

# **Preliminary Update of the Current Status of Implementation, University of Oregon**

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## Scope of Inquiry

I was asked to monitor progress toward accomplishing the goals set forth as the accepted recommendations from the three reports on Title IX initiatives – the Student Life Gap Analysis, the Senate Task Force report, and the report from the External President’s Review Panel.

The goals of this report are to: 1.) Assess and provide a benchmark of the current status of the implementation of the various recommendations, and 2.) Identify where there are currently opportunities for increased focus in implementation.

## Preliminary Status Assessment

The following breaks down the information for each recommendation by current status, the exact wording of the recommendation plus relevant contextual phrasing, and finally the progress obtained thus far including examples of actions and references to appendices for further information.

*\*\* President’s Review Panel Report (PRP), Senate Task Force Report (STFR), Student Life Gap Analysis (GA). Reports in their full form are available at <http://president.uoregon.edu/content/sexual-violence-prevention-response-and-survivor-support>*

## Infrastructure – Administration Structure and Strategic Plan: Completed or In Process

### President’s Office

Status	Recommendation (s)	Progress of Implementation and Obstacles
Done.	(PRP) Create a central office or designate a senior executive with the responsibility and sufficient authority to plan, coordinate and oversee the development and sustained implementation of a comprehensive strategic plan.	This was done with the creation of the New AVP/Title IX Coordinator position. The AVP/Title IX Coordinator will be responsible for developing, coordinating and overseeing the comprehensive Title IX strategic plan. The AVP/Title IX Coordinator should be hired by Fall 2015.  Darci V. Heroy was hired as a consultant to provide focus on the Title IX recommendations in the period before the AVP/Title IX Coordinator is brought on board.
Done and Ongoing.	(PRP) Review the allocation of Title IX responsibilities; ascertain the efficacy of the structure; and the adequacy of the resources devoted to them.	The structure was reviewed and efficiency evaluated. The AVP/Title IX Coordinator position was created, and two new Deputy Title IX Coordinators have been determined and trained. Substantial recurring funding was dedicated in 2015 to Title IX issues.

<p><b>Done and Ongoing.</b></p>	<p>(PRP) Create a permanent advisory group to assist in the development of the program structure and provide ongoing advice, guidance, and support to the President and senior executives. /</p> <p>(GA) Charge a cross-functional team of experts to advise the campus and executive leadership team on best practices and planning for sexual violence prevention and response.</p>	<p>These two recommendations are being addressed by the creation of the Title IX Management Team (“TMT”) and the Sexual Assault Advisory Council (“SAAC”).</p> <p>These two groups will be responsible for ongoing advice, guidance and support to the President, and the SAAC will also support the Senior Executives on the Management Team.</p> <p>The TMT meets biweekly. The SAAC will begin meeting in late August or early September to commence orientation, and will consist of one-year appointments for the academic year.</p>
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## Infrastructure – Administration Structure and Strategic Plan: Identified Gaps

### President’s Office

Status	Recommendation (s)	Progress of Implementation and Obstacles
<p><b>In Process.</b></p>	<p>(PRP) Develop and implement a comprehensive campus wide strategic plan to address University prevention and response efforts. /</p> <p>(GA)</p>	<p>The new AVP/Title IX Coordinator will be responsible for the creation of the plan and will ensure the carrying out of the plan in collaboration with the President and VPSL.</p> <p>The TMT is beginning preliminary legwork for the creation of the strategic plan such as collecting information and working on clarifying the recommendations and outcomes, keeping track of institutional progress and making recommendations where appropriate to the President.</p>

	Complete a 3-year strategic plan to clearly lay out expectations and direction of campus-wide prevention efforts.	Darci V. Heroy was hired as a consultant to provide focus on the Title IX recommendations in the period before the AVP/Title IX Coordinator is brought on board.
<b>Partially Done.</b>	<p>(STFR)</p> <p>Create and provide space for an office to address sexual and gender violence.</p> <p>“Making coordination of sexual violence prevention and response someone’s primary job and by providing the coordination and resources that will allow our efforts to continue over the years that it will take to adequately address these problems.”</p>	<p>Locating prevention, support services and response processes in the same area as investigations and conduct could pose confidentiality and other problems both for victims and those seeking support as well as for those seeking the presence of a fair and neutral process.</p> <p>The AVP/Title IX Coordinator, Title IX Management Team and SAAC will provide the umbrella structure and coordination at the heart of this recommendation. The Respect.uoregon.edu site is being created to serve as the umbrella site for the four sites that currently support the UO campus on this topic (AAEO, UOPD, SAFE and Student Life/Prevention (in progress)). This site will highlight UO’s commitment to ending sexual violence, share updates on progress, and ultimately link out to the Safe.uoregon.edu, AAEO, UOPD, Student Life Prevention and other sites with relevant content.</p> <p>The University will continue to evaluate ways to make support and response services more integrated and accessible.</p>

## Infrastructure – Visible Support and Funding: Completed or In Process

### President’s Office

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>In Process.</b>	<p>(STFR)</p> <p>Hire a Title IX Coordinator and 3 Deputy Title IX Coordinators.</p>	<p>The AVP/Title IX Coordinator search is in process. The AVP/Title IX Coordinator posting was made public in late July, and the hope is to find and hire an AVP/Title IX Coordinator by Fall 2015. A search firm is assisting in creating a competitive pool of qualified candidates.</p> <p>The current Title IX Coordinator will become a Deputy Title IX Coordinator, joined by the new Deputy Coordinator in Athletics.</p>
<b>Done and Ongoing.</b>	<p>(PRP)</p>	<p>President Coltrane dedicated \$500,000 recurring towards implementing the Title IX recommendations.</p>

	<p>Dedicate sufficient resources to reflect institutional commitment and to achieve the prevention and response goals. /</p> <p>(PRP) Provide additional funds for ongoing prevention efforts.</p>	<p>President Schill recently allocated funds for a prevention specialist, and another investigator, and a recurring \$20,000 for peer educator stipends. Vice President of Student Life also committed an additional \$31,000 to enhance the SWAT programming, \$23,000 to create a new bystander awareness training and \$17,000 to hire a temporary part-time prevention specialist for the summer and fall.</p>
<p><b>In Process.</b></p>	<p>(PRP) Demonstrate sustained visible senior leadership commitment to addressing the problem of sexual assault.</p> <p>“The University must communicate more forcefully and promptly its commitment to an environment at the UO in which sexual misconduct will not be tolerated and that is respectful of all individuals in all ways. The message must come from all campus leaders and must be seen as a core value of the UO.”</p>	<p>See previous comment.</p> <p>In addition, Senior leaders in Athletics have been present at events for Sexual Assault Awareness month and workshops/trainings offered to Head Coaches and Staff.</p> <p>An emailed communication from the Office of the President on April 4, 2015, entitled “It’s on us to end sexual assault” stated that “Sexual misconduct of any kind—harassment, stalking, and sexual violence—is unacceptable and will not be tolerated at our university”.</p> <p>On August 4, 2015, President Schill issued a statement including “The University of Oregon will not tolerate sexual assault or sexual violence. We will teach our students to respect each other. We will teach them to look out for each other. We will show our students that we have zero tolerance for sexual violence by expeditiously investigating and taking action without sacrificing due process. We will not rest until we succeed.”</p>
<p><b>Done.</b></p>	<p>(STFR) Establish a discretionary fund for survivor support and prevention (\$10,000) to be administered by the Sexual Violence Response &amp; Support Services Coordinator. /</p> <p>(GA) Supplement the current victim’s assistance fund to allow for payment of medical expenditures related to treatment or evidence gathering related to sexual violence as needed.</p>	<p>This fund has been created. \$15,000 was dedicated by President Coltrane to this fund as a recurring fund to be administered in Student Life. The Dean of Students Office is in the process of developing and documenting general protocols for the administration of this fund which is potentially one of the first of this kind nationally.</p>

<p><b>Partial.</b></p>	<p>(STFR) Provide additional funds for ongoing prevention efforts. /</p> <p>(GA) Secure permanent and sustained human and fiscal resources for sexual violence preventions and education and support services programs.</p>	<p>The Senate Task Force Report called for additional funds specifically for 1) another staff person for SWAT to develop the SWAT program, train peer educators and assess efforts, 2) Hiring a Title IX Coordinator and 3 Deputy Coordinators, and 3) Requiring effective Title IX training for all UO employees.</p> <p>The Title IX Coordinator position has been created and funded. Two Deputy Coordinators have been named. SWAT has received \$20,000/annually to fund stipends for peer educators. President Schill recently funded a prevention/training specialist and a new investigator. The Division of Student Life staff have created a new bystander awareness training and will hire 50 peer educators.</p>
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**VPSL**

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<p><b>Done.</b></p>	<p>(GA) Establish a prevention innovation fund for students.</p> <p>Gap Analysis: “whereby student groups, organizations, and academic classes can apply for funding to work collaboratively with prevention staff to create student-driven sexual violence prevention initiatives and community engagement projects.”</p>	<p>A new prevention innovation fund has been created which makes an initial and recurring annual dedication of \$5,000 towards collaborative innovation efforts. This fund will be administered by the Director of Sexual Violence Prevention and Education, and will encourage student groups and organizations to submit proposals for the development of innovative sexual violence prevention related programming and projects.</p> <p>A temporary dedication of funds was made by the VP of Student Life towards funding prevention education during the summer of 2015. In addition, during 2014-2015 the UO hosted the “It’s On Us” video challenge which encouraged student groups to create sexual violence prevention videos as part of a larger national challenge charged by the White House. The submissions were judged for awards and the winning video was recognized nationally.</p>
<p><b>Partial.</b></p>	<p>(STFR) Reconvene the Presidential Task Force on Alcohol and Other Drug Use.</p>	<p>A smaller group was convened which was chaired by the Vice President of Student Life and included people from Student Life and faculty from Counseling Psych and Prevention Sciences. They met during the 2014-2015 academic year and developed several proposals related to alcohol and drug abuse prevention on campus. They also created new partnerships for research and program evaluation of those proposals related to sexual violence prevention and awareness.</p>

<p><b>In Process.</b></p>	<p>(PRP) Develop plans and programs to meet the need for support services.</p> <p>The President’s Review Panel stated that “there is a need for more one-on-one continuous support as the survivor goes through the process following the report of an incident of sexual misconduct....it would be extremely helpful to have someone who could accompany survivors to various meetings and appointments.... It appear that it would be difficult to meet this additional need with current staff.”</p>	<p>President Schill recently allocated funding for a new prevention/training specialist and a new investigator. With this new funding and collaboration with partners across campus, incoming freshmen will have three points of contact regarding sexual violence prevention prior to the start of the term.</p> <p>There are two confidential advocates in the Office of the Dean of Students: the Director and Assistant Director of Sexual Violence Response and Support Services. Students are currently able to have an advocate accompany them through the reporting process and any other meetings or appointments at which the student wishes support. Students may also obtain support from the community organization Sexual Assault Support Services (“SASS”) which has an MOU with the University.</p>
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**Provost / Senate**

<p><b>Done.</b></p>	<p>(STFR) Establish a Senate Standing Committee on Sexual and Gender Violence.</p>	<p>This was recommended and completed by the Senate. A University Committee on Sexual and Gender-Based Violence (CSGBV) has been created.</p>
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**Athletics**

<p><b>In Process.</b></p>	<p>(PRP) Require the Athletic Department to make a meaningful contribution of resources to the prevention program on an ongoing basis.</p>	<p>The Athletic Department continues to make investments in prevention and awareness including:</p> <ul style="list-style-type: none"> <li>- Paying for the Senior Associate Athletics Director/New Deputy Title IX Coordinator to attend Title IX certification training in July, 2015.</li> <li>- Bringing in a number of speakers to talk to student-athletes on a variety of topics including Title IX and sexual assault. (See Appendix 8 for a complete list.)</li> <li>- Dedicating funds to Student Life for prevention activities such as SWAT.</li> <li>- Creating a new course for incoming student-athletes that is open to all undergraduates. (See Appendix 4).</li> </ul>
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## Infrastructure – Visible Support and Funding: Identified Gaps

### President’s Office

Status	Recommendation	Progress of Implementation
<b>Not Done.</b>	Require an annual institutional report similar to the OUS reports UO has completed in the past.	<p>The President and VPSL will charge the AVP/Title IX Coordinator with providing this report each year.</p> <p>This report will include sections from many partners on campus including Fraternity and Sorority Life and Athletics. These sections will contain aggregate data on the actions each partner has taken to prevent sexual misconduct and the success or failures of those actions. It will also be utilized to track patterns and provide broader institutional learning and analysis opportunities.</p>

### VPSL

Status	Recommendation	Progress of Implementation
<b>In Process.</b>	(GA) Identify and secure grant funding for collaborative research related to sexual violence prevention, intervention and response.	<p>The VP of Student Life has been asked to be a co-principle investigator for grant funding for this research and is waiting to hear the outcome of the application. This grant will be overseen by the VP of Student Life and the AVP/Title IX Coordinator.</p> <p>If funded, this federal grant will help UO work with students in a manner designed to prevent sexual assault by focusing on perpetrator behaviors. This is a collaboration with well-known survey researcher Mary Koss, and would be a collaboration between UO and two other Universities. As part of this, UO will host a conference to discuss the results. Georgia State and Swarthmore College are the other institutions involved.</p> <p>Student Life will also explore grant opportunities for prevention with the goal of applying for a grant through the Office on Violence Against Women at the Department of Justice in 2015-2016. Student Life will continue to seek out partnerships in academic disciplines that are interested in research/ prevention. The Prevention Science Institute at UO is one such potential campus partner.</p>

## Policy and Administration: Completed or In Process

### President's Office

Status	Recommendation	Progress of Implementation
<b>Done and In Process.</b>	(PRP) (STFR) Review policy on required (required reporting). OAR 003-0025, Subsection 2A.	<p>The President's Review Panel report called for a tiered structure of required reporting and a more limited interpretation of who is a required reporter.</p> <p>The Office of General Counsel has reviewed the policy and advises that any revisions remain consistent with the current Title IX guidance regarding designation of "responsible employees." The Office of General Counsel advises that the current UO reporting policy is consistent with Title IX guidance.</p> <p>The Senate leadership has expressed dissatisfaction with the General Counsel's review and indicates that many other institutions have implemented such tiered reporting systems. The Senate suggests a study of how tiered systems have been implemented at other institutions, and request that the General Counsel provide a written report of any stated compliance issues.</p> <p>The Senate Task Force Report called for the Senate to review the OAR in question and hold a public discussion of the revised OAR beginning in February 2015. The Senate will continue to discuss this revision when it reconvenes in Fall 2015.</p>
<b>Done.</b>	(PRP) Ensure anonymous reporting is available.	Anonymous reporting is available both online and in paper form.
<b>Done.</b>	(STFR)(PRP) Provide the Ombuds office with confidentiality.	The President designated the Office of the Ombuds as a confidential resource.

### VPFA/AAEO

Status	Recommendation	Progress of Implementation
<b>Policies Review</b>	(STFR)	A multiparty effort is underway to review the harassment and grievance policies. This could be a lengthy and difficult process due to the transition from the OUS system and the existence of

<b>In process.</b>	Audit AAEO and review sexual harassment policies and “Grievance Procedures” OAR 571-003	multiple collective bargaining agreements, University policies and other rules and regulations, as well as State and Federal compliance issues.  This effort involves the Offices of General Counsel, AAEO, Assistant VP for University Initiatives, and others as relevant.
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**VPSL**

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>In process.</b>	(GA) Review Family Housing environments (with a special emphasis on partner and domestic violence) and current prevention and response efforts. Upon review make any needed recommendations.	Associate Dean of Students met with Director of Residence Life and Education Initiatives from Housing on July 13, 2015 to discuss further collaborating on Housing Preventions initiatives.  Assistant Director of Crisis Intervention and Sexual Violence Support Services is working with the Family Housing Residence Life Coordinator in Family Housing to develop a Domestic Violence Prevention initiative for Fall 2015.  Director of Crisis Intervention and Sexual Violence Support Services has and will continue to provide initial support services and response training with housing staff.  The VPSL has contacted Director of Housing to assemble a working group involving General Counsel, Student Life, Housing, AAEO and others as relevant to discuss further targeted intervention opportunities as well as the broader compliance considerations related to Title IX and other State and Federal laws.
<b>Done.</b>	(PRP)(STFR) Immediately adopt Good Samaritan and Medical Amnesty policies.	Standard operating procedures for the processing of student conduct code violations include language that clarifies that while the University does not condone underage drinking or violation of other University policies, it considers both the safety of its students and an environment that is conducive to the reporting of sexual misconduct to be of paramount importance.  Consequently, no student experiencing or reporting sexual misconduct or seeking medical assistance for an alcohol or other drug-related emergency will be subject to University disciplinary action for the violation of possession or consumption of alcohol or drugs. This protocol extends to students who experience sexual misconduct, those who are actively supporting that student, and/or those who call for assistance in a medical emergency.

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## Policy and Administration: Identified Gaps

### President's Office

Status	Recommendation	Progress of Implementation
<b>Under Review.</b>	(STFR) (PRP) UOPD should immediately stop tracking IP addresses.	<p>UOPD does not actively track or monitor I.P. addresses from the sexual assault anonymous report form hosted on the UOPD website. However, the form submissions are logged by the Drupal content management system (the back end framework of the UOPD site) and the data is attached in a log file to the web form. The data is also logged by the UO Apache web servers. No other identifying data is logged.</p> <p>The Title IX Management Team has gathered information regarding options for mitigating or resolving this issue. These were further analyzed by the Title IX Management Team and a decision was made to present this issue to the Sexual Assault Advisory Council during early Fall for broader input from a cross-section of on and off-campus partners.</p>
<b>Not done.</b>	(PRP) The University should encourage (and require when possible) all student organizations to include a statement regarding sexual misconduct in their resource materials and organizational codes of conduct, and designated leaders should participate in prevention and bystander intervention training.	<p>The Office of the Dean of Students provides programming, training and workshops to student organizations throughout the year as requested. The Director of Sexual Violence Prevention and Education and SWAT both work with organizations to create presentations that best fit the needs of the organization.</p> <p>There are more opportunities for collaboration with student organizations and partnering with ASUO to encourage great involvement by student organizations with prevention efforts including by requiring this type of action from organizations. ASUO would have the greatest ability to require participation of any kind or to foster a collaborative relationship and the Division of Student Life will be reaching out to ASUO to initiate efforts to this end.</p> <p>The FSL Sexual Violence Prevention Leadership Board is an example of peer leaders implementing projects for their own constituencies and requiring members to participate in prevention activities.</p>

### Provost / Senate

Status	Recommendation	Progress of Implementation
<b>In Process.</b>	Revise “University of Oregon Conflicts of Interest and Abuses of Power: Sexual or Romantic Relationships With Students” policy.	The Committee on Sexual and Gender-Based Violence has completed and submitted a draft version of the revised policy for review by the general Counsel's Office and the administration for both content and for potential integration issues related to the policy library. When the administration and the Committee have agreed upon a draft, the Committee will then proceed to submit it as a motion in the Senate.

## Communications/Delivery of Information: Completed or In Process

### President's Office/VPSL

Status	Recommendation	Progress of Implementation
<b>Done.</b>	(STFR) Annually send a message to all UO employees, which provides clear information about Title IX resources, identifies officers and deputy officers, and specifies all our Title IX responsibilities.	Sent in Spring 2015. It will be within the ongoing portfolio of the AVP/Title IX Coordinator to ensure its creation and implementation each year.
<b>Done.</b>	(PRP) Designate mandatory reporters and CLEARLY communicate who they are to all members of the campus community. /	Required reporters have been designated for some time. Recently a few additional confidential positions were also designated such as the Ombuds (this person is being added to the safe website) and the Support Services advocates.  Currently this information is provided in the online sexual harassment training required for new employees, and required once every 3 years for all other employees.
<b>Ongoing.</b>	(PRP) Provide information about reporting and requesting confidentiality to the entire campus community. /	An e-communication tool is scheduled for fall release from Student Life marketing. Director of Marketing and her team in Student Life are designing this tool geared towards students and intended as a “what’s happening around the UO” every week (ultimately becoming the “one” e-mail a week option vs. the hundreds of newsletters currently sent to students.) It will include information such as confidential resources and always link to the safe website in the footer.
<b>Ongoing.</b>	(PRP) Improve delivery to students of information about reporting.	Safe.uoregon has been redesigned and has a strong focus on audience and transparency about process and employees roles – part of this new focus is to make it much easier for students to find and distinguish between confidential employees and required reporters. The site is also very mobile responsive. The team will be working on search engine optimization and analysis of analytics to continue to make improvements to the site.  Respect.uoregon.edu is being created to serve as the umbrella site for the four sites that currently support the UO campus on this topic (AAEO, Police, SAFE, and in progress, Student Life Prevention). The site will highlight UO’s commitment to ending sexual violence, share updates on progress, and ultimately link out to the Safe.uoregon, AAEO, Police, Student Life Prevention and other sites with relevant context.

