

**Appendix B**  
**REPORT OF THE SEXUAL ASSAULT TASK GROUP**  
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December 8, 2006

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**Charge:** To develop a vision and strategic plan for implementing a comprehensive coordinated strategy for addressing sexual assault at Miami that builds on current efforts and is guided by best practices in collegiate sexual assault prevention, intervention and support.

**Vision:** A comprehensive, coordinated strategy for addressing sexual assault at Miami will result in a lower incidence of sexual assault, a higher reporting rate, a diminishing of the negative impact of student alcohol culture, a strong sexual assault prevention and response infrastructure and clear and compelling core institutional messages about the unacceptability of sexual assault.

**Mission:** To address and positively change sexual violence attitudes, sexual assault knowledge and behavioral intent as well as increase bystander intervention, reduce incidence of sexual assault, increase reporting of sexual assaults and increase utilization of victim advocacy services.

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## EXECUTIVE SUMMARY

Introduction. Following the May 18, 2006, meeting of the “leadership” of Miami’s sexual assault programs and services, convened by Associate Provost Michael Stevenson, a short-term task group was charged to develop a vision and strategic plan for implementing a comprehensive coordinated strategy for addressing sexual assault at Miami. The group, co-chaired by Jane Goettsch and John Ward, met a total of 10 times in the first half of Fall Semester 2006. The writing group met twice and submitted a draft report to Dr. Stevenson on November 13, 2006. A final report was submitted on December 8, 2006, following the task group’s December 1 meeting with Dr. Stevenson.

Problem analysis. Sexual assault has profound effects on the individuals involved. It interrupts the general and specific development and experiences of college student survivors. Many survivors have a life-long healing process that takes place after being sexually violated. While on campus, survivors must deal with emotional and psychological effects of the violence, which can be exacerbated if survivors share classes and living arrangements with the perpetrator or are part of mutual friendship circles. Sexual assault also negatively impacts a survivor’s communities, peer groups, and families. There are consequences for the perpetrator as well, which affect his (or her) emotional, social, and academic well-being. Finally, the student body and the university as a whole are negatively impacted by sexual assault.

Most sexual assaults on college campuses are perpetrated by men against women, and most perpetrators are known to the victim. Survivors of sexual assault, particularly acquaintance assaults, are often faced with disbelief and blaming. As a result, most sexual assaults on college campuses go unreported. Because of underreporting, we do not know how frequently sexual assault occurs at Miami University. However, extrapolating national findings to Miami, we can predict that as many as 300-400 sexual assaults will occur each year.

Alcohol is often a contributing factor in sexual assault. A student culture that promotes excessive drinking as a normative collegiate rite of passage increases student vulnerability to sexual assault. Most reported sexual assaults, and undoubtedly most unreported sexual assaults, include alcohol use by one or both people. In general, a university setting is a high-risk environment for sexual assault perpetration. All-male organizations enforce traditional gender stereotypes and may encourage high-risk behavior. Gender stereotypes play a role in group norms regarding appropriate behavior and mitigate responses of bystanders to violence. Students often embrace a false sense of safety and stranger rape myths, which places them at higher risk for acquaintance rape. Students may not understand the nature and definition of sexual assault and may not know what consent is and how to communicate it in a sexual encounter.

Miami has a long history of attention to sexual assault and currently offers a variety of educational programs as well as services for sexual assault survivors. However, Miami has not kept pace with best practices in all areas. The primary obstacles keeping Miami from being a national model of effective, proactive sexual assault prevention, intervention and support are structural. Miami needs to develop an infrastructure and identify resources to support, evaluate and enhance current efforts.

Langford identifies principles for designing effective campus violence interventions (see Appendix D). Interventions should be prevention-focused, comprehensive, planned and evaluated, research-based, multicomponent, coordinated and synergistic, multisector and collaborative, and supported. Langford also suggests several general strategies for violence prevention and safety promotion (see Appendix E).

The task group believes that Langford’s guiding principles and general strategies can help Miami address gaps and weaknesses in its current efforts (in particular, a decentralized, primarily reactive approach that confuses students and the community at large). Langford’s suggested principles and strategies can also

help Miami achieve the goal of **developing and implementing a comprehensive sexual violence prevention, intervention and response initiative that emphasizes primary prevention (i.e., preventing perpetration) and is sustained through strong leadership, sufficient institutional support and strong campus and community partnerships.**

Recommendations. The following recommendations suggest specific pathways to this goal. The recommendations are divided into two sets of action steps, the first to be implemented within the next six months and the second to be implemented as soon as resources can be allocated (we recommend implementation within one to three years).

Recommendation Set One: Immediate action steps (recommended timeline: 1-6 months)

1. Form a coordinating team of the leadership of Miami's sexual assault programs and services. We recommend that the team be convened by a Student Affairs representative and meet monthly starting January 2007. The team's initial tasks are summarized in Recommendations 2, 3 and 4. (proposed responsible unit: Student Affairs Division)
2. Consolidate existing sexual assault resources, to include developing an "overview" publication, consolidating the numerous other resources and developing a new University sexual assault Web site, easily accessible from the Miami homepage, that provides a one-stop electronic source of information on sexual assault. (proposed responsible unit: Women's Center & University Communications)
3. Assist offices to develop sexual assault response protocols. (proposed responsible unit: Coordinating Team)
4. Develop a cadre of certified sexual assault trainers and a list of recommended outside speakers. (proposed responsible unit: Student Counseling Service and Coordinating Team).
5. Enhance existing peer education programs (HAWKS and MARS). (proposed responsible unit: Student Counseling Service and Health Education)
6. Incorporate a program on sexual assault into First-Year Institute. (proposed responsible unit: Orientation and New Student Programs in consultation with the Coordinating Team)
7. Institute individual office review of sexual assault program/service quality. (proposed responsible unit: all offices providing or delivering sexual assault programs, policies and services)
8. Institute a review of alcohol prevention efforts for infusion of core messages identified in the training workshop. (proposed responsible unit: Health Education)
9. Enhance collaboration and information sharing with the Rape Crisis Program. (proposed responsible unit: Coordinating Team)
10. Initiate collaboration between Associated Student Government and Parking Services regarding review of and enhancements to the Nighttime Door to Door service. (proposed responsible unit: ASG)
11. Continue current sexual assault programs and services. See Appendix H. (proposed responsible unit: sponsoring offices)
12. Establish an institutional funding stream to support the above initiatives.

Recommendation Set Two: Action steps to be implemented as soon as resources can be allocated (recommended timeline: 1-3 years)

13. Create a position, (we recommend fulltime), to coordinate Miami's sexual assault efforts. (proposed responsible unit: Student Affairs Division) See Appendix G for sample job descriptions.
14. Establish a developmental model of sexual assault prevention programming for all students that will match educational programming with the specific needs of select student populations. Recommended programs include those identified in Recommendations 15 and 16 (proposed responsible unit: Sexual Assault Coordinator)

15. Create a new peer education program, a “female-version” of Men Against Rape and Sexual Assault (MARS) that will provide programming to sorority women, female student-athletes and other groups of women. (proposed responsible unit: Sexual Assault Coordinator)
16. Implement a mandatory sexual assault prevention program (e.g., “Sex Signals”) for first-year students. (proposed responsible unit: Orientation Office working with the Sexual Assault Coordinator)
17. Work with the Office of Health Education to strengthen the connection between alcohol and sexual assault prevention efforts. (proposed responsible unit: Sexual Assault Coordinator in collaboration with Health Education)
18. Institute a process for regularly assessing sexual assault programs, policies and services for outcomes and impact. (proposed responsible unit: Sexual Assault Coordinator)
19. Explore a partnership with the Rape Crisis Program for increased services for Miami students. (proposed responsible unit: Sexual Assault Coordinator)
20. Institute an institutional funding stream to support the above initiatives.

**These recommendations represent the best collective wisdom of the task group, based on the group’s review of “best practices” literature and current understanding of Miami University structures and resources. We recognize that other administrative structures than those proposed may also achieve the goals outlined in this report. The task group respectfully requests an opportunity to discuss the report with leadership from the division designated to consider implementation of the report recommendations.**

## INTRODUCTION

Background: On May 18, 2006, Dr. Michael Stevenson, Assistant to the President for Institutional Diversity and Associate Provost, convened a meeting of the “leadership” of Miami’s sexual assault programs and services. Dr. Stevenson invited attendees to review and discuss:

1. existing sexual assault programs and services (see Appendix A),
2. an ASG/Student Affairs partnership for a sexual assault program for first-year students,
3. facilitation of student involvement in prevention efforts, and
4. recommendations of the February 2006 report of the Advisory Group on Women regarding sexual assault coordination (see Appendix B) and potential actions that might follow from this report, especially those that might lead the University to be more proactive than reactive.

In his invitation Dr. Stevenson expressed his hope “...that this [meeting] will result in concrete plans that will allow our networks to function more effectively and to fill in any gaps we see in our prevention efforts” (April 24, 2006 email).

At the May 18 meeting, Jane Goettsch provided a history of Miami’s response to sexual assault (see Appendix C). Through discussion attendees identified the following concerns:

1. Students don’t know what programs/services are available or where to go to access them.
2. Miami’s current efforts, while considerable, are fragmented and decentralized, causing confusion even among those who implement these efforts.
3. Miami has lost some of its connection with a vital community partner – the Rape Crisis Program.
4. Miami’s current informational materials (e.g., brochures, AV materials, Web sites) are hard to find. Some are also visually unappealing and not survivor-friendly.
5. Miami’s current sexual assault programming is primarily reactive rather than proactive.
6. Peer educators have a role to play in sexual assault programming but cannot and should not be expected to deliver all programming.
7. There is agreement that current efforts need to be better coordinated but disagreement about which office should be responsible for this coordination.

8. There is interest in creating a sexual assault coordinator position to centralize and enhance Miami's efforts, though, again, disagreement about where this position should be located.

Group charge: The primary outcome of the meeting was the appointment of a short-term task group, to be co-chaired by Jane Goettsch and John Ward, to **develop a vision and strategic plan for implementing a comprehensive coordinated strategy for addressing sexual assault at Miami that builds on current efforts and is guided by best practices in collegiate sexual assault prevention, intervention and support.**

Meeting structure and schedule: Task group members were recruited over the summer and into the fall (see Title Page for list of members). Jane facilitated the early meetings; Lisa Factora-Borchers facilitated later meetings. John served as recorder. Early meetings focused on reviewing current programs and services, while later meetings focused on analyzing the problem of sexual assault at Miami, learning about best practices and generating recommendations. The task group did not believe it was within the scope of a short-term process to evaluate current programs and services for quality and impact. The group began meeting on August 22, 2006. The task group subsequently met on September 1, September 8, September 15, September 22, September 29, October 6, October 13, October 20 and October 27 for a total of 10 meetings. The writing team met on November 2 and November 10 to draft the report. Lisa Factora-Borchers, Jane Goettsch, Karen Murray and John Ward provided text for the report. Nicole Etter and Tamika Nunley served as reviewers. The draft report was forwarded to Dr. Stevenson on November 13, 2006. Dr. Stevenson reviewed the report and met with the task group on December 1 to share his impressions. Minor revisions were subsequently made by Jane Goettsch and Karen Murray, and a final report was submitted to Dr. Stevenson on December 8, 2006.

