



The State University
of New York

Sexual Violence Prevention and Response Task Force

Implementation Executive Summary Report

Report to the Provost of the State University of New York
January, 2016

Paul Marthers, Vice Provost Strategic Enrollment and Student Success
Elizabeth Droz, Assistant Vice Chancellor for Student Affairs

Summary of Sexual Violence Prevention and Response 2014-2015

SUNY has been a leader in addressing campus sexual violence prevention. Campus leaders have been awarded numerous national grants for research and programs that addressed sexual violence on the college campus. In addition, the SUNY Personal Safety Committee, SUNY Professional Student Affairs organizations (14), SUNY Legal Counsel and University Police, SUNY Student Assembly and the SUNY Faculty Senate Student Life Committee and others have led and supported numerous professional development conferences in the areas of student safety. In 2014 and 2015 national and state leaders' renewed focus on student safety issues served to highlight and improve collaboration within SUNY to address policies, procedures and promising practices.

In January, 2014 President Obama established a national task force to address college sexual violence. Following the announcement, state legislators and governors held open forums and focus groups to hear from campus leaders and students. Legislative bills were proposed. SUNY experts consulted with senators and legislators. The national attention on the issue provided an impetus for state legislators to push for a change in how all campuses across the country handle sexual violence.

In October, 2014 NYS Governor, Andrew Cuomo, met with the SUNY Board of Trustees to urge the board to approve a resolution to *'establish a comprehensive, system-wide, uniform set of sexual assault prevention and response practices at SUNY campuses, which can be a model for colleges and universities across the State and the nation.'* The resolution addressed the need to review all existing SUNY policies and procedures, develop a uniform definition of consent, review police training and role in investigations, define the elements of campus educational and training programs, develop a uniform campus climate assessment tool, develop a single amnesty policy for students reporting sexual violence, and to ensure there is up to date and accessible information on policies and resources available to students, faculty and staff.

Under the guidance of the Provost, the SUNY Office of General Counsel led a group of campus leaders, students, specialists and community advocates, with an aggressive schedule, to develop system-wide policies. That group was successful in completing its mission. The policies were published SUNY-wide in December, 2014. The Board was apprised of this work in January 2015. See appendix for membership of policy work group.

As a follow-up to this work, the Provost established an Implementation Task Force in January, 2015 to develop the Campus Climate Survey, a resource listing of best educational and prevention practices, and the templates and guidelines relevant to training for faculty, staff and campus police and security personnel.

In March, 2015, campus presidents were asked by the Board of Trustees to indicate progress towards compliance with the Board policy. All community colleges, state operated colleges and technical colleges provided information that indicated 100% compliance. Sample policy and resource documents were submitted by campus leaders. A sample of those materials is provided in the appendix of this report.

The Implementation Task Force continued its work through fall, 2015. Details are indicated below.

In addition, SUNY Office of General Counsel and SUNY Media Relations worked to collect information from all campuses on campus and community resources that could be published in a widespread manner and accessible to all students. A webpage that is mobile-friendly was unveiled in October, 2015. <https://www.suny.edu/violence-response/>

The passage of the NYS law on July 7, 2015 led to some minor changes to SUNY Policy implementation specifics. These changes were communicated widely and ongoing training continues as per request of campus leaders and the SUNY professional organizations.

In sum, the Implementation Task Force subgroups and teams were successful in meeting objectives. The work produced is the sum of collaborative expert experience. Teams expressed a desire to see projects into the next phase of development, and thus will meet during spring, 2016. In addition, the Vice Provost of Strategic Enrollment and Student Success will continue to meet with team leaders on a monthly basis, adding to the agenda the work going forward on training modules and the climate survey. SUNY Administration offices of University Life, University Police and Office of General Counsel will work to distribute information to SUNY professionals on an ongoing basis.

SUNY Implementation Task Force

As per the charge of the SUNY Implementation Task Force, three workgroups were formed; Climate Survey, Orientation & Education/Training, and Police Training. Groups were comprised of campus experts, students, faculty and staff. The 25-member task force reported progress on a regular basis. Workgroups reported to the Vice Provost biweekly. All groups produced final reports, included herein.

