

Presidential Advisory Committee on Sexual Assault Annual Report 2015-2016

The Presidential Advisory Committee on Sexual Assault (PACSA) is charged with advising the president on issues related to the prevention of and response to gender-based misconduct, including sexual assault. The Committee continually works with partners and experts across the University to evaluate policies and procedures and solicit feedback from the Columbia community with the goal of eliminating sexual assault and other forms of gender-based misconduct from our community.

Over the last academic year, the Committee was briefed by several offices and initiatives on campus. The notes from these meetings are enclosed.

- Gender-Based Misconduct Policy
- AAU Survey
- Annual Report
- Sexual Violence Response Initiatives (generally)
- Gender-Based Misconduct Task Force
- Sexual Respect Initiative
- Sexual Violence Response Initiatives at CUMC

Presidential Advisory Committee on Sexual Assault

12/8/2015 | 3:00 p.m. – 4:00 p.m.

Changes to the Gender-Based Misconduct Policy (Jeri Henry)

- Changes were made as a result of changes in the NY State legislature, updates and feedback from students, and by efforts to be more transparent
- A lot of policy definitions stayed the same; added sexual exploitation; moved them to the front of the policy
- Scenarios were tweaked and made gender neutral
- Confidential and non-confidential resources both on and off campus were listed and spelled out
- Students wanted to know more about accommodations and that process; this was added into the policy
- Alcohol and drug amnesty was added – this was already practice but is now policy
- Established a formal process to work with a voluntary attorney – this was allowed before but is now formalized
- Added opportunities for students to take responsibility before a hearing; check-ins to understand sanctions; helps to resolve things informally because a hearing process can be very stressful (note: this does not apply to extremely serious infractions like sexual assault)
- Appeal process reworked with a panel of three deans who are all trained instead of one dean making the decision, per student request
- Students who are separated (suspended or expelled) from the University will also have a notation on their transcript
- Continue to welcome feedback to improve it further

AAU Survey (Suzanne Goldberg)

- Last year Columbia joined a survey with 26 other schools – the largest of its kind
- All enrolled students were surveyed and about 26% responded
- Results were released in September via Sexual Respect website
- Findings:
 - Numbers are large – many experience unwanted sexual contact, much lower numbers for penetration; higher than it should be (would like zero) but roughly the same as our peers
 - Alcohol use is highly associated
 - Heightened risk for some students especially women in first two years, students with a disability, students who identify as gender queer, students that do not identify as hetero-sexual
 - Bystander – most students had seen something concerning; Columbia students were more likely than others to step in and intervene but would like more students to do this
 - Students said they did not tell anyone; the majority didn't report. Anticipate more students will report in the future. Students aren't reporting currently because they think it is not serious enough of an issue. We are thinking more about how to connect students to resources

Annual Report (Jeri Henry)

- Covers aggregate data from gender-based misconduct office
- Case managers are new this year.
 - Meet students as they come in; explain the policy and their rights; point students in whatever direction they need
 - Stay with you the entire time you're at Columbia
 - Connect you to existing resources
- Data on reported cases breaks down how many people came in

Presentation from Sexual Violence Response (Suraiya Baluch & Kirsten deFur)

- Confidential resources
- Provide support and prevention services
- Support includes 24 hour hotline
- Consider their work to be cyclical – always opportunity for improvement
- Constantly evolving, e.g., shift to professional advocates from students
- Utilize a trauma informed response – hold in mind the various ways a survivor may respond; also use a feminist framework and a social justice framework
- Use their clinical knowledge to inform their prevention and outreach work
- Focus on bystander intervention; Step Up model
 - Customize to make it our own
 - Students wanted more so got them more training, especially during NSOP
 - Learned about sexual assault, practiced intervention skills, smaller groups, tailor to the student population
- Consolidated peer-education programs for all students
 - Working subgroups to address other populations (e.g., men, queer)
 - Have a catalogue of workshops available but willing to tailor them to meet a group's needs

Discussion (All)

- Educational interventions are mandatory for incoming students
- Sexual Respect and Community Citizenship initiative mandatory for all students once; evaluating how to do this long term
- Medical campus has an on-line program that you must do each year
 - Note: medical campus has a lot more programs like this because people are used to the regulation needed to practice medicine
 - Provost's office is implementing a mandatory program for faculty
- Could the coalition of students that is engaged in this issue do programming and things through this group
 - University Life is the place for students to get mobilized and take action
 - This committee is advisory in nature and could include recommendations in the annual report but shouldn't be actually trying to do the work itself; partners (like SVR, University Life) should take on that piece

Attending

Andrea Crow
Jewelnel Davis
Donna Fenn (phone)
Susan Glancy
Suzanne Goldberg

Marc Heinrich
Jeri Henry
Bruce Kogut
Pawel Maslag
Sharyn O'Halloran

Megan Pfeiffer
Melissa Rooker
Shiu-Lin Tsai
Scott Wright

Not Attending

Lisa Mellman
La'Shawn Rivera

Presidential Advisory Committee on Sexual Assault

4/6/2016 | 3:00 p.m. – 4:00 p.m.