In analyzing the problem of sexual assault at Miami University, the task group used the framework developed by Dr. Linda Langford, associate director for violence prevention initiatives at the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention (see next section).

## **PROBLEM ANALYSIS**

### Scope of the problem

Sexual assault has devastating effects on the individuals involved. It interrupts the general and specific development and experiences of college student survivors. It also negatively impacts their communities, peer groups, and families.

Most sexual assaults on college campuses are perpetrated by men against women, and most perpetrators are known to the victim. According to the Office of Health Education's 2003 Student Health Behavior Survey, 6.64% of respondents reported being sexually assaulted by someone known to them, compared to 0.83% who reported sexual assault by a stranger. Nationally, it is estimated that up to 90% of sexual assaults are committed by a person known to the victim.<sup>1</sup> Survivors of sexual assault, particularly acquaintance assaults, are often faced with disbelief and blaming. As a result, most sexual assaults on college campuses go unreported.

Because of underreporting, we do not know how frequently sexual assault occurs at Miami University. However, a 1997 national telephone survey found that 1.7 percent of college women had experienced a completed rape and 1.1 percent an attempted rape in the seven months prior to the study. Projecting these figures over an entire calendar year, the survey's authors concluded that nearly 5 percent of college women might be victimized annually and that up to 25 percent might be assaulted by the end of their college years.<sup>2</sup> Extrapolating these findings to Miami, we can predict that approximately 300-400 sexual assaults will occur each year, an average of one or more a day. Some researchers consider the 5% estimate low.

### Toll

Survivors of sexual assault experience negative affects in numerous and various parts of their life. For the most part, the aftermath of sexual assault is diffused, unspoken, and difficult to measure. This contributes to the silencing of these individuals on campus. Survivors must deal with emotional and psychological effects of the assault, which can be exacerbated if survivors share classes and living arrangements with the perpetrator or are part of mutual friendship circles. The survivor, if assaulted by someone in a shared peer circle, typically faces hostile rumors and splitting of the group as individuals take sides, often with the survivor not being believed. The fact that alcohol is often involved in sexual assaults increases the likelihood of the survivor's not being believed, the survivor's tendency to self-blame and the perpetrator's tendency to reject responsibility.

In addition to the life-long healing that takes place after being sexually violated, survivors are at risk of experiencing social avoidance, lowered academic performance including dropping out, and physical problems such as sexually transmitted infections and pregnancy. Emotional and psychological effects of the violence can be expressed through denial, depression, self-injurious behavior, disordered eating and distorted body image, post-traumatic stress disorder, and proclivity to anxiety and general fear. Survivors may self-blame and experience diminished social support resulting in feelings of isolation and secrecy. Impairment of sexual and relationship functioning can also occur. In an academic setting, coupled with natural reluctance to come forward and seek services, students exhibiting these behaviors can often be confused for someone experiencing less severe troubles or other academic hindrances, reducing the likelihood that the survivor will receive appropriate services.

There are consequences for the perpetrator as well. The perpetrator must face the reality that he (or she) has committed sexual assault. Sexual assault perpetration will also have a negative impact on the perpetrator's families and friends. This process comes with harsh realization and emotional and psychological distress. The perpetrator may also face a diminished capacity to sustain relationships and potentially face a hostile environment, especially if the perpetrator is part of a shared peer circle with the survivor. Similar to a survivor, the perpetrator may be prone to losing peers and social support, which are critical factors in the healing and education process. Facing legal and university judicial action that will tarnish or terminate an academic and professional record, the perpetrator must come to terms with overall loss of potential and confidence.

The rippling effect of sexual assault extends to cause emotional stress to the family, friends and social circle within which the survivor and perpetrator exist. This may even cause additional stress for survivors, thinking loved ones may be disappointed or upset with them, in addition to the guilt many survivors feel. Fellow students may feel less safe and also become less outgoing and involved students out of general fear.

The already existing tolls of shame and isolation further the silencing of this crime and so the toll continues to grow with the silence. A culture of privacy and silence, both individual and familial, contributes to individual reluctance and outright avoidance to deal with this community issue. This toll thwarts the opportunity to establish dialogue about sexual assault and to assist in the healing process from the campus and surrounding communities. Members of the community continue to lose the opportunity to immerse themselves in sexual assault education and learn preventative measures that may lessen their risk of perpetration and victimization. Finally, sexual assault "affects the bottom line for colleges by increasing costs, lowering retention, and absorbing resources that could otherwise be used to further the academic mission."<sup>3</sup>

### Environmental contributions

In addition to a university setting being a high-risk environment, all-male organizations such as fraternities and male sports teams enforce traditional gender stereotypes and may encourage high-risk

behavior. These stereotypes encourage men to act with hyper-masculine characteristics such as aggression, domination, “over-sexed” heterosexuality, and excessive alcohol use. Women, in contrast, are conditioned to be submissive, tolerant of sexual objectification and encouraged to appear sexually appealing, but not sexually experienced. These roles contribute to ambiguity and an imbalance in sexual expression, control, communication and expectation. Also, students’ affluent backgrounds often reflect issues of entitlement and power. Without forced analysis, the topics of privilege and gender remain largely unexamined.

Gender stereotypes also play a role in group norms regarding appropriate behavior and mitigate responses of bystanders to violence. Students may lack the confidence and intervention skills to interrupt an act of violence. Bystanders may also be discouraged by the potential consequences of intervening, such as inaccurate interpretation of what may have been happening and facing censure among peers.

Situated in a small college town where transportation remains a significant issue, students often opt to walk home alone, frequently intoxicated, thinking they have no reliable options. Operating as well under a false sense of safety and stranger rape myths, students place themselves at higher risk for assault, particularly acquaintance rape.

Students are also affected by the environmental factors that go beyond the University’s walls. Images from literature, magazines, television, and movies tend to glamorize violence and legitimize violence against women. This influence is reflected in the culture of themed parties and house signs that promote gender stereotypes, drinking and high-risk sexual activity. Both sexual activity and drinking are accepted and even expected forms of experimentation by students and may increase their risk-taking behavior because such behavior is “socially sanctioned,” sometimes even by parents. Students may also possess a dismissive attitude toward public policy and student codes of conduct in regard to alcohol consumption.

Alcohol is often a contributing factor in sexual assault. Most reported sexual assaults, and undoubtedly most unreported sexual assaults, include alcohol use by one or both people. A student culture that promotes excessive drinking as normative collegiate rite of passage increases student vulnerability to sexual assault.

*Comparison of Alcohol Consumption Questions at Miami University vs. National Data*

*(Source: CIRP Freshman Survey, Higher Education Research Institute)*

*“During the past year (senior year in high school), percentage of students responding ‘frequently’ or ‘occasionally’ that they drank beer.*

| <i>Year</i> | <i>Miami University</i> | <i>High Select Public Universities</i> |
|-------------|-------------------------|--|
| 1996        | 64.0%                   | 55.5%                                  |
| 2005        | 63.7%                   | 44.9%                                  |

*MU students high risk alcohol use (five or more drinks in a sitting for men / 4 for women).*

*2002 -- 60.2% of students engage*

*2003 -- 52.9% of students engage*

*2005 -- 58.9% of students engage*

*Last year the Office of Ethics and Student Conflict Resolution dealt with 1,696 violations of the Student Code of Conduct.*

|   |            |
|---|------------|
| <i>Alcohol violations first semester</i>  | <i>429</i> |
| <i>Alcohol violations second semester</i> | <i>575</i> |

Individual contributors

Students, faculty, and staff may hold attitudes and beliefs that perpetuate a culture of violence and, as a result, may inadvertently reinforce the victim-blaming and silence of rape. Students may not be aware of



what sexual assault is and, therefore, may not know what consent is and how to communicate it in a sexual encounter. They may also lack skills for negotiating conflict and clarifying boundaries.

**Miami has a long history of attention to sexual assault and currently offers a variety of educational programs as well as services for sexual assault survivors. However, Miami has not kept pace with best practices in all areas. The primary obstacles keeping Miami from being a national model of effective, proactive sexual assault prevention, intervention and support are structural. Miami needs to develop an infrastructure and identify resources to support, evaluate and enhance current efforts.**

#### Guiding principles and general strategies

Langford identifies principles for designing effective campus violence interventions, using an “environmental management” approach “rooted in social ecological theory, a variant of the public health model, which spotlights the institutional, community, and public policy changes necessary for effective prevention, in addition to traditional awareness and education programs.”<sup>4</sup> (see Appendix F). Interventions should be prevention-focused, comprehensive, planned and evaluated, research-based, multicomponent, coordinated and synergistic, multisector and collaborative, and supported.

Langford also suggests several general strategies for violence prevention and safety promotion (see Appendix E).

- Addressing attitudes, beliefs, perceptions, and skills that contribute to violence through education, skill building, curriculum infusion, and other efforts
- Supporting healthy group norms and promoting bystander intervention
- Conveying clear expectations for conduct among students, faculty, staff, and visitors
- Creating and disseminating comprehensive policies and procedures addressing each type of violent behavior, and instituting training programs to ensure that policies are followed and enforced
- Providing a range of support services for students, including mental health services, crisis management, and comprehensive and compassionate services for victims
- Helping students to avoid harm through such measures as escort services and self-defense classes (when part of a comprehensive prevention effort)
- Establishing comprehensive alcohol and other drug prevention programs

The American College Health Association (ACHA), in a 2005 white paper on campus violence,<sup>5</sup> offers a similar approach, as does more recent Department of Justice-funded research by Karjane, Fisher and Cullen.<sup>6</sup>

The task group believes that the guiding principles and general strategies listed above can help Miami address gaps and weaknesses in its current efforts (in particular, a decentralized, primarily reactive approach that confuses students and the community at large). Langford’s suggested principles and strategies can also help Miami achieve the goal of **developing and implementing a comprehensive sexual violence prevention, intervention and response initiative that emphasizes primary prevention (i.e., preventing perpetration) and is sustained through strong leadership, sufficient institutional support and strong campus and community partnerships.**

### RECOMMENDATIONS

The following recommendations suggest specific pathways to this goal. The recommendations are divided into two sets of action steps, the first to be implemented within the next six months and the second to be implemented as soon as resources can be allocated (we recommend implementation within

one to three years). Some recommendations require (and, therefore, include) further explanation; others are self-explanatory. Many of the action steps included in the first set of recommendations will continue after recommendations in the second set are implemented.