- Campus Climate Survey Group –
 - Objectives:
 - Develop a survey for students, faculty, and staff.
 - Determine best practice, resources and recommendations for system-wide assessments.

Two surveys were developed, one survey for students, another survey for faculty and staff.

The Provost and SUNY Institutional Research will continue the work to develop a SUNY-wide measure. The plan includes administration of SUNY-wide survey in fall, 2016. Legislation requires biannual climate survey starting Academic Year 2017.

- Orientation & Education/Training Group –
 - Objectives:

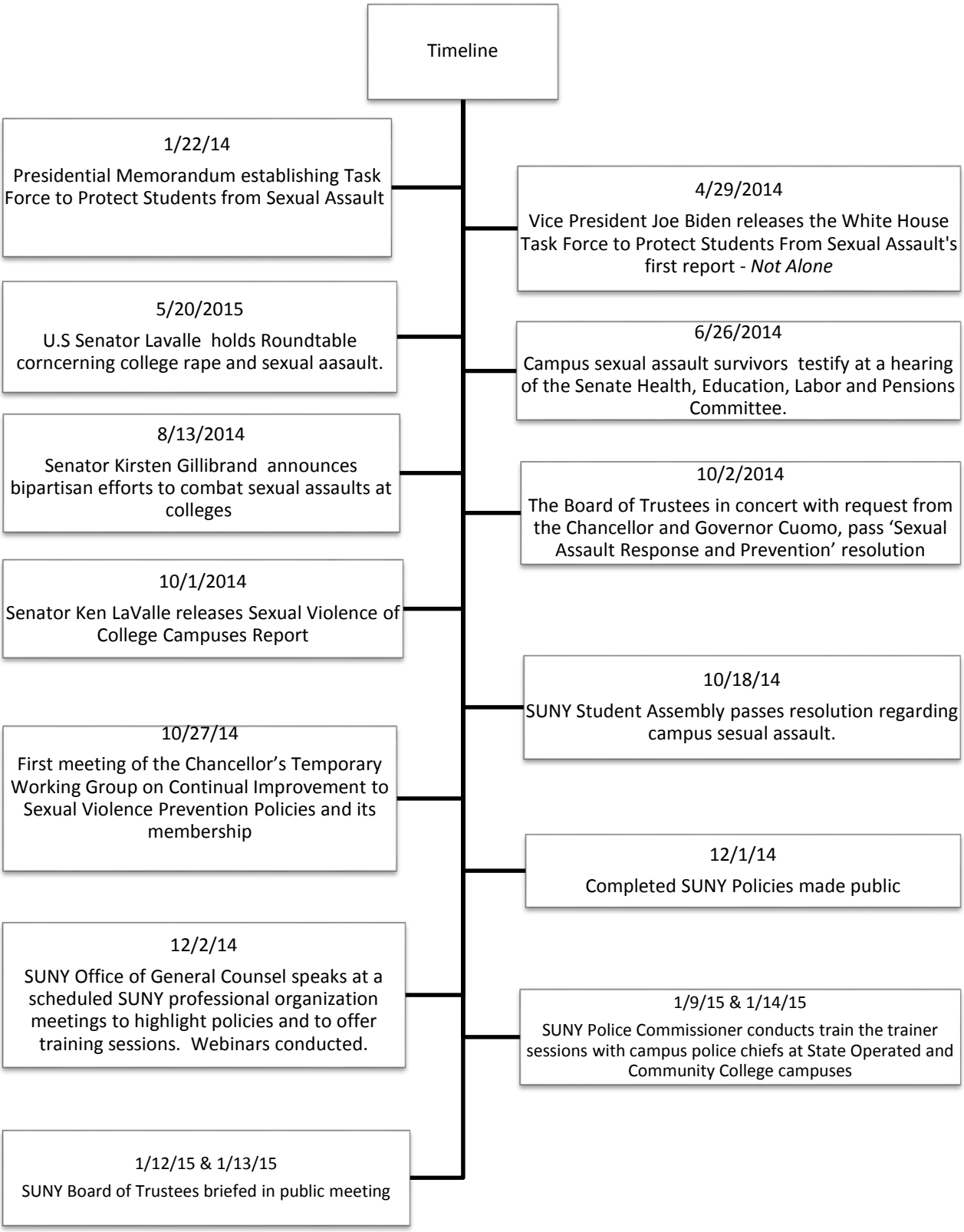
- Develop templates of materials and mode of delivery options that would be helpful to campuses.
- Develop a list of best practices.