		<p>Director of Marketing is also working with Student Life to review web materials for consistency of language and services. She is working with AAEO and UOPD for consensus on language and is developing a communication guide (addressing definitions, appropriate legal terms, SEO consistency, etc.) to enhance clarity across all communications and all communication channels.</p> <p>In addition, as suggested in the President’s Review Panel Report, the Director of AAEO is creating a Frequently Asked Questions supplement specifically focused on reporting which will be included in new materials and linked to the relevant websites.</p>
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**VPSL**

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<p><b>Done and Ongoing.</b></p>	<p>(STFR)            Coordinate programming and publicity aimed at sexual violence preventions.</p> <p>Until the hiring of the NEW AVP/TITLE IX COORDINATOR, “...we recommend that all non-classroom sexual violence prevention trainings and publicity materials at the university be reviewed by the Director of Sexual Violence Prevention and Education. We further recommend that classroom instructors who plan to address violence against women in their courses be encouraged to consult with the Director, who can provide feedback and resources that may be helpful.”</p>	<p>The Director of Strategic Communications in the Division of Student Life is responsible for communications to students regarding Title IX required programming and services. They will coordinate with the AVP/Title IX Coordinator. As part of the overall strategic communications plan, the Title IX Management Team will also be involved in this coordination, as well as the Office of the President.</p> <p>The VP of Student Life is currently initiating a collaborative workgroup to ensure ongoing consistency between and among different websites and communications involving I.T. personnel, communications, AAEO, Student Life, UOPD, Counseling Center, Health Center and others.</p>
<p><b>In Process.</b></p>	<p>(Gap Analysis)            Develop a comprehensive and robust communications plan to educate the UO community about sexual violence (including sexual assault, partner violence, stalking,</p>	<p>The Director of Strategic Communications in the Division of Student Life is responsible for communications to students regarding Title IX required programming and services. They will coordinate with the AVP/Title IX Coordinator and with the Senior Director of Public Affairs in the President’s Office.</p>

	gender-based bullying and other forms of sexual harassment) and the programs and services associated with prevention and response.	<p>Student Life currently has two ongoing campaigns in development - the “Ducks Do Something” campaign and the “Sexual Violence Planned Prevention and Education Activities, Actions and Communications Plan.”</p> <p>This exists at the Departmental level of the Dean of Students, with support at the Division level, and will link up with overall efforts on a high-level strategic plan.</p> <p>Student Life recently relaunched a completely overhauled Safe website, and before the start of the term will have the Respect site completed. This will include a calendar of all prevention activities searchable by type.</p>
<b>In Process.</b>	<p>(PRP)</p> <p>Develop approaches that provide additional support for the distinct challenges and circumstances faced by individuals identifying as members of the LGBTQIA communities, graduate students, and international students.</p>	<p>Currently there are collaborative efforts occurring between Student Life and campus partners to develop programming and outreach. However there are still more opportunities for collaboration between support/ response/ prevention and other specific populations on campus.</p> <p>Response and support materials and training are already provided with neutral language and discuss sensitivities to the unique experiences of many students. More specific identified communities could be approached for outreach education and directed efforts.</p> <p>(See Appendices 1, 4 and 8 for a full list of prevention activities.)</p>
<b>In Process.</b>	<p>(PRP)</p> <p>Make information about support resources more readily available.</p>	<p>As soon as a student contacts a Support Services advocate, the student is sent a letter with complete information on the support services available to the student. That occurs the same days as the report. In addition, the SAFE booklet is attached in digital format and if the student chooses to meet, the Support Services advocate will walk through all of the information with the student in person.</p> <p>Information about response and support services is available on <a href="http://safe.uoregon.edu">safe.uoregon.edu</a>. Information about prevention activities and events will be available at <a href="http://respect.uoregon.edu">respect.uoregon.edu</a> (to be launched September 15, 2015). Information is also available in Oregon Hall, AAEO, Health Center, EMU, Office of Student Life, etc. The Student Life marketing team is working on an updated version for fall that includes details about new legal requirements.</p> <p>Information is given to students at IntroDucktion, during SWAT performances, and during every sexual assault prevention workshop, training or presentation on campus. The Office of Student Life provides support resources at all presentations.</p>



		<p>Fraternity/Sorority Life is hosting group conversations with all new recruits as well as active members, and the FSL Leadership Board is hosting conversations at all chapters during the Fall.</p> <p>(See section on FSL recommendations as well, and Appendix 1).</p> <p>Athletics has support resource information (pamphlets/written materials) available in the Jacqua Center near the Assistant Athletic Director for Student-Athlete Development office, as well as in all student-athlete orientation materials. In addition, the Student-Athlete Development Department sends emails about specific events and information to student-athletes.</p> <p>(See Appendices 4 and 8 for Athletics prevention activities).</p> <p>Departments can request in-person trainings on sexual harassment/sexual violence on an ad-hoc basis through ODT. These are focused more at employment situations.</p> <p>In addition, a comprehensive communications plan for all prevention and response efforts has been developed and is being implemented.</p>
<b>In Process.</b>	(GA) Develop a master calendar of events that ensures sexual violence awareness, prevention and intervention trainings are occurring systematically, frequently, and promoted widely and effectively for students, staff and faculty.	On the Student Life website, and the new Respect website, the main UO events calendar will be linked to and searchable by term, and all prevention activities will be tagged for easier searching.
<b>In Process.</b>	(GA) Develop and distribute publications and web-related resources regarding sexual violence for faculty and staff.	<p>The AAEO has a booklet that it currently distributes to faculty and staff. The Director of Strategic Communications was asked to assist with updating this and developing a new one. It is on schedule to be developed by the end of September 2015.</p> <p>Information is available on <a href="http://safe.uoregon.edu">safe.uoregon.edu</a> and soon to be on another website <a href="http://respect.uoregon.edu">respect.uoregon.edu</a>. Information is available in Oregon Hall, AAEO, Health Center, EMU, Office of Student Life, etc.</p>

<b>Ongoing</b>	(GA) Continue to promote and refine campus-wide campaign that promotes a culture of inclusion, care, respect, and safety for all community members.	<p>The Office of Student Life currently develops every programmatic intervention through this lens. This includes the Safe and Respect websites, the Dean of Students and Student Life websites, and the many public campaigns and targeted interventions every term.</p> <p>The University has the larger scale “Ducks Do Something/It’s On Us” campaign which it is continuing, the video challenges, and all of the individual leadership engagement and prevention work around this that continues to occur.</p> <p>(See Appendices 1, 4 and 8 for a complete list of prevention activities in Student Life, FSL and Athletics.)</p>
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## Communications/Delivery of Information: Identified Gaps

### VPSL

Status	Recommendation	Progress of Implementation
<b>Not Done.</b>	(Gap Analysis) Develop a systemic plan to establish and proactively conduct intentional outreach education and messaging <u><i>regarding sexual misconduct policies.</i></u>	The Office of Student Conduct is currently searching for a new Assistant Director of Student Conduct/ Outreach & Education to be the primary person for academic integrity outreach and education.
<b>Partial.</b>	(PRP) Provide resources to UO students at other UO facilities (OIMB, Portland etc.)	<p>In 2014, AAEO and Student Life collaborated with White Stag to ensure accuracy of materials provided to all students regarding resources and support and response protocols. This list was recently revisited and verified for accuracy by Student Life Marketing. The safe website will become the central (one list to update) site to provide a listing of services. The goal is to have all sites link to the one listing to reduce errors and inaccuracies.</p> <p>The VPSL and Associate Dean of Students also visited Charleston and met with students in 2014. The Associate Dean of Students works each year with White Stag in Portland, and currently serves as the liaison with the Student Affairs staff to ensure they receive accurate information.</p>

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**Provost /Senate**

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>Partial.</b>	(STFR) Send information to all teaching faculty with information for inclusion on their syllabi and a message about discussions of sexual violence in their classrooms.	The Senate has submitted a draft of suggested syllabus language to the Office of General Counsel and the Provost. The Committee on Sexual and Gender-Based Violence will resume discussions with the Provost's Office regarding the "suggested status of the material to avoid any potential issues with academic freedom" as soon as it reconvenes. This will likely occur in early to mid-August. When the Committee and the administration have agreed upon a draft, the Committee will then proceed to submit it as a motion in the Senate.

## Technology and Web: Completed or In Process

### VPSL

Status	Recommendation	Progress of Implementation
<p><b>Done and Ongoing.</b></p>	<p>(Gap Analysis) Initiate new sexual violence technology efforts with prevention and response/support services.</p>	<p>The UO Health Center currently offers the popular SexPositive App and they are working with the Director of Marketing in Student Life on enhancements.</p> <p>Director of Sexual Assault Support and Response Services and a graduate student have been working on a new program related to stalking and the use of technology and social media. They are in the process of seeking graphic design assistance for the associated awareness campaign.</p> <p>The UO is continuing the “It’s On Us” video challenge annually.</p> <p>Student Life is investigating other uses of technology for reporting such as programs like Callisto, UASK and others.</p> <p>The UO is continuing the “Ducks Do Something”/”It’s On Us” campaign, and has created videos to educate international students about sexual misconduct and relationship violence policies in several foreign languages.</p> <p>UO also uses Haven and AlcoholEdu, two online prevention programs.</p> <p>A new off-campus Housing website has launched and features resources on sexual violence prevention and response.</p> <p>The new Safe website is mobile responsive and Respect websites will also be mobile friendly for all portable devices.</p> <p>The AAEO/Title IX website will be updated as well.</p>
<p><b>Done and Ongoing.</b></p>	<p>(Gap Analysis) Review all websites and publications that provide information to students, staff and faculty regarding sexual violence response and prevention.</p>	<p>Director of Marketing in Student Life communications is reviewing and ensuring consistency on websites for Student Life and AAEO.</p> <p>A concerted effort with many different departments will be necessary for this recommendation, and for that reason VPSL is going to coordinate an informal work group with</p>

	<p>“Make changes and updates as needed. Utilize various student advisory committees and student focus groups to ensure websites, publications and other help-related resources are student-friendly and effective.”</p>	<p>relevant campus partners, and more direct lines of communication and decision making to further this effort. After the new AVP/Title IX Coordinator is hired, this effort will be coordinated through that office.</p> <p>A working group is being assembled in Student Life to discuss continued development for different audiences, best practices, and how everything can be done through a focus of keeping students in school.</p>
<p><b>Done.</b></p>	<p>(PRP)(Gap Analysis)</p> <p>Refine SAFE website. /</p> <p>Augment Student Life website information about programs and services.</p> <p>(Gap Analysis). “Make changes and updates as needed. Utilize various student advisory committees and student focus groups to ensure websites, publications and other help-related resources are student-friendly and effective.”</p>	<p>The new redone SAFE website launched July 23, 2015.</p> <p>The new website is very mobile responsive, has consistent branding with the rest of UO materials, is focused on more specific audiences, has cleaned up language consistent with others sites, consistent services information, easier access to confidential employees, 24-hour hotline above the fold, quick exit to Google, focused formats, responsive to portable devices, humanized staff resources with photos, staff bios, content edits. It also removes prevention materials as they will be housed via the respect website.</p> <p>The Director of Marketing in Student Life is also helping to clean up all language in print materials for Student Life for Fall 2015. Consistent use of terms, titles, names of resources etc. She is also developing a full communication guide for consistency across campus.</p> <p>The Director of Marketing is also working with Director of Sexual Violence Prevention and Education on marketing and publicizing bystander intervention activities in the Fall – including a video series.</p> <p>In addition, as suggested in the President’s Review Panel Report, the Director of Affirmative Action is creating a Frequently Asked Questions supplement specifically on reporting which will be included in new materials and linked to on the websites.</p>

## Research and Tracking of Information: Completed or In Process

### President's Office

Status	Recommendation	Progress of Implementation
<b>Done and Ongoing.</b>	<p>(STFR) Engage with and fund the campus climate survey. /</p> <p>(PRP) Participate in well-designed and responsibly administered campus climate survey.</p>	<p>The University participated in the AAU Survey that was delivered nationally. The information from the survey will not be released to Universities until Fall of 2015.</p> <p>The internal campus survey by Dr. Jennifer Freyd and others was funded by the University and should be releasing data soon.</p>

### VPSL/AAEO

Status	Recommendation	Progress of Implementation
<b>Under Review and In Process.</b>	<p>(GA) Strengthen the current infrastructure for tracking and case management of Title IX cases. /</p> <p>(GA) Create databases that help us track incident rates of sexual misconduct between and among high-risk groups (i.e. FSL, Athletics, International Students, etc.)</p>	<p>This recommendation is under discussion by the Title IX Management Team.</p> <p>The Offices of the AAEO and the VPSL are currently assessing what information can already be gathered/sorted by affinity groups or high risk groups with existing software, and where new options may need to be investigated to provide better tracking and case management functionality.</p>
<b>In Process.</b>	<p>(PRP) Ensure a process for follow-up on a student's background when it comes to the attention of the UO that the student or applicant has violated a student conduct code or criminal law.</p>	<p>The President recently announced that a new admissions procedures will require applicants to disclose information about their legal or conduct background. This will be in effect Fall 2015.</p> <p>AAEO currently tracks information related to students, employees or non-students whose conduct has been called into question through AAEO processes.</p>

		Student Conduct is currently able to and does consistently track information on students that have had their behavior called into question through the Student Conduct process.
<b>In Process.</b>	(PRP) Institute ongoing monitoring and evaluation of University programs and effectiveness in preventing and responding to incidents of sexual misconduct	<p>The creation of the AVP/Title IX Coordinator position, the Advisory Council and the Management Team are a part of being responsive to this recommendation. The goal is to create an overarching infrastructure that will be able to provide the ongoing monitoring and evaluation necessary.</p> <p>Currently, all SWAT programming is measured for effectiveness. The new bystander awareness program that will be unveiled this fall will also be measured and several learning outcomes assessed.</p>
<b>In Process.</b>	(GA) Establish data collection standards in offices that have primary responsibility for sexual violence (sexual assault, partner violence, stalking, gender-based bullying and other forms of sexual harassment) prevention and response issues throughout campus.	<p>The Director of Assessment and Research in collaboration with the various offices that have formal responsibility for prevention and response are evaluating all prevention and response programs.</p> <p>The Office of Student Life is currently in the process of hiring a graduate student to perform an in-depth assessment of prevention efforts. The purpose of this is to track aggregate data for behaviors/profiles, to track assess and address trends, design interventions and demonstrate transparency for the campus.</p>
<b>Partial and In Process.</b>	(GA) Develop an infrastructure for research and assessment for prevention and response efforts. Assessment efforts should include metrics and outcomes. Evaluate all sexual violence prevention initiatives, support services delivery, and climate improvement efforts.	<p>The AVP/Title IX Coordinator position, in collaboration with Student Life, Provost, AAEO and others as relevant, will lead the effort to develop this infrastructure.</p> <p>A needs assessment was completed in Spring 2015 and results are currently being reviewed by Prevention staff in the Dean of Students Office in an effort to inform current prevention program planning and the design of new programs. This information will assist Student Life in considering the unique aspects of student communities and student groups to be inclusive and engage students in a broader understanding of the intersection of identities.</p> <p>Student Life will require engagement from many departments and organizations to address the needs of various subpopulations of students. This will become part of the comprehensive and systematic prevention and education effort to engage the numerous student populations.</p>

## Training – Faculty and Staff: Completed or In Process

### VPLSL/VPFA

Status	Recommendation	Progress of Implementation
<b>Done and Ongoing.</b>	(PRP) Thoroughly and continuously train University investigators.	All investigators and coordinators have Title IX training. There is no universally recognized Title IX certification.  Investigators generally undergo several trainings throughout the year, some of them webinars, on topics related to their job duties such as Forensic interviewing, investigation best practices, workplace investigations, working with victims of trauma, etc.
<b>In Process.</b>	(PRP) Train all mandatory and confidential reporters.  “Adequately and consistently so that they are trained to give students accurate, consistent, and optimally supportive information that ensures that they receive appropriate guidance as to how to proceed and where to obtain help both with respect to support and process issues.”	AAEO offers, when requested, a Title IX/Harassment training that includes information on required reporting. In the past this was presented by the Sexual Violence Support Services Director and a Title IX Investigator. This training also includes a best practice suggestion for having the required reporting conversation with a student.  UO Organizational Development and Training offers an in-person sexual harassment training on request by departments and this is done by consultants. These trainings may contain information on required and confidential reporters, but are more geared generally towards workplace harassment.  AAEO is working with the graduate school to create more training for GTFs. The Director of the Affirmative Action is meeting with the Graduate School’s Engagement and Opportunity Manager to discuss further collaboration. Last year, an AAEO/Student Life/TEP working group created a GTF focused training program which partnered with SWAT.  Director of Marketing in Student Life is working with Student Life to review web materials for consistency of language and services. She is also working with AAEO and UOPD for consensus on language and developing communication guide to encourage consistency across all communications for these materials.
<b>In Process.</b>	(GA) Look at best practice programs for training responders such as the SILVER (safety, listen, validate, empower, refer) program.	Associate Dean of Students reviewed this program and was not initially favorable towards the particular approach. However, Student Life will look into the SILVER program again, as well as other programs for training first responders.



## VPFA

Status	Recommendation	Progress of Implementation
<b>Done and In Process.</b>	<p>(STFR) Publish and disseminate a booklet on sexual violence resources for faculty and staff.</p> <p>The Senate recommendation further states: “The Office of Equity and Inclusion has agreed to work with the Senate Standing Committee to create a similar guide for UO faculty and staff that will be available on the UO website (and should be included along with other resources on sexual violence on the “About UO” menu item) and as a pdf.” Dr. Alex-Assensoh created a similar guide while at Indiana Univ.</p>	<p>AAEO has a booklet that it currently distributes to faculty and staff. The Director of Strategic Communications was asked to assist with updating this and developing a new one. It is on schedule to be developed by the end of September 2015.</p> <p>Director of Marketing in Student Life is also working with AAEO and UOPD for consensus on language and is developing a communication guide to encourage consistency across all communications for these materials.</p> <p>The Committee on Sexual and Gender-Based Violence will continue to work with AAEO and UOPD to ensure that any materials developed for distribution to the faculty and staff regarding sexual and gender-based violence are based on current best practices.</p>
<b>In Process.</b>	<p>(GA) Develop training and response modules for faculty and staff that supplement and provide more detailed skill development than the currently used one-time mandatory training module.</p>	<p>AAEO is working with the graduate school to create more training for GTFs. Director of Affirmative Action is meeting with the Graduate School’s Engagement and Opportunity Manager to discuss further collaboration. Last year, an AAEO/Student Life/TEP working group created a GTF focused training program which partnered with SWAT.</p> <p>AAEO is in the process of fine tuning the current online training.</p>

## Training – Faculty and Staff: Identified Gaps

### VPSL/VPFA

Status	Recommendation	Progress of Implementation
<b>Not Done.</b>	<p>(Gap Analysis) Develop an annual comprehensive training program for all campus first-responders,</p>	<p>The VPSL, VPFA and AVP/Title IX Coordinator will oversee this and determine who will carry this out.</p>

	including how to compassionately respond to students, how to connect students to resources, and how to meet reporting obligations.	
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**VPFA**

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>In Process.</b>	<p>(STFR) Require Effective Title IX Training for all other UO employees (including training specifically designed for GTFs).</p> <p>“Consistent across units” “by a dedicated staff member with demonstrated expertise in Title IX”</p> <p>(STFR): “Trainings should be conducted on an annual basis, including presentations at new faculty orientation, directors/heads retreats; executive leadership meetings, etc.”</p>	<p>An online course that satisfies Title IX requirements is required of all new hires and completion is required every 3 years for all other employees.</p> <p>The AAEO is working with the graduate school to create more training for GTFs. Director of Affirmative Action is meeting with the Graduate School’s Engagement and Opportunity Manager to discuss further collaboration. Last year, an AAEO/Student Life/TEP working group created a GTF focused training program which partnered with SWAT.</p> <p>UO Organizational Development and Training offers an in-person sexual harassment training on request by departments and this is done by consultants.</p>
<b>In Process.</b>	<p>(STFR) “...training programs must be conducted by a dedicated staff member with demonstrated expertise in Title IX.”</p>	<p>The new AVP/Title IX Coordinator will be responsible for leading development of additional Title IX training for faculty and staff, in coordination with HR and AAEO. In the interim (before the individual is hired) the Title IX Management Team is researching options to augment current online and in-person trainings. They anticipate that some of the funds the President designated for Title IX related initiatives will be dedicated to new training efforts.</p>

## Prevention Education – Students: Completed or In Process

### VPSL

Status	Recommendation	Progress of Implementation
<p><b>Done. Partial.</b></p>	<p>(GA) Review sexual violence prevention needs assessment distributed to student organizations and use survey results (combined with evidence-based theory, practices, and research) to develop culturally relevant prevention and education initiatives for every student organization.</p>	<p>This needs assessment was completed by the Director of Sexual Violence Prevention and Education in Spring 2015, and results are currently being reviewed by Prevention Staff in the Dean of Students Office in an effort to inform current prevention program planning and the design of new programs.</p> <p>Student Life will require engagement from many departments and organizations to address the needs of various subpopulations of students. This will become part of a comprehensive prevention and education effort to engage the numerous student populations including international students, AEI, athletes, band, fraternities and sororities, student ambassadors, club sports, forensics, LGBTQIA students, orientation leaders, ROTC, veterans, law students, residence hall students, nontraditional students etc.</p> <p>Sexual Violence Prevention and Education is also doing a focus group with new graduate students through the Fall to discuss particular needs for this population.</p>
<p><b>Existing Practice.</b></p>	<p>Provide a Red Zone Campaign for all students at the beginning of the academic year.</p>	<p>Student Life is continuing to present a campaign during the first six weeks of Fall term (the Red Zone) to raise awareness about sexual violence. This campaign will be much more visible in Fall 2015 and include red flags on campus, a coaster campaign at establishments in Eugene, a table tennis tournament, digital displays on campus, a poetry slam, etc.</p> <p>(See Appendix 1 for a full list of prevention activities.)</p>
<p><b>Done and Ongoing.</b></p>	<p>(GA) Select an evidence-based, comprehensive bystander intervention program in 2014 and begin to pilot it during winter and spring terms (January-June 2015) and then launch the full program in 2015-2016.</p>	<p>Student Life reported that the Fall 2015 program incorporates bystander intervention understanding and awareness in almost every program that Student Life presents on prevention. Student Life considered different programs, but when the programs were analyzed decided that Student Life was engaging in best practices, just by a different name – in this case SWAT presentations, “It Can’t Be Rape” summer SWAT, Sexploration 101, FSL Leadership Board presentations, FSL Pilot Project, CPSY 199 for Student-Athletes, and targeted trainings as requested.</p>

		<p>All SWAT performances during the summer program and during the school year teach bystander intervention. During the 90-minute SWAT presentations offered throughout the school year, students have an opportunity to physically practice bystander intervention skills. Sexploration is an expansion of SWAT and is specifically designed to help first year students understand the particular dynamics of sexual violence to better enable them to intervene. Sexploration is happening specifically in residence halls and involves peer leaders and SWAT for 90-minute experiential trainings where new students learn “what it means to be a Duck by preventing sexual violence.” (See Appendix 1).</p> <p>There is no stand-alone bystander intervention program that has been selected, but Student Life staff report that they have conducted an exhaustive review of all the various programs and are tailoring a curriculum to the students at UO that is evidence based and focused on skill development.</p> <p>(See Appendix 1 for a complete listing of Student Life Prevention programs for Fall 2015.)</p> <p>Student Life tasked two graduate students in Prevention Sciences at the UO with completing a meta-analysis of the existing bystander intervention programs to assess strengths and weaknesses. (See Appendix 2).</p>
<p><b>Done and Ongoing.</b></p>	<p>(GA) Create training modules and opportunities for students to learn about healthy sexual behavior, healthy relationships and positive relationship interactions.</p>	<p>Student Life created Sexploration 101 which includes interactive discussions about healthy relationships, boundaries, consent, social norms and bystander intervention. It uses a peer educator and small group structure.</p> <p>Athletics is implementing CPSY 199 for all new students which covers healthy sexuality, sexual violence, consent, consequences of sexual assault and bystander intervention. This includes guest lectures and discussion facilitators. (See Appendix 4 for a complete syllabi.)</p> <p>The FSL Pilot Project engages fraternities and sororities in a series of workshops to discuss sexual violence, alcohol and drug use in sexual assault, feminine/masculine pressures, responding to survivors etc. (See Appendix 10 for the materials utilized.)</p> <p>Additionally, the Sexual Wellness Advocacy Team (SWAT) has been training student groups across campus on these issues for the past 15 years.</p>

<p><b>Done.</b></p>	<p>(GA)  Establish a second group of sexual violence peer educators that augments the work of the experiential, theater-based SWAT program, carrying out the mission of sexual violence prevention by greatly increasing the points of student contact surrounding this issue and offering more skill-based training.</p>	<p>Student Life created Sexploration 101, based on a University of Michigan program, which includes 90-minute, peer facilitated, small group interactive discussions about healthy relationships, boundaries, consent, social norms and bystander intervention.</p> <p>This has been developed through a collaboration between the Director of Sexual Violence Prevention and Education, the UCTC, Housing, a former GTF in Planning, Public Policy and Management and a student from SWAT.</p> <p>Sexploration is an expansion of SWAT and also teaches bystander intervention. Sexploration is happening specifically in residence halls and involves peer leaders and SWAT for small group experiential trainings where new students learn “what it means to be a Duck by preventing sexual violence.” (See Appendix 1).</p> <p>(See Appendix 1 for a full list of prevention activities.)</p>
<p><b>Ongoing.</b></p>	<p>(PRP)  Encourage involvement by student organizations in prevention efforts.</p>	<p>The Office of the Dean of Students provides programming, training and workshops to student organizations throughout the year as requested. The Director of Sexual Violence Prevention and Education and SWAT both work with organizations to create presentations that best fit the needs of the organization.</p> <p>There are more opportunities for collaboration with student organizations and partnering with ASUO to encourage great involvement by student organizations with prevention efforts. ASUO would have the greatest ability to require participation of any kind or to foster a collaborative relationship, and the Division of Student Life is reaching out to ASUO to initiate discussions to that end.</p> <p>The FSL Sexual Violence Prevention Leadership Board is an example of peer leaders implementing projects for their own constituencies. The Leadership Board instructed each chapter to create consent statements and statements about how consent ties into the values of the chapters. Some made plaques or laminated signs and are keeping them in open living spaces. The Leadership Board also created a mini-facilitation series of 15 minute presentations within their chapters on consent, bystander intervention, gender roles, response and support services etc. FSL students have become active in Sexual Assault Awareness Month, and chapters had booths at the events.</p>