### **Recommendation Set One: Immediate action steps (recommended timeline: 1-6 months)**

1. Form a coordinating team. We recommend the formation of a sexual assault coordinating team that meets monthly beginning in January, 2007, to share information and trends related to sexual assault, coordinate information development and dissemination and review and make recommendations regarding gaps and weaknesses in existing programs, policies and services. We recommend that the Coordinating Team be composed of one or more representatives of the following campus offices: Ethics and Student Conflict Resolution, Health Education, Miami University Police Department, Student Counseling Service and Women's Center. In addition, the Coordinating Team should include two student representatives appointed by the ASG Executive Council and a representative of the Butler County Rape Crisis Program. The Coordinating Team should consult with representatives from other offices as needed (e.g., Oxford Police Department, Residence Life, Orientation and New Student Programs, Cliff Alexander Office of Fraternity and Sorority Life and Leadership, University Communications, Parents Office, Office of the General Counsel). We recommend that the Coordinating Team begin with three tasks: (a) consolidating sexual assault resources, (b) working with offices to develop sexual assault response protocols and (c) developing a cadre of certified sexual assault trainers and list of recommended speakers (see Recommendations 2, 3 and 4). (proposed responsible unit: Student Affairs Division)

2. Consolidate existing sexual assault resources. We recommend that one "overview" publication be developed that covers Miami prevention, intervention and response programs, policies and services. This publication should be ready for distribution by August 2007 (ideally to all students and in subsequent years to all new students). We recommend the consolidation of other printed and mixed media sexual assault resources into a few internally consistent, regularly updated and widely distributed publications to reinforce core institutional messages about sexual assault. We also recommend that a new Web site be developed as a one-stop electronic source of information on sexual assault. This Web site should be easily accessible from the University's home page and contain the same information as the "overview" publication. We recommend that a member of the University Communications staff be assigned to work with the Women's Center on this project. (proposed responsible unit: Women's Center and University Communications)

3. Assist offices to develop sexual assault response protocols. We recommend that each office likely to come into contact with sexual assault survivors, perpetrators, their families and friends or representatives of local media (campus and community newspapers, radio and television stations) should have a written protocol for handling these contacts. At minimum, the protocol should include core institutional messages regarding sexual assault, names and contact information for office personnel designated to respond to inquiries along with referral information on campus and community resources. Those offices with specific sexual assault program, policy and/or service responsibilities should have a more extensive protocol outlining these responsibilities. Wherever possible, offices should share their protocols with other offices and with the Rape Crisis Program. (proposed responsible unit: Coordinating Team)

4. Develop a cadre of certified sexual assault trainers and list of recommended outside speakers. We recommend that Student Counseling Service staff members, Jennifer Browne (Coordinator of Women's Services) and John Ward (Coordinator of Men's Services) be designated as lead trainers on sexual assault. We recommend that Jennifer and John develop (in consultation with the Rape Crisis Program) a "train the trainers" workshop to be offered each spring beginning this year to any staff or faculty member who wishes to become certified as a sexual assault trainer. We further recommend that the offices of Residence Life, Orientation and New Student Programs and Ethics and Student Conflict

Resolution train student and professional staff and Disciplinary Board members each year using certified sexual assault trainers. We also recommend that the Coordinating Team develop a list of recommended local and national speakers with contact and pricing information as a resource for offices and groups (e.g., Program Board, Interfraternity Council, Panhellenic Association) wishing to provide sexual assault education for their constituents. (proposed responsible unit: Student Counseling Service and Coordinating Team)

5. Enhance existing peer education programs. We recommend that the MARS peer education program continue to provide sexual assault presentations for male students under the direction of the Coordinator of Men's Services. We recommend that an identifiable and stable budget be established for the MARS program that provides for more student wage money, allows MARS to reach more men and provides more opportunities for off-site training for MARS members. Until a new peer education program for women can be created (see Recommendation 15), we recommend that the HAWKS peer education program continue to offer programs on sexual assault for women and mixed-gender audiences. We further recommend that the HAWKS presentation on sexual assault be reviewed for possible enhancements related to the inclusion of gender dynamics in sexual assault. (proposed responsible unit: Student Counseling Service and Health Education)

6. Provide a sexual assault presentation for all first-year students. We recommend that the Office of Orientation and New Student Programs incorporate a program on sexual assault into First-Year Institute. We recommend that the office consult with the Coordinating Team regarding speakers ("Sex Signals" would be among the recommended programs). (proposed responsible unit: Orientation and New Student Programs in consultation with the Coordinating Team)

7. Institute individual office review of program/service quality. We recommend that each office currently providing or delivering sexual assault programs, policies and services review its efforts for quality and outcomes. (proposed responsible unit: all offices providing or delivering sexual assault programs, policies and services)

8. Institute a review of alcohol prevention efforts for enhancement of sexual assault prevention messages. (proposed responsible unit: Health Education)

9. Enhance collaboration and information sharing with the Butler County Rape Crisis Program. We recommend that Miami and Rape Crisis Program (RCP) literature be reviewed to ensure that both sets of literature contain information about campus and community resources. We further recommend that there be more sharing of information on protocols (see Recommendation 3). (proposed responsible unit: Coordinating Team)

10. Initiate collaboration between Associated Student Government (ASG) and Parking Services regarding review of and enhancements to the Nighttime Door to Door service. We recommend that ASG initiate collaboration with staff in Parking Services to share student concerns regarding perceived inadequacies in the current Nighttime Door to Door service and to consider enhancements to the service. (proposed responsible unit: ASG)

11. Continue other existing sexual assault programs and services. We recommend the continuation of the annual Take Back the Night Speak-Outs and March, coordinated by the Association for Women Students, and the Clothesline Project, coordinated by the Women's Center. We also recommend that the Student Counseling Service continue to offer services for sexual assault survivors. (proposed responsible unit: Association for Women Students, Women's Center, Student Counseling Service)

12. Establish an institutional funding stream to support the above initiatives.

**Recommendation Set Two: Action steps to be implemented as soon as resources can be allocated (recommended timeline: 1-3 years)**

13. Create a position (we recommend fulltime) to oversee and coordinate Miami's sexual assault efforts. Many colleges and universities, including a number in Ohio, have created staff positions to coordinate sexual assault programming, policies and services. This is considered a best practice. Langford notes, "Without high level support, efforts to address violence will languish. ...A common barrier to implementing proposed initiatives is lack of staff time. ...Ideally, every campus should have a dedicated office or staff person to coordinate programs, policies, and services related to violence."<sup>7</sup> A sexual assault coordinator can serve as the "first responder" for students in need of assistance in the aftermath of a sexual assault. A sexual assault coordinator's responsibilities might also include convening regular meetings of staff with sexual assault program or service responsibilities; overseeing peer-delivered sexual assault programming and programming for first-year students, sorority and fraternity members, student athletes and other targeted groups; overseeing sexual assault information dissemination, sexual assault training and overall coordination of services; serving as the University's primary contact and resource for sexual assault survivors and liaison between campus, community, regional, state and national networks; seeking and securing grant funding for program expansion and staying current on federal and state legislation and public policy related to sexual assault (see Appendix G for sample position descriptions). At institutions with dedicated offices or staff, the administrative location of the office or staff position varies, but most offices and positions are located in student affairs divisions. Because sexual assault is primarily a student issue and because most offices currently providing sexual assault programs and services at Miami are located in the Division of Student Affairs, we believe that this division is the most appropriate university home for a sexual assault coordinator position. We further believe that, for such a position to be credible, it should be housed in a high-level, centrally located unit that has the authority to hold offices accountable and that is widely perceived as advocating for all students. For these reasons, we believe the Dean of Students Office should be considered as an administrative location for the proposed sexual assault coordinator position. While other units might also be considered, we have concerns about housing the position in a unit that either has a specific topical or constituency focus or that focuses on survivor support. For example, housing the position in the Office of Health Education, with its current emphasis on alcohol prevention, could signal that sexual assault is simply a result of alcohol misuse. In addition, all too often when alcohol is discussed as a contributing factor in sexual assault, the emphasis is placed on the sexual assault survivor's, rather than perpetrator's, behavior. Placing a sexual assault coordinator position in a unit (e.g., Student Counseling Service) whose services are geared toward the victim/survivor risks suggesting that it is the victim/survivor's responsibility to "fix" the problem of sexual assault. The same can be said for housing the position in the Women's Center. The emerging emphasis on primary prevention – preventing perpetration – also argues against locating a sexual assault coordinator position within an office whose focus is on survivor support. (proposed responsible unit: Division of Student Affairs)

14. Establish a developmental model of sexual assault prevention programming for all students that will match educational programming with the specific needs of select student populations. Select student populations include, obviously women and men, as well as student-athletes, members of fraternities and sororities, members of ROTC, first-year students, underclass and upperclass students and students with low motivation to learn about sexual assault. Recommended programs include those identified in Recommendations 15 and 16 (proposed responsible unit: Sexual Assault Coordinator)

15. Create a new peer education program, a female equivalent of Men Against Rape and Sexual Assault (MARS). We propose that this new program be overseen by the Sexual Assault Coordinator, who will be responsible for recruiting, screening, training and supervising peer educators and scheduling presentations. We recommend that the Sexual Assault Coordinator also handle scheduling of MARS presentations in consultation with the Coordinator of Men's Services (Student Counseling Service), as

long as the Student Counseling Service wishes to continue this arrangement. We do not envision this new peer education group replacing or duplicating the activities of the Association for Women Students (AWS). Rather, the peer educators will provide programs for all-female groups like sororities, female sports teams and residents of all-female residence hall corridors; AWS will continue to provide campus-wide programming and advocacy on women's issues. (proposed responsible unit: Sexual Assault Coordinator)

16. Implement a mandatory sexual assault prevention program for first-year students. The "Sex Signals" program, implemented as a pilot project during August 2006, is an example of a program that reflects best practice. Research suggests that a large format, mixed gender, interactive program like "Sex Signals" followed by small-group discussions "outperforms" AV presentations, lectures and peer-to-peer programming on sexual assault. (proposed responsible unit: Orientation and New Student Programs and Sexual Assault Coordinator)