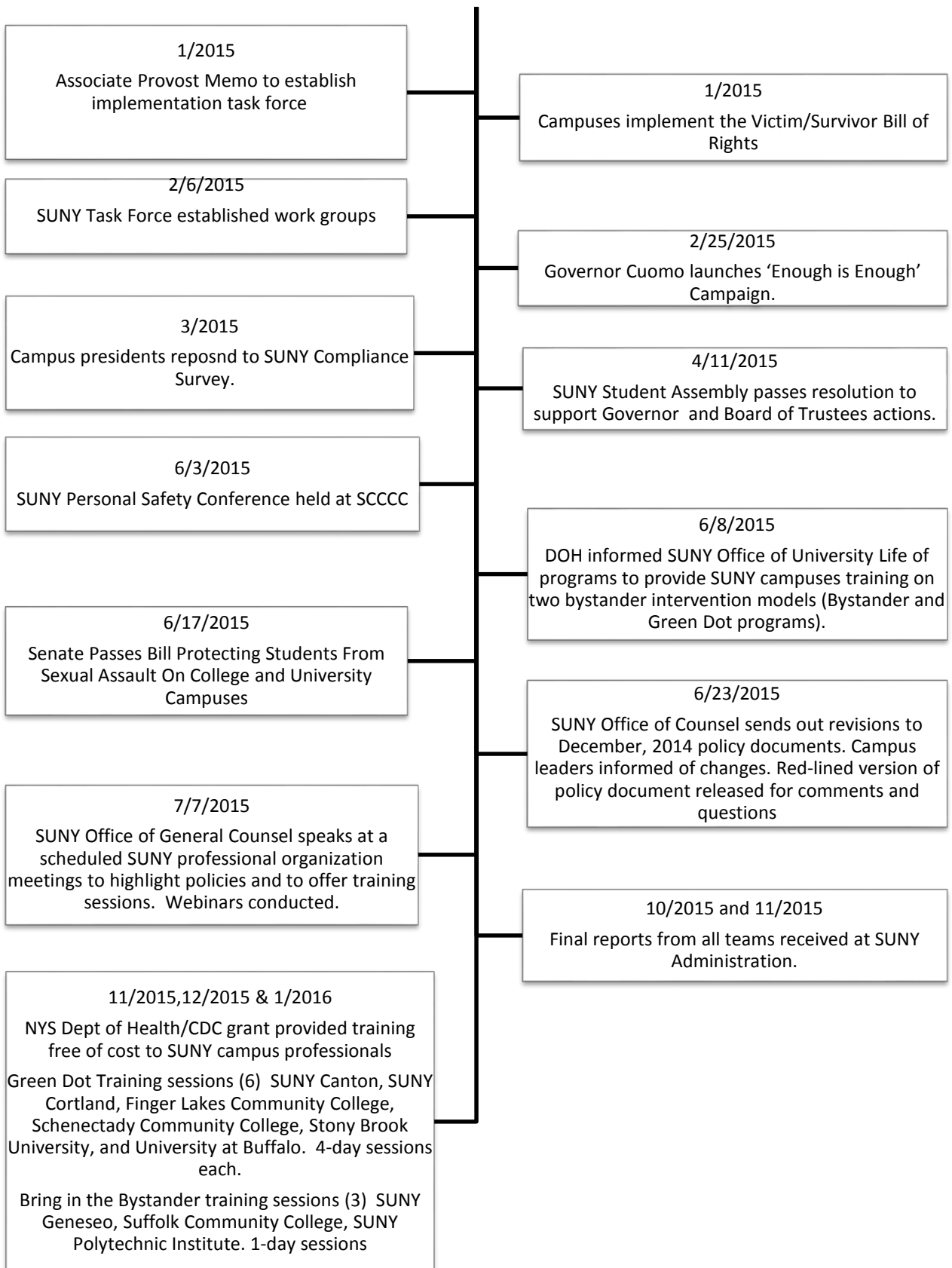
The Orientation & Education/Training Group added many group members that included students in order to accomplish its objectives. The group developed a list of best practices and resources. This listing will be posted on the web. See Appendix for full report. It should be noted that many of the recommendations are already in place. As we continue to convene specific implementation groups, all recommendations will be shared and reviewed by campus experts and the SUNY Administration team convened by Paul Marthers.