		Sober Monitor trainings will include bystander intervention training and looking for signs of sexual violence. Leaders of Fraternities and Sororities are being trained at risk management summits to take information back to their chapters on sexual violence prevention.
<b>Partially Done and Ongoing.</b>	<p>(PRP) Identify and train student leaders to assist with the prevention education program.</p> <p>“...student leaders from across campus... be brought together to receive training to become peer mentors.”</p> <p>“Training should be well organized and consistent, and it should address how to best implement prevention measures on campus.”</p> <p>“It should include bystander intervention training and also cultural competency. Each of these campus communities should participate in identifying who would be its effective student leaders.”</p>	<p>The President’s Review Panel suggests that this could be a capstone experience of training and leadership consistent with UO’s identity as a place that builds leaders. The panel suggested this “include refresher trainings implemented on a regular basis with student leaders and targeted communication tools developed in coordination with student leaders of each community. Student forums should be made available for discussion of these issues.”</p> <p>The Fall Sexploration 101 course is bringing together student leaders for this program in the Residence Halls. It involves 50 trained peer educators who will present the content and facilitate discussions in a small group setting. The student leaders will work closely with Resident Advisors.</p> <p>During Fall 2015, there are about 80 total opportunities for students to receiving training through Sexploration 101 in the Residence Halls alone.</p> <p>SWAT is being increased to 20 students, and these student leaders will now receive stipends for their work in prevention efforts.</p> <p>Student Life reports record numbers of students involved with prevention efforts. The number has quadrupled since last year, and now includes student leaders from high risk groups such as FSL.</p>
<b>Done. Ongoing.</b>	<p>(STFR) Expand the availability of self-defense courses, empowerment based. More available in PE and workshops offered to specific high risk groups.</p>	<p>The Self Defense for Women course is being offered as a pilot project for its third term. There is an extension already in place. (See Appendix 3 for a full syllabus).</p> <p>A co-ed course will be starting in Fall 2015. The EMU is hosting self-defense workshops that student groups can sign up for free of charge for the 2015-2016 academic year.</p>
<b>Done. Partial.</b>	<p>(STFR) Immediately implement Title IX training and education for FSL, Athletics, Band, Debate, and Club Sports.</p>	<p>FSL and Athletics have and are implementing more tailored sexual assault prevention training and education programs.</p> <p>(See sections on FSL and Athletics and appendices 1, 4 and 8).</p>

		<p>The Office of the Dean of Students provides programming, training and workshops to student organizations throughout the year as requested. The Director of Sexual Violence Prevention and Education and SWAT both work with organizations to create presentations that best fit the needs of the organization.</p> <p>There are more opportunities for collaboration with student organizations. Partnering with ASUO to encourage greater involvement by student organizations with prevention efforts. ASUO would have the greatest ability to require participation of any kind or to foster a collaborative relationship with organizations.</p>
<b>In Process.</b>	(STFR) Provide additional staff for the Sexual Awareness Advocacy Team (SWAT)	President Schill has approved funding for a new prevention/training specialist and a recurring \$20,000 fund to provide stipends for SWAT student members. Vice President of Student Life has approved summer and fall resources until the new prevention specialist is hired.
<b>In Process.</b>	(GA) Include sexual violence prevention initiatives within other activities, including those that occur in the Rec Center, ERB, Health, UCTC, SA Resource, Parent and Family, Club Sports, Alumni, Intercollegiate Athletics, FSL, Housing.	<p>Director of Sexual Violence Prevention and Education shared that the involvement of organizations in activities during Sexual Assault Awareness Month was more robust this year than ever. Activities like the video challenges and focused workshops that are provided on request to groups have involved many more student organizations.</p> <p>FSL and Athletics are including prevention education in their activities. (See sections on FSL and Athletics and appendices 1, 4 and 8).</p> <p>Housing is including prevention education and initiatives with the course Sexploration 101, as well as training from Student Life for students and staff. The VPSL and Housing will be convening a working group to coordinate efforts and discuss circumstances unique to Housing.</p> <p>Student Life indicates that with the additional prevention specialist President Schill recently funded, Student Life will be able to integrate prevention efforts into other programs in innovative and effective ways.</p>
<b>In Process.</b>	(GA) Enhance current international student orientation initiatives (e.g. sexual violence prevention videos) in various languages. / (PRP)	Director of Sexual Violence Prevention and Education is speaking at orientation and other international student events. Associate Dean of Students had a meeting with Director of International Student and School Services on July 13 to discuss Fall 2015 training and orientation activities with International Affairs. A working group will be formed this Fall to further strategically discuss prevention efforts and international students.

	<p>Provide additional support and education for international students.</p>	<p>There is a mandatory orientation course for all new international students each Fall. This is now a 14-day orientation that includes a SWAT presentation and presentations from Student Life staff – Director of Sexual Violence Prevention and Education, Director of Student Conduct, etc. Briefer versions of this orientation are also offered in all other terms.</p> <p>A large percentage of international students live in Residence Halls, and therefore are also reached by residence hall prevention activities and presentations. This year that will include Sexploration 101. International Affairs is also intentional in reaching out to and coordinating with Student Life, and dovetailing with their efforts and events.</p> <p>International Affairs used an endowment last year from a former student that wanted to impact sexual assault prevention to help Student Life produce prevention education videos utilizing international students and translated into various languages.</p> <p>International Affairs has a mandatory peer mentor program that discusses sexual assault and relationship violence. In addition, they host ExplOregon – a unique program for building community and modeling healthy relationships. This consists of heavily subsidized field trips, activities and overnights as a social integration effort with the goal of 50% domestic and 50% international student participation.</p> <p>International students are also currently required to complete Haven and AlcoholEdu.</p>
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## Prevention Education – Students: Identified Gaps

### VPSL/ Provost

Status	Recommendation	Progress of Implementation
Ongoing.	<p>(GA) Develop a comprehensive and systematic prevention and education effort that spans a student’s academic career, and provides continuous dosage/longer prevention interventions over time (first through senior year, transfer, and graduate students).</p>	<p>According to the Senate Task Force Report, the Senate Task Force formed a working group to consider proposals for courses, both mandatory and optional, and will include input from stakeholders around campus. The working group submitted its recommendations to the full Task Force, which then decided to defer to the CSGBV to develop the ideas further. The CSGBV formed a subcommittee that is continuing to work on these course proposals.</p> <p>This will also require collaboration with the AVP/Title IX Coordinator, the VPSL and Student Life in collaboration with the Provost and other campus stakeholders.</p>



		<p>Student Life has developed a long-term three part campaign that consists of events and workshops held throughout the year for all students and a Freshman campaign involving the immersion during IntroDucktion, Week of Welcome and Fall term. There are three campaigns, one for each term, and each campaign is multi-approach and multi-media. These efforts target three different audiences – new students, specific communities, and continuing students. These are innovative and evidence based interventions planned for targeted outreach and prevention efforts.</p>
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**Provost / Senate**

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<p><b>In Process.</b></p>	<p>(PRP) Provide a course that would include information on prevention and response to sexual misconduct and that would include issues such as the meaning of consent, healthy relationships, and alcohol and drug use. /</p> <p>(STFR) Develop proposals for mandatory courses addressing gender, sexuality, and social inequality.</p>	<p>According to the Senate Task Force Report, the Senate Task Force formed a working group to consider proposals for such courses, both mandatory and optional, and will include input from stakeholders around campus. The working group submitted its recommendations to the full Task Force, which then decided to defer to the CSGBV to develop the ideas further. The CSGBV formed a subcommittee that is continuing to work on these course proposals.</p>

## **Athletics: Completed or In Process**

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<p><b>Partial. In Process.</b></p>	<p>(PRP) Ensure that the UO Athletic Department senior leadership is visibly committed to UO sexual misconduct prevention and response programs.</p> <p>“UO has a particular opportunity, with its well-known coaches and student-athletes, to show leadership by involving senior leaders, including athletics personnel, in prevention campaigns.”</p> <p>“Athletics should be encouraged to provide resources to create additional prevention messages.”</p>	<p>In April of 2015, Senior Associate Athletics Director and Assistant Athletic Director for Student-Athlete Development sent several communications to all student athletes, administrators and coaches about the programs/events that were available as part of sexual assault awareness month (“SAAM”).</p> <p>Senior Associate Athletics Director Peterson went to Title IX Certification training in July 2015, and was appointed a Deputy Title IX Coordinator in Spring 2015. The Athletics Department funded this training.</p> <p>Athletics held a sexual awareness softball game, and baseball game during SAAM. Athletics collaborated with fraternities and sororities through Kerry Frazee to distribute aqua bracelets that say “It’s On Us” and showed the “It’s On Us” video as well as a national Title IX video on the video board at baseball (softball does not have a board). In addition, announcements were made at both games regarding sexual assault awareness.</p> <p>Student-Athletes participated in the recent “It’s On Us” video campaign.</p> <p>The Athletic Director, Assistant Athletic Director of Player Development and Executive Assistant Athletic Director were at the Men’s Event held during SAAM. Executive Senior Associate Athletic Director went to the Take Back the Night Rally along with several student-athletes and staff. Senior Associate Athletics Director Peterson shares that there is an increased effort by coaches to get involved in events related to sexual violence prevention.</p> <p>Athletics brought in various people to the Head Coaches’ meetings to do presentations on topics related to sexual violence awareness and prevention. (See Appendix: 6)</p> <p>Numerous speakers have been brought in to speak on sexual violence and prevention to student athletes. (See Appendix: 8)</p> <p>President Schill and the AVP/Title IX Coordinator will be leading efforts to coordinate with Senior Leadership in Athletics to create more opportunities for participation with prevention and response programs.</p>

<p><b>In Process.</b></p>	<p>(PRP) Undertake additional prevention education for all student athletes.</p> <p>“Because student-athletes may enter the University at different times than other students... early campus prevention efforts such as IntroDucktion may not reach them... Athletics should conduct “pre-arrival” prevention and education for student-athletes.”</p> <p>“Student-athletes may be subject to greater media scrutiny and campus attention that may raise additional issues. Athletics personnel and coaches should include information about this fact in education programs directed at student athletes.”</p> <p>“Student-athletes may be considered role models and held to higher standards than other students...They may also have at least the perception of additional prestige and power... Athletics Department should address these issues and provide assistance....”</p>	<p>Assistant Athletic Director for Student-Athlete Development worked with CPSY Faculty and created a class for all incoming Freshman – “Foundations of Student Health and Well Being”. It is hosted in the Counseling Psych department and by their new MA in Prevention Sciences. It was piloted in Spring 2015 and they will have 4 sections in Fall 2015.</p> <p>This class includes specific coursework on alcohol and drug use and abuse, healthy sexuality and values, defining consent and sexual assault (including a SWAT presentation), an expert panel discussing the consequences of sexual assault, and bystander intervention training. This class includes an assignment on creating a wellness plan and avatar.</p> <p>Assistant Athletic Director for Student-Athlete Development estimates that even without it being a mandatory course there will be about 90% student-athlete participation in the course. They are using pre and post surveys to judge efficacy and impact.</p> <p>(See Appendix 4 for a full syllabus)</p> <p>Athletics has been bringing in external speakers as well as speakers from different parts of campus to provide information on sexual violence awareness and prevention and related issues. These have included the Director of Student Conduct, UOPD, the SWAT workshop, the Director of Sexual Violence Prevention and Education, Dr. Rashawn Ray, Alonso Jones and the Moss Group. (See Appendix 8)</p> <p>In 2014-2015, coaches required teams to attend one of three SWAT presentations during the year.</p> <p>Additionally, Football and Basketball provide team specific programming through speakers and workshops. (See Appendix 8)</p>
<p><b>Done. Partial.</b></p>	<p>(PRP) Include promotion of student conduct compliance to coaches' performance evaluations.</p> <p>“Each team’s head coach should be required to submit an annual report specifying the actions he or she has taken or supervised to</p>	<p>The University of Oregon Athletics Coaching Staff Annual Evaluation form includes language that states “Compliance with University, Conference and NCAA Rules and Regulations, including evaluation of promoting student conduct compliance” as one of the categories for evaluation.</p> <p>(See Appendix 5).</p>

	<p>prevent sexual misconduct by team members, and the success or failure of those actions.”</p> <p>“... Reports and any other relevant and reliable information should be reviewed by the President, in consultation with other persons of his or her choosing.”</p>	<p>General Counsel and Athletics were both uncomfortable with the wording of the recommendation in the report requiring reports to be submitted by the individual coaches as it may pose problems with FERPA restrictions on information sharing, among other issues.</p> <p>However, Athletics will be required to provide annual aggregate information to the AVP/Title IX Coordinator/Title IX Coordinator for inclusion in the annual report on sexual assault prevention and response efforts.</p>
<b>Ongoing.</b>	<p>(PRP) Ensure that reports of sexual misconduct by student-athletes continue to be handled according to standard University procedures.</p>	<p>Current Student Athlete policies direct students to the Student Conduct Code.</p> <p>Part of the new Freshman class presents information on consequences of student conduct code violations related to sexual assault. Student Handbooks/Planners that all students receive have relevant information and students are required to sign in acknowledgment of receiving the information. Tables in Jacqua have brochures and written information available.</p> <p>The President’s Review Panel report stated that: “the investigations of reports should be handled in the same manner as any other report of sexual misconduct at the University and no separate investigation should be conducted by the Athletics Department except as required to review compliance with team rules.”</p> <p>“This process should be stressed in Athletics Department personnel training in compliance with their contracts that stipulate that they comply with all rules, regulations, policies and decisions established by the University.”</p> <p>According to Assistant Director/Deputy Title IX Coordinator Peterson, both of these expectations have been and will continue to be a part of Athletic Department procedures.</p>
<b>Ongoing.</b>	<p>(PRP) Require that the Athletic Department immediately review any charge of sexual misconduct and consider whether suspension from team activities is warranted.</p>	<p>General Counsel’s Office reiterated the obligations of reporting during the Head Coaches Meeting and the process in which this information is managed.</p> <p>Student Athlete policies direct students to report student-athlete conduct violations immediately to the Director of Student Conduct.</p> <p>Student Athlete policies regarding violations of law discuss student suspension from participation in athletics during investigation. “When a student-athlete violates a local, state or federal law and the misconduct involves a misdemeanor, or violent action, drug and/or felony</p>

		<p>charge, the student-athlete may be suspended from participation in intercollegiate athletics until the charges have been addressed by the legal system.” The student-athlete is given the right to appeal the suspension within 72 hours of the decision.</p> <p>Student Conduct Code sections on Sexual Misconduct are copied verbatim in the Student Athlete policies. And a section has been added to Student Athlete policies titled “Handling Issues Regarding Sexual Misconduct of Any Kind.” This states:</p> <p>“It is required that the Athletic Department <i>immediately</i> review any charge of sexual misconduct and consider whether suspension from team activities is warranted. The Athletic Department ensures that any report of sexual misconduct regarding student-athlete is to be handled according to standard University of Oregon and law enforcement procedures.”</p>
<p><b>Ongoing.</b></p>	<p>(PRP) Ensure a process for follow-up on a student’s background when it comes to the attention of the UO that the student has violated a student conduct code or criminal law.</p> <p>“...if Athletics...has reasonable cause to believe that a student or student applicant has violated a student conduct code or a criminal law in the past, and that the violation would make the student a potential danger to the UO... the Athletics Department should attempt to obtain further information about the violation in a legally permissible manner.”</p> <p>“If such information confirms that the violation did occur and that the nature of the offense would pose a potential threat to the safety of the campus, the Athletics Department must report that fact to the University administration so that it can take</p>	<p>The Department Staff Policies on Conduct and Ethics has been revised to state in the section on Recruiting that “Department ensures a process for follow-up on student-athletes’ background when it comes to the attention of UO that the student has violated a student conduct code or criminal law.”</p> <p>The Senior Associate Athletics Director/Deputy Title IX Coordinator stated that the teams all have different recruiting practices given their different sizes and timelines, but that they all have some system for following up on these matters; football especially had a very thorough vetting process that was presented and discussed at a recent Head Coaches’ meeting.</p> <p>This is part of a broader discussion across campus about responding to information obtained regarding any student’s background, not just student-athletes. The Title IX Management Team is currently discussing this issue and following recommendations to improve database tracking systems and processes for responding to this type of information.</p> <p>The main UO Campus has considered questions about conduct charges or criminal charges on University applications and has made a decision to require this information during admissions.</p>

	appropriate action to ensure the safety of the campus.”	
<b>In Process.</b>	<p>(PRP) Maximize opportunities for student athletes to integrate with the rest of campus.</p> <p>“...should be encouraged to participate in campus activities, including prevention education programs...”</p>	<p>The Athletic Department reports that it encourages student-athlete activities in many ways. (See Appendix 7)</p> <p>According to the Assistant Athletic Director for Student-Athlete Development, the Student Athlete Advisory Committee makes efforts to connect student-athletes with campus events, but the student-athletes have the freedom to choose for themselves and they have very limited time. A mandatory first year on campus could be a great opportunity for students to become more involved on campus and more integrated. “The key is to find meaningful ways for student-athletes to engage.” Athletics reports that it will continue to educate student-athletes on the many benefits of campus engagement.</p>

## **Athletics: Identified Gaps**

<b>Partial.</b>	<p>(PRP) Share best practices among the various UO athletic teams.</p> <p>“...many of the teams have intensive and effective processes to recruit student-athletes of high character without a history of problem behavior, including sexual misconduct.”</p> <p>“There needs to be a better coordinated department-wide effort that ensures that the effective parts of individual team programs are available for use by all athletics programs as appropriate.”</p>	<p>According to the Athletic Department, the Football recruiting process was widely viewed as thorough and effective when presented to the President’s Review Panel. The Director of Football Recruiting Jim Fisher presented at the Head Coaches meeting on May 20, 2015. He shared the practices of the Football team in recruitment and vetting. The Senior Associate Athletics Director/Deputy Title IX Coordinator stated that each sport and prospective student-athlete are unique, however, many of the practices are common across teams.</p> <p>The President’s Review Panel encouraged development of common and best practices and to provide for the sharing of best practices among its teams.</p>
<b>Ongoing.</b>	<p>(PRP) Train and use student-athlete leaders in prevention education for student-athletes.</p>	<p>Assistant Athletic Director for Student-Athlete Development shared that Athletics encourages student-athletes to be peer educators in the Student Athlete Advisory Council where they have leadership conversations, sub-groups, and make presentations.</p>

	<p>“There are some unique circumstances that student-athletes face....Student leaders in athletics should be trained and used to assist with additional training... For example...personal or small group training to familiarize student athletes with the practices and policies of the UO related to sexual misconduct.”</p>	<p>Athletics continues to provide workshops throughout the year related to leadership skills. (See Appendix 8)</p> <p>The “It’s on Us” Video included several highly visible student-athletes.</p>
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## Fraternity and Sorority Life: Completed or In Process

Status	Recommendation	Progress of Implementation
<b>Done.</b>	(PRP) Publicize information reporting each fraternity and sorority's history of sanctions, including probation.	This information has been directly on the FSL website since February 2015, and is updated in real time. This includes status and sanctions, but does not include individually identifiable information.  See <a href="http://oregonfsl.orgsync.com/Conduct">http://oregonfsl.orgsync.com/Conduct</a>
<b>Done.</b>	(STFR) Form FSL Sexual Assault Task Force.	The FSL Sexual Violence Prevention Leadership Board was created in Winter 2015, and will continue to meet weekly during Fall, Winter and Spring terms.
<b>In Process.</b>	(PRP) Complete an external review of FSL. Make changes to FSL (as identified from the external review).	An external review has been requested to commence in late Summer or Fall 2015. Results will be submitted to the VPSL at the end of Fall term or by the beginning of Winter term 2016.  (See Appendix 9)
<b>Done.</b>	(PRP) Train and using student leaders in prevention programs. /  Provide additional training and programing specifically for members of fraternities and sororities.	The FSL Sexual Violence Prevention Leadership Board is an example of peer leaders implementing projects for their own constituencies. The Leadership Board was formed Spring of 2015, and has one member from each chapter. The Board meets weekly during terms with the Director of Sexual Violence Prevention and Education.  During the summer, the FSL Advisors attended Boot Camp where FSL staff worked directly with them on training related to campus resources, prevention strategies and education, and campus culture.  The FSL SVP Board instructed each chapter to create consent statements and statements about how consent ties into the values of the chapters. Some made plaques or laminated signs and are keeping them in open living spaces.  The Leadership Board also facilitates a mini-workshop series of 15 minute presentations within their chapters on consent, bystander intervention, gender roles, response and support services etc. This FSL Pilot Project launched Spring 2015 and is being assess for efficacy by pre and post surveys. (See Appendix 10).  FSL chapters invite SWAT presentations during the year.



		<p>FSL students have become active in Sexual Assault Awareness Month, and chapters had booths at the events.</p> <p>FSL is piloting a Sober Monitor training program for Fraternities this Fall which will include bystander intervention training and looking for signs of sexual violence. Sororities piloted the “Sober Sister” program in Spring 2015.</p> <p>Leaders of Fraternities and Sororities are being trained at risk management summits to take information back to their chapters on sexual violence prevention.</p> <p>FSL Staff will be meeting with all active members to have discussions of expectations, values and culture as well as policies, hazing, sexual violence prevention, and drug and alcohol abuse.</p> <p>New member recruitment orientation now includes an overview of expectations and values-based recruitment.</p> <p>FSL Staff will have meetings with all new members to go over expectations and values/culture, bystander behavior, alcohol and drug abuse prevention, sexual assault prevention, and hazing prevention.</p> <p>(See Appendix 1 for a list of FSL prevention activities)</p>
<p><b>In Process.</b></p>	<p>(PRP) Create and impose meaningful sanctions on fraternities and sororities for failure to adequately address sexual misconduct issues and related issues of alcohol and drug abuse</p>	<p>When fraternities or sororities receive sanctioning, the information is now publically posted on the FSL website and updated in real time. See <a href="http://oregonfsl.orgsync.com/Conduct">http://oregonfsl.orgsync.com/Conduct</a></p> <p>In addition, when fraternities or sororities are alleged to have violated the student conduct code, these violations no are no longer processed initially through chapter tribunals, but instead go directly to the Office of Student Conduct.</p> <p>FSL and others in Student Life met to begin further discussions related to this recommendation as of June 29, 2015.</p> <p>The AVP/Title IX Coordinator will require an annual report from FSL with aggregate data on sexual violence prevention and response efforts.</p>

<b>Done.</b>	(PRP) Ensure coordination among law enforcement agencies (with regard to fraternities and sororities)	Completed and effective as of July 1, 2015. This MOU includes UO Dean of Students Office, UO AAEO, the Eugene Police Department, the Lane County DA's Office, the DA's Victim Services Program, the UO Police Department, Sexual Assault Support Services (SASS) and the Lane Council of Governments.  This MOU will ensure more collaborative coordination of efforts with investigations and case management as appropriate, consistent victim-centered, trauma informed training and techniques, as well as compliance with applicable State and Federal laws.
<b>Partial. In Process.</b>	(STFR) Suspend plans to expand FSL.	Currently, no new applications are being considered for FSL organizations pending consideration of the external review that is being performed this year. No specific decision has been made to permanently suspend the expansion of FSL. However, changes in FSL may be considered consistent with recommendations arising from the review.