Updates

- Committee has not received formal feedback through the online form created last year.
- Legal & Policy Updates
 - Training to be improved for first responders including a handout explaining student's rights and sharing resources and training of the deans on call and public safety
 - Hiring a Title IX coordinator as an additional resource
 - GBM policy is reviewed at the end of every academic year. Throughout the year, the team is constantly noting feedback and considering how changes can be incorporated. This includes feedback shared for previous revisions. If you have any suggestions, please send them to Jeri Henry.
- The Committee's annual report will be a summary of the notes from the 2016-2017 meetings.

Gender-Based Misconduct Prevention Task Force (Suzanne Goldberg)

- Put out a call across the University for participation and sought representation across schools
- Had several meetings of the full group and several subcommittee meetings, including resource awareness, data, specialized interventions
- Work will continue into next year and maybe into the future
- Task Force recommended that each school send out a pre-arrival online tutorial which will be implemented this year
 - PACSA member Megan Pfeifer is on the Task Force
 - Schools are able to customize the training. The training offers a variety of options and perspectives from which schools can choose, including option to include videos made by students, adjust sound of voices and scenarios (age appropriate); the Task Force is working with General Studies to see if a program designed for graduate or undergraduate students would be a better fit for their population
 - All schools are aware and enthusiastic. The training will not apply to Barnard although they have been included in conversations.
 - There is a lot of information during orientation so goal is to spread it out

Sexual Respect Initiative (Maria Quinn, Sexual Respect Initiative Coordinator, Univ. Life)

- Maria Quinn shared a presentation (enclosed) about the Sexual Respect Initiative's design and purpose.
- They are collecting feedback and evaluating the program over the summer. This will impact the program they implement next year.
- There was discussion about how the program correlated to behavior. Currently, they do not measure this since participants would need to explicitly disclose a change in behavior.
- Students needed to register for the initiative through the Sexual Respect website so there was inherently exposure to available resources.

Sexual Violence Response Services at CUMC (Several)

- Presenters:
 - Suraiya Baluch, Interim Director, Sexual Violence Response
 - Karina Cruz, Assistant Director (CUMC Campus), Sexual Violence Response
 - Melanie Bernitz, Executive Director of Student Health Services, CUMC
- Previously the office had a “swing space” with staff available one day a week. Now have a full-time office with staff including three graduate students. They office is open Monday-Friday from 9:00am-5:00pm and gets support from the Morningside office.
- The Helpline is also available and advocates will travel anywhere the caller needs.
- Karina is the full-time staff member. She provides direct service to students and works on prevention, education, and outreach.
- April is Sexual Assault Awareness Month.
- They have many relationships with existing area programs.
- Work with student groups to create programs (e.g., trauma informed care education for doctors in training)
- When the office opened they discovered that they previously had an unmet need
 - Having the door to walk through has made a big difference
 - Students ask about resources on and off campus
- They provide primary, secondary, and bystander training and prevention work
- There was discussion about what education is provided for medical students. They are developing a volunteer program that would have students bring information to their student groups or schools. Students are engaging other students on these issues. Still trying to find the best fit for CUMC.

Discussion (All)

- Pawel attended a conference at Emory regarding sexual assault prevention. There were not a lot of men involved in the issue (both here on campus and at the conference). The conference discussed a masculinity workshop and suggested a call-to-action for men (not just talking about the issue but how they can get involved and do something about the issue)
 - Interested in more ideas from the group on how to get men further engaged
 - Sexual Respect Initiative could have more school-based and more peer-led programs (e.g., men develop and lead programs)
 - Outreach to men has increased, most significantly to fraternity men
 - Involvement of men will naturally grow as the work continues to be done and improve
- Previously didn't have students leading workshops, deferring to professionals and experts in their fields. Should this be revised? Is it a combination of the two?

Attended

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Jewelnel Davis
Donna Fenn
Suzanne Goldberg

Marc Heinrich
Jeri Henry
Bruce Kogut
Pawel Maslag

Megan Pfeiffer
Scott Wright
Lisa Mellman

Did Not Attend

La'Shawn Rivera
Shiu-Lin Tsai
Susan Glancy
Sharyn O'Halloran

UPDATES FROM THE SEXUAL RESPECT INITIATIVE

Maria Quinn, MPH – Sexual Respect Initiative Coordinator
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2015-16 Sexual Respect Initiative

Goals and Objectives

Goals

1. Enhance student engagement with the topics of sexual respect.
2. Create an environment in which all students and community members can foster a culture of respect free from gender-based misconduct.

Objectives

Students are expected to achieve one or more among the following:

1. **Develop new skills** related to consent, healthy relationships, and/or bystander intervention.
2. **Gain new knowledge** about sexual respect, healthy relationships, and the ways in which gender bias can affect both safety and participation in academic opportunities and other aspects of student life.
3. **Engage in discussions** with other students about sexual respect, healthy relationships, and gender-based misconduct issues, and about the link between these issues and University community membership.
4. **Generate new ideas**, reflective writing, and creative works related to the link between sexual respect and University community membership.
5. **Learn where to find campus resources** for support, help, and reporting related to gender-based misconduct.