17. Strengthen the connection between alcohol and sexual assault prevention efforts. While too close a connection runs the risk of oversimplifying the relationship between alcohol and sexual assault, sexual assault cannot comprehensively be discussed without acknowledgement of the role alcohol and other substances play. One model of connecting the two issues is provided by Syracuse University. At Syracuse, the Director of Prevention Services oversees the Office of Prevention Services, which includes the Substance Abuse Prevention and Health Enhancement Program and the University Rape: Advocacy, Prevention and Education Center. See Appendix G for job description of Director of Prevention Services. (proposed responsible unit: Sexual Assault Coordinator and Health Education)

18. Institute a process for regularly assessing sexual assault programs, policies and services for outcomes and impact. (proposed responsible unit: Sexual Assault Coordinator)

19. Explore a partnership with the Rape Crisis Program for increased services for Miami students. (proposed responsible unit: Sexual Assault Coordinator)

20. Institute an institutional funding stream to support the above initiatives.

**These recommendations represent the best collective wisdom of the task group, based on the group's review of "best practices" literature and current understanding of Miami University structures and resources. We recognize that other administrative structures than those proposed may also achieve the goals outlined in this report. The task group respectfully requests an opportunity to discuss the report with leadership from the division designated to consider implementation of the report recommendations.**

## ENDNOTES

- <sup>1</sup> Fisher, B., Cullen, F. and Turner, M. (2000). *The Sexual Victimization of College Women*..
- <sup>2</sup> Langford, L. (no date given). *Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach*, p. 2..
- <sup>3</sup> Langford, L. (no date given). *Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach*, p. 3.
- <sup>4</sup> Higher Education Center: *Violence Prevention in Higher Education*. Retrieved November 13, 2006, from [www.higheredcenter.org/violence/](http://www.higheredcenter.org/violence/).
- <sup>5</sup> Carr, J. L. (2005, February). *American College Health Association campus violence white paper*.
- <sup>6</sup> Karjane, H., Fisher, B. and Cullen, F. (2002). *Campus Sexual Assault: How America's Institutions of Higher Education Respond*.
- <sup>7</sup> Langford, L. (no date given). *Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach*, p. 6.

## LIST OF APPENDICES

- A. "Current Miami University efforts in sexual assault prevention, intervention and support"
- B. Women's Issues Task Group (Final 2/1/2006)
- C. "A Brief History of Miami's Response to Sexual Assault," updated November 13, 2006
- D. L. Langford, "Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach" [no date given on publication] (Note: The electronic version of the report does not contain this document; the paper version includes the document at the end of the report.)
- E. L. Langford "Strategic Objectives for Violence Prevention and Safety Promotion Programs," 2004
- F. L. Langford "Best Practices for Campus Sexual Assault Prevention Education Programs," 2006
- G. Sample sexual assault coordinator position descriptions
- H. Current and proposed sexual assault-related responsibilities of selected campus offices
- I. Women's Center role in addressing sexual assault

## Appendix A

**Current Miami University efforts  
in sexual assault prevention, intervention & support**  
(originally compiled by Jane Goettsch, Women's Center, Spring, 2003; revised Nov. 2005;  
most recent revision November 13, 2006)

### ➤ **INFORMATION/AWARENESS – STUDENT/STAFF TRAINING**

- **SUMMER ORIENTATION STUDENT STAFF (SOUL) TRAINING** – Spring & Summer (responsible office: Office of New Student Programs, Kathleen Curp, 529-1880)
- **ADVISORY STAFF TRAINING** – July-August (responsible office: Office of Residence Life, Deb Anderson, 529-9276)
- **STUDENT STAFF (RA) TRAINING, “Behind Closed Doors”** -- August (responsible office: Office of Residence Life, Deb Anderson, 529-9276)
- **DISCIPLINARY BOARD TRAINING** (responsible office: Office of Ethics and Student Conflict Resolution, Susan Vaughn, 529-1417) *This training is currently provided by the Rape Crisis Program, Student Counseling Service, MUPD or OPD.*

### ➤ **INFORMATION/AWARENESS – GENERAL CAMPUS**

- **“A NOTE ABOUT SEXUAL ASSAULT” ARTICLE** in Orientation newsletter – June (responsible office: Office of New Student Programs, Kathleen Curp, 529-1880) *This article is currently written by Jane Goettsch, Women's Center.*
- **HANDOUTS FOR ALL NEW STUDENTS & PARENT DURING ORIENTATION** – June (responsible office: Office of New Student Programs, Kathleen Curp, 529-1880) *These handouts are currently provided by Jane Goettsch, Women's Center.*
- **SKIT & SMALL GROUP DISCUSSION DURING ORIENTATION** – June (responsible office: Office of New Student Programs, Kathleen Curp, 529-1880) *The Office of Health Education currently consults regarding the skits.*
- **ALCOHOLEDU** (addresses consent issues) – July/August (responsible office: Office of Health Education, Leslie Haxby-McNeill, 529-5047)
- **RA-LED DISCUSSIONS FOLLOWING FYI “FACES OF AMERICA” PRESENTATION** – August (responsible office: Orientation and New Student Programs and Residence Life)
- **“SEX SIGNALS” 2006 PILOT PROJECT** in selected first-year halls – August (responsible office: Sex Signals Pilot Project Planning and Implementation Teams, composed of Student Counseling Service, Office of Health Education, Women's Center, Office of Residence Life, Associated Student Government)
- **1<sup>ST</sup>-YEAR FEMALE AND MALE SEXUAL ASSAULT AWARENESS HANDOUTS ON MOVE-IN DAY** (responsible office: Office of Residence Life, Jerry

Olson, 529-4000) *This year the Office of Health Education prepared and copied these handouts.*

- **OFF-CAMPUS WALK-ABOUT PROGRAM IN MILE SQUARE** (mentions Rape Crisis Program & SANE) – August [Sunday and Monday before classes begin] (responsible offices: Associated Student Government & Office of Off-Campus Affairs, Bobbe Burke, 529-2266)
- **“SEXUAL ASSAULT IN THE MIAMI COMMUNITY” ARTICLE IN PARENTS’ NEWSLETTER** – Fall (responsible office: Parents Office, Kristine Stewart, 529-3436) *This article appeared in the Winter 2005 issue and was written by Richard Nault, VP Student Affairs.*
- **“GET CARDED” CAMPAIGN/RAINN DAY** – Fall (responsible office: Women’s Center, Lisa Factora-Borchers, 529-1986) *This year’s RAINN (Rape, Abuse and Incest National Network) Day was September 28. HAWKS has sponsored this program in the past.*
- **“TAKE BACK THE NIGHT” SPEAK-OUT AND MARCH** – November (responsible office: Association for Women Students) *This year’s TBTN took place on November 9.*
- **“CLOTHESLINE PROJECT”** – November (responsible office: Women’s Center, Josh Kurz, 529-8588) *This year’s Clothesline Project took place November 6-9.*
- **OUTREACH TO STUDENT ATHLETES** – Fall (responsible offices: Office of Intercollegiate Athletics, Lil Fesperman, 529-7290, & Student Counseling Service, Jennifer Browne & John Ward, 529-4634) *This year’s program consisted of required attendance at a “Sex Signals” performance on October 9.*
- **OUTREACH TO FRATERNITIES AND SORORITIES** – Fall & Spring (responsible offices: Cliff Alexander Office of Fraternity and Sorority Life and Leadership, Panhellenic Association, Interfraternity Council, National Pan-Hellenic Council; Matt Sivard, IFC; Jenn Sullivan, Panhel ) *IFC requires all new fraternity members to attend sexual assault education provided by MARS in fall and spring.*
- **DAILY POLICE LOG** – ongoing (responsible office: Miami University Police Department, Andrew Powers, 529-1922)
- **UNIVERSITY WEB SITES: Your Right to Know & Acquaintance Rape Resource Guide:**  
[http://www.miami.muohio.edu/documents\\_and\\_policies/right\\_to\\_know/index.cfm](http://www.miami.muohio.edu/documents_and_policies/right_to_know/index.cfm)  
[http://www.miami.muohio.edu/documents\\_and\\_policies/health\\_and\\_safety/raperesource.cfm](http://www.miami.muohio.edu/documents_and_policies/health_and_safety/raperesource.cfm) (responsible offices: News and Public Information Office, Claire Wagner, 529-7592; Institutional Response Team, [irt@muohio.edu](mailto:irt@muohio.edu), 529-1950)
- **FACT SHEETS** – ongoing (responsible office: Institutional Response Team, [irt@muohio.edu](mailto:irt@muohio.edu), 529-1950)
- **PRESS RELEASES** – as needed (responsible office: News and Public Information Office, Claire Wagner, 529-7592; Richard Little, 529-3637)



- **MARS (MEN AGAINST RAPE AND SEXUAL ASSAULT) PEER EDUCATION PROGRAM** – ongoing (responsible office: Student Counseling Service, John Ward, 529-4634)
- **HAWKS (HEALTH ADVOCATES FOR WELLNESS KNOWLEDGE AND SKILLS) PEER EDUCATION PROGRAM** – ongoing (responsible office: Office of Health Education, Leslie Haxby-McNeill, 529-5047)
- **RESOURCE BOOKS & PAMPHLETS** – ongoing (responsible offices: Women’s Center, Jane Goettsch, 529-1510; Office of Health Education, Karen Murray, 529-3438; Student Counseling Service, Jennifer Browne, 529-4634; Butler County Rape Crisis Program, Stacey Hall, 523-4149)
- **CLASSROOM CONTENT** (e.g., WMS 201, PHS/WMS 243, SOC 203, ATH 221, PSY 326, FSW 361, FSW/SOC 451) – ongoing (various academic programs and departments) – *The Campus Assistance Program will help faculty provide accurate information about Miami sexual assault information and resources.*
- **CAMPUS CRIME ALERTS** – as needed (responsible office: Institutional Response Team, [irt@muohio.edu](mailto:irt@muohio.edu), 529-1950)
- **GUEST SPEAKERS (non-training)** -- periodically (various offices including Panhellenic Association and Interfraternity Council, Campus Activities Council, Residence Hall Association, Women’s Center, Health Education, MARS, HAWKS)

➤ **RISK REDUCTION PROGRAMS AND SERVICES**

- **RAPE AGGRESSION DEFENSE (RAD) SELF-DEFENSE PROGRAM** – as requested (responsible office: Miami University Police Department, Andrew Powers, 529-1922)
- **NIGHTTIME DOOR TO DOOR PROGRAM** – during the academic year (responsible office: Parking Services, Perry Gordon, 529-8377)
- **EMERGENCY TELEPHONES & INCREASED LIGHTING** – ongoing (responsible offices: Miami University Police Department & Physical Facilities Department)