## Fraternity and Sorority Life: Identified Gaps

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>In Process.</b>	(PRP) Assess and make necessary improvements in exterior lighting around fraternity and sorority houses.  "Especially around 15 <sup>th</sup> Street."	The University reviewed the locations requested and determined that they are not on University property. However, the Director for Local Community and Neighborhood Relations has been asked to speak with the City of Eugene about possible increases in lighting in those areas.  FSL has already requested that additional lighting be employed by chapters during periods with frequent nighttime events at chapter locations.  Fire inspections and county health inspections are routinely performed at chapter houses.  In addition, the VPSL is making a request to the UOPD to conduct assessments of the safety and appropriateness of lighting around fraternity and sorority houses.

## Community Outreach: Completed or In Process

### VPSL

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>Done.</b>	(STFR) Execute an MOU with SASS.	University of Oregon has an existing contract/MOU with SASS to provide supplementary University crisis intervention and advocacy, education and outreach.
<b>In Process.</b>	(STFR) Execute an MOU with Womenspace.	Associate Dean of Students and Assistant General Counsel began collaborating as of July 14, 2015 to craft a new MOU with Womenspace.

### VPFA

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>Done.</b>	(STFR) (PRP) Execute an MOU with Eugene Police and UO Police.	<p>Completed and effective as of July 1, 2015.</p> <p>This MOU includes UO Dean of Students Office, UO AAEO, the Eugene Police Department, the Lane County DA's Office, the DA's Victim Services Program, the UO Police Department, Sexual Assault Support Services (SASS) and the Lane Council of Governments.</p> <p>This MOU will ensure more collaborative coordination of efforts with investigations and case management as appropriate, consistent victim-centered, trauma informed training and techniques, as well as compliance with applicable State and Federal laws.</p> <p>This MOU exists in addition to the MOU already in place between SASS and UO.</p>

### AVP/Title IX Coordinator

<b>Status</b>	<b>Recommendation</b>	<b>Progress of Implementation</b>
<b>Done.</b>	(PRP)	UO has an existing MOU with SASS and is in the process of creating an MOU with Womenspace.

	<p>Partner with support programs outside the University.</p>	<p>The MOU with local law enforcement agencies includes the DA Victims Services Programs as providing advocacy and case management services to domestic violence victims.</p> <p>The AVP/Title IX Coordinator will regularly review community programs to ascertain whether additional cooperation is appropriate.</p>
<p><b>In Process.</b></p>	<p>(PRP) Continue to review current organizational practices, response protocols, and delivery of services to ensure integrated service delivery between campus and off-campus partners for students that have been victimized.</p>	<p>This will be part of the ongoing AVP/Title IX Coordinator portfolio. The AVP/Title IX Coordinator will be responsible for developing, coordinating and overseeing the comprehensive Title IX strategic plan.</p> <p>The Offices of Student Conduct, AAEO and Student Life have regular meetings to ensure coordination of efforts. These will include the AVP/Title IX Coordinator.</p> <p>The Director of the AAEO is also reconvening a committee to oversee support and response protocol review and development which includes Student Life, Support Services, Prevention, Housing, and the UCTC.</p> <p>This recommendation is also being addressed by the creation of the Title IX Management Team (“TMT”) and the Sexual Assault Advisory Council (“SAAC”). These two groups will be responsible for ongoing advice, guidance and support to the President, and the SAAC will also support the Senior Executives on the Management Team. The AVP/Title IX Coordinator will be a member of the Management Team.</p> <p>The MOU with law enforcement has created a strategic group that also meets regularly to ensure coordination of efforts and communication. This group includes representatives from the UO Office of the Dean of Students, UO AAEO, UOPD, EPD, the DA’s Office, Victim’s Services, and SASS.</p>

## Community Outreach: Identified Gaps

### Institutional

Status	Recommendation	Progress of Implementation
<p><b>In Process.</b></p>	<p>(GA) Engage more men (including faculty and staff) in prevention and education activities on campus.</p>	<p>The Men’s Center was engaged in two events during sexual assault awareness month. They initiate an annual Men’s Walk to parallel the Take Back the Night Gathering and encourage male identified individuals to stand up against sexual violence.</p> <p>Associate Dean of Students met with the Director of the Men’s Center on July 14, 2015 to discuss strategies. The Men’s Center has great potential and the UO is one of only a few campuses in the nation to have a Men’s Center.</p> <p>Senior male identified leaders from Athletics have attended public events during SAAM. In addition, several male identified senior leaders have made very public statements against sexual violence including the Provost and the President.</p> <p>The FSL SVP Leadership Board and other FSL activities, and the Student-Athlete integration activities and training are also engaging many more male identified individuals on campus.</p>

## Response Protocols/Investigations: Completed or In Process

### VPSL/VPFA

Status	Recommendation	Progress of Implementation
<p><b>Done and Ongoing.</b></p>	<p>(PRP) Ensure prompt, timely completion of University investigations of allegations of sexual misconduct.</p> <p>“...the University should undertake regular assessments of whether these timelines are adequate and whether they have been met. If the timelines are not adequate or are not being met, the University must correct that deficiency with additional resources.”</p>	<p>President Schill recently dedicated funding for a new investigator to be added to the AAEO.</p> <p>In addition, the AVP/Title IX Coordinator position was created, and two Deputy Title IX Coordinators have been designated and trained. Substantial funding was dedicated in 2015 to Title IX issues as mentioned above.</p> <p>The Title IX Management Team is undertaking a review of protocols and has requested regular updates to begin assessing the efficacy of the current structure and resources. This will be reevaluated after the positions of the AVP/Title IX Coordinator and the new investigator have been filled. Consistent with Title IX guidance, extensions of relevant time periods may be appropriate for good cause, including but not limited to situations where the complexity of the investigation, the number of witnesses identified, or the volume of information which needs to be gathered and reviewed necessitates more time.</p> <p>The Student Conduct Code also includes language requiring updates to Complainants</p>
<p><b>Done.</b></p>	<p>(PRP) Provide prompt information to students about how information obtained in the investigation may be used.</p> <p>“It is our understanding that this is occurring during investigations at this time, and it is critical that this continue.”</p>	<p>Existing practice. The AAEO and Offices of Student Life and Student Conduct and Community Standards are continually evaluating how information is delivered to students before and during investigations. The AVP/Title IX Coordinator will also be involved in this ongoing review, as will the Title IX Management Team.</p> <p>President Schill recently dedicated funding for a new investigator to be added to the AAEO.</p>
<p><b>Done.</b></p>	<p>(PRP) Provide a report to the involved students about the outcome of the investigation.</p> <p>“We recommend that the University examine the current process in order to ensure that there is regular communication</p>	<p>Existing Practice. The AAEO and Offices of Student Life and Student Conduct and Community Standards are continually evaluating how information is delivered to students during and after investigations and the student conduct process. The AVP/Title IX Coordinator will also be involved in this ongoing review, as will the Title IX Management Team.</p> <p>President Schill recently dedicated funding for a new investigator to be added to the AAEO.</p>

	on the progress of the investigation as well as prompt communication about its outcome to the extent that the law allows the information to be shared.”	
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## Student Conduct: Completed or In Process

Status	Recommendation	Progress of Implementation
<b>Done.</b>	(PRP) Include a separate section on the processing of sexual misconduct cases.	Separate sections were included in the same conduct code. This was completed in the most recent changes to the Student Conduct Code adopted in June, 2015.  On the Student Conduct website, links are clearly provided to information on Sexual Misconduct as separate from Social Misconduct and Academic Misconduct. (See Section 1.V.3)
<b>Done.</b>	(PRP) Clarify those provisions of the Code dealing with alternative dispute resolution procedures when an incident of sexual misconduct is alleged.	This was completed in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 5.)
<b>Done.</b>	(PRP) Adopt new procedures for adjudicating a violation of the Student Conduct Code relating to an allegation of sexual misconduct. - Administrative Conference Model.	This was completed in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 3.III)
<b>Done.</b>	(PRP) Adopt and make available to all participants clear and specific rules for the conduct of the administrative conference.	This was completed in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 3.III)
<b>Done.</b>	(PRP) Give a full and fair opportunity to all participants in an administrative conference to present information and respond to information presented by the other side.	Existing Practice. This was continued in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 3.III(1)-(2))
<b>Done.</b>	(PRP)	Existing Practice.



	Apply the preponderance standard as the burden of proof in proceedings before the administrator.	This was continued in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 2(5)(h))
<b>Done.</b>	(PRP) Issue a written decision and make it available to both parties.	Existing Practice. This was continued in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 2(II)(2) and see also UO Annual Campus Security and Fire Safety Report, pages 55-57, available at the UOPD Website.)
<b>In Process.</b>	(PRP) Provide for equal provision of legal representation.	This was accepted and is being implemented. The VPSL and General Counsel are working on standard operating procedures to ensure a method that is equitable.  General Counsel advises that the availability of free legal representation is not contingent on a showing that the other party in the Student Conduct proceedings has obtained private counsel or availed themselves of free legal representation offered by the University; rather, the intent of this revision to the Conduct Code is to ensure that free legal representation offered by the University is equally available to both parties, regardless of whether they avail themselves of it.  (See Appendix 8, Section 3.II(2)(e))
<b>Done.</b>	(PRP) Allow appeals of administrators' decisions.	This was completed in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 3.IV)
<b>Done.</b>	(PRP) Ensure that there is no required contact between the accuser and the accused during the administrative process.	Existing Practice. This was continued in the most recent changes to the Student Conduct Code adopted in June, 2015.  In addition, the Office of Student Conduct is in a different physical location from both Support Services and the AAEO where preliminary investigations are currently performed.  (See Section 2(6)(h))

<p><b>Done.</b></p>	<p>(PRP) Allow for participation of student advisors but clarify the limitations on their participation.</p>	<p>Existing Practice. This was continued in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 3.III(1)-(2)) and Section 2(5)(i) and Section 2(II)(2)(c)).</p>
<p><b>Done.</b></p>	<p>(PRP) Provide clear information on what sanctions apply or are available.</p>	<p>Existing Practice. This was continued in the most recent changes to the Student Conduct Code adopted in June, 2015.  (See Section 2.VI)</p>
<p><b>Done.</b></p>	<p>(PRP) Notify the parties that the result of the appeal is subject to review in court.</p>	<p>Existing Practice. This conversation occurs with every complainant and respondent that participates in a Title IX and Student Conduct investigation. It is also part of the role of any legal advisors to the parties to notify them of this possibility.</p>

Moving Forward:  
Planned Prevention, Education and Response Activities and Actions  
Spring through Fall 2015

SPRING TERM

**Sexual Assault Awareness Month** – April is nationally recognized as sexual assault awareness month. The Office of Sexual Violence Prevention and Education collaborates with campus partners to create a full month of educational and interactive ways to address sexual violence. The last week of the month, Sexual Violence Prevention Week, focuses on prevention programming and features Take Back the Night. (Existing but expanded)

**'It's On Us' Student Video Challenge** – The White House charged the nation to take ownership in ending this problem and has rolled out the "It's On Us" campaign. The UO's video challenge was an opportunity for students to create videos to show what "It's On Us" looks like within their campus communities – to show what they are doing to end sexual violence. Qualifying videos were judged for awards and the winning video(s) recognized nationally. (New)

**International Student Videos** – The Office of Sexual Violence Prevention and Education partnered with International Affairs to create videos specifically designed to reach international students. The videos use international students to talk about sexual violence and local resources and are translated (via subtitles) into Arabic, Chinese, Japanese, and Korean. These videos are now used in peer mentor training and have also been incorporated into the health and safety curriculum for the American English Institute at the university. (New)

**Poster Campaign** – Highly visible and very popular poster campaigns designed by the Office of Sexual Violence Prevention and Education in an effort to raise awareness about progressive ways to end sexual violence. (Existing)

**Campus Climate Surveys** – The University is conducting two different surveys to assess the campus climate regarding sexual violence incidents, prevention, and response processes on campus. Surveys have been sent out to students in spring 2015. (new)

**Student Conduct Code** – A revised student conduct code will be presented to the UO Board of Trustees for approval at the June board meeting. (ongoing)

**SAFE Website** – A refinement of the SAFE website to ensure content and design are up-to-date with changes on campus will be complete by IntroDUCKtion. (ongoing)

**Marijuana Survey** – The Prevention Science Institute, in collaboration with Dean of Students Office is conducting a first of its kind in the nation survey to analyze attitudes, behaviors and impacts, pre- and post- marijuana legalization. We will have constructs to evaluate marijuana, alcohol and tobacco usage, perceptions, community impact, negative consequences associated with usage including academic success. The survey will be repeated in spring 2016. (new)

**Peer Training** – Staff from the Office of Sexual Violence Prevention and Education will be training Student Orientation Staff (SOSers), who serve as small-group leaders during IntroDUCKtion. They will be

trained on sexual violence prevention and response, to create a unified message to new students.  
(Existing but expanded)

**Student Needs Assessment**—The Office of Sexual Violence Prevention and Education has reached out to the leadership within campus organizations to establish their identified needs related to prevention of sexual violence through a comprehensive survey. Additionally, the office has conducted a meta-analysis of best practices for prevention initiatives and programming. The meta-analysis combined with the needs assessment will be used to evaluate how current UO prevention methods align with the research and to inform what best practices are missing. With a more comprehensive understanding of the needs (both student identified and research informed) the office is creating a 3-year longitudinal plan. The goal is to ensure that every initiative stemming from the Office of Sexual Violence Prevention and Education is both research supported and assessed for the effectiveness. (new)

**FSL Pilot Project** – Every fraternity and sorority is participating in a series of workshops designed to educate chapter members about sexual violence prevention and response. The workshops specifically aim to educate students about consent, bystander intervention, the role of drugs and alcohol in sexual assault, feminine/masculine pressures, and responding to survivors. This workshop program is to be piloted within the Fraternities and Sororities at the University of Oregon in spring 2015. The program is be a total of 7 weeks including an introduction with pre-evaluation, 5 workshops about the specified topics with weekly surveys and a conclusion with a post-evaluation. Each workshop is led by the Fraternity/Sorority Task Force. (new)

## INTRODUCTION

**“It Can’t Be Rape”**— The summer theatre production, presented by Sexual Wellness Advocacy Team (SWAT) of “It Can’t Be Rape” is a mandatory presentation delivered to the 4,000 students entering the UO who attend either IntroDUCKtion and Week of Welcome. The production includes education about consent, sexual assault, dating/partner violence, stalking and sexual harassment. Included in the presentation are definitions and dynamics about sexual violence—what it is and what it isn’t; its prevalence on college campuses; how to support a friend who has been assaulted; campus and community resources for victims; bystander intervention education, risk reduction, reaffirmation of university protocols and policies; and information about the student conduct code. (Existing)

**Small-Group Facilitated Discussions** – Directly following the "It Can't Be Rape" play Student Orientation Staff will lead small groups in a facilitated discussion about campus resources, myths and facts about sexual violence, and expectations of students in regards to preventing sexual misconduct. (new)

**Ducks Do Something Poster Campaign** – Highly visible and very popular poster campaigns designed by the Office of Sexual Violence Prevention and Education in an effort to raise awareness about progressive ways to end sexual violence. Posters utilize well known students to send a message that ducks are proactive in ending sexual violence. The goal is for students to see folks they know and identify with leading as an example and setting a social norm for the expectations of ending sexual violence. Examples include but are not limited to “DUCKS RESPECT DUCKS to end sexual violence” and “DUCKS ASK FOR COSENT because they care about their partners.”(New)

## SUMMER

**AVP Hire** – Our goal is to have the new Assistant Vice President for Campus Sexual Assault & Title IX Coordinator on board by July 1.

**Fraternity & Sorority Life (FSL) Review** – An external review of Fraternity and Sorority Life will be conducted during the summer. (Need to add details here of what the review will consist of, including a policy audit of the recognition process, anti-hazing, chapter facility policy and standards, new member education policy and alcohol policy.)

**Website Updates** – A comprehensive update of prevention and response information on the Student Life website will be complete during summer 2015.

**Haven** – Haven is a mandatory online course mandated for all incoming and transfer students 21 years of age and under. This training is a population-level program addressing sexual assault, intimate partner violence and stalking which introduces students to key definitions, statistics, and the root causes of sexual violence; presents reflective and personalized course content; introduces bystander skill and confidence building strategies; and brings up the campus specific policies, procedures and resources. (Sexual Violence Prevention and Education – Existing)

**Peer Training** – Sexual Violence Prevention and Education staff will be training SOSers, WOW leaders, and RA's on sexual violence prevention and response, to create a unified message to new students.

**FSL Advisor Boot Camp** – During September, FSL staff will work with chapter advisors at a (duration) training session that includes student development theory, campus resources, prevention strategies and education, campus culture discussion, and a FSL programmatic initiatives overview.

## WEEK OF WELCOME

**"It Can't Be Rape"** – New students who did not attend during IntroDUCKtion will attend It Can't Be Rape during Week of Welcome.

**Targeted Community Outreach** – need description that talks about a variety of activities for specific communities, such as FSL, athletics, international students, transfer students, Band, etc. (FSL items listed below)

### **Fraternity and Sorority Life**

- **Active Member Meetings** – including an Overview of expectations, values-based recruitment and FSL culture and values. (redefined purpose for sororities, new for fraternities)
- **Prospective Member Recruitment Orientation** – includes an overview of expectations and values-based recruitment (new for fraternities)

**Ducks Do Something Campaign** – An extension of the Ducks Do Something Poster Campaign that includes more students and well known faculty, staff and leadership. The campaign will take place in highly visible and well trafficked locations across campus and in residence halls. The goal is to continue setting the expectation that Ducks actively engage in sexual violence prevention. (new)

## FALL TERM

**CPSY 199** – All new student athletes (3 sections in fall) will be taking a for-credit course which covers healthy sexuality, sexual violence, consent, consequences of sexual assault, and bystander intervention. Staff from Sexual Violence Prevention and Education are assisting with curriculum development and will be guest lecturers/ discussion facilitators for each section offered. (Intercollegiate Athletics – New)

**Red Zone Campaign** – This campaign takes place to raise awareness about the national issue of sexual violence and the increased prevalence of sexual assault within the first six weeks of fall terms on college campuses. (Existing, but much more visibility next year)

**Sexploration Series 101 Presentations** – Development of a new interactive educational opportunity for ALL first year students within the first term on campus. 90 minute experiential prevention workshops in residence halls addressing bystander intervention, awareness raising, social norm expectations focusing on sexual violence prevention (New and dependent on funding and staff time)

**Targeted Community Outreach** – need description that talks about a variety of activities for specific communities, such as FSL, athletics, international students, transfer students, Band, etc. (FSL items listed below)

### **Fraternity and Sorority Life**

- **FSL New Member Orientation** – Includes information on bystander behavior, AOD prevention, sexual assault prevention, hazing prevention, and lifelong commitment/alumni perspective (began fall 2013 for all new members that received invitation to join a chapter)
- **FSL New Member Educator Workshop** – Including leadership development framework, new member programming overview and curriculum development, and hazing prevention (new for men and women)
- **FSL focus groups/on campus assessment** – fall 2015
- **FSL Chapter Standards Plan** – outlines minimum expectations of chapters (re-introduction)

### **Athletics**

- **Waiting for update**

**Off-Campus Housing Website** – new website will include a resource section that provides substance abuse prevention and healthy relationship information.

**Substance Abuse Prevention Group Trainings** – including: UO Housing staff, Peer Educators and high-risk subgroups of students.

**Sexual Wellness Advocacy Team (S.W.A.T.)** – SWAT creates and facilitates interactive theatre based workshops throughout each term to residence halls, fraternity and sorority organizations, classes and other student groups. Topics addressed include sexual assault prevention, definition of consent, bystander intervention, risk-reduction, campus and community resources and supporting a friend who has been sexually assaulted, and responding to assault survivors. (Existing)

**Partnerships** – Partner with Lane County Prevention to promote the new medical amnesty law in the State of Oregon.

Bystander Interventions for Campus Sexual Assault: Methodological Weaknesses and  
Implementation Recommendations

University of Oregon

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## Preamble

This report reviews the methodological issues within the current literature on bystander interventions aimed at reducing the prevalence of sexual assault on college campuses. The negative implications for these issues are discussed. In response to these issues, this report provides recommendations with the intention that these strategies may help to limit the possibility that methodological weaknesses will be carried into the procedures and assessments of bystander interventions employed on college campuses. The recommendations in this report are not meant to be comprehensive. Instead, the recommendations are meant to highlight effective strategies involving assessments, pertinent intervention content material and vital capacity building strategies. As a result, this report does not serve as a whole representation of the efforts necessary to address the prevalence of sexual assault at every level of which it needs to be addressed (i.e. societal, communal/institutional, interpersonally, etc.). However, with these recommendations, the potential for ineffective bystander interventions is conceivably mitigated.



## Review

Sexual assault on college campuses has been a significant problem in higher education for more than half a century. Recent events and political forces, such as President Obama's recent task force report (White House Task Force) have drawn more specific national focus on issues of campus sexual assault and campus climate surrounding sexual health behaviors and attitudes. This current national attention appears to suggest that the problem is acute and of a crisis nature. But the problem of campus sexual assault, harassment, and sexual risk behaviors are actually long-standing, chronic issues that are deeply embedded in our campus communities. As such, what is urgent and acute is campus communities' need to deal with and ameliorate the problem.

Beginning in the 1970s and continuing through the early 2000s, self-defense trainings and educational programs were the most popular categories of sexual assault prevention (Burn, 2008). Specific goals of such self-defense trainings include: increased sense of self-improvement, increased control over one's life, and increased confidence, assertiveness, and independence (Yeater & O'Donohue, 1999). Self-defense strategies have typically focused on stranger assaults rather than acquaintance assaults (Yeater & O'Donohue, 1999). It would be problematic, however, to assume such self-defense strategies would allow the victim to respond effectively in the majority of cases of sexual assault because most often sexual assault is perpetrated by an acquaintance (Yeater & O'Donohue, 1999).

Educational programs include information on sexual assault prevalence, debunking rape myths and rape supportive attitudes, discussions of gender-stereotyped

behavior, and practical suggestions for safe dating behaviors (Burn, 2008). Such educational programs are “somewhat effective” in changing attitudes toward rape, but “if effectiveness is defined solely as a decrease in sexual assault, then there is little support available from the current pool of studies,” (Anderson & Whiston, 2005). This highlights the void in sexual assault prevention efforts that bystander interventions seek to fill. Bystander intervention, as it pertains to sexual assault, creates a new space for audience members. Previous self-defense strategies and educational programs dichotomize the audience between potential perpetrators and potential victims. Bystander interventions create the role of an “interrupter” (Burns 2008). As such, these individuals can potentially intervene in situations that may lead to sexual assault, speak out against social norms supportive of sexual violence, and create new norms for intervention (Burns, 2008). Ultimately, bystander interventions seek to create potential allies in situations of high-risk victimization, most notably on college campuses.