- Police Training Group
 - Objective:
 - Develop and deliver training to campus police and develop standard response protocols.

The workgroup published training manuals and other materials in early 2015. SUNY Police reported that multiple train-the trainer sessions were held and successfully reached every SUNY sector.

SUNY University Life and SUNY Office of General Counsel will continue to consult with campus staff, provide training, update information, and respond to request for information on an ongoing basis. Vice Provost Paul Marthers continues to meet with teams that will implement the Campus Climate Survey, as well as education and training campus experts. A team will be in place to monitor compliance, manage resources offered by SUNY Administration, and to answer any legal or implementation questions.





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Appendix A – Timeline details

January 22, 2014

- Presidential Memorandum establishing Task Force to Protect Students from Sexual Assault
- <https://www.whitehouse.gov/the-press-office/2014/01/22/memorandum-establishing-white-house-task-force-protect-students-sexual-a>

April 29, 2014

- President Obama Task Force Report
- Best campus programs listed in report. Twenty-four (24) SUNY schools were listed as having received federal and other grant funds for programs
- <https://www.notalone.gov/assets/report.pdf>

May, 2014

- US Senator LaValle Roundtable on Rape and Sexual Assault on college campuses
- <http://www.nysenate.gov/video/2014/may/20/senator-ken-lavalle-holds-roundtable-concerning-college-rape-and-sexual-assault>

June 2014, July 2014, August 2014

- US Senate hearings – college student testimonials
- Sen Gillibrand and SUNY System Support for Federal Effort
- Campus appearances included Cortland, Buffalo, SUNY Adirondack and other campuses
- <http://www.msnbc.com/msnbc/survivors-testify-senate-hearing-campus-sex-assault>
- <http://www.gillibrand.senate.gov/newsroom/press/release/momentum-growing-for-new-gillibrand-bill-to-crack-down-on-college-campus-sexual-assaults-suny-system-announces-support-for-bipartisan-federal-effort-joined-by-manhattan-bp-brewer-leslie-crocker-snyder-founder-of-first-sex-crimes-prosecution-bureau-in-the-country-and-co-author-of-new-yorks-rape-shield-law-along-with-student-survivors-to-support-new-bipartisan-effort-in-congress>.

October 2014

- US Senator LaValle Final Report
- <http://www.nysenate.gov/files/pdfs/CAMPUS%20SEXUAL%20VIOLENCE%20REPORT%20final%2010-7.pdf>

October 2, 2014

- The Board of Trustees in concert with request from the Chancellor and Governor Cuomo, pass 'Sexual Assault Response and Prevention' resolution
- Mandate to create uniform policies by Dec 1, 2014
- <http://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/Sexual%20Assault%20Response%20and%20Prevention%20REVISIED-Merged.pdf>

October 2014

- Chancellor Zimpher establishes the Chancellor's Sexual Violence Prevention Workgroup
- Workgroup developed to write uniform policies for all SUNY colleges
- <http://system.suny.edu/sexual-violence-prevention-workgroup/>

October 8, 2014

- Senator K. Lavelle, Chairman of the NY Senate Standing Committee on Higher Education
- Report summarized SUNY and CUNY campuses that have received Dept of Justice funding for programs
- <http://www.nysenate.gov/files/pdfs/CAMPUS%20SEXUAL%20VIOLENCE%20REPORT%20final%2010-7.pdf>

October 18, 2014

- SUNY Student Assembly Resolution
- <http://www.sunysa.org/wp-content/uploads/SUNYSA-Resolution-1415-38-Sexual-Assault-.pdf>