➤ **PROSECUTION (INVESTIGATION/HEARING/DISPOSITION (ONGOING))**

- **INVESTIGATION/ARREST** (responsible offices: Miami University Police Department and Oxford Police Department)
- **“1219” PROCEDURES** (responsible office: Institutional Response Team, [irt@muohio.edu](mailto:irt@muohio.edu), 529-1950)
- **“YOU’RE NOT ALONE” BROCHURE & PROTOCOL** (responsible office: Office of Ethics & Student Conflict Resolution, Susan Vaughn, 529-1417)
- **LAW ENFORCEMENT LIAISON** (responsible office: Butler County Rape Crisis Program, Stacey Hall, 523-4149)

➤ **SURVIVOR SUPPORT, TREATMENT AND REFERRAL (ONGOING)**

- **SEXUAL ASSAULT SURVIVOR SUPPORT & THERAPY** (responsible office: Student Counseling Service, Jennifer Browne, 529-4634)
- **“YOU’RE NOT ALONE” VIDEO** (provided to Residence Life staff & accessible on the Women’s Center website) (responsible office: Women’s Center, Jane Goettsch, 529-1510)
- **24-HOUR HOTLINE AND VICTIM ADVOCACY** (responsible office: Butler County Rape Crisis Program, Stacey Hall, 523-4149)
- **COUNTY-WIDE SANE** (Sexual Assault Nurse Examiner) **AND SART** (Sexual Assault Response Team) programs accessible through Butler County Rape Crisis Program (Stacey Hall, 523-4149)
- **ROOM CHANGES, CLASS CHANGES** (responsible office: Health Service Administration, Jim Slager, 529-3051)
- **CAMPUS ASSISTANCE PROGRAM (CAP)** – ongoing (responsible office: Office of Health Education, Karen Murray, 529-3438)
- **STUDENT ADVOCACY NETWORK** – ongoing (responsible office: Office of the Dean of Students, Susan Mosley-Howard, 529-4631)

## Appendix B

### Women's Issues Task Group (Final 2/1/2006) 2005-2006

Participants: Shalini Batra, Counseling Services; Emily Brown, Student; Lillian Fesperman, Athletics; Jane Goettsch, Women's Center; Emily Langdon, Student Affairs; Sally Lloyd, Education and Allied Professions; Terri Messman-Moore, Psychology; Leslie Morrow, LGBT Services; Diane Mueller, Oxford Police; Deborah Richardson, Health Center; April Robles, Greek Life; Samantha Schalk, Student; John Ward, Counseling Services; Kristy Webb, University Police.

As the list of participants indicates, the review panel included students, staff, faculty, and administrators. The group was also diverse with regard to gender, ethnicity, and sexual orientation. Participants were asked to review a wide variety of recent documents and reports that included data relevant to campus climate for women. The task group identified general themes concerning the status of women at Miami and prioritized an action agenda relevant to women students, staff, and faculty.

#### General Themes:

- Remarkable progress has been made with regard to the participation of women in the university community. Today, women comprise 55% of Miami students, 55% of staff, and 46% of faculty.
- Unfortunately, little feedback has been provided regarding the implementation and success regarding past recommendations. So, current perceptions of campus climate and the status of women at Miami may be outdated.
  - Create opportunities to communicate with Miami communities regarding the status of women.
- None the less, Miami University has not yet achieved a climate that deeply respects, includes, and welcomes women in all their diversities. Women from ethnically diverse backgrounds remain under-represented. Little is know about the success and wellbeing of lesbian women, women with disabilities, or women who affiliate with non-Christian religious communities.
  - Review, evaluate, and enhance on-going assessment practices regarding issues of inclusion.

#### Constituency specific recommendations:

##### Students

- The two largest issues facing women students are eating disorders and sexual aggression. Alcohol use often magnifies these concerns.
- Miami and Oxford communities are not fully aware of the array of programs and services available on campus.
  - Create inventory of services regarding sexual assault and eating disorders
  - Raise awareness of existing opportunities on campus and uptown.
- Miami's eating disorders management team meets monthly to facilitate collaboration.
  - Evaluate need for similar team approach for sexual assault/aggression.
- Most available resources are reactive and victim focused. Develop strategies which will shift focus to prevention and cultural change.
  - Organize "how to help a friend" campaign encompassing the prevention of alcohol abuse, sexual aggression and eating disorders.

- Increase awareness among faculty, staff, and other potential mentors on how to help individuals in need gain access to services and programs.
- Include community based resources, especially the Oxford Police.

#### Faculty

- Considerable progress has been made toward gender equity in hiring, tenure, and promotion. However, women remain underrepresented among full professors and line leaders, and ethnically diverse women are under-represented at all faculty ranks and leadership positions. The climate for women faculty also remains a concern.
  - Collect data concerning the climate for women faculty with regard to ethnicity, disability, religious beliefs, and sexual orientation.
  - Identify women faculty with interest in assuming direct-line leadership roles and facilitate leadership development opportunities.
  - Assess levels of service across rank, gender, race, and sexuality, with the aim of ensuring equity in service demands across groups. Find explicit ways to value and reward the unique contributions of female faculty (as well as ethnically diverse and GLBT faculty) in the mentorship of students and support of colleagues toward building a positive climate for all members of the community.
  - Create faculty development opportunities focused on gender and classroom pedagogy.

#### Staff

- Less attention has been paid to the climate for female staff when compared to students and faculty. This is particularly true for classified staff. As a result, the data necessary for developing an effective action plan may not be available.
  - Review routine data gathering efforts for the inclusion of staff voices.
  - Review the effectiveness of existing mechanisms (e.g. CPAC, UPAC & AFSME) for staff contribution to decision making.
  - Evaluate need for salary equity study.
  - Review professional development opportunities and consider developing career ladders for classified/unclassified staff.
  - Assess affordability and access to daycare center for staff (both on campus and in the local community).

## Appendix C

### A Brief History of Miami's Response to Sexual Assault (prepared by Jane Goettsch, May 12, 2006, last updated December 8, 2006)

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**Introduction:** One of the most highly publicized and troubling issues affecting today's college students, particularly at undergraduate residential institutions like Miami, is sexual assault. The expression of this problem is shaped by a student culture that encourages heterosexual gender roles of male entitlement and conquest, and sends conflicting messages to women about the value of appearing sexually attractive/available but being sexually inexperienced. Added to this mix are an expectation of "effortless perfection" (to use a term coined by Duke University's Women's Initiative) and a "work hard/play hard" philosophy that promotes excessive use of alcohol. Of course, student culture takes its cues from a society still marked by power differences and social inequities along gender lines. Such cultural characteristics complicate the problem of sexual assault.

Nationally recognized sexual assault educator Claire Kaplan and colleagues\* identify several structural models for addressing this problem: (a) a community-based model, in which existing community crisis centers provide programming and services for a campus, (b) a student-run model that relies on student groups to provide programming and advocacy, (c) a diffused model, in which various departments offer services and/or educational programming as part of their overall services, and (d) a centralized model, in which one department, office (or individual) is assigned the primary responsibility for making sure that accessible, appropriate, and comprehensive services are available.

**Project TIPP – 1980-2002:** In 1980, Miami drew from all four models in creating Project TIPP, a cooperative effort by Miami University and Oxford community agencies to reduce sexual assault. This innovative project's goals were to: (1) coordinate reporting and victim assistance among campus and community agencies, (2) separate fact from rumor by providing information on the number and types of reported sexual assaults on campus and in Oxford and (3) assist students, particularly women, to gain control over their lives through awareness of situations of vulnerability, methods of self-protection and medical, legal and counseling help.

Project TIPP produced two informational publications: the TIPP Brochure, provided to all first-year students and their parents during Summer Orientation, and the TIPP Report (renamed the 2907 Report and later renamed the Rape and Sexual Assault Information Report), published monthly and later once a semester in the *Miami Student* and *Miami Report*.

A coordinating committee (TIPP Committee) composed of university and community representatives, met annually to share information and resources, review local and national trends and evaluate the effectiveness of the TIPP publications. The Vice President for Student Affairs (VPSA) chaired the TIPP Committee and, from 1980-1989, the Office of Student Activities coordinated Project TIPP. Following a divisional reorganization in 1989, coordination of Project TIPP shifted to the VPSA's office. (It shifted to the Women's Center in Fall 1999 when Jane Goettsch, who had been responsible for the TIPP publications from 1985-89 and again starting in 1994, received approval from VPSA Myrtis Powell to continue her role with Project TIPP to ensure the project's continuation during her transition from Student Affairs to the Women's Center.).

In 1997, the TIPP Committee recommended ceasing publication of the TIPP Report, in part because of difficulty obtaining data from a community agency as well as doubts about the TIPP Report's effectiveness in changing students' behavior. Additionally, federal legislation mandating annual reporting of campus crimes caused confusion over reporting inconsistencies. The TIPP Committee continued to meet annually and distribute the TIPP Brochure to all incoming students. A TIPP Education

Subcommittee was formed to bring together representatives of university and community sexual assault education efforts to (1) share information and resources, (2) determine what students know and need to know to make informed, healthy decisions, (3) coordinate educational initiatives and (4) identify gaps in programs and services and make recommendations to the VPSA and full TIPP Committee. The TIPP Committee and TIPP Education Subcommittee were active through Spring 2002.

**Escort Services:** During the 1980s, the Association for Women Students operated an “escort service”. Initially a walking service utilizing both volunteers and student employees, the service later incorporated a driving service through collaboration with the Miami University Police Department (MUPD). Eventually, the MUPD took over the service. That service has now evolved into the Nighttime Door to Door Service, which is overseen by Parking Services.

**New peer education groups are created – 2001-2003:** The Student Counseling Service began recruiting for a new sexual assault peer education program for men in Fall 2001 and MARS (originally Men Advocating Responsible Sex, now Men Against Rape and Sexual Assault) began offering programs the following fall. By Fall 2003 several peer education programs (including those focusing on alcohol and other drugs, women’s issues, and sexual health) had coalesced into a new program – HAWKS (Health Advocates for Wellness Knowledge and Skills), which includes sexual assault as part of its programming repertoire. HAWKS is coordinated through the Office of Health Education.

**Women’s Advocacy Group – 2003-2005:** By the end of Spring 2002, the TIPP Education Subcommittee had done all it could within the existing sexual assault response structure. In Fall 2002, Jane Goettsch approached the new VPSA, Dick Nault, about partnering to launch a new initiative that would incorporate and broaden Project TIPP. This new initiative, which came to be known as the Women’s Advocacy Group (WAG), was formally launched in January, 2003. The purpose of WAG was to focus and strengthen the Student Affairs Division’s programs that support women students. The intent was to take a proactive and integrated approach to addressing sexual assault and other gendered issues facing female students with the goal of shaping student culture in such a way that over time would reduce incidents of these problems at Miami.