Current research has investigated the impact of bystander interventions on bystander efficacy, attitudes, intent, rape proclivity and rape perpetration (Katz & Moore, 2013). Bystander interventions have largely gained popularity with intervention specialists due to their focus on positive messages and strengths-based content. However, the current research on bystander interventions shows that these interventions tend to have a significant impact on attitudes and intent rather than actual bystander and sexual assault behavior and behavior change (Katz & Moore). While this lack of impact on behavior may result from poor intervention content, the lack of significant behavioral outcomes within these studies may be influenced more by methodological weaknesses in the research itself (Katz & Moore). In other words, the

results of these studies may best be seen as tentative only because of research design weaknesses, limitations in the program or intervention implementation strategies used, and poor assessment rather than deficiency in actual content being delivered (Katz & Moore, 2013; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2011; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010; Banyard, Moynihan & Plante, 2007; Foubert, Langhinrichsen- Rohling, Brasfield, & Hill, 2010; Gidycz, Orchowski, & Berkowitz, 2011; Langhinrichsen-Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Foubert & Marriott, 1997; Foubert & McEwan, 1998; Foubert, 2000; Foubert & Newberry, 2006; Cissner, 2009). Rather than restructure the content of bystander interventions, it is important to first address any methodological limitations in the current research. This way, we may properly identify which components of the interventions are worth preserving and which components need further revision.

In 2013 Katz and Moore presented a meta-analysis comparing bystander interventions aimed at reducing sexual assault on college campuses. In this meta-analysis only quantitative studies that investigated the impact of bystander intervention, utilized a control group, and that provided pre- and post-test analysis of the data were included. Studies were excluded if the participants were not enrolled in college, if the intervention was delivered via a speech or poster, if there was not quantitative data, if there was no control group or if the study utilized a data set already included in the meta-analysis. This resulted in 12 studies that were included for review.

Inclusion criteria also included the fact that bystander interventions had to be characterized by an in-person training session, an approach that emphasizes students as allies in prevention, and/or a focus on reducing risk and/or increasing responding to

sexual assault incidences. There were a total of 5 programs investigated across the 12 studies included in the meta-analysis: *Bringing in the Bystander*, *The Women's Program*, *The Men's Project*, *The Men's Program* and the *Mentors in Violence Program* (MVP). As mentioned, the meta-analysis reported the overall ability for these programs to increase the participant's intention to help; yet there were insignificant increases in participants' actual helping behavior following the bystander intervention. However, there were problematic research design components distributed across each study that are cause for concern. This leads researchers and interventionists to believe that until these methodological limitations are corrected, one cannot be confident that the observed lack of behavior changes are the result of the ineffectiveness of the bystander intervention as opposed to the research design flaws. Therefore, it is pertinent to address these methodological issues before drawing finite conclusions against the effectiveness of bystander interventions.

The first of these weaknesses regards sample size. Of the 12 studies employed, seven had samples sizes below 180 participants (Katz & Moore, 2013; The seven studies were: Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2011; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010; Langhinrichsen-Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Foubert & Marriott, 1997; Foubert & McEwan, 1998; Foubert, 2000; Foubert & Newberry, 2006). The relatively small sample sizes in these studies reduced the likelihood of discovering potential treatment effects that may have been present, as sample size relates directly to the statistical power to detect differences between treatment and control conditions. Moreover, in circumstances in which treatment effects were found (Katz & Moore, 2013; Moynihan, Banyard, Arnold,

Eckstein, & Stapleton, 2011; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010; Banyard, Moynihan & Plante, 2007; Foubert, Langhinrichsen- Rohling, Brasfield, & Hill, 2010; Langhinrichsen-Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Cissner, 2009), low sample sizes reduce ones ability to make claims about the generalizability of the findings to larger groups and different populations. Ultimately, this may result in erroneous conclusions that find an effect within the sample when an effect in the general population may not be present. This is problematic because if a study's findings are not confidently generalizable, even if significant effects are observed, it is difficult to assume that the intervention will have the same significant effect within other populations.

For example, the study by Moynihan, Banyard, Arnold, Eckstein, & Stapleton (2011) investigated the impact of *Bringing in the Bystander* on bystander efficacy and intent in a population of 56 sorority women. The results indicated that there was a significant increase in bystander efficacy and intent in the program group compared to the control group. However, due to the small sample size, we cannot confidently generalize these results to the larger population. Ultimately, this lack of confidence undermines the potential evidence that suggests an intervention may work and/or otherwise be generalizable and effective with other populations.

A second methodological limitation in the research reviewed involves the use of specific populations. A total of 6 studies in the meta-analysis gathered data from fraternities, sororities or athletic communities. For example, in a collection of studies by Foubert et al. there were significant treatment effects on improving attitudes about rape, rape proclivity, and sexual assault perpetration across all studies (Langhinrichsen-

Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Foubert & Marriott, 1997; Foubert & McEwan, 1998; Foubert, 2000; Foubert & Newberry, 2006). However, these investigations were done with fraternity men only, signifying that the effectiveness of the intervention may rely on a community-specific variable that may not apply to other groups on campus. While the need for sexual assault prevention may be greater in these campus populations, the extent to which we can generalize the results of these studies is limited. This ultimately diminishes confidence in the utility of the intervention itself.

A third methodological issue in the studies reviewed concerns the number of post-test assessments used in the study and their timing. Most of the studies in the meta-analysis did not evaluate the outcome measures over time (Katz & Moore, 2013; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2011; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010; Foubert, Langhinrichsen- Rohling, Brasfield, & Hill, 2010; Gidycz, Orchowski, & Berkowitz, 2011; Langhinrichsen-Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Foubert & McEwan, 1998; Foubert & Marriott, 1997; Foubert & Newberry, 2006; Cissner, 2009). For example, Foubert, Langhinrichsen, Rohling, Basfield and Hill (2010) investigated the impact of a bystander intervention, *Women's Program*. However they only conducted post-test measurement of their outcome variables immediately following the intervention, and did not follow-up with a later follow-up assessment of the participants at a later time. In fact, this was the case in 6 of the 12 studies included in the meta-analysis, resulting in an insufficient degree of post treatment assessment in general, and an inadequate temporal quality to the post-test outcome measurement, more specifically. As such, it is difficult to ascertain the extent

that the intervention helped the participants acquire knowledge and if this knowledge is sustained over time. Essentially, confidence in the effectiveness of the intervention over time, despite initially significant results, has not been proven or supported in these studies.

A fourth methodological limitation is related to a lack of consistency in the specific outcomes measured. Whereas some research investigations in the meta-analysis chose to focus on attitudes, bystander efficacy *and* behavior (Katz & Moore, 2013; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010; Banyard, Moynihan & Plante, 2007; Gidycz, Orchowski, & Berkowitz, 2011), there were 9 studies that investigated efficacy and attitudes alone (Katz & Moore, 2013; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2011; Foubert, Langhinrichsen- Rohling, Brasfield, & Hill, 2010; Langhinrichsen-Rohling, Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Foubert & Marriott, 1997; Foubert & McEwan, 1998; Foubert, 2000; Foubert & Newberry, 2006; Cissner, 2009). Therefore, behavior and behavior change was excluded from the outcomes measured in most of the studies. This is a point of contention because increasing efficacy and attitude does not validly translate to an increase in bystander behavior. If the goal of bystander interventions is to prevent sexual assault, the intention to prevent and the feeling that one is equipped to prevent, does not necessarily predict behavior. And yet, when behavior was assessed as an outcome, it was assessed no longer than four months following intervention (Katz & Moore, 2013; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010; Banyard, Moynihan & Plante, 2007; Gidycz, Orchowski, & Berkowitz, 2011). This begs the question, how long does it take to change rape-related and

bystander-related behaviors? Without behavioral measures and sustained post-tests, it is difficult for these studies on bystander interventions to answer this question.

Last, when rape-related behaviors are investigated they are often vaguely operationalized. For example, across the literature investigating the impact of the *Men's Project*, a bystander intervention focused specifically on men, investigators examined the outcome of rape proclivity and rape perpetration (Katz & Moore, 2013; Foubert, Brasfield, Hill, & Shelley-Tremblay, 2011; Foubert & Marriott, 1997; Foubert & McEwan, 1998; Foubert, 2000; Foubert & Newberry, 2006). Unfortunately, these terms were not specifically defined or distinguished from one another in the articles. In the case that we assume rape proclivity alludes to the tendency to rape, whereas rape perpetration suggests the actual amount of reported rape incidences, it is still unclear how the researchers measure a tendency to commit a rape-related behavior. Similarly, if rape *perpetration* is measured as an indication of the interventions' impact on rape-related *behavior*, there are potential confounding variables. In this case, rate of reporting may have simultaneously fluctuated and, as a result, the change in rape perpetration may also reflect the change in reporting rather than a change in perpetration alone.

Katz and Moore (2013) concluded that the current research on bystander interventions suggest a primary impact on bystander and rape attitudes while only potentially, secondarily, impacting rape and bystander behaviors. Their explanation for this phenomenon is largely due to the notion that rape-related behaviors are "more entrenched" and, therefore, "less malleable" (p. 1063). As a result, the actual behaviors are harder to change. If this is the case, then perhaps a revision of the current methodology would ensure a research environment where this hypothesis could be



explored. Unaddressed, the small sample sizes, the specific exclusionary populations, the lack of timely and numerous post-tests, the exclusion of behavior as a measured outcome variable and the vague operationalizations collectively undermine the ability of reviewed research to conclude that any of the interventions are effective in general and helpful in changing behaviors, more specifically. In order to measure the full impact of a bystander intervention, research must first ensure that proper methodological procedures and processes are in place in order to provide a complete picture of the possible outcomes of an intervention.

### **Recommendations**

Although the research regarding bystander interventions has not found the most promising results, it is unwise to confidently conclude that these interventions are not effective. Unfortunately, the methodological weaknesses of these studies cannot be remedied immediately to inform the current decision as to which intervention would best change bystander behavior. At best, an interventionist looking to introduce a bystander intervention on campus can pinpoint the most promising interventions and strive to build in a structure of implementation and evaluation that allows them to confidently assesses the strength and validity of the intervention. Only after establishing appropriate and effective implementation and evaluation strategies, can one be sure that the chosen intervention is effective. For this reason, implementation and evaluation strategies are recommended.

Interviews with a range of staff members at the University of Oregon, members of prevention initiatives at University of Michigan, and independent research informed the recommendations suggested below. Interviewees included:

- Justin Shukas (Director of Fraternity and Sorority Life),
- Kerry Frazee (Director of Sexual Assault Prevention and Education),
- Morgan Plew (Fraternity and Sorority Life's former Panhellenic Council President),
- Katy Harbert (Assistant Athletic Director, Student-Athlete Development),
- Mallory Wehage (Assistant Director Fraternity and Sorority Life),
- Erin Darlington (counseling psychology doctoral graduate) and
- Abigail Leeder (Director, Experiential Education and Prevention Initiatives).
  
- Collaboration was also conducted with Sheryl Eyster (Associate Dean of Students) and
- Benedict McWhirter (Department Head, Counseling Psychology and Human Services).
  
- Further research and collaboration involved interviews with Anne Huhman at University of Michigan (Program Manager of Education and Prevention).

### ***Implementation Strategies***

Provided the information from these interviews and research, three components for proper implementation of a bystander intervention were identified. A leftover hallmark of educational programs, bystander interventions typically use professional staff to disseminate a single session, broad message that theoretically applied to everyone (Katz & Moore, 2013). This approach, however, lacks a particular sensitivity to

the audience that would be useful when trying to communicate with students. Malcolm Gladwell explains this phenomenon, in *The Tipping Point*, “If you want to bring about a fundamental change, a change that will persist and serve as an example to others, you need to create a community around them, where their beliefs can be practiced, expressed, and nurtured” (p. 173). Therefore, a message is only as effective as it is relevant to the student and a message is relevant when it resonates with the student, as being sensitive to their norms and values (ACHA, p. 8). In this way, the message not only sticks with the audience, but it also becomes an integral part of the group identity. Meaning, a broad message that ignores the cultural characteristics of the audience will not stick with the group (Gladwell, p. 173). It stands to reason then, that a professional staff member may not be the best deliverer of this personal message. As Gladwell explains, peer pressure plays a significant role in influencing people’s behavior (Gladwell, p. 171). Therefore, the professional may not be able to leverage the peer affiliation necessary to successfully promote the message of the bystander intervention. Ultimately, understanding the differences between various student groups, collaborating with these groups to allow student voice to inform audience specific content (i.e. realistic examples), and utilizing peer educators are all vital structural components that are recommended. When adopted, these amendments may allow the intervention to best disseminate the message of sexual assault prevention.

1. First, the incorporation of the students’ experience is essential. Meaning, the students’ have to see that the message of the intervention reflects and pertains to the experiences of their daily lives (K. Frazee, personal communication, Dec. 17, 2014; ACHA, p. 17). The Ecological Model of Human Development

(Bronfenbrenner & Morris) explicates the presence of multi-dimensionality in our lives. Like all of us, college students encounter issues on the individual, relational, community and societal level. These levels give way to various opportunities for differences to emerge in how an issue is experienced and interpreted (Bronfenbrenner & Morris, p. 796-797). As a result, the issue of sexual assault may impact everyone but in different ways and on varying levels. Accessing each student group's experiences and opinions demonstrates a sensitivity to respecting the norms and values of a group or community that otherwise may be ignored by a single or limited approach to gathering data about student experiences (Davis, Parks & Cohen, 2006, p. 4). Use of surveys as well as focus groups, therefore, is important in understanding a community. At the same time, attending to the student experience is only part of the equation in what appears to be effective intervention. Using the students' experiences in intervention efforts (in intervention scenarios used, messages delivered, role-plays enacted, etc.) appears to be critical to relaying student voices as central to the change process (M. Wehage, personal communication, Dec. 18, 2014). Incorporating vital student experiences informs the content of the message and more importantly allows the group to identify and personalize the message as one of their own (ACHA, p. 8).

2. Second, peer education is an essential component in developing an authentic message within the intervention (ACHA, p. 17). To establish peers as educators, one must first identify in-groups and special populations across campus (e.g. fraternity and sorority life, athletics, international students, LGBTQ etc.). Student

leaders from these groups would then be ideal deliverers of the intervention because the other group members are more likely to identify with this student leader (K. Harbert, personal communication, Dec. 31, 2014; ACHA, p. 17). As the group members see a like-minded peer engaging with the issue, they are implored to do so as well. As a result, they build a sense of ownership within the group (ACHA, p. 8). This conveys the immediacy of the issue as one that directly affects everyone (Lofquist, 1996, p. 4). By way of social diffusion theory, peer education ultimately creates buy-in on the individual level (ACHA, p. 17) **(See Appendix- Relationship Remix).**

3. Finally, delivering multiple inoculations of the intervention is the final structural recommendation (J. Shukas, personal communication, Dec. 16, 2014). Often single sessions utilize power points, posters and lectures that are unidimensional and, by nature, fleeting. In turn, the prognosis for behavior change is unpromising (ACHA, p. 8). Instead of exposing students to a single-session intervention, there is a requisite for a more comprehensive approach. A more comprehensive approach would mean multiple occasions where the students receive follow-up opportunities to engage with the content post intervention, also known as booster sessions (Whisman, 1990, p. 155). Booster sessions help to “reinforce the progress made from preliminary ones”, ultimately promoting behavior change (Psychology Dictionary). In a meta-analysis looking at the impact of booster sessions on behavior change, their role was found moderately successful in maintaining behavior changes (Whisman, 1990, p. 155). Ultimately, booster sessions provide a promising alternative to single sessions deliveries, which

studies have largely shown a lack of behavior changes post interventions (Katz & Moore, 2013).

### ***Evaluations Strategies***

To fully understand the extent that these proper implementation strategies are effective and to confidently determine the effectiveness of the intervention, proper measures and evaluations need to be in place (Davis, Parks & Cohen, 2006, p. 6; Wandersman et al., 2008 p. 172). Essential measures and evaluations can best be explained by addressing the potential threats to internal and construct validity (Campbell, 1969, p. 411). Internal validity refers to the extent that the change in the dependent variable is a result of the presence of the independent variable (Morling, 2015, p. 279). In this case, internal validity allows the interventionist to confidently observe the outcomes in the student population as an outcome of the bystander intervention. As a result, it is imperative that internal validity is established with sound measures and evaluation, as it is the foundation for the interventionist's confidence in the impact of the intervention used on campus.

Construct validity refers to how well the measures reflect the outcomes that we are interested in. In other words, construct validity helps the interventionist determine with confidence that they are measuring what they intend to measure (Morling, 2015, p. 67). Essentially, establishing this validity is equally imperative, as it limits the possibility that one may be measuring peripheral outcomes and increases the confidence that one is observing changes in the outcomes that we have identified. To understand how these validities can be threatened is the first step to remedy the potential for error in our evaluation process.

### **A. Internal Validity**

To begin, there are numerous threats that can thwart the confidence of our observations. First, there is the history threat, which indicates that a large, contextual event occurred simultaneously with the bystander intervention, thus leading to a change in the outcomes that cannot be accounted for by the intervention alone (Morling, 2015, p. 311). The solutions for this threat are minimal, in that awareness alone may be the only way to account for such a threat. That is, being cognizant of the social context in which the bystander intervention is delivered will be primarily important, especially when the intervention is seeking to ameliorate outcomes pertaining to events already in the public consciousness (Onwuegbuzie, 2000, p. 15). History threat especially has implications for sexual assault incidences, campus climate and university responsiveness, as these issues typically transpire in the public limelight. Being aware of how the student body may already perceive the topic of sexual assault (i.e. pertaining to a recent event) is needed to understand how the impact of the bystander intervention may be altered in favor and/or against the content. It is imperative, then to be aware of the social climate and keep these factors in mind when evaluating the data.

Statistical regression indicates that any large and significant effects of the intervention on outcomes may be a function of participants' characteristics more so than the intervention's efficacy (Onwuegbuzie, 2000, p. 17). Meaning, if the bystander intervention were conducted within a student population that reported a *greater need* for the intervention, then one may observe a *greater effect* that one cannot confidently assume would sustain over time. Nor, could one fully predict if this large effect would be found in other student populations (Morling, 2015, p. 313). For example, in student

groups where the prevalence of sexual assault is high, large effects may be observed that do not necessarily reflect the potential impact within other, varying student groups where the risk is attenuated. Essentially, any programs conducted within special populations (e.g. fraternity/sorority, athletics, LGBTQ) would need to be aware of the differing needs across these student groups and to not assume that high reported effectiveness in one student population will definitely translate to the same outcomes for other student populations. Nor can the interventionist assume that low effectiveness in one student group equates to a lack of effectiveness in other student groups. A solution is to compare each student group to itself, utilizing pre-tests, post-tests, and follow-up sessions. Pre-tests allow for proper needs assessments and baseline evaluations of the specific student population, which help orient the interventionist to the students of that population. Similarly, post-tests delivered immediately following and periodically following an intervention help to determine if the effect on student bystander behavior is sustained over time (p. 314). Ultimately, pre- and post- test measures inform the interventionist to the unique student population with which they are working and informs why one may see a significant effect on bystander behavior in one student group and not another.

Repeated post-tests also provide insight into which information has been sustained in long-term memory and which has not, processes explained by recency and primacy effects. These effects impact the ability of a participant to recall information, suggesting that the facts presented first are incorporated into long-term memory and those presented last are more characteristic of short-term memory (Murdock, 1962, p. 488). Therefore, the post-test immediately following the bystander intervention may



reflect a recency effect, as the information that has just been experienced is most memorable. Yet this post-test does not provide insight into the bystander information that was learned first (i.e. stored in long-term, learned memory). Theoretically, the information in long-term memory will inform the decision as to whether or not a student is able to identify a potential sexual assault threat as well as the likelihood that they will act to intervene. Therefore, assessing if the effects of the intervention have impacted long-term memory is especially important for bystander interventions. To access this information, repeated post-tests are necessary. Similar to the way that the threat of statistical regression can be understood, the identification of a recency and primacy effect can be ascertained with post-test follow-ups. Likewise, knowing the potential for students, like everyone, to remember information delivered at the beginning of a program, it may be wise to structure content accordingly (see *Content Recommendations*). Ultimately, post-tests can shed light on the long-term effects of the bystander intervention compared to the immediate, short-term memory-formations that may not indicate bystander behavior over time.

Testing provides a third threat to internal validity. This threat implies that merely testing a student's memory will help strengthen their memory regardless of the impact of the intervention. Thus there is a potential priming component to consider when using pre- and post-tests. That is, when given a pre-test, the participants are informed about what may be present in the intervention and the post-test (Onwuegbuzie, 2000, p. 16). In this case, the pre-test sensitizes the students to the bystander intervention material. By the time the student's receive the post-test their memory has been strengthened by the presence of the pre-test alone. Therefore, the student's responses on the post-test

may reflect the natural strengthening of memory. As a result, one cannot piece out if the data collected immediately following the intervention is a sole reflection of the intervention itself. This is particularly the case when the pre-test immediately precedes the intervention and the post-test immediately follows the intervention (Morling, 2015, p. 316). To remedy this, the pre-test should be delivered proximal to the start of the intervention but not immediately preceding the intervention. Additionally, variability in the items of the pre-test and post-tests is essential, ensuring that these tests are not identical (p. 316-317).

The threat of interventionist effect proves to be problematic for establishing internal validity as well. This threat indicates that the observed effect of the intervention is the result of the deliverer of the intervention and not the intervention itself (Morling, 2015, p. 280). Problems arise in this context because a charismatic individual may result in favorable responses that otherwise would not have been observed. Contrastingly, an individual that appears off-putting may engender responses that are less favorable and, therefore, reflect poorly on the intervention. These undue consequences can drastically change the experience of the intervention in favor or against the realistic effects (Onwuegbuzie, 2000, p. 20). To determine if this threat is present in the evaluation process, it is crucial to measure participants' perception of the deliverer post-intervention. Knowing how the participants responded to the individual delivering the bystander intervention may inform the interpretation of the outcomes. However, it is important to remember that interventionist effect may, very well, be a desirable outcome, especially in bystander interventions where community building and relationship building are fundamental components. Meaning, if the bystander

intervention utilizes peer educators to deliver the content of the intervention then it may be essential for the student population to identify and respond well to their peer affiliate. In this case, the positive experience of the intervention deliverer by the student population is a component of a strong intervention (Onwuegbuzie, 2000, p. 21). Therefore, it may be wise to include measures of interventionist effect as a potential measure of intervention effectiveness **(See Appendix- Interventionist Effect Likert Scale)**.

Lastly, participants' willingness to change is a factor that may affect the findings associated with an intervention. Meaning, the effect of the intervention may be increased or attenuated depending on the students' willingness to listen and engage with the material (Onwuegbuzie, 2000, p. 22). As a result, the mindset and alacrity of the students' proves influential in creating an environment where the intervention is most likely to flourish. Stages of Change literature suggest that there are six distinguishable latitudes with the process of change: precontemplation, contemplation, preparation, action, maintenance and termination. Individuals in the precontemplation stage may be less prepared to engage with an intervention that requires action on their part. Willingness to change increases as the individual moves into the contemplation and preparation stage. Evidenced by their placement in the contemplation and preparation stages, an individual may be more willing to engage with the intervention (Prochaska & Norcross, 2001, p. 443).

Therefore, incorporating a measure within the pre-test to determine where the population exists in this change model may provide insight when interpreting the effects of the bystander intervention **(See Appendix- SOCRATES 8A)**. For example, a diminished impact on students' behavior may reflect a resistance to change more so

than a deficiency in the intervention itself (Onwuegbuzie, 2000, p. 22). An interventionist armed with this awareness is able to alter or fit the intervention to address common attitudes, perceptions and questions that are indicative for a group in this stage of change. Ultimately, the bystander intervention may not have been found effective, yet with a pre-test measure identifying a fundamental resistance to the material, the interventionist is spared discarding a potentially effective bystander intervention at the expense of student willingness to change.