October 27, 2014

- First gathering of the SUNY Policy Workgroup
- <http://system.suny.edu/sexual-violence-prevention-workgroup/policies/>

December 2014

- Completion of SUNY Policies
- Office of the Provost and Legal Council led a 30-member committee comprised of students, faculty, staff, campus presidents and community service organization reps
- <http://system.suny.edu/sexual-violence-prevention-workgroup/>
- <http://system.suny.edu/sexual-violence-prevention-workgroup/>

December 1, 2014

- SUNY Policies made public and posted
- Chancellor notified Board of Trustees and campus presidents
- <http://system.suny.edu/sexual-violence-prevention-workgroup/policies/>

December 2, 2014

- Governor Cuomo announces SUNY Policy
- <http://system.suny.edu/media/suny/content-assets/documents/sexualviolenceprevention/SUNY-Policies-Sexual-Violence-Prevention-Response-Dec012014.pdf>
- press release <https://www.suny.edu/suny-news/press-releases/december-2014/12-2-14-sex-assault-policies/>

December, 2014

- SUNY Legal Counsel held training sessions
- Legal Counsel spoke at a scheduled SUNY professional organization meetings to highlight policies and to offer training sessions. Webinars conducted.

January 9 & 14 2015

- University Police organization host training
- SUNY Police Commissioner conducted train-the-trainer sessions with campus police chiefs at state operated and community colleges

January 12-13, 2015

- SUNY Board of Trustees briefed in public meeting
- Update provided on training provided and plans going forward
- <https://www.suny.edu/about/leadership/board-of-trustees/meetings/meetingNotices.cfm?archivedPage=Y#b>

January 2015

- Associate Provost Memo to establish implementation task force
- Provost establishes implementation team under Assoc Provost Paul Marthers. Charge to committee and implementation calendar approved. Implementation Calendar written by policy work group in Oct-Dec, 2014.

January 2015

- Campuses implement the Victim/Survivor Bill of Rights
- As per SUNY Board mandate, all campuses sent information to students (classes begin in mid- to late January)

January 21, 2015

- Vice Provost, Paul Marthers established state-wide SUNY committee
- A 25-member task force is established with three work groups to respond to the charge to the committee is to use campus experts to develop a climate survey, orientation and continuing education checklists, policy training, and recommend best practices for these areas. Consultants to the work group include Media Relations, Gov't Relations, Compliance, Health Affairs, and Legal Council

February 6, 2015

- SUNY Task Force established work groups
- Steering Committee to meet for updates on a biweekly basis. Climate Survey, Orientation/Education/Training, Police groups set schedules.
- Students, faculty and staff to comprise work groups

February 25, 2015

- Governor Cuomo launches 'Enough is Enough' Campaign
- <https://www.governor.ny.gov/news/governor-cuomo-launches-enough-enough-campaign-combat-sexual-assault-college-and-university> March 2015
- SUNY Compliance Survey
- Campus presidents responded to survey. 100% compliance
- Office of University Life compiled results with addendum listing all programs (300 page report). This compliance survey was part of the Board Resolution passed in December, 2014.

April 11, 2015

- SUNY SA Resolution passed
- Resolution passed by the Student Assembly to support Governor and Board of Trustees actions

June 3, 2015

- SUNY Personal Safety Conference held at SCCCC
- One-day conference to showcase best practices for addressing sexual violence prevention and response. 20 campus experts presented programs and resources. 125 attendees.
- Agenda and resource materials posted on website
- <http://system.suny.edu/university-life/conferences/personal-safety-2015/sessions/>

June 8, 2015

- Dept of Health CDC grant
- DOH informed SUNY Office of University Life of programs to provide SUNY campuses training on two bystander intervention models (Bystander and Green Dot programs). Specifics to be released later in summer.