WAG was co-chaired by Jane Goettsch (Director, Women’s Center), Jim Slager (Senior Administrative Director of Health Services) and Todd Holcomb (Interim Vice President for Student Affairs); Susan Mosley-Howard replaced Todd Holcomb as co-chair in Fall 2003. WAG spent its first semester reviewing the literature, collecting data regarding the needs of women students and assessing current programming. In Fall 2003 WAG contracted with Miami-Middletown’s Applied Research Center to conduct focus groups of women students. Spring 2004 was spent reviewing the focus group report and planning next steps. Several WAG members conducted site visits of women’s schools and organizations in Summer 2004, and Professor Judy Rogers (EDL) facilitated a WAG retreat in July of that year. During the 2004-2005 academic year WAG formed four subcommittees: safety, climate for lesbians, disordered eating and recovering the history and traditions of Miami University women. The subcommittees wrote year-end reports, which were presented to VPSA Nault by the WAG co-chairs in May 2005.

### **Initiatives during 2005-06**

**A search for external funds to expand Miami’s response:** In Fall 2004 the WAG safety subcommittee issued recommendations that included the creation of an office to coordinate Miami’s response to sexual assault (a similar recommendation to fund a sexual assault coordinator position had been discussed by the TIPP Education Committee in 2001). A version of this recommendation was incorporated into two proposals for federal funding written by WAG members, Karen Murray and Susan Mosley-Howard, in Spring 2005. The proposals were for a Violence Against Women Act (VAWA) grant through the Department of Justice and a Department of Education (DOE) grant. Karen and Susan worked with a core team who helped craft the grant and signed memos of understanding regarding their respective roles in

grant implementation. A significant portion of the proposed funding was to hire additional staff (a full-time program coordinator and a graduate assistant) to coordinate the university's response to sexual assault.

When Karen and Susan were notified in Fall 2005 that neither grant would be funded, they wrote a proposal for funding through the Miami Parents Council. This proposal received funding in January 2006. This proposal calls for a two-year project whose main elements include: (1) a Campus Assistance Program (CAP) to help the university community identify students whose struggle with psychosocial issues is having an impact on their academic performance and assist these students with assessment, referrals and case management, (2) a Community Coordinated Response Team (CCRT) to support improved coordination among campus administrators, campus police and local law enforcement, (3) professional development for the Office of Ethics and Student Conflict Resolution and (4) media/education materials. Work has already begun on some of these components. The Campus Assistance Program is being piloted by two academic divisions (School of Education and Allied Professions and School of Fine Arts). Sexual assault policy and protocol are being reviewed and the Office of News and Public Information is being consulted regarding revisions to sexual assault information on Miami's Web sites. A CCRT has not yet been convened, pending the outcome of the Sexual Assault Strategic Planning Group's work (see below).

**Women's Issues Task Group:** In August 2005 WAG co-chairs and VPSA Nault met with new Assistant to the President for Institutional Diversity and Associate Provost, Dr. Michael Stevenson, to review WAG's work and consider next steps. Dr. Stevenson subsequently convened a group called the Women's Issues Task Group, which met during Fall 2005 to review WAG and other documents and recommend actions that would improve the climate for women at Miami. A report, issued in late January, was shared with the President's Executive Council and released to campus media in April 2006.

**Associated Student Government (ASG) Initiatives:** Several students involved with ASG, including the 2005-06 and the 2006-07 presidents, proposed a variety of activities and legislation in 2005-06 to address sexual assault. February's Sexual Assault Awareness Week was one such initiative. Legislative items included bills to establish a volunteer walk-home service, hold peer-led sexual assault education discussions in first-year halls and create an *ad hoc* sexual assault prevention committee. The bill to hold peer-led discussions in first-year halls has evolved into the "Sex Signals" pilot project, to be implemented in August 2006. An additional bill – to establish an office of sexual assault education – has evolved into a fledgling coalition of student groups focused on expanding sexual assault peer education.

**Creation of the Sexual Assault Strategic Planning Group – Spring 2006:** On May 18, 2006, several students, staff and faculty met with Dr. Michael Stevenson (Assistant to the President for Institutional Diversity and Associate Provost) to discuss Miami's current efforts to address sexual assault. A number of concerns/points were raised at the meeting, including that:

1. Students don't know what programs and services are available or where to go to access them;
2. Miami's current efforts, while considerable, are fragmented and decentralized, causing confusion even among those who implement these efforts;
3. We have lost some of our former connection with an important community partner, the Rape Crisis Program;
4. Our current informational materials (e.g., brochures, AV materials, Web sites) are hard to find. Some are also visually unappealing, and not all are survivor-friendly;
5. Our current sexual assault educational programming is primarily reactive rather than proactive;
6. Peer educators have a role to play in sexual assault prevention education but cannot and should not be expected to deliver all educational programming;
7. There is agreement that current efforts need to be better coordinated but disagreement about which office should be responsible for this coordination;

8. There is interest in creating a sexual assault coordinator position to centralize and enhance Miami's efforts, though, again, disagreement about where this position should be located.

**Report of the Sexual Assault Task Group – Fall 2006:** One idea that emerged at the May 18th meeting was the need for a **short-term task group** to develop a vision and strategic plan for implementing a comprehensive and coordinated strategy for addressing sexual assault at Miami, a plan that builds on current efforts and is guided by best practices. Jane Goettsch and John Ward co-chaired this new task group, which began meeting in August 2006. The task group submitted a draft report to Michael Stevenson and Richard Nault on November 13, 2006 and a final report on December 8, 2006.

\*C. Kaplan, M. Hindus, E. Mejia, J. Olsen, and L. La Due, "Violence against Women: Women's Centers' Responses to Sexual Assault" in S. Davie (Ed.), *University and College Women's Centers: A Journey Toward Equity*, 2002, pp. 149-202.

#### Appendix D

**L. Langford, "Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach" [no date given on publication] (Note: The electronic version of the report does not contain this document; the paper version includes the document at the end of the report.)**



## Appendix E



### Strategic Objectives for Violence Prevention and Safety Promotion Programs

(Linda Langford, Sc.D., Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, 10/04)

#### *Targets for Prevention*

##### **Individual Knowledge, Attitudes, Skills, Behavioral Intentions**

*Problem:* Lack of knowledge, violence-supportive attitudes, lack of skills, intentions to commit violence.

*Strategic Objective:* Implement programs and policies designed to convey accurate information, challenge unhealthy beliefs and attitudes, teach skills, and encourage students to form healthy behavioral intentions.

*Examples of Specific Strategies:*

- Education and awareness programs that provide information about violence, challenge myths, and build empathy for victims (e.g., theater programs, workshops, classes, presentations, Clothesline Project)
- Public commitments against violence (e.g., Take Back the Night)
- Peer education programs
- Teaching conflict resolution, relationship negotiation, perspective-taking skills
- Establish and disseminate core institutional values
- Raise awareness of the effects of prejudice, harassment, and ridicule of certain groups

##### **Peer and Bystander Norms And Behaviors**

*Problem:* Peer and bystander beliefs and behaviors that support violence.

*Strategic Objective:* Implement programs and policies to support healthy group norms and promote bystander intervention.

*Examples of Specific Strategies:*

- Correct misperceptions of social norms (e.g. overestimates of sexual activity, support for harassing behavior)
- Promote healthy relationship norms
- Train students, faculty, and staff to recognize problem situations and to intervene or obtain appropriate assistance
- Institute and enforce group policies and procedures prohibiting violence (e.g., specific policies and sanctions for fraternities or athletic teams that practice hazing)

## Environmental Contributors to Violence

*Problem:* Environments that promote or fail to restrain violence

*Strategic Objective:* Implement programs and policies addressing key environmental factors.

*Examples of Specific Strategies:*

- (a) Create and enforce policies and laws
  - Convey a clear institutional stance against aggressive behaviors
  - Create and disseminate clear and explicit policies explaining to students, parents, and employees how to identify prohibited behaviors and how to use the complaint procedures
  - Train those charged with carrying out the policies
  - Create systems for investigating and addressing complaints
- (b) Reduce use of weapons
  - Create and enforce strict policies discouraging weapon use
- (c) Address cultural/media images that glorify violence
  - Teach critical thinking and media literacy regarding violent images
- (d) Create a supportive climate for racial, cultural, and other forms of diversity
  - Promote activities that foster intergroup exchange and understanding
  - Create opportunities for challenging and discussing stereotypes
- (e) Change aspects of the physical environment that create risks
  - Installing lighting
  - Cutting bushes
  - Installing surveillance cameras in high-risk areas
  - Instituting identification systems
- (f) Increase monitoring of the environment
  - Addressing problems of disorder and neglect that can breed serious crime
  - Police patrols

## Comprehensive Alcohol and Other Drug (AOD) Prevention Efforts

*Problem:* Alcohol and other drugs are facilitating factors in campus violence.

*Strategic Objective:* Implement comprehensive alcohol and other drug programs, including individual and environmental strategies, and ensure they are integrated with violence prevention efforts.

*Examples of Specific Strategies:*

- Educational programs that describe the links between alcohol, drugs, and violence
- Comprehensive campus policies addressing alcohol and other drug use and AOD-related violence
- Policies and practices prohibiting alcohol use as a justification for violence
- Identification and targeting of on- and off-campus environmental contributors to high-risk alcohol use, including high levels of AOD availability, failure to enforce laws and policies, aggressive alcohol marketing and promotion, misperceived norms regarding alcohol consumption
- Create AOD-free residence halls
- Create program to correct student misperceptions of support for alcohol-related violence and vandalism

### Vulnerability to Victimization

*Problem:* Failure to identify and minimize factors known to increase vulnerability

*Strategic Objective:* Implement measures to reduce vulnerability

*Examples of Specific Strategies:*

- Escort services
- Emergency call boxes
- Self-defense classes
- Property registration/ identification programs
- Promotion of protective behaviors
- Education regarding date rape drugs (including alcohol)

### ***Targets for Early Intervention***

#### **Student Distress, Mental Health Issues, and Problem Behavior**

*Problem:* Failure to address early signs of problem behavior, mental health issues, student distress, and minor conflicts.

*Strategic Objective:* Create systems and services to identify and refer students, faculty, or staff who are experiencing difficulties or exhibiting minor problem behaviors, and programs designed to resolve disputes at an early stage.