### ***B. Construct Validity***

Aside from threats to internal validity, there are numerous aspects that could threaten the construct validity throughout the evaluation process. As mentioned earlier, construct validity helps the interventionist determine with confidence that they are measuring what they intend to measure (Morling, 2015, p. 67). The first step in establishing construct validity is to clearly identify and define the outcomes of interest. This means understanding which outcomes you want to impact and defining them objectively, in correspondence with the existing literature (Campbell & Fiske, 1959, p. 101; Onwuegbuzie, 2000, p. 45). Therefore, investigating how the outcomes of interest have been measured in the past, could greatly inform how one chooses to currently measure them. Respectively, knowing what you intend to accomplish and impact is the foundation for establishing construct validity (Chronbach & Meehl, 1955, p. 300; Garner et al., 1956, p. 157).

To verify construct validity, construct validation evidence must be established. Meaning, it is necessary to determine to what extent convergent and discriminant validity is present within the measures (Campbell & Fiske, 1959, p. 81). Convergent

validity refers to the extent that we may find similar results across different measurements of the same constructs (Morling, 2015, p. 143). For example, if a researcher were investigating an intervention's impact on sexual assault prevalence on campus, they would need to include measures of official reporting as well as anonymous self-report surveys from the student body. In this way, there are two methods that are theoretically identifying the same outcome but with different measures (i.e. survey vs. campus records). Doing so ensures that we are wholly and accurately representing the intended constructs in our measurements. Failure to do so would mean measuring only a fraction of our constructs, mitigating the potential to observe the true effect of the intervention. Hence, it is essential to have multiple measures investigating the same construct, as to ensure that the outcomes are thoroughly represented (Strauss & Smith, 2009, p. 6).

Discriminant validity refers to the ability of our measures to confidently assess *only* the intended constructs (Campbell & Fiske, 1959, p. 84). Whereas convergent validity means including different measures of the same construct, discriminant validity is further established by including measures of associated but disinterested constructs. This is to ensure that the measure is specific enough to evaluate the interested construct exclusively (Morling, 2015, p. 145). For example, if a researcher were investigating students' attitudes *solely* toward a bystander intervention, they would need to include a measure of students' feelings about the program as well as a separate measure of the students' attitude toward the interventionist. Perhaps students viewed the interventionist as less than satisfactory but they enjoyed the program. On the other hand, the students may have enjoyed the interventionist more than the actual program

content. Including the option to rate the program and the deliverer separately, allows the researchers to extricate attitudes toward the program from feelings toward the deliverer. Consequently, including measures that exclusively assess two or more, theoretically associated variables, enhances our confidence that we have derived specificity within our measurements (Campbell & Fiske, 1959, p. 84).

Social desirability refers the tendency for participants to score their self-report measures in such a way that they present themselves in the best possible light. This threat to construct validity is troublesome because it can profoundly alter the reported effects of the intervention (Morling, 2015, p. 166). To the extent that the participants are biased is the extent that the observed effect of the intervention will either be truncated or intensified. For example, if students report themselves as having a greater understanding in pre-tests then the post-test may not reflect the true impact of the bystander intervention. Conversely, if the students were to report greater learning outcomes that were unduly influenced by their desired positive portrayal, then the post-test results may reflect a larger intervention effect than was actually present. A suggested strategy to address this issue would be to include measures for social desirability in the post-test outcomes **(See Appendix- Social Desirability)**. Also, ensuring participants that their responses to any self-report items are anonymous can eliminate the need to present oneself favorably, as their identify is not a factor associated with their responding (p. 166).

Taken together, establishing internal and external validity, by way of protecting against certain threats is essential. The result being, an interventionist can ensure that the measurements they implement are sound, an invaluable criterion for proper

evaluation processes. Not to mention, valid measures affirms that our findings were investigated accurately, to the benefit of our confidence in the findings we collect. Therefore, to safeguard the fidelity of the evaluation processes and the respective findings, sound measurements need to be implemented.

### ***Target and Content Components***

For the message of any intervention directed at campus sexual assault, it is imperative that both the target and content of the intervention are clear and directed. Ultimately, the target of such an intervention is goal of creating a campus culture where violence—of any kind—is simply not tolerated. Bystander interventions aim at this by fundamentally orienting students to their role as allies. Whereas the term “bystander” may insinuate a degree of passivity, these interventions address students as *active* participants, responsible for looking out for their peers. (Digressing, a critique of the literature, then, would be to drastically change the language because such interventions are training “interrupters” or “non-bystanders”, rather than a bystander of a potentially harmful situation.) Understandably, when students act as allies in the prevention of sexual assault they act as co-creators of a campus culture where sexual violence is not tolerated or acceptable. As *Shifting the Paradigm* explains, “the goal is to create a culture shift from bystander apathy to bystander intervention, thus creating a culture in which violence cannot occur, (ACHA, p. 6). In this, “intervention” becomes an inherent descriptor of the students in training. Key components of bystander interventions include: role modeling, establishing key partnerships within the entire campus community, support of bystander interventions on campus, teaching skills regarding the interpretation of a possible situation and intervention skills and reducing the

defensiveness to the message of bystander intervention. Not surprisingly, many of the key components enlist the help of informational, motivational, and skill building exercises (ACHA, p. 16). This multi-dimensional approach lends itself to the importance of dynamic and engaging material within the intervention.

A recommendation for effectively disseminating the intervention's message from the interventionist to the students is the use of creative and dynamic content (M. Plew, personal communication, Dec. 29, 2014). Instead of presentation and lectures, "interactive, lively discussions using scenarios based in real-life experiences" should be used (ACHA, p. 17). In such a scenario, students would engage in role-playing or various types of active participation that resembled the situations common to their own experience. Currently, the Sexual Wellness Advocacy Team (SWAT), at the University of Oregon, employs this concept as they invite students to participate in scenarios that they may find themselves experiencing. Ultimately, these creative and engaging contexts change the face of the information, presenting their role as allies in preventing sexual violence as one that they can feel confident to engage in (ACHA, p. 16).

The specific content of an intervention aimed at preventing campus sexual assault can range widely. Vital topics that should be thoroughly covered by the intervention, include:

- Dispelling rape myths
  - Sexual assault is not a separate act, but rather a "continuum of behaviors" (ACHA, p. 7)—harassment, stalking, domestic or dating violence, rape, etc.. Such content would help to concentrate the focus of the intervention on rape culture as well as the specific act of sexual assault.



- Spectrum of oppression and violence
  - Sexual assault—of any kind—is not about sexuality, it is about *power*. This is why most often members of groups with low social power are most often the victims of sexual violence (i.e. women, people of color, LGBTQ, those with mental illness, etc.) (EduRisk, 2015).
- Gender roles and inequalities
  - Women are most often the survivors of sexual assault, and men are most often the perpetrators (EduRisk, 2015). However, these roles are not stable. Breaking down gender stereotypes is imperative to encourage safe reporting to ensure each person gets the assistance s/he needs.
- Defining consent
  - The difference between willing consent vs. coerced consent and the role that drugs and alcohol may play in giving consent.
- LGBTQ
  - This population has different societal experiences from the heteronormative experience. Intervention content should be inclusive to this broad range of life experiences in its content and scenario-based role-playing.

With these subjects in mind, the prevalence of sexual assault along with the overarching culture of violence is being addressed (ACHA, p. 10). Acknowledging that sexual assault does not occur in a vacuum, the intervention should “recognize the continuum of violence and empower [students] to intervene, prevent, or stop inappropriate comments and actions,” (ACHA, p. 6).

### ***Capacity Building***

Just as participants must be willing to engaged in the material within an intervention, so too must the organization that is responsible for delivering the intervention be willing to engage with the issue appropriately (Davis, Parks, & Cohen, 2006). As is the case with sexual assault prevention on college campuses, this would put responsibility in the hands of the institution and its administrators. Namely, “this required recognition of the problem at the highest levels of campus leadership,” (ACHA, p. 5). Specifically, it is imperative that any university seeking to prevent campus sexual assault names it as a pervasive, cultural problem. Lack of acknowledgement from the larger infrastructure may lead to a minimization of sexual assault, drastically impacting the extent that an intervention can successfully be implemented. Accordingly, recognition of sexual assault creates an environment where an intervention can flourish.

Further than simple recognition of the problem, institutions need to display fervent commitment and dedication to intervening on sexual assault (Wandersman et al., 2008). Commitment takes many forms, not the least of which is administrative support for whichever intervention is implemented on campus. The importance of the administration’s recognition of sexual assault as a prevalent problem will begin to mean nothing without notable actions toward commitment, including dedication to finding and wholly supporting prevention and intervention efforts.

One of the threats to validity previously mentioned is the participant’s readiness to change. This holds true for the administration of any educational institution seeking to prevent and intervene on campus sexual assault as well (Wandersman et al., 2008). At the cornerstone of the administration’s responsibilities is the task to create and foster a

campus environment where readiness for and openness to positive change is normative. This would be seen in actions such as developing policies reflecting intolerance for all forms of sexual violence as well as faculty, staff, and administrators acting as positive role models for all students (ACHA, p. 5). Each facet of a university's community can play a vital role in support of a sexual assault prevention program and changing the campus culture for the better:

- Central Administration:
  - Naming sexual assault as a campus issue
  - Financial support for an intervention
  - Visible presence at prevention trainings
- Department of Student Affairs:
  - Timely, appropriately, and sensitive responses to incident reports
  - Zero-tolerance for victim blaming
- Faculty and Staff:
  - Positive, on the ground role models for students of a campus culture intolerant to the continuum of sexual assault
  - Creating space spaces (i.e. offices and classrooms) open to discussion

Without a campus culture where readiness for positive change is the norm, the ability for a sexual assault prevention program to be sustained and implemented with fidelity would be compromised.

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## Appendix

### **Relationship Remix: Workshops on Relationships, Sex, and Choice**

Peer educators from the University of Michigan's Sexual Assault Prevention and Awareness Center (SAPAC) and the University Health Service's Sexperteam group conduct *Relationship Remix: Workshops on Relationships, Sex, and Choice* every fall semester for all first-year students throughout 18 residence halls on campus.

Participants are given the opportunity to reflect upon personal values, discuss healthy relationships, and practice skills related to consent. The workshop is evaluated via pre and post surveys on iPod Touches during the workshop, as well as three and six-month follow-up surveys.

### **Interventionist Effect Likert Scale**

How would you rate your experience with your group leader?

1	2	3	4	5
Great	Pleasant	Not good or bad	Could have been better	Bad

**The Stages of Change Readiness and Treatment Eagerness Scale: SOCRATES 8A**  
(Miller, W. R. & Tonigan, J. S., 1996)

*Note: This example measure specifically refers to drinking behaviors; however, for the purpose of a sexual assault prevention measure the wording should be change to reflect such a prevention.*

**Personal Drinking Questionnaire  
(SOCRATES 8A)**

**INSTRUCTIONS:** Please read the following statements carefully. Each one describes a way that you might (or might not) feel *about your drinking*. For each statement, circle one number from 1 to 5, to indicate how much you agree or disagree with it *right now*. Please circle one and only one number for every statement.

	NO! Strongly Disagree	No Disagree	? Undecided or Unsure	Yes Agree	YES! Strongly Agree
1. I really want to make changes in my drinking.	1	2	3	4	5
2. Sometimes I wonder if I am an alcoholic.	1	2	3	4	5
3. If I don't change my drinking soon, my problems are going to get worse.	1	2	3	4	5
4. I have already started making some changes in my drinking.	1	2	3	4	5
5. I was drinking too much at one time, but I've managed to change my drinking.	1	2	3	4	5
6. Sometimes I wonder if my drinking is hurting other people.	1	2	3	4	5
7. I am a problem drinker.	1	2	3	4	5
8. I'm not just thinking about changing my drinking, I'm already doing something about it.	1	2	3	4	5
9. I have already changed my drinking, and I am looking for ways to keep from slipping back to my old pattern.	1	2	3	4	5
10. I have serious problems with drinking.	1	2	3	4	5

	<b>NO!</b> Strongly Disagree	<b>No</b> Disagree	<b>?</b> Undecided or Unsure	<b>Yes</b> Agree	<b>YES!</b> Strongly Agree
<b>11. Sometimes I wonder if I am in control of my drinking.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12. My drinking is causing a lot of harm.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13. I am actively doing things now to cut down or stop drinking.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14. I want help to keep from going back to the drinking problems that I had before.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15. I know that I have a drinking problem.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16. There are times when I wonder if I drink too much.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>17. I am an alcoholic.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>18. I am working hard to change my drinking.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>19. I have made some changes in my drinking, and I want some help to keep from going back to the way I used to drink.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Links to additional information on the SOCRATES 8A measure:

- <http://casaa.unm.edu/inst/SOCRATESv8.pdf>
- <http://www.ncbi.nlm.nih.gov/books/NBK64976/>

**The Social Desirability Inventory short form**

(Reynolds, 1982; Crowne &amp; Marlowe, 1960)

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you personally

1. It is sometimes hard for me to go on with my work if I am not encouraged	True	False
2. I sometimes feel resentful when I don't get my way	True	False
3. On a few occasions, I have given up doing something because I thought too little of my ability	True	False
4. There have been times when I felt like rebelling against people in authority even though I knew they were right	True	False
5. No matter who I'm talking to, I'm always a good listener	True	False
6. There have been occasions when I took advantage of someone	True	False
7. I'm always willing to admit it when I make a mistake	True	False
8. I sometimes try to get even rather than forgive and forget	True	False
9. I am always courteous, even to people who are disagreeable	True	False
10. I have never been irked when people expressed ideas very different from my own	True	False
11. There have been times when I was quite jealous of the good fortune of others	True	False
12. I am sometimes irritated by people who ask favors of me	True	False
13. I have never deliberately said something that hurt someone's feelings	True	False

**SELF-DEFENSE FOR WOMEN**  
**Classroom Component**

PEMA 199, UNIVERSITY OF OREGON  
FALL 2014

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Office Hours:	Monday 3-5pm and by appointment	

**COURSE OVERVIEW & LEARNING OUTCOMES**

Viewed narrowly, self-defense is a set of skills one can use to protect oneself against violence or threatened violence. More broadly, however, self-defense involves understanding violence against women so we can work to change it on a societal as well as personal level. It includes developing a toolbox of skills to avoid assault, developing and practicing options to respond to assault, and understanding to help heal from assault.

This course is designed to increase women's ability to deal with a wide range of assaults, particularly those by acquaintances, and thereby to decrease the impact and restrictions imposed on our lives by violence and fear. The course consists of brief lectures, discussions, short readings, in-class role-plays and other exercises, and the practice of verbal techniques.

By the end of this class, students will:

- Understand the dynamics of sexual assault and violence against women
- Have practiced a range of strategies to prevent, avoid, and interrupt assaults in their early stages
- Have developed verbal and psychological skills for dealing with assault at any stage, including assertiveness, boundary-setting, and de-escalation

**REQUIREMENTS**

**Attendance & Participation**

Learning self-defense skills depends on modeling and practice, and it is difficult to make up what you have missed in class. Therefore, **attendance and active participation in the class are mandatory. Missing more than two class sessions will result in a NP.** Repeatedly arriving late to class or leaving class early without an approved reason will count as an absence. If you anticipate scheduling conflicts or other problems meeting the requirements of the class, please consult with me well in advance.

## Readings

Although this is not an academic class, there is a wealth of written and visual material that can enhance your learning in this class. As the term goes on, your instructors will post some of this material on the course's Blackboard site. To access Blackboard, go to <https://blackboard.uoregon.edu/> and login using your email address. We will give further instructions in class.

## TENTATIVE SCHEDULE

**Week 1:** Introductions, basic principles

**Week 2:** Sexual assault and the social context of violence against women, basic verbal skills

**Week 3:** Awareness and risk reduction

**Week 4 & 5:** Avoidance

**Week 6 & 7:** Interruption

**Week 8 & 9:** Confrontation, de-escalation

**Week 10:** Review, practice, test

## UNIVERSITY RESOURCES

The UO is committed to providing an environment **free** of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

**Foundations of Student Health & Well-Being**  
**CPSY 199 3 credits (pass/no-pass) CRN**  
**Syllabus**

Instructor: Katie Harbert, M.Ed., Asst. AD, Student-Athlete Development Intercollegiate Athletics  
Office Hours: By appointment, Office 105 Jaqua Center  
Class meetings: Tuesdays & Thursdays, Jaqua 101, (1 hour, 20 minutes each) 10-11:20; 12-1:20  
Instructor Contact: [kharbert@uoregon.edu](mailto:kharbert@uoregon.edu), (541) 346-5367

**COURSE OVERVIEW:**

This course is designed to provide undergraduate students with knowledge and skills related to health and well-being on college campuses. Specifically, students will learn about the developmental stage of emerging adulthood, risk and protective factors for college students during this developmental time period, and strategies for reducing risk and enhancing well-being. Topics that will receive particular focus include stress, personal management, physical health, healthy sexuality, sexual violence prevention, substance use and abuse, stereotype threat, social media use, and being allies. Students will develop plans for supporting their own well-being and supporting the well-being of others in their environment.

**STUDENT LEARNING OBJECTIVES**

Students in this course will be able to:

- a. Describe the ecological model of campus well-being.
- b. Describe “emerging adulthood” as a developmental stage.
- c. Identify causes of stress and how stress affects college performance.
- d. Describe and critique strategies for goal setting, time management, budgeting and personal organization, and physical wellness behaviors (nutrition, sleep, exercise) and how these influence college performance.
- e. Define, contrast, and critique risky and protective behaviors associated with sexual activity, drug use, and alcohol use.
- f. Explain stereotype threat and health consequences of racism and discrimination.
- g. Describe and critique risky and protective behaviors associated with social media use including characteristics of responsible and irresponsible social media use, cyberbullying, and over-sharing.
- h. Describe the role of allies and proactive bystanders in promoting campus well-being.
- i. Identify risk and protective factors relevant to a particular “focus” group on college campuses (examples include but are not limited to first generation college students, undocumented students, non-traditional age students, student-athletes, members of fraternities or sororities, or veterans).
- j. Describe a wellness plan for a member of your “focus” group that promotes well-being and integrates learning from all of the preceding objectives.

**EVALUATION:**

- Attendance and Participation (20 points)
- Assessments (5 points)
- Wellness Plans (45 points)
- Final goals statement (10 points)
- Quizzes (20 points)

PASS: 70-100 points

NO PASS: <70 points

**ASSIGNMENTS:**

**Attendance & Participation (20 points)**

- You will earn 1 point for every class day you are **present** and **participate actively**.
- **Attendance at class is required.** Students are allowed 2 absences throughout the term. Additional absences will be grounds for a NO PASS. All absences must be communicated to the instructor prior to the missed class. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, **prior** to class. On a case-by-case basis, the instructor will determine whether absences are excused or not.

**Assessments** (5 points) **See rubric for more details.**

Students will be required to complete a series of assessments at the beginning and end of the term, which are designed to measure change in knowledge, attitudes, and behavior. These are due at the **beginning of class on the day listed on the schedule** and should be submitted through Blackboard.

**Wellness Plans** (45 points) **1-3: See Rubric for more details.**

Students will create an Avatar by following the directions on the rubric. They will describe your Avatar in detail and will write a Wellness Plan for their Avatar at three points throughout the term. Each plan should include a description and critique of the Avatar's risk and protective factors as related to the topics covered in class. Students should draw upon course readings, guest presentations, and class discussion to support their wellness plans. Wellness plans should be detailed, thorough, and realistic. Students may create their Avatar to be based off their own lives, they may change some descriptors, or they may create a completely fictional Avatar.

**Final goals statement** (10 points) **See rubric for more details.**

Students will write a final goals statement, which will summarize and prioritize the previously written Wellness Plans. It should answer the question, "For your Avatar to have a positive and successful college experience, identify the three most important goals for your Avatar to achieve and how will your Avatar achieve them." The final goals statement should explain why these three goals are important and how the Avatar could go about achieving these goals (based off SMART goals).

**Quizzes** (20 points) There will be 4 online quizzes throughout the term. Students are required to take all quizzes. Quizzes will be available on Blackboard for a 24-hour window. If a student is going to be unable to complete the quiz during the scheduled time, arrangements must be made with the instructor prior to missing the scheduled time. If a student does not complete the quiz and has not made prior arrangements, there will be no opportunity to make-up the quiz.

**STUDENT RESPONSIBILITIES**

1. All students are expected to arrive to class on-time. Tardiness is irresponsible and disruptive to one's learning, others in the class, and instructors.
2. Assigned reading must be completed before coming to class. Students will be expected to participate in class discussions related to reading assignments.
3. All assignments are required and should be turned in on time for a passing grade. If students are planning to be absent on the day an assignment is due, it is their responsibility to make arrangements with the instructors to turn it in early.
4. Respect for the rights of all classmates is essential to the progress of the course. Students are expected to use active listening skills, show respect and appreciate different points of view, speak from their own perspectives and experiences, and wait to speak without interrupting others.
5. **Cell phones and other electronic devices must be turned off and put away before class.** Laptops will not be needed and are not allowed in class unless students are using them to assist in a presentation or they have cleared it with the instructor.

**GRADING POLICY**

All work submitted for the class must be legible, clearly organized, and proofread. Illegible work will not be graded, but can be resubmitted subject to the late penalty outlined below. If a student must miss a class, work



should be submitted to the instructor by email **prior** to the start of the class in which the assignment is due. Work submitted electronically should include the assignment name and student's name in the title of the attachment and within the document. Late assignment will be penalized (25% of the allocated points per day late).

## COURSE SCHEDULE

WEEK	DAY	TOPIC / SPEAKER	Assignment/Reading Due
1	Tuesday March 31	Class introduction. Emerging adulthood.	Readings 1-3
	Thursday April 2	Model of campus well-being. Support systems. Bruce McAllister (UO Ombudsperson).	Complete online assessments Readings 4-6
2	Tuesday April 7	Stress and its effects on body, mind, and college success. Dr. Lisa Freinkel (Vice Provost Undergraduate Studies)	Readings 7-9
	Thursday April 9	Goal setting and time management strategies. Wendy Pierpoint and Anna Poponyak (Learning Specialists, SSA)	Readings 10-11
3	Tuesday April 14	Budgeting & personal organization strategies. Wells Fargo representative.	Readings 12-14 CIS budget Reality Check
	Thursday April 16	Nutrition, sleep, & exercise. Athletic Department staff panel.	Readings 15-20 Quiz 1
4	Tuesday April 21	Critique and planning	Wellness Plan 1
	Thursday April 23	Stereotype threat & health consequences of racism & discrimination. Eric Garcia (Counseling Psychology doctoral student)	Readings 21-25
5	Tuesday April 28	Alcohol & drug use and abuse. Jenn Summers (Director of Substance Abuse Prevention)	Readings 26-30
	Thursday April 30	Alcohol & drug use and abuse. Jenn Summers (Director of Substance Abuse Prevention)	Quiz 2
6	Tuesday May 5	Healthy sexuality. Values. Communication. LGBTQ inclusion.	Readings: 31-36
	Thursday May 7	Defining consent and sexual assault. SWAT	Readings 37-41
7	Tuesday May 12	Consequences of assault. Student Life expert panel	Readings 42-5
	Thursday May 14	Being allies and engaged bystanders: the courage to lead	Readings 46-48 Quiz 3
8	Tuesday May 19	Critique and planning	Wellness Plan 2
	Thursday May 21	Social media use: Connecting while protecting. Craig Pintens (SR Assoc. AD Marketing and PR) UOPD	Readings 49-50
9	Tuesday May 26	Career development & identity	Readings 51-54
	Thursday May 28	Civic engagement. Resa Lovelace, (Coord. of SA Dev.) and Corin Bauman, (Asst. Dir. Community Engagement)	Readings 55-56
10	Tuesday June 2	Promoting campus well-being: Putting it all together	Quiz 4 Wellness Plan 3
	Thursday June 4	Promoting campus well-being: Putting it all together	Final goals statement
FINAL			

## READING MATERIALS

A course packet will include various articles, book chapters and other assigned readings. All readings will be posted on Blackboard. Students are expected to complete these readings prior to class as assigned and should come to class prepared to discuss them. Additional articles may be assigned throughout the term.