June 17, 2015

- NY Senate Legislation passed – sent to Governor
- <http://www.nysenate.gov/press-release/senate-passes-bill-protecting-students-sexual-assault-college-and-university-campuses>

June 23, 2015

- SUNY Legal Counsel sends out revisions to December, 2014 policy documents
- Campus leaders informed of changes. Red-lined version of policy document released for comments and questions

July 7, 2015

- Gov Cuomo signed legislation into law
- Law applicable to all NYS colleges and universities
- All to be in compliance by October 4th 2015
- <http://www.governor.ny.gov/news/governor-cuomo-signs-enough-enough-legislation-combat-sexual-assault-college-and-university>

July 9, 2015

- SUNY Provost met with Climate Survey team
- Provost commended work of group and announced implementation will be done by another team. Institutional Research and others will assist.
- Recommendations from group to be sent to the Provost by August 14

Sept, October 2015

- Final reports from all teams received at SUNY Admin

November, December 2015 & January 2016

- NYS Dept of Health/CDC grant provided training free of cost to SUNY campus professionals
- Green Dot Training sessions (6) SUNY Canton, SUNY Cortland, Finger Lakes Community College, Schenectady Community College, Stony Brook University, and University at Buffalo. 4-day sessions each.
- Bring in the Bystander training sessions (3) SUNY Geneseo, Suffolk Community College, SUNY Polytechnic Institute. 1-day sessions.
- http://www.livethegreendot.com/train_SUNY.html
- prevention.innovations@unh.edu

Appendix B - SUNY Policy Workgroup

Board of Trustees Resolution to establish policy workgroup

- <http://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/memos/Sexual-Assault-Response-Prevention-REVISED.pdf>

The workgroup was appointed by the Provost and included campus presidents, students, community leaders, campus experts. Group met six times and developed uniform policy document.

Membership of committee

Dapo Adurogbola
Martha J. Asselin
Paul Berger
Dennis R. Black
Robert Bonfiglio
Robin B. Braunstein
Jim Campbell
Elizabeth Droz
Laura Dunn
Kristin Esterberg
Lisa M. Evaneski
Tina Good
Monica Grau
James Jarvis
Douglas Kinney

Paul Marthers
Bruce McBride
Ryan Minsker
William Murabito
Lisa Newell
Lynn Ontl
Tanhena Pacheco Dunn
Betsy Penrose
Libby Post
Scott Shurtleff
Carol P. Stenger
Janet Thayer
Marrisa Trachtenberg
Steven J. Tyrell
Gwen Wright

Schedule

- <http://system.suny.edu/sexual-violence-prevention-workgroup/policies/>

Final policy document

- <http://system.suny.edu/media/suny/content-assets/documents/sexualviolenceprevention/SUNY-Policies-Sexual-Violence-Prevention-Response-Dec012014.pdf>

Update to policy given July NYS law

- <http://system.suny.edu/media/suny/content-assets/documents/sexualviolenceprevention/SUNY-Policies-Sexual-Violence-Prevention-Response-Updated-Jun2015.pdf>

Elements of policy include the following

- Definition of Affirmative Consent
- Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases
- Campus Climate Assessment Policy
- Sexual Violence Victim/Survivor Bill of Rights
- Sexual Violence Response Policy
- Options for Confidentially Disclosing Sexual Violence
- Student Onboarding and Ongoing Education Guide

Appendix C - Campus Climate Survey

Note: This survey is under development by the SUNY IR office (as of Nov 2015). It will be released to campuses for fall 2016. Plans include testing items with campus groups to finalize wording of items. Below is draft of what will be included in the instructions to students. A faculty/staff survey is also under development. It will be a shorter survey than that to be done by students but will include similar elements.

Text of Survey:

Introduction and Consent

Thank you for taking the time to participate in SUNY's Campus Climate Assessment Survey. This survey has been reviewed and approved by the Human Subjects Research Review Committee.

Campus Climate assessments provide the opportunity to better understand the campus and to make informed decisions when it comes to providing a safe educational environment. Beginning in the 2016-2017 academic year, each State University of New York State-operated and community college will conduct a uniform climate survey that analyzes prevalence and attitudes regarding sexual harassment, including sexual violence, and other related crimes. The survey includes the following sections:

General Climate;

Campus policies and procedures addressing sexual assault;

The Title IX Coordinator's role;

How and where to report sexual violence as a victim/survivor or witness;

The availability of resources on and off campus;

The prevalence and reporting of general/sexual assault, domestic and dating violence, and stalking; and

Bystander attitudes and behavior.