*Examples of Specific Strategies:*

- Identification and referral of students in distress
- Availability of prompt and adequate student counseling services
- Intervention and services to address minor behavior and conduct problems among faculty, staff, and students
- Alternative dispute resolution mechanisms (e.g., mediation or grievance programs)
- Crisis management for suicidal students
- Anger management classes
- Screening for behavior problems, weapons during health exams
- Employee assistance programs
- Student, faculty, and staff alcohol and other drug referrals and treatment

### ***Targets for Responding to Violence***

#### **Effective Response to Victims**

*Problem:* Failure to provide comprehensive and compassionate services to victims and, if appropriate, bystanders.

*Strategic Objective:* Provide comprehensive victim services.

*Examples of Specific Strategies:*

- 24-hour crisis response
- Confidential and ongoing advocacy services, including support for decisions regarding legal and disciplinary actions; accompaniment to hospital, law enforcement, and court

- appointments; assistance with housing and academic issues; and referrals to on-campus and community resources;
- Specialized services for relationship violence survivors
- Specialized training for medical personnel conducting rape exams
- Counseling staff with special training in victim services
- Substance abuse treatment for survivors
- Screening for victimization during health exams
- Referrals and assistance for employees who are victimized
- Intervention and support for friends, family, roommates, and co-workers of the survivor

### Effective Response To Offenders

*Problem:* Failure to provide strong sanctions for offenders and, if appropriate, bystanders

*Strategic Objective:* Create a strong disciplinary system

*Examples of Specific Strategies:*

- Create, disseminate, and follow through on clear conduct policies and disciplinary processes
- Consistent enforcement of policies

## Appendix F



### Best Practices for Campus Sexual Assault Prevention Education Programs

(Linda Langford, Sc.D., Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, 05/06)

#### **Introduction**

Sexual assault prevention education programs should be designed according to best practices. Best practice recommendations can be categorized into three distinct but interrelated areas:

- **Program Planning and Evaluation:** the procedures used to develop the program.
- **Program Delivery:** the format, channels, and structure of the program.
- **Program Content:** the topics and information covered during the program.

#### **Program Planning and Evaluation**

Source: Langford, L., *Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach*. 2004, Washington, DC: U.S. Department of Education, Higher Education Center for Alcohol and Other Drug Prevention. Online at: <http://www.edc.org/hec/pubs/violence.pdf>

These recommendations are not specific to sexual assault prevention programs. Every violence prevention program, policy, and service on a campus should:

- ✓ Address an existing gap or problem identified by local data
- ✓ Have clearly specified goals and objectives
- ✓ Address particular risk, protective, or vulnerability factors established as contributors to the problem by research or theory
- ✓ Follow best practices for that type of effort (i.e., program, policy, service)
- ✓ Be supported by strategic partnerships and infrastructure
- ✓ Be coordinated with other related efforts
- ✓ Be synergistic with violence prevention efforts as a whole
- ✓ Be evaluated to measure whether goals and objectives are achieved

Each program, policy, or service should be clearly described, including

- Clear goals and objectives
- Audience/target for change
- Content
  - Corresponds to key contributing factors
- Channel/delivery mode
- Responsibility for Implementation
- Partners
- Timeframe

#### **Program Delivery**

Adapted from: Berkowitz, A.D. (2001). Critical elements of sexual assault prevention and risk reduction programs for men and women. Available online at: <http://www.alanberkowitz.com/papers.html>. Note: Berkowitz uses the term “program process” rather than “program delivery.”

These recommendations addressing the format, structure, and channels of prevention programs are based on the research literature. Some are specific to sexual assault programming while others are more general.

- (1) Multiple exposures to messages. One-time, brief (60-90 minute) programs do not result in sustained change. Programs must involve multiple sessions or other means of exposure to program content to be effective.
- (2) Interactive formats. Studies have found mixed results regarding the effectiveness of various presentation methods (i.e., lecture, video plus discussion, interactive drama.) In general, however, formats that encourage active participation (e.g., role plays, small group discussions) appear to be more effective than more passive modalities (e.g., lecture.)
- (3) Facilitate discussion of feelings, ideas, and beliefs. Sexual violence taps into deep feelings and may challenge current belief systems. Program formats must create opportunities for participants to discuss and process their experiences, feelings, and beliefs.
- (4) Delivery mode must match the content to be delivered. For example, in order to acquire skills, people must have an opportunity to practice them. Passive modalities such as posters may complement hands-on experiences by reinforcing or reminding the students of the need to use skills, but are insufficient to teach skills.
- (5) Separate gender groups. Meta-analyses have found that single gender groups are most effective for sexual assault prevention.

### **Program Content**

Source: Berkowitz, A.D. (2001). Critical elements of sexual assault prevention and risk reduction programs for men and women. Available online at: <http://www.alanberkowitz.com/papers.html>

The following recommendations regarding program were compiled by Alan Berkowitz based on a review of the literature. While more high-quality research is needed to establish definitely which content areas are most effective in reducing sexual assault, these lists provide sound guidance based on our knowledge to date.

### **General Content Recommendations**

- (1) Program content should be tailored to audience needs and culturally-specific.
- (2) Programs should focus on what participants can do, not what they shouldn't do.
- (3) Programs should work with men as partners rather than blaming them.
- (4) Programs should avoid implying that all women as victims or all men as perpetrators.
- (5) Programs should avoid blaming victims.

## Critical Elements of Sexual Assault Prevention and Risk Reduction Programs

### Common Components for Prevention and/or Risk Reduction Programs

These program elements should be considered for inclusion when **women and/or men** are in the audience.

1. Emphasize that sexual activity is a choice, and that all people, at any time, are free to choose whether to be sexually active or not.
2. Provide information about the definitions and severity of the problem of sexual assault.
3. Inform participants about relevant campus and/or local laws and policies.
4. Explore characteristics of risky situations.
5. Understand that sexually coercive behavior takes place on a continuum.
6. Address the role of alcohol and other drugs from the perspective of both victim and perpetrator.
7. Distinguish issues of miscommunication from abuse of power or coercion.
8. Educate about heterosexist or ethnic assumptions about sexuality and sex.
9. Understand consent and how to be sure that both parties are fully consenting.
10. Explore relevant aspects of male and female gender socialization and the role of sexism in facilitating sexual assaults.
11. Challenge rape myths and reduce victim blaming.
12. Provide information about campus and community resources and services.

### Components of Rape Prevention Programs for Men

These program elements should be considered for inclusion for **male only audiences** in addition to those listed as “Common Components”

1. Emphasize men’s responsibility for preventing sexual assault.
2. Understand the range of coercive behaviors that men are socialized to employ.
3. Challenge myths and assumptions regarding the role of sexuality and sexual activity in men’s lives.
4. Address men’s false fear of false accusation.
5. Reduce enabling and bystander behaviors among men.
6. Increase empathy for victims and understanding of the impact of rape
7. Acknowledge male victimization.
8. Explore opportunities for men to take social action to raise other men’s awareness about the problem of sexual assault.

### Components of Risk Reduction Programs for Women

These program elements should be considered for inclusion for **female only audiences** in addition to those listed as “Common Components”

1. Educate women about the characteristics and operational styles of different types of perpetrators
2. Reduce enabling and bystander behaviors among women that encourage women to take unsafe risks and/or overlook friend’s risk-taking.
3. Reduce victim-blaming, increase understanding and support for women who are victimized.
4. Encourage women to access support services specific to the different types of assault.
5. Discuss the effectiveness of different responses to coercive behavior.
6. Understand and overcome cultural norms and socialization experiences that reduce self-efficacy and cause women to overlook internal and external cues about danger.
7. Discuss the different emotional reactions that women may have to assault and emphasize protective behaviors that may reduce vulnerability to assault.
8. Understand risk behaviors that may increase vulnerability to assault and emphasize protective behaviors that may reduce vulnerability to assault
9. Learn self-defense techniques and skills.
10. Explore opportunities for social action to educate about and prevent sexual assault.

## Appendix G

### Sample Position Descriptions

#### **Syracuse University Director of Prevention Services** (recent job posting)

Syracuse University seeks an innovative practitioner to lead the Office of Prevention Services. Syracuse University is a private research university, with 12,000 full-time undergraduate and 4,100 full-time graduate students representing the 50 states and more than 85 foreign countries. Founded in 1870, it is home to 11 schools and colleges offering undergraduate, graduate, and professional degrees. The Division of Student Affairs at Syracuse University is working to achieve its vision to be the international leader in student-centered, co-curricular education demonstrating a commitment to collaborative learning, citizenship development, and the celebration of diversity. The Division of Student Affairs has achieved national recognition for its award-winning Twelve-Point Plan for Substance Abuse Prevention and Health Enhancement and related programs.

#### The Position

Reporting to the Associate Vice President and Dean of Students, the Director of Prevention Services will oversee the Office of Prevention Services which includes the Substance Abuse Prevention and Health Enhancement Program and the University Rape: Advocacy, Prevention and Education Center. The new Director will build on a record of success and innovation in fostering a comprehensive, environmental management approach to prevention of substance abuse and related consequences, including sexual violence. The Director will lead a professional staff of six in the delivery of prevention education programs and services that includes outreach and communication, advocacy, clinical interventions, crisis response, and the continued development of sustainable programs that support student learning. It is expected that the Director will manage a small caseload of the more highly complex cases of the department, will serve as an expert resource for issues relating to substance abuse and sexual violence prevention on the campus, and will collaborate closely with key stakeholders (Counseling Center, Health Services, Department of Public Safety, etc.) in the response and delivery of prevention services to students.

#### Qualifications

For the position of Director of Prevention Services a master's degree is required, preferably in counseling, social work, clinical psychology, or a related field. Administrative experience in supervising staff and managing budgets is required, as is leadership experience in prevention services such as substance abuse, addiction, violence prevention, alcohol education, sexual assault, wellness education, or related areas. Preference will be given to candidates who have a demonstrated record of delivering services in the areas of prevention education and outreach, particularly with a college age population, and who have worked in a collaborative clinical environment. The successful candidate must be licensed or certified to practice or, be eligible to obtain licensure or certification, in the State of New York in at least one of the substantive areas overseen by this position (i.e., substance abuse, rape crisis).

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#### **Miami University Sexual Assault Prevention and Response Coordinator**

The Sexual Assault Prevention and Response Coordinator provides leadership and guidance on sexual assault issues for the campus community with the objective of integrating awareness, understanding and prevention/risk reduction behavior into the daily lives of Miami University students.