## Reading List:

1. Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for?. *Child development perspectives, 1*(2), 68-73.
2. Arnett, J. J. (2003). Conceptions of the transition to adulthood among emerging adults in American ethnic groups. *New directions for child and adolescent development, 2003*(100), 63-76.
3. Arnett, J. J., & Brody, G. H. (2008). A fraught passage: The identity challenges of African American emerging adults. *Human Development, 51*(5-6), 291-293.
4. Locks, A. M., Hurtado, S., Bowman, N. A., & Oseguera, L. (2008). Extending notions of campus climate and diversity to students' transition to college. *The Review of Higher Education, 31*(3), 257-285.
5. Armstrong, S., & Oomen-Early, J. (2009). Social connectedness, self-esteem, and depression symptomatology among collegiate athletes versus nonathletes. *Journal of American College Health, 57*(5), 521-526.
6. Donohue, B., Miller, A., Crammer, L., Cross, C., & Covassin, T. (2007). A standardized method of assessing sport specific problems in the relationships of athletes with their coaches, teammates, family, and peers. *Journal of Sport Behavior.*
7. Goodman, F. R., Kashdan, T. B., Mallard, T. T., & Schumann, M. (2014). A Brief Mindfulness and Yoga Intervention With an Entire NCAA Division I Athletic Team: An Initial Investigation.
8. Williams, J. M., & Andersen, M. B. (1998). Psychosocial antecedents of sport injury: Review and critique of the stress and injury model'. *Journal of applied sport psychology, 10*(1), 5-25.
9. Beauchemin, J. (2014). College Student-Athlete Wellness: An Integrative Outreach Model. *College Student Journal, 48*(2), 268-280.
10. Curry, L. A., Snyder, C. R., Cook, D. L., Ruby, B. C., & Rehm, M. (1997). Role of hope in academic and sport achievement. *Journal of Personality and Social Psychology, 73*(6), 1257
11. Elliot, A. J., McGregor, H. A., & Gable, S. (1999). Achievement goals, study strategies, and exam performance: A mediational analysis. *Journal of educational psychology, 91*(3), 549.
12. Borden, L. M., Lee, S. A., Serido, J., & Collins, D. (2008). Changing college students' financial knowledge, attitudes, and behavior through seminar participation. *Journal of Family and Economic Issues, 29*(1), 23-40.
13. Norvilitis, J. M., Merwin, M. M., Osberg, T. M., Roehling, P. V., Young, P., & Kamas, M. M. (2006). Personality factors, money attitudes, financial knowledge, and credit-card debt in college students. *Journal of Applied Social Psychology, 36*(6), 1395-1413.
14. Robb, C. A., & Sharpe, D. L. (2009). Effect of Personal Financial Knowledge on College Students' Credit Card Behavior. *Journal of Financial Counseling and Planning, 20*(1), 25-43.
15. Juliff, L. E., Halson, S. L., & Peiffer, J. J. (2014). Understanding sleep disturbance in athletes prior to important competitions. *Journal of Science and Medicine in Sport.*
16. Singleton, R. A., & Wolfson, A. R. (2009). Alcohol consumption, sleep, and academic performance among college students. *Journal of Studies on Alcohol and Drugs, 70*(3), 355.
17. Brown, F. C., Buboltz Jr, W. C., & Soper, B. (2002). Relationship of sleep hygiene awareness, sleep hygiene practices, and sleep quality in university students. *Behavioral medicine, 28*(1), 33-38.
18. Lund, H. G., Reider, B. D., Whiting, A. B., & Prichard, J. R. (2010). Sleep patterns and predictors of disturbed sleep in a large population of college students. *Journal of Adolescent Health, 46*(2), 124-132.
19. Nguyen-Michel, S. T., Unger, J. B., Hamilton, J., & Spruijt-Metz, D. (2006). Associations between physical activity and perceived stress/hassles in college students. *Stress and Health, 22*(3), 179-188.
20. Burns, R. D., Schiller, M. R., Merrick, M. A., & Wolf, K. N. (2004). Intercollegiate student athlete use of nutritional supplements and the role of athletic trainers and dietitians in nutrition counseling. *Journal of the American Dietetic Association, 104*(2), 246-249.
21. Yopyk, D. J., & Prentice, D. A. (2005). Am I an athlete or a student? Identity salience and stereotype threat in student-athletes. *Basic and Applied Social Psychology, 27*(4), 329-336.
22. Comeaux, E., & Harrison, C. K. (2007). Faculty and male student athletes: Racial differences in the environmental predictors of academic achievement. *Race ethnicity and education, 10*(2), 199-214.

23. Sartore, M. L., & Cunningham, G. B. (2009). The lesbian stigma in the sport context: Implications for women of every sexual orientation. *Quest*, *61*(3), 289-305.
24. Brown, T. N., Jackson, J. S., Brown, K. T., Sellers, R. M., Keiper, S., & Manuel, W. J. (2003). "There's No Race On The Playing Field" Perceptions of Racial Discrimination Among White and Black Athletes. *Journal of Sport & Social Issues*, *27*(2), 162-183.
25. Singer, J. N. (2005). Understanding racism through the eyes of African American male student-athletes. *Race ethnicity and education*, *8*(4), 365-386.
26. Martens, M. P., Dams-O'Connor, K., & Beck, N. C. (2006). A systematic review of college student-athlete drinking: Prevalence rates, sport-related factors, and interventions. *Journal of Substance Abuse Treatment*, *31*(3), 305-316.
27. Dams-O'Connor, K., Martin, J. L., & Martens, M. P. (2007). Social norms and alcohol consumption among intercollegiate athletes: The role of athlete and nonathlete reference groups. *Addictive Behaviors*, *32*(11), 2657-2666.
28. Grossbard, J. R., Geisner, I. M., Mastroleo, N. R., Kilmer, J. R., Turrisi, R., & Larimer, M. E. (2009). Athletic identity, descriptive norms, and drinking among athletes transitioning to college. *Addictive behaviors*, *34*(4), 352-359.
29. Wilson, G. S., Pritchard, M. E., & Schaffer, J. (2004). Athletic status and drinking behavior in college students: The influence of gender and coping styles. *Journal of American College Health*, *52*(6), 269-275.
30. Miller, K. E. (2008). Wired: energy drinks, jock identity, masculine norms, and risk taking. *Journal of American College Health*, *56*(5), 481-490.
31. Grello, C. M., Welsh, D. P., & Harper, M. S. (2006). No strings attached: The nature of casual sex in college students. *Journal of sex research*, *43*(3), 255-267.
32. Paul, E. L., McManus, B., & Hayes, A. (2000). "Hookups": Characteristics and correlates of college students' spontaneous and anonymous sexual experiences. *Journal of Sex Research*, *37*(1), 76-88.
33. George, W. H., & Stoner, S. A. (2000). Understanding acute alcohol effects on sexual behavior. *Annual review of sex research*, *11*(1), 92-124.
34. Baumeister, R. F. (2000). Gender differences in erotic plasticity: the female sex drive as socially flexible and responsive. *Psychological bulletin*, *126*(3), 347.
35. Southall, R. M., Nagel, M. S., Anderson, E., Polite, F. G., & Southall, C. (2009). An investigation of male college athletes' attitudes toward sexual-orientation. *Journal of issues in intercollegiate athletics*, *2009*, 62-77.
36. Roper, E. A., & Halloran, E. (2007). Attitudes toward gay men and lesbians among heterosexual male and female student-athletes. *Sex Roles*, *57*(11-12), 919-928.
37. Borges, A. M., Banyard, V. L., & Moynihan, M. M. (2008). Clarifying consent: Primary prevention of sexual assault on a college campus. *Journal of prevention & intervention in the community*, *36*(1-2), 75-88.
38. Fabiano, P. M., Perkins, H. W., Berkowitz, A., Linkenbach, J., & Stark, C. (2003). Engaging men as social justice allies in ending violence against women: Evidence for a social norms approach. *Journal of American College Health*, *52*(3), 105-112.
39. Foubert, J. D., & Cowell, E. A. (2004). Perceptions of a rape prevention program by fraternity men and male student athletes: Powerful effects and implications for changing behavior. *Journal of Student Affairs Research and Practice*, *42*(1), 1-20.
40. Beres, M. A., Herold, E., & Maitland, S. B. (2004). Sexual consent behaviors in same-sex relationships. *Archives of Sexual Behavior*, *33*(5), 475-486.
41. Hickman, S. E., & Muehlenhard, C. L. (1999). "By the semi-mystical appearance of a condom": How young women and men communicate sexual consent in heterosexual situations. *Journal of Sex Research*, *36*(3), 258-272.
42. Shapiro, B. L., & Schwarz, J. C. (1997). Date rape its relationship to trauma symptoms and sexual self-esteem. *Journal of Interpersonal Violence*, *12*(3), 407-419.
43. Fisher, B. S., Daigle, L. E., Cullen, F. T., & Turner, M. G. (2003). Reporting Sexual Victimization To

The Police And Others Results From a National-Level Study of College Women. *Criminal Justice and Behavior*, 30(1), 6-38.

44. Sable, M. R., Danis, F., Mauzy, D. L., & Gallagher, S. K. (2006). Barriers to reporting sexual assault for women and men: Perspectives of college students. *Journal of American College Health*, 55(3), 157-162.
45. Stepakoff, S. (1998). Effects of sexual victimization on suicidal ideation and behavior in US college women. *Suicide and Life-Threatening Behavior*, 28(1), 107-126.
46. Edwards, K. E. (2006). *NASPA journal*, 43(4).
47. Reason, R. D., & Broido, E. M. (2005). Issues and strategies for social justice allies (and the student affairs professionals who hope to encourage them). *New Directions for Student Services*, 2005(110), 81-89.
48. McMahan, S., & Banyard, V. L. (2011). When can I help? A conceptual framework for the prevention of sexual violence through bystander intervention. *Trauma, Violence, & Abuse*.
49. Kalpidou, M., Costin, D., & Morris, J. (2011). The relationship between Facebook and the well-being of undergraduate college students. *Cyberpsychology, Behavior, and Social Networking*, 14(4), 183-189.
50. Manago, A. M., Taylor, T., & Greenfield, P. M. (2012). Me and my 400 friends: the anatomy of college students' Facebook networks, their communication patterns, and well-being. *Developmental psychology*, 48(2), 369.
51. Brown, C., Glastetter-Fender, C., & Shelton, M. (2000). Psychosocial identity and career control in college student-athletes. *Journal of Vocational Behavior*, 56(1), 53-62.
52. Lally, P. S., & Kerr, G. A. (2005). The career planning, athletic identity, and student role identity of intercollegiate student athletes. *Research Quarterly for Exercise and Sport*, 76(3), 275-285.
53. Harrison, C. K., & Lawrence, S. M. (2003). African American student athletes' perceptions of career transition in sport: A qualitative and visual elicitation. *Race ethnicity and education*, 6(4), 373-394.
54. Sandstedt, S. D., Cox, R. H., Martens, M. P., Ward, D. G., Webber, S. N., & Ivey, S. (2004). Development of the student-athlete career situation inventory (SACSI). *Journal of Career Development*, 31(2), 79-93.
55. Keen, C., & Hall, K. (2009). Engaging with difference matters: Longitudinal student outcomes of co-curricular service-learning programs. *The Journal of Higher Education*, 80(1), 59-79.
56. Markus, G. B., Howard, J. P., & King, D. C. (1993). Notes: Integrating community service and classroom instruction enhances learning: Results from an experiment. *Educational evaluation and policy analysis*, 15(4), 410-419.

## **DIVERSITY AND INCLUSION**

It is the policy of the University of Oregon to support and value diversity and inclusion. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

## **Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

## **Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person

with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>  
<http://around.uoregon.edu/mandatoryreporting>

### **Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

### **Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact the Assistant Dean for Academic Programs and Student Services, or the Associate Dean for Research and Academics.

- Outside the College, you can contact:
- **UO Bias Response Team: 346-1139** or <http://bias.uoregon.edu/whatbrt.htm>
- **Conflict Resolution Services 346 -0617** or <http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx>
- **Affirmative action and Equal Opportunity: 346-3123** or <http://aaeo.uoregon.edu/>

### **Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<https://education.uoregon.edu/academics/student-grievance>) or enter search: student grievance.

### **In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at <http://www.uoregon.edu>. Additional information is available at <http://hr.uoregon.edu/policy/weather.html>.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

### **Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>

### **Student Engagement Inventory**

Educational Activity	Hours	Comments
Course Attendance	30	

Assigned Readings	30	Minutes-per-reading assignment is detailed in a separate document.
Assessment instrument completion	3	Students will complete assessments of attitudes and behaviors related to course content areas at the beginning and end of the term.
Writing Assignments/Project	19	Wellness Plans 1-3, 6 hours each. Final goals statement, 1 hour.
Lab/workshop		
Online interaction	8	Quizzes (2 hours each) are online
Performances, creative activities		
Total Hours:	90	

**University of Oregon Athletics  
Coaching Staff  
Annual Evaluation**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

STRENGTHS:

OPPORTUNITIES FOR IMPROVEMENT:

Compliance with University, Conference and NCAA Rules and Regulations, including evaluation of promoting student conduct compliance:

GOALS FOR 2015-16

COMMENTS:

Overall Record at UO	Current Season	Pac-12 Current Season	NCAA Finish	APR

**Overall Performance Rating: Mark the overall rating that best reflects combined performance and results:**

Consistently Exceeds Expectations	Frequently Exceeds Expectations	Fully Meets Expectations	Does not Consistently meet Expectations	Below Minimum Standards

I have discussed this evaluation with my department head and have received a copy of the completed form.

\_\_\_\_\_  
Signature of Staff Member

Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

Date \_\_\_\_\_



**UNIVERSITY OF OREGON ATHLETICS  
HEAD COACHES MEETING - GUEST SPEAKERS**

<b>DATE</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>TOPIC</b>
8/13/2014	Sam Hill	Office of General Counsel	Title IX & Sexual Misconduct
9/17/2014	President Scott Coltrane Robin Holmes and Sandy	President's Office	Update and Expectations
10/17/2014	Weintraub	Student Affairs	Student Misconduct Process
11/19/2015	Kayla Crumply	Eugene Cascade Sports Commission	Eugene Resources
12/17/2015	Roger Thompson	Vice President for Enrollment Management	Admissions Process
2/18/2015	Angela Wilhelms	Secretary for the University	Board of Trustees Structure
4/15/2015	Lisa Freinkel	Vice Provost for Undergraduate Studies	Mindfulness
5/20/2015	Shelly Kerr	Director of Oregon Testing & Counseling Center	Counseling Services
5/20/2015	Jim Fisher	Director of Football Recruiting	Recruiting Best Practices

14-15 Campus Collaboration  
Student-Athlete Development, UO Athletic Department  
2/2/15

1. Warsaw
  - a. Joint position between Warsaw and Athletics (20/80)
  - b. WSBC -strong partnership and we sponsor 5 spots for athletes to attend WSBC events
  - c. Co-sponsoring Nike 101 in March
2. Student-Athlete Advisory Committee (SAAC)
  - a. One committee is the Cas to Campus committee-they find ways to partner with groups on campus
  - b. Polar Plunge-February
  - c. Duck Crossing
  - d. Ducks Do Something video competition
3. O Heroes
  - a. One of three goals for the year is to do more projects in collaboration with campus
  - b. Mt. Pisgah Tree Planting-collaboration with O Heroes and Sustainability Office, 11/2/14
  - c. Oregon Indian Education Youth Association-collaboration with Office of Civic and Community Engagement, 10/3/14
  - d. Movember-collaboration with Warsaw Sports Marketing Program, all of November
  - e. UNICEF "Chemo" Ducks-collaboration with UNICEF student group, 11/24/14
  - f. UO Pie Fest-collaboration with UO Miracle student group, 11/25/14
  - g. Santa Duck Breakfast-collaboration with the Duck Store, 12/13/14
  - h. UO Miracle Dance Marathon-collaboration with UO Miracle student group, 1/24/15
  - i. Student Day of Service-collaboration with CommUniversity Program and FSL, 1/31/15
  - j. MLK March-MBB participated in MLK Day March, 1/19/15
  - k. LEAP Program-February
4. Student Life
  - a. Ducks Do Something promotional video with Rita Radostitz-September
  - b. Student Life prevention efforts collaboration-led by Robin Holmes
  - c. Nevin Caple-LGBTQ speaker and panel with Chicora Martin
  - d. Career Center Events-promote and have athletes at many of them
  - e. Weaving New Beginnings-promote the event every year

5. CPSY 199-developing curriculum with CPSY faculty and many campus partners including Student Life, IAC, UO Senate Task Force on Sexual Assault
6. Mentor Program-
  - a. Participation from Dean Moffitt (board), Deb Morrison (board), Sheryl Eyster (board), Kevin Marburry, Nicole Commissioning, Robin Holmes, Ellen Schmidt-Devlin
  - b. One of three goals for the year was to integrate more with campus
7. Campus Committees-SA Dev. Staff (usually Katie) attends monthly meetings and participates actively in subcommittees
  - a. Alliance for Sexual Assault Prevention
  - b. Substance Abuse Prevention Team
  - c. Career Professionals Consortium
  - d. Office of Equity and Inclusion
    - Brought many staff/student to the conversation about race and police

Sexual Violence Prevention 2014-2015  
Athletic Department  
5/22/15

**2014-2015**

July 14	SWAT workshop	All freshmen FB student-athletes
June 23, 24 and Sept 25 <sup>th</sup>	Sandy Weintraub	FB-Code of Conduct, explicit consent, etc.
Sept. 23 <sup>rd</sup>	UOPD presentation	FB-laws, definitions, campus process
Ongoing/weekly	Coaches/staff	MBB and FB: Lecture and discussion of current events/hot topics involving collegiate and professional athletes.
September	Coaches/staff	All MBB athletes provided copy of NCAA Handbook: Addressing Sexual Assault and Interpersonal Violence followed by a lecture and discussion
September 24 <sup>th</sup>	SWAT workshop	MBB, WLA
November 3 <sup>rd</sup>	SWAT workshop	MBA, WSB, WSO, WVB, WTN, WBB
November 24 <sup>th</sup>	SWAT workshop	MTK/XC, WTK/XC, WGO, WAT
January 14 <sup>th</sup> , 2015	Kerry Frazee at SAAC	Introducing self, position and Ducks Do Something video competition-will have at least 1 student-athlete video
February 16, 2015	SWAT workshop	Midyear enrollees and anyone who missed fall (all sports)
4/24/15	Dr. Rashawn Ray	SVPW speaker-MBB (whole team) and FB (half the team) each had 1 hour sessions with him. Good dynamics, professor, played football. Historical perspective of male dominance/masculinity and its impact on sexuality, media and how they portray sex, racial and cultural differences, how media portrays black/hispanic/asian men, high rate of STD's, sports culture and how they impact views and perceptions of sexuality.
4/27/15	Alonso Jones	MBB- presentation of identity, social norms, character. Congruence of different identities.
April (SAAM)	Shared information of SAAM and SWVP events to players (MBB, FB) and all SA's. Horace, Rob at Men's Event. TBTN- WGO and WSOC attended.	
5/11-5/13	Football	Moss Group. 3 sessions (2, hours, 1.5 sessions-2) domestic violence, healthy relationships, sexual abuse: Moss Group. Whole team.

**Ongoing:**

- Student-Athlete Development representative at every monthly Alliance for Sexual Assault Prevention (ASAP) meeting.
- Multiple meetings with Sexual Assault Prevention Coordinator, Kerry Frazee
- Course development-working with CPSY to develop and propose courses for freshmen well-being and leadership which would include prevention topics in areas of Sexual Assault Prevention, Alcohol and Drugs, Mental Health and Suicide, Bystander Intervention and Leadership.

**PAST YEARS**

**2013-2014**

Spring 2014 Tom Hart running Situational Awareness (personal defense) workshop series for female student-athletes. Ongoing, totaling 2 hours

June, Aug & March Tom Hart spoke about sexual responsibility and awareness to football

8/7/13 Sexual responsibility and decision workshop lead by Elaine Pasqua (elainepasqua.com). 1 hour. Additional workshop specific for football.

8/20/13 Carolyn McDermed, UO Chief of Police, spoke to Football about sexual assault.

8/14/13 Tony Dungy spoke to football about social responsibility, treatment of women, responsible parent, etc.

Fall 2013 The FHS 199 course which approximately 90% of first-year student-athletes took was not offered due to the denial of the course by the Committee on Courses. The course and others similar in nature are in holding until the Committee writes the policy to allow for these courses to exist to their approval. This course was the primary method for character development for student-athletes including topics such as (values, goal setting, cultural awareness, and healthy relationships). 1 hour for Healthy Relationships, 5 class hours for character education.

Monthly Director of Student-Athlete Development participates in the Alliance for Sexual Assault Prevention

**2012-2013**

Summer 2012 FHS 409-Leadership class for student-athletes included topics relating to character development (5 hours) and Bystander Intervention (4 hours).

5/21/13 Lee Gordon presented to Football about Social and Sexual Awareness.

5/8/12 Character and Decisions workshop presented by Adam Ritz (adamritz.com) 1 hour. Additional work specific for Football.

4/28/12 Sexual Violence Prevention Week-Tom Hart lead a Situational Awareness workshop for female student-athletes and staff. 1.5 hours.

3/8/13 Kip Leonard spoke to Football about the Judicial System and Legal Issues as related to Sexual Assault

Fall 2012 FHS 199-Values clarification (10-17, 1 hour), Healthy Relationships (11-12, 1 hour) workshop by the Sexual Wellness Advocacy Team (SWAT).

Monthly Director of Student-Athlete Development participates in the Alliance for Sexual Assault Prevention

**2011-2012**

Fall 2011 FHS 199-Values clarification (10-19, 1 hour), Healthy Relationships (12-11, 1 hour) workshop lead by Couples and Family Therapy instructors and graduate students with expertise in Healthy Relationships and relationship violence.

Monthly Director of Student-Athlete Development participates in the Alliance for Sexual Assault Prevention



# Fraternity & Sorority Life External Review 2015

## Purpose

The University of Oregon Division of Student life and fraternity & sorority life staff are seeking an independent external review of the University of Oregon fraternity and sorority community. The objective of this review is to assess the impact of fraternity and sorority chapters on the UO campus community and to identify issues, challenges, and limitations that need to be addressed and/or improved. Fraternity/sorority staff members also plan to use the results of this assessment to develop guidelines for planning, budgeting, and services that will most effectively meet these objectives.

