted rape, and rape.

Sexual Violence: Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationships to the victim, in any setting, including but not limited to home and work (World Report on Violence and Health, World Health Organization, 2002, p. 149).

Relationship violence is often referred to as domestic violence, dating violence, intimate partner violence, battering, or spousal abuse. It is a pattern of abuse that occurs over an extended period of time and occurs in a cycle. It is behavior used to establish power and control over another individual using fear, intimidation, violence, and/or the threat of violence. Relationship violence can occur between casual or intimate partners.

Victims/Survivors: Someone who has experienced sexual violence or relationship violence. Some people identify as survivors as a way to display their courage in surviving what they have experienced.

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