Specific responsibilities include:

1. Serving as a "first responder" for students in need of assistance in the aftermath of sexual assault.



2. Establishing a developmental model of sexual assault prevention programming for all students that will match educational programming with the specific needs of select student populations.
3. Creating and coordinating a new peer education program, a “female-version” of Men Against Rape and Sexual Assault (MARS) that will provide programming to sorority women, female student-athletes and other groups of women.
4. Scheduling MARS presentations in consultation with the Coordinator of Men’s Services (Student Counseling Service).
5. Implementing a mandatory sexual assault prevention program (e.g., “Sex Signals”) for first-year students in collaboration with the Office of Orientation and New Student Programs.
6. Convening regular meetings of staff with sexual assault program or service responsibilities.
7. Overseeing sexual assault information development and dissemination.
8. Developing, delivering and overseeing sexual assault training.
9. Working with the Office of Health Education to strengthen the connection between alcohol and sexual assault prevention efforts.
10. Instituting a process of regular assessment of sexual assault programs, policies and services for outcomes and impact.
11. Exploring a partnership with the Butler County Rape Crisis Program for increased services for Miami students.
12. Serving as a resource for sexual assault survivors, their families and friends as well as a resource for referrals for academic, medical and criminal justice interventions, informing survivors of their rights and options.
13. Creating and maintaining collaborative working relationships with departments and agencies involved in sexual assault programs, policies and services.
14. Serving as a liaison between University, local, state and national networks with agendas addressing sexual assault issues, through regular networking and collaboration.
15. Maintaining a current understanding of the federal and state legislation and public policies related to sexual assault.
16. Attending and designing, promoting and presenting in-service student and staff development workshops, seminars, conferences and symposia.
17. Seeking and securing grant funding for program expansion.

The Sexual Assault Prevention and Response Coordinator will report to the Office of the Dean of Students.

Minimum Requirements: Bachelor’s Degree in relevant field and involvement in campus or community sexual assault programs, policies or service delivery.

Highly Preferred Qualifications:

1. Demonstrated ability/experience working with persons of diverse ethnic, economic and social backgrounds.
2. Demonstrated skills in administration, supervision and group work.
3. Experience coordinating and supervising students.
4. Grant writing experience.
5. Effective interpersonal and oral/written communication skills and experience, including public speaking and group facilitation.
6. Master’s Degree in relevant field.

**Appendix H: Current and proposed sexual assault-related responsibilities of selected campus offices**  
**(NOTE: starred offices will all serve on proposed Coordinating Team)**

**Office of Health Education\***

1. Coordinate HAWKS peer education program. *(current and continuing)*
2. Coordinate Campus Assistance Program (CAP). *(current and continuing)*
3. Coordinate AlcoholEdu *(current and continuing)*
4. Integrate sexual assault core messages into alcohol prevention efforts. *(current and continuing)*

**Student Counseling Service\***

1. Lead “train the trainers” workshop on sexual assault and certify trainers. *(new responsibility; transfer to the sexual assault coordinator once hired)*
2. Coordinate the MARS peer education program. *(current responsibility; transfer scheduling of MARS presentations to the sexual assault coordinator once hired)*
3. Provide assessment of survivors of sexual assault, individual counseling, referrals to other relevant services, information about the nature of sexual assault and assistance with decision-making regarding reporting, medical care, handling relationship issues, etc. *(current and continuing)*

**Women’s Center\* (see Appendix I for more detailed description of Women’s Center responsibilities)**

1. Serve as a clearinghouse for information about sexual assault and campus and community resources. *(current and continuing, but transfer formal responsibility to the sexual assault coordinator once hired)*
2. Provide safe space and assistance for survivors and others wishing to discuss, heal and/or organize to address sexual assault *(current and continuing)*
3. Coordinate campus sexual assault publications. *(new responsibility; transfer to the sexual assault coordinator once hired)*
4. Sponsor the annual Clothesline Project and RAINN Day. *(current and continuing)*
5. Serve as liaison to the University of Cincinnati consortium on sexual assault and subscribe to national sexual assault program coordinators listserv. *(current; transfer to the sexual assault coordinator once hired)*

**Office of Ethics and Student Conflict Resolution\***

1. Incorporate training on sexual assault into training of Disciplinary Board members. *(formalize expectation)*
2. Handle sexual assault cases. *(current and continuing)*

**Miami University Police Department\***

1. Provide RAD (Rape Aggression Defense) self-defense and general safety training. *(current and continuing)*
2. Investigate reports of campus sexual assaults. *(current and continuing)*

**Office of Residence Life**

1. Incorporate sexual assault into student and advisory staff training each summer. *(formalize expectation)*
2. Encourage hall staff to utilize peer educators and other resources in educating residents about sexual assault *(formalize expectation)*

**Office of Orientation and New Student Programs**

1. Include information on sexual assault in new student program materials and in Summer Orientation programming. *(formalize expectation)*
2. Incorporate a sexual assault program as part of First-Year Institute. *(formalize expectation; responsibility to be shared with the sexual assault coordinator once hired)*
3. Incorporate training on sexual assault as part of SOULs training. *(formalize expectation)*

**Cliff Alexander Office of Fraternity and Sorority Life and Leadership**

1. Advise the Panhellenic Association, Interfraternity Council and National Pan-Hellenic Council to incorporate sexual assault programming into new member education. *(formalize expectation)*

**Office of Intercollegiate Athletics**

- Incorporate sexual assault programming into student-athlete training. *(formalize expectation)*

## Appendix I

### WOMEN'S CENTER'S ROLE IN ADDRESSING SEXUAL ASSAULT

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The Women's Center uses a feminist lens for viewing and responding to all issues, including sexual assault. In this view, sexual assault and other forms of sexualized violence are rooted in power differences and social inequality along gender lines. Gender inequality is based, in part, on gender stereotypes, which, in turn, shape expectations for appropriate behavior. Students bring gender stereotypes to college with them. These stereotypes influence peer expectations for behavior, including sexual activity. The combination of gendered expectations regarding sexual behavior and excessive alcohol consumption creates increased vulnerability to sexual assault victimization and perpetration.

The Women's Center's programs and services are guided by the Center's mission to facilitate the empowerment of women through support, education and advocacy. In the context of sexual assault, the Women's Center supports women by providing a safe space for survivors and concerned others, along with opportunities for women to discuss and organize around sexual assault. The Center educates women and the campus as a whole through direct programming on sexual assault and promotion of a gender perspective in all sexual assault programming. The Center also advocates for survivor-friendly policies, practices and services.

Specifically, the Women's Center supports those affected by sexual assault by:

- ☞ providing safe space for survivors and concerned others, along with meeting space and organizing assistance for those interested in addressing sexual assault (e.g., the Association for Women Students' annual Take Back the Night program),
- ☞ facilitating discussion groups like Voices Up! and Uncensored Response (2005-06),
- ☞ partnering with the Student Counseling Service to provide weekly resource consultations with the Coordinator of Women's Services, and
- ☞ assisting visitors and callers in need of sexual assault services (The Center's staff listen with compassion and without judgment and are equipped to refer individuals to appropriate campus and community resources).

The Women's Center educates women and the campus as a whole about sexual assault by:

- ☞ **serving as a clearinghouse and archiving information about sexual assault and campus and community resources** (The Women's Center will continue to be a first point of contact for some sexual assault survivors, but formal responsibility for this role should be transferred to the sexual assault coordinator once one is hired.)
- ☞ purchasing and making available books, pamphlets, videos and other resources on sexual assault,
- ☞ providing sexual assault information and links on the Center's website,
- ☞ **preparing and distributing selected print materials for university and community publications,**
- ☞ sponsoring the annual RAINN (Rape, Abuse and Incest National Network) Day distribution of sexual assault resource information (2006),
- ☞ distributing "You're Not Alone," a video about campus and community resources for survivors of sexual assault, produced by the Women's Center and IT Services in 2001,
- ☞ giving presentations and interviews on the gendered nature of sexual violence, and
- ☞ sponsoring the annual Clothesline Project to raise campus awareness about sexual violence.

The Center advocates for policies, practices and services that foster a safe environment by:

- ☞ taking leadership on such committees as the TIPP Education Committee (1999-2002), Women's Advocacy Group (2002-05), "Sex Signals" pilot project implementation team (2005-06) and Sexual Assault Task Group (2006),

- ☞ serving on the proposed sexual assault coordinating team\*,
- ☞ **serving as Miami's liaison to the University of Cincinnati-sponsored Regional Consortium on Sexual Assault (2005-present), and**
- ☞ **sharing information on best practices related to sexual violence prevention (e.g., through subscription to the national Sexual Assault Program Coordinators (SAPC) listserv.**

While supporting, educating and advocating for women around sexual assault is not the exclusive domain of the Women's Center, the Center clearly play a significant role as part of a comprehensive sexual assault prevention and response strategy. The strategy proposed by the Sexual Assault Task Group includes a mission: *to address and positively change sexual violence attitudes, sexual assault knowledge and behavioral intent as well as increase bystander intervention, reduce incidence of sexual assault, increase reporting of sexual assaults and increase utilization of victim advocacy services.* The Women's Center can contribute most effectively to this mission by focusing its efforts on educating women (addressing women's attitudes and knowledge about sexual assault), building capacity among women (e.g. teaching assertiveness skills, which will help increase bystander intervention) and supporting women who have been victimized (encouraging reporting of sexual assault and utilization of victim advocacy services).

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#### WOMEN'S CENTER 2006-07 INITIATIVES TO ADDRESS SEXUAL ASSAULT

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As part of the proposed strategic plan, the Women's Center commits to initiating the following additional activities in Spring, 2007:

1. Assess and update the Women's Center's resource collection with regard to materials on sexual assault, stalking and other forms of violence against women (a continuing responsibility)
2. Enhance the Women's Center's website with updated information about sexual assault resources and links to relevant internal and external websites (a continuing responsibility)
3. Create opportunities for women to participate in assertiveness training around sexual decision making and bystander intervention (a continuing responsibility)
4. Strengthen the Women's Center's relationship with the Butler County Rape Crisis Program (a continuing responsibility)
5. Develop a written protocol for the Women's Center to follow in assisting those in need of sexual assault resources (a continuing responsibility)
6. Work with University Communications to create an overview publication on Miami's response to sexual assault **(to be regularly updated by the sexual assault coordinator once one is hired)**
7. Work with University Communications to develop a new, visually-appealing and survivor-friendly website easily accessible from Miami's home page **(to be regularly updated by the sexual assault coordinator once one is hired)**
8. Consolidate current printed and mixed-media resources into a few internally consistent Miami-specific publications covering different aspects of sexual assault (e.g., healthy relationships, sexual negotiation skills, sex under the influence, sexual assault in ethnically diverse contexts, helping a friend) **(to be regularly updated by the sexual assault coordinator once one is hired)**

NOTE: items in **bold** are ones the Women's Center would propose transferring to the sexual assault coordinator, once one is hired.