## Deliverables

The external review team will provide the Vice President of Student Life and fraternity & sorority life staff with documented analysis of the fraternity and sorority community. In addition, programs and initiatives will be compared to peer institutions and best practices. The primary focus of the review will include the following areas of focus:

## Areas of Focus

1. Prevention Education Efforts
  - a. Hazing
  - b. Sexual Assault
  - c. Alcohol and Substance Abuse
  - d. Mental Health
2. Community Accountability
  - a. Student Conduct Process for FSL Chapters
  - b. Chapter Advancement and Endorsement Program (minimum standards, chapter excellence awards)
  - c. Policy Audit
3. Staffing and Resource Allocation
  - a. Staffing Model and Advising Philosophy
  - b. Mission, Vision, and Services Provided
4. Community Culture
  - a. Values Congruence of Chapters and Individual Membership
  - b. Recruitment Process and Timeline
  - c. Student attitudes regarding Title IX Reporting, Party Culture, Hazing
  - d. Institutional attitudes and connections towards fraternities and sororities
  - e. Diversity and Inclusiveness
5. Programming Sequence and Philosophy
  - a. Recruitment Process and Timeline
  - b. Program Effectiveness



## Timeline

### July-September - Information Gathering

- Charge and project overview conducted via phone or skype
- Data, document, policies and procedures, program descriptions, assessment data provided
- Peer institution benchmarking
- Data analysis
- Survey and assessments conducted as needed

### Mid/Late October - Site Visit with Focus Groups/Interview

- 1-2 campus visits comprising 1-2 days of individual and group interviews with key stakeholders

### November/December - Submission of Deliverables

- Documented analysis of current state of the University of Oregon fraternity and sorority community
- Comparison of best practices and/or peer institution programs, policies, etc.
- Recommendations of resource reallocation and additional needs

### On Site Visit Stakeholders

- Staff and Administration (student conduct, housing, Dean of Students staff, UOPD, etc.)
- Fraternity & Sorority Life Staff
- Faculty Members
- House Corporation and Chapter Advisors
- Chapter Presidents
- Interfraternity Council and Panhellenic Council Leadership
- New Members/New Initiates



UNIVERSITY OF OREGON  
Division of Student Life

# Sexual Violence Prevention Workshops For Fraternity & Sorority Life

**Morgan Plew**

**Student Life Emerging Leaders**

**Spring 2015**





Recap:

- "Explicit Consent" for purposes of Sexual Misconduct in the Student Conduct Code means **voluntary, non-coerced and clear communication indicating a willingness to engage in a particular act**. "Explicit consent" includes an affirmative verbal response or voluntary acts unmistakable in their meaning.
- "'Mental Incapacitation' for the purposes of Sexual Misconduct in the Student Code of Conduct means that a person is rendered **incapable of appraising or controlling one's own conduct** at the time of the alleged offense because of the influence of a controlled or intoxicating substance or because of any act committed upon the person without consent."

Goals:

- Be able to strategize ways in which to intervene as a bystander
- Be able to identify situations in which bystander intervention is necessary

Materials Needed:

- Handout cards
- Survey link

Getting Started:

- "What does it mean to be a bystander?"
  - A person who is present at an event or incident but does not take part.
  - The **bystander** effect refers to cases in which individuals do not offer any means of help to a victim when other people are present.
- "What are some ways you can intervene if you are a bystander?"

◦ TRIPLE D

- Distraction – diverge the attention of the person in question to something else.
  - Delegation – use other people to help you intervene
  - Direct – speak up and tell the person in question to stop
- "What expectations do we have for each other? Why should we intervene?"
    - Use this as a discussion about values such as sincere friendship, respect, leadership, responsibility, etc.
    - Community of Care
  - "In the following scenarios, it is important to keep in mind that there may not be intent for sexual assault but think about prevention of potential assault situations."
  - The facilitator will read the scenario and ask the follow up questions.

Scenarios

1. "You are at a pregame with your friends. You notice your friend Ben feeding Sarah shots and he is hardly drinking Sarah is laughing and says that she has had too much. Ben laughs and says, "Okay, no more shots. I'll get you some punch instead," and proceeds to fill her cup with jungle juice. Sarah thanks him and takes the drink."  
What are some ways you could intervene to help Sarah?
  - Offer to take her drinks.
  - Offer her a non-alcoholic drink instead.
  - Distract one of them to get a chance to check in with Sarah.



"A group of friends are planning to attend a function hosted in the basement of an off campus live out. During the pre-game Sarah is drinking and tells her friends, "Wow I am so excited for this function because Josh will be there." Her friends agree that they are also excited for the function and they all decided to take shots. Later at the party, Josh sees Sarah and notices that she is drinking the punch that is supplied at the party and already acting tipsy. Josh goes up to a friend at the bar in basement and says, "Hey man, pour me a couple shots because Sarah is hammered and I'm definitely getting laid tonight." !!! Josh offers the shots to Sarah, she drinks them, and the two start dancing. The night is winding down and Sarah's friends notice that she is dancing with Josh. They decide not to interrupt to tell her they are leaving because she is hanging on Josh and bobbing her head. !!! Since people begin leaving, Josh asks Sarah if she wants to go upstairs where it is quieter. They go upstairs and Josh asks his friend Steve if he can take her to his room. Steve says, "go for it!" !!! Once upstairs, Josh undresses Sarah and himself because Sarah is unconscious. He proceeds to kiss her and eventually have sex with her.

!!! = Intervention:

- The friend at the bar should have intervened by:
  - Asking to see Sarah before giving her more alcohol
  - If she was too drunk, get a sober monitor to take her home
  - Tell Josh that using alcohol to have sex with people is not okay
- Sarah's friends should have intervened by:
  - Checking in with Sarah
  - Recognizing that Sarah was too drunk and taking her with them
- Steve should have intervened by:
  - Recognizing that Sarah was incapacitated and getting her a safe way home
  - Telling Josh not to use his room
  - Gone with Josh to take Sarah home safely

Follow up questions:

- Is it Sarah's fault?
  - Sexual assault is NEVER the survivor's fault. Although Sarah expressed interest in Josh at the beginning of the night, that is not explicit consent. Drinking does not give someone consent.
- Is it Sarah's friends' fault?
  - While Sarah's friends should have intervened to help Sarah, Josh is still responsible to ask for and receive explicit consent.
- Is it Josh's friend's fault?
  - Similar to Sarah's friends, Josh's friends should have intervened to help Sarah but Josh is still responsible to ask for and receive explicit consent.
- Is it Josh's fault?
  - Yes. Josh intended to use alcohol as a tool and opportunity for sexual activity and did not receive explicit consent. Sexual assault is against university, state and federal law and could lead to expulsion and jail time.

Final Wrap Up:

- Drugs and Alcohol are used as a tool and opportunity for perpetrators to hurt people.
- The determining factor between a hook up should never be the person's level of intoxication.
- Sexual assault response specialists and the health center are aware of the pattern between drugs, alcohol and sexual assault. It is easy for them to determine if sexual assault has resulted from the use of drugs and alcohol.
- If you or a friend are interested in learning more about the use of drugs and alcohol in sexual assault please contact the anonymous resource below.

### Resources and Tips

To find out more:

**24-hour information and support hotline**

541-346-SAFE

safe.uoregon.edu



### Recap:

- "Some ways to intervene as a bystander are:
  - TRIPLE D
    - Distraction – diverge the attention of the person in question to something else.
    - Delegation – use other people to help you intervene
    - Direct – speak up and tell the person in question to stop"

### Goals:

- Be able to identify societal pressures surrounding masculinity and femininity.
- Be able to understand ways to stop perpetuating masculinity and femininity pressures.

### Materials Needed:

- Survey link
- Drawing Board

### Getting Started:

#### Discussion

- Man In A Box (One minute)
  - Set up: Draw a box on the board with Man at the top
  - "What are some words that describe men?"
  - "What are words we use to describe men that don't fit inside that box?"
- Woman In A Box (One minute)
  - Set up: Draw a box on the board with Woman at the top
  - "What are some words that describe women?"
  - "What are words we use to describe women that don't fit inside that box?"

- Follow up questions (One minute)

- "Who is perceived as the most powerful?" (Man in box, man out box, woman in box, or woman out o box?)
- "Stereotypes that perceive the man as more powerful which leads to coercion."
- "Stereotypes that perceive the woman to be submissive which leads to coercion."
- "What do we call a man who is sexually active?"
- "What do we call a woman who is sexually active?"
- "Why do we glorify men and shame women for being sexually active?"

### Final Wrap Up

- "In what ways do we perpetuate these stereotypes?"
- "What are some ways we can stop perpetuating stereotypes?"
- Only choose one depending on your organization:
  - "Think of a man who has inspired you. Why?"
    - "Every man holds that potential, we each should strive to be like that everyday."
  - "Think of a woman who has inspired you. Why?"
    - "Every woman holds that potential, we need to treat every woman that way."
  - "As leaders in our community it is our responsibility to combat gender roles and stereotypes and to treat every person with equal respect regardless of gender, race, sexuality or religion."

### Resources and Tips

#### To find out more:

#### 24-hour information and support hotline

541-346-SAFE

safe.uoregon.edu



2. "You're at a bar with a group of friends and your friend Maria says she's ready to go home. Maria has spent part of the night talking to a guy she met named John and John offers to walk her home. You don't know John but think it's nice that he's willing to walk your friend home."

How can you make sure that Maria gets home safely?

- Say you're also ready to go home and leave with John and Maria.
- Ask your group of friends if anyone else is ready to leave and have them join John and Maria.
- Call SafeRide or DDS and wait with Maria until the car arrives.

3. "Your group of friends is at a social function. Your friend mentions that he is trying to hook up with someone after the function. He starts to mention that the theme of the party is workout attire so he will be able to easily find a girl to hook up with based on her outfit. He mentions that the girls in tighter close "are asking for it." How can you intervene?

- Tell your friend directly not to assume that a girl's outfit signifies her intent.

4. "You are at a bar with your friends, Ryan and Carly. They have been flirting and both separately expressed to you that they are interested in hooking up with each other. As the night goes on Carly has had many drinks and you see her sitting at the bar holding her head in her hands. You then notice Ryan take her hand and pull her through the crowd to leave the bar." At what point should you intervene?

- Carly seems incapacitated at the bar since she cannot stand on her own and looks sleepy. How could you intervene?
- Ask Carly if she is ready to go home and walk her or call SafeRide or DDS.
- Leave with Ryan and Carly when you see them head toward the door.

#### Final Wrap Up

- What are some reasons we choose not to intervene?
  - Fear
  - Lack of personal responsibility
  - Assuming good intentions
- Why do we care about intervening?
  - It doesn't hurt to check in to make sure someone is okay
  - Leaders confront a tough situation because the value of someone else's life is more important than the fear of speaking up
  - We want to help each other
  - How would you want someone to help you if you were the target?
- \*Optional\* Share an anecdote about bystander intervention has helped you in the past.

### Resources and Tips To find out more:

**24-hour information and support hotline**  
**541-346-SAFE**  
safe.uoregon.edu



Recap:

- Last week we discussed masculine and feminine pressures and how those pressures create a sense of power and coercion used against people for the purposes of harming them. This week we will discuss other tools that sexual assault perpetrators use.

Goals:

- Be able to identify mental incapacitation and when to intervene
- Understand the use of drugs and alcohol as a tool and opportunity for sexual assault

Materials Needed:

- Survey link

Getting Started:

- “How many drinks do you need to have or how drunk would you need to get before it is okay for you to rape someone?”
    - ALCOHOL CAN NEVER BE AN EXCUSE FOR SEXUALLY ASSAULTING SOMEONE! It is **never** the survivor’s fault for being harmed even if they have had alcohol or drugs. If the perpetrator has been drinking, they still remain responsible for sexual misconduct. The responsibility falls on all parties to receive consent before sexual activity and for perpetrators to not rape.
    - In the same way, if drunk person gets in a car accident that causes a death, that person will still be charged responsible for the death in the court of law. Alcohol doesn’t excuse the charge of vehicular manslaughter.
- Discussion:
- Ask your chapter the following questions. Allow time for members to respond before reading the given responses. After members have responded, fill in any missing ideas with the given responses.
1. “Let’s review the definition of mental incapacitation. Can someone please define it?”

“Mental Incapacitation” for the purposes of Sexual Misconduct in the Student Code of Conduct means that a person is rendered incapable of appraising or controlling one’s own conduct at the time of the alleged offense because of the influence of a controlled or intoxicating substance or because of any act committed upon the person without consent.

2. “What are some common signs of someone who is too drunk?”

- Loud talking
  - Slurred speech
  - Falling asleep in loud/bright areas
  - Gripping or hanging onto another person
  - Unsupported neck/head
3. “What are some ways we can help each other if we see this behavior in a sister/brother?”

- Communicate. It is never an “awkward” time to check in with a friend to see if they are feeling okay, want to go home, want to go somewhere else. NEVER LEAVE YOUR FRIEND WITHOUT ASKING THEM.
- Give them a glass of water. Water will not reverse the effects of drugs and alcohol but is important in helping the brain function.
- Bring them to a quiet place. Events that are dark and loud affect your perception when intoxicated. A quiet and well-lit area can help you realize your level of intoxication.

Scenario:

While you read the following scenario aloud, ask your members to quietly raise a hand during any point that they think someone should intervene. Mark the places you see a hand raised. After you have read the scenario, return to the places people raised their hands and ask someone to explain why and how they would intervene.



### Goals:

- Be able to define consent correctly
- Be able to identify situations that are consensual and nonconsensual.

### Materials Needed:

- Handout cards
- Survey link

### Getting Started:

- Ask a volunteer to read the statement of consent from the University of Oregon Student Conduct Code (on Handout)
- Ask another volunteer to define consent in their own words
- "Today we are going to observe some scenarios where consent may or may not be given. We will identify if consent was given and discuss different ways of giving and getting consent."
- The facilitator will read the scenario and ask the follow up questions. Then the facilitator will read the given response.
  - Follow up questions:
    - Was consent asked for?
    - Was consent granted?
    - Was this a consensual situation? Why or why not?

### 1. Coercion

"Jamie and Jesse have been dating for 2 months and sleep at each other's houses many times a week. Jamie and Jesse have not had sex with each other yet. One night they were hooking up but Jamie felt that they were moving too fast. Jesse says "I'm not ready to move on yet." Jamie says, "Why? I thought you really like me? Don't I make you happy?" Jesse responds, "You do make me happy and of course I really like you." Jamie replies, "We've already been going out for a couple months, trust me it will make our relationship better." After some time, Jesse gives into Jamie's requests."

"Like physical force, coercion and intimidation negate consent. Threatening to shame a person in front of peers, threatening to reveal private information, guilt-tripping, or just wearing someone down until they say yes are some examples of coercive behaviors. Obtaining "yes" through means such as these, is not consent."

### 2. Incapacitation

"Kelly and Riley are at a bar with a group of their mutual friends. The two are acquaintances through the friends. Both have had a few drinks before and at the bar and start to dance and hit off. Since Kelly and Riley have been having a great time, their friends did not interrupt them and leave for a different bar without them. After Kelly and Riley realize their friends are gone they decide to go to Riley's house for more drinks. Kelly feels dizzy and light headed so agrees to leave the bar. Riley grabs Kelly's hand and pulls her towards the front door. Once the two are at Riley's house they begin to kiss and move towards Riley's bed. Kelly has been silent since they left the bar and fell off the bed while the two were removing their shoes. Kelly mumbles something and slurs the words. Riley helps Kelly back onto the bed and they proceed to have sex. Kelly seems really out of it so Riley hurries up to finish."

According to Oregon law and the University of Oregon's Code of Conduct, consent CANNOT be given when any person is not able to control their own conduct due to the influence of a controlled or intoxicating substance.

### 3. Harassment

"Jordan is at a large party with friends. The party is at an unfamiliar house where there are lots of people drinking with little light and very loud music. Jordan is dancing with friends and is holding a drink. Cameron starts dancing with Jordan without out any conversation. Since it is loud Jordan goes along with it. Cameron starts touching Jordan more and Jordan gets uncomfortable. Jordan begins to try to walk away but Cameron grabs Jordans hand to keep dancing. Jordan suggests they go get a drink but Cameron ignores Jordan and begins to make out and grope Jordan."



By the very definition, when someone is sexually harassed, the behavior is unwelcome; SO, any form of sexual harassment is non consensual. Some examples of harassment include sexualized/ objectifying comments and gestures, continued pursuit of a sexual relationship when the other person has expressed disinterest, touching/ groping someone at a party, etc.

#### 4. Consensual

"Taylor and Cory are at a social function with their fraternity and sorority. Both people have been drinking. The two have been dancing and flirting all night and are having a good time together. When the function ends, they leave on the buses provided by their chapters. Once they get off the bus they decide to go have some drinks at Cory's apartment. At the apartment, they turn some music on and share another drink. Cory asks Taylor if Taylor wants to stay the night there and Taylor says yes. They both text their friends saying they are staying at Cory's apartment. Once in the bedroom, Taylor and Cory begin kissing and each is interested in hearing what the other wants so they both decide to have sex.

A yes that is freely given when the option of no is present and viable. Consent is a step by step process. For example, if one partner has consented to something at one point in time, they are not obligated to consent to that same something at another point in time. Consent cannot be assumed.

#### 5. Withdrawn consent

"Alex and Devin have hooked up a few times in the past and often sleep at each other's houses. They have not had sex together. Alex and Devin are kissing in bed and decide to engage in oral sex. They are both enjoying this activity. Suddenly, Alex changes position and proceeds to intercourse. Devin becomes silent."

Communicate at the beginning and throughout the entire process. If you sense at any point that anyone involved is not fully participating or has changed their mind, then ASK if they want to stop. Mutually, if you've changed your mind, say so. Silence and/ or non-communication do not indicate consent. Relying on assumptions rather than asking for specific permission is not consent.

#### Final Wrap Up

- What are some good ways to ask for consent?
  - Does that/ this feel good?
  - Are you okay with this?
  - Do you want to (insert act here)?
  - But remember, once is not enough.
- What does "No" mean?
  - No always means NO.
  - No does NOT mean maybe.
  - This can be done through verbal statements, such as "No," "Don't," "Stop," "I don't like that," or "I don't want to do [this specific behavior, e.g. kiss, be touched here, etc.]"
  - Use of a previously agreed-upon safe word also means stop, as does any non-verbal action, such as pulling and/or pushing away, getting up and/or walking away, turning away, etc.
  - After any of these responses, consent has ended and the sexual contact must STOP completely or be re-communicated.

## Resources and Tips

To find out more:

24-hour information and support hotline

541-346-SAFE

safe.uoregon.edu



### Recap:

- Last week we discussed how drugs and alcohol are used as a tool and opportunity for sexual assault perpetrators to hurt people. Alcohol is never an excuse for sexually assaulting someone. This week we will discuss how you can help yourself or a friend that has been hurt.

### Goals:

- Know the correct and incorrect responses to sexual assault
- Understand campus and community resource options for survivors

### Materials Needed:

- Survey link

### Handout

### Getting Started:

- There are 4 important steps in helping a friend who confides in you when they have been hurt.
  1. **Believe them.** Keep in mind that only 2-3% of reported sexual assaults are false. It is in your best interest as a friend to believe them. It takes a lot of courage for a survivor to share their story and you can only help them by believing what they say.
  2. **Tell them it is not their fault.** This is the most important step in response because the only person that can prevent the assault from happening is the perpetrator. It is NEVER the survivor's fault.
  3. **Don't tell anyone else.** It is crucial to keep the information as close to the survivor as possible in order to give them control of the situation. The more people that talk about it, the less credibility the case will have at a legal level.
  4. **Ask how you can help.** The main purposed of response is to give the survivor complete control of where the information goes. The survivor has the opportunity to choose who they want to know their story.

- When a survivor decides to share their story with Renae DeSautel, the director of crisis intervention and sexual assault violence support services, they have the option to:
  - Just talk: share as little or as much as they want
  - Get a medical exam: physical evidence may be able to be collected
  - Connect to the counseling center: they will receive a priority appointment time with undisclosed reasoning
  - Explore court of law options: legally they do not have to make a crime report if unwanted
  - Change living arrangements: the survivor or perpetrator can be moved from their current living arrangement whether it is on campus or off.
  - Receive academic support: classes, assignments and exams can be rescheduled or extended confidentially.
  - Renae can be the point of contact through the entire recovery process if the survivor is unsure of which option they prefer. The survivor has FULL control of what happens next.
- It is important to keep in mind that there are available survivor resources not connected to the University such as SAAS, RAINN and personal counseling.





### Discussion:

- Knowing the four steps for response and being knowledgeable about available resources is the best way to help yourself or a friend who has been sexually assaulted. Now we will review some common mistakes that friends may make in response: *Read the following statements and ask how people should respond instead of the first statement. Follow up with the suggested response.*
- Instead of saying:
  1. "What happened?"
    - ask "do you want to talk about it?"
  2. "What were you wearing?"
    - say "it's not your fault." Or "there is nothing you did to make this happen."
  3. "You drank a lot, you probably just blacked out" or "just don't remember."
    - say "I believe you." And "It is not your fault."
  4. \*Give them a hug\*
    - ask "do you want a hug?" or "how can I help?"
    - physical touch needs to be requested, violation of space can have an adverse reaction even if you are close to the survivor.
  5. "You've been raped?"
    - say "Do you want to talk about what happened?"
  6. "You should tell our president." Or "You should tell the police."
    - say "How can I help you?" and know available resources
    - forcing the survivor to share their story with others may lose credibility or alert a different response system. Both take the control away from the survivor.

### Final Wrap Up:

7. Listening to someone who is gossiping about the story
    - As soon as you hear commentary from someone else it is your responsibility as a friend to end that conversation.
    - It is NOT your job to determine what happened or justify the perpetrators actions
    - It IS your job as a friend to not blame the victim, hide stories or take sides.
- What are the four steps to respond to a friend that confides in you?
1. **Believe them.**
  2. **Tell them it's not their fault**
  3. **Don't tell anyone.**
  4. **Ask how you can help.**
- Why should we follow these steps?
    - We all want to be good friends, good brothers and sisters and it's on each of us not to hold the story of the survivor but help them in any way they want.

## Resources and Tips

To find out more:

**24-hour information and support hotline**

**541-346-SAFE**

[safe.uoregon.edu](http://safe.uoregon.edu)

Triple D

**Distraction** - diverge the attention of the person in question to something else.

"Can you help me with something?"  
"Come here. I need to show you something."  
"\_\_\_\_\_ asked me to come get you!"

**Delegation** - use other people to help you intervene.

"Do you think this is okay?"  
"Can you talk to \_\_\_\_\_ while I talk to \_\_\_\_\_?"  
"Can you walk \_\_\_\_\_ home with me?"

**Direct** - speak up and tell the person in question to stop.  
"Don't talk about them like that."  
"What you did/said is not okay."

Bystander Intervention

A **bystander** is someone who is present at an event or incident but does not take part. The bystander effect refers to cases in which individuals do not offer any means of help to a victim when other people are present.

## Response Resources

**University:**  
24-hour information and support hotline  
541-346-SAFE, safe.uoregon.edu

**Community:**  
Sexual Assault Support Services  
541-343-SASS (7727)

**National:**  
Rape, Abuse and Incest National Network  
1-800-656-HOPE (4673)

## Response Steps

1. Believe them.
2. Tell them it's not their fault
3. Don't tell anyone.
4. Ask how you can help.

## "EXPLICIT CONSENT"

for purposes of Sexual  
Misconduct in the Student Conduct Code  
means voluntary, non-coerced and clear  
communication indicating a willingness to  
engage in a particular act. "Explicit Consent"  
includes an affirmative verbal response or  
voluntary acts unmistakable in their meaning.  
-University of Oregon's Student Code of Conduct.