Sexual Respect Initiative Design

A Public Health Perspective— Prevention Model

Primary Prevention—Takes place before an act of sexual violence occurs to prevent violent behavior, includes interventions that change the structures and norms in a particular setting or in our culture that support a rape culture. Examples include:

- Bystander training that emphasizes development and use of prevention skills.
- Public education to teach critical viewing skills and advocacy campaigns to change images of women, gender roles, and violence in the media.

Secondary Prevention—Takes place immediately after a sexual assault to prevent short-term, negative effects. This also includes awareness education. Examples include:

- Education programs to raise awareness and to challenge rape myths
- Advocates who support survivors through ER examination.

Tertiary Prevention—Takes place after a sexual assault with identified perpetrators to prevent recidivism OR takes place after a sexual assault with survivors to reduce long-term, negative effects. Examples include:

- Sex offender monitoring
- Professional trainings to strengthen ways in which offenders are held accountable

Sexual Respect Initiative Design

A Public Health Perspective— Risk Factors

Risk Factors for Perpetration	
Individual	<ul style="list-style-type: none"> • Hostility towards women, • Attitudes supporting gender norms • Entitlement towards women's bodies
Relational	<ul style="list-style-type: none"> • Associating with sexually aggressive peers, • Childhood history of physical, sexual or emotional abuse
Community	<ul style="list-style-type: none"> • Community tolerance of sexual assault, • Weak community sanctions against sexual violence perpetrators
Society	<ul style="list-style-type: none"> • Societal norms that maintain women's inferiority and sexual submissiveness, • Weak laws and policies relation to sexual violence and gender equity. • Sexism and Homophobia

Slide 4

- 2 Important to be aware that most in the group won't know what "primary prevention" means as it is not largely a group w public health expertise. Also, I see that you differentiate t between risk factors for perpetration and sexual violence but it's not clear to me why, since much that is listed overlaps.

Suzanne Goldberg, 4/5/2016

Principles of Effective Prevention Programming

- **Varied Teaching Methods:** Strategies should include multiple teaching methods, including some type of active, skills-based component.
- **Sufficient Dosage:** Participants need to be exposed to enough of the activity for it to have an effect.
- **Theory Driven:** Preventive strategies should have a scientific justification or logical rationale.

2015-16 Sexual Respect Initiative

Topics



- Gender Norms
- Bystander Intervention
- Sexual Communication
- Media Literacy
- Power and Oppression

2015-16 Sexual Respect Initiative

5 Participation Options

- Workshops and Events
- Film Screenings
- Online Options
- Resources for Healing and Resilience
- Independent Projects
 - Selected Project proposals from students:
 - Writing of poetry around themes of sexual respect.
 - A one act play about a family affected by sexual assault
 - Creation of digital app to stay connected and safe with friends when going out partying on weekends.
 - Volunteering as an advocate for victims of violence in local hospitals

Evaluation



- 2701 students have filled out the survey evaluation.
- 659 students provided feedback at live events (Film Screenings and Workshops)
- 2337 students provided quantitative feedback for the “Think About It” graduate student tutorial
- 203 provided qualitative feedback for “Think About It” graduate student tutorial

Evaluation

A Snapshot of 2015-16 Feedback

Film Screenings and Workshops

- I liked that it was a very intersectional workshop, since I feel like a lot of the time, sexual respect/sexual health type workshops tend to be heteronormative, so I'm glad this was the complete opposite of that.
- The movie was extremely engaging, I wish everyone had to watch it!

Resources for Healing and Resilience

- The option I chose specifically covered healing and resilience for survivors. I had a one-on-one conversation which helped me grow, understand, and find out about resources on campus. It was a safe place to share, and I felt heard and valued.

A Snapshot of 2015-16 Feedback (continued)



Online Options: “Think About It” Tutorial and Online Videos

- I appreciated that I could satisfy the requirement using the online activity, largely because I could do it on my schedule, at my own pace, which would not have been possible at a live workshop/seminar. Regarding the online activity itself, I thought it was extremely well designed, used clear language, and presented pertinent content in a logical progression. What I liked most about this session was the interactive portions, which provided an opportunity to apply the information provided to real-life scenarios.
- The information was presented in a clear, but also creative manner. The artistic presentation of the videos put the ideas of sexual communication in a new light, encouraging individualized interpretation and understanding.
- I like the online option for graduate students since it is easy for those who commute to school

References

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- Rape, P. C. A. (2009). Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation.
- Curtis, M. J. (2005). Tools For Change: An Introduction to the Primary Prevention of Sexual Violence
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- Tharp, Andra Teten, et al. "A systematic qualitative review of risk and protective factors for sexual violence perpetration." *Trauma, Violence, & Abuse* 14.2 (2013): 133-167.