Please answer all questions to the best of your ability. Your answers should reflect your personal opinions, viewpoints and experiences. Some of the questions may contain sensitive information and may make you feel uncomfortable. You may skip any of the questions or stop the survey at any time. Please note, this survey is anonymous and your name will not be connected to any survey questions. You must be 18 years or older to complete this survey.

Thank you for helping State University of New York State build the best possible living, learning and working environment.

Appendix D - Sexual Assault Prevention Resources

Retrieved from <http://system.suny.edu/university-life/sexual-assault-prevention/>

The SUNY Personal Safety Committee and the Office of University Life work to provide our campus leaders with guidance documents and resources, as well as professional development sessions.

Given President Obama's initiatives to prevent sexual assault, sexual violence on college campuses across the U.S., we have gathered some resources below and welcome additions to the listing.

Resources for campus services and campus educators

- Not Alone: First Report of the White House Task Force to Protect Students from Sexual Assault. http://www.whitehouse.gov/sites/default/files/docs/report_0.pdf - April 2014
- College & University Administration Guide. ACLU sent a letter to campus president with all resources, September 2014:
 - It's On Us [College & University Administration Guide](#)
 - It's On Us – [Toolkit](#)
 - It's On Us - [Anthem](#)
- [Senate Report on Sexual Violence on Campus](#)
- 07/09/2014 U.S. Senate Subcommittee on Financial & Contracting Oversight – Majority Staff. Survey of 350 schools that included four-year post-secondary schools; private, public were included. Study included examination of policies and survey of campus officials. <http://www.mccaskill.senate.gov/SurveyReportwithAppendix.pdf>
- Best campus programs - <https://www.notalone.gov/assets/preventing-sexual-violence-on-college-campuses-lessons-from-research-and-practice.pdf>
- Evidence-based programs in areas of Bystander Intervention, Engaging Men, Health Education, Public Awareness. Several SUNY schools are listed in this document. See the listing of [SUNY campuses mentioned in report](#).
- National Sexual Violence Resource Center. Campus Sexual Violence Resource List. <http://www.nsvrc.org/saam/campus-resource-list> - National organizations, Federal departments. Policy guidelines, statistics, research studies. Documents for students, administrators, law enforcement.
- Department of Justice Campus grant program: <http://www.justice.gov/ovw/responding-campus-sexual-assault> - campus programs listed with resources and past reports to congress about grant program.
- Integrating Crime Victims' Issues Into College and University Curricula: <https://www.justice.gov/ovw/responding-campus-sexual-assault> - resources developed by the US Dept of Justice, Office for Victims of Crime Training and Technical Assistance Center.

- Senator K. Lavelle, Chairman of the NY Senate Standing Committee on Higher Education - Sexual Violence on College Campuses, a NYS Perspective. Released Oct 8, 2014.
Provides summary of Federal Laws, State laws, and brief summary of SUNY and CUNY campuses that recently received DOJ funds for campus programs and studies.
<http://www.nysenate.gov/files/pdfs/CAMPUS%20SEXUAL%20VIOLENCE%20REPORT%20final%2010-7.pdf>

Compliance and Guidance documents

Responding to reports of sexual violence – Guidance documents for campus administrators

- [Violence Against Women Act](#) - federal legislation that sought to improve the criminal justice and community-based responses to domestic violence, dating violence, sexual assault and stalking in the United States.
- [Title IX SUNY Compliance website](#), Best practices and supplemental material
- Title IX Office of Civil Rights SUNY Council guidance Q&A - <http://www.nacua.org/documents/DistillingOCR.pdf> in reference to the April, 2011 Dear Colleague letter - <http://counsel.cua.edu/fedlaw/nacuanotetitleixsexualviolencetraining.cfm>

SUNY resources for consultation, listserv membership:

- For Clery Compliance listserv information, contact [Joe Storch](#).
- For access to the Title IX listserv, contact [Andrea Stagg](#)
- For SUNY Compliance listserv information, contact [Nedra Abbruzzese-Werling](#)
- SUNY Compliance resources: <http://system.suny.edu/compliance/>

Resources for those wishing to report sexual violence incidents

- <https://www.suny.edu/violence-response/> listing is public and allows anyone to indicate location, site, and type of resource person wishes to use. SUNY Legal staff canvassed campuses to obtain information for the site.

Appendix E - Implementation Task Force

Sexual Violence Prevention/Response Task Force [January – October, 2015]

Charge--Use campus experts to develop a climate survey, orientation and continuing education checklists, policy training, and listing of best practices.

Members:

- Chair: Paul Marthers, Vice Provost
- Convener: Liz Droz, Asst Vice Chancellor for Student Affairs
- Steering Committee: Paul Marthers, Liz Droz, Bruce McBride, Paul Berger, Barbara Boyle, Kristin Esterberg, Lori Mould, Barbara Ricotta, Beverly Plowucha

The steering committee will meet on a regular basis to review updates from each workgroup, adjust objectives and assigned tasks for groups, and track progress toward project deadlines.

Climate Survey and Research

- Chair: Dr. Kristin Esterberg, President of SUNY Potsdam
- Convener: Barbara Boyle, SUNY Admin
- Members:
 - Carrie Moylan (Binghamton)
 - Carole Stenger (Albany)
 - Scott Shurtleff - SUNY RF
 - Melissa Roy (Rockland CC)
 - Ahmed Belazi (SB)
 - Wendy Dresser-Recktenwald
 - Barbara Moore (Purchase)
 - Nasrin Fatima (Binghamton)

Climate Survey: develop survey for students, faculty, staff. Determine best practice, resources, and recommendations for system-wide assessment. As noted in the climate assessment policy, SUNY will gather researchers to draft a comprehensive survey. The uniform survey will be conducted on all campuses in the 2015-2016 academic year. Campuses that already conduct annual assessments will continue to do so until the uniform survey is implemented.

Orientation & Education/Training

- Chair: Barbara Ricotta, Assoc VP for Student Affairs, University at Buffalo
- Convener: Beverly Plowucha, SUNY Admin
- Members: (initial group only)
 - Dara Raboy-Picciano (Binghamton)
 - Laurie Garafola- (Albany)
 - Geoff Isabelle - (Morrisville)

- Betsy Penrose (Jefferson CC)
- Rebecca Harrington (Oneonta)
- Jess Hicks - SA
- Kim Harvey (Geneseo)
- Paula Madrigal (Buffalo State)
- Darlene Schmitt (Brockport)
- Eileen Goodling (Jamestown CC)

Orientation and Education: Areas to be covered include Orientation, Peer Counselor training, Bystander education, Faculty and staff education. Group to develop template of materials and mode of delivery options that would be helpful to campuses. Possibly develop list of best practices

Education/Awareness Campaign in Spring 2015 <http://system.suny.edu/media/suny/content-assets/documents/sexualviolenceprevention/SUNY-Policies-Sexual-Violence-Prevention-Response-Dec012014.pdf>

Police training

- Chair: Bruce McBride, Commissioner of Police
- Convener: Paul Berger, SUNY Admin
- Members
 - Dapo Adurogbola (Optometry)
 - Arlene Sabo (Plattsburgh)
 - Doug Kinney (Onondaga)

Police – Training and education. Response protocols.

<http://system.suny.edu/media/suny/content-assets/documents/sexualviolenceprevention/SUNY-Policies-Sexual-Violence-Prevention-Response-Dec012014.pdf>

Consultants

- SUNY Communications - Casey Vattimo
- SUNY Media - Taras Kufel
- SUNY Compliance Nedra Abbruzzese-Werling
- SUNY Government Relations - Jim Campbell
- SUNY Health Affairs - Heather Eichen
- SUNY Legal Counsel - Joe Storch, Andrea Stagg

Consultants will join steering group meetings when possible, will respond to inquiries from steering committee, and advise on process and progress.

Appendix F - Compliance Survey Report

SUNY Compliance Survey Report, March 2015

As per Board action, campus presidents were asked to submit reports to SUNY indicating progress toward implementation of policy. Campuses responded with varying specificity on the implementation of policy, progress, use of materials, etc.

The following are provided as a sample of reports submitted.

- Binghamton University
- Clinton Community College
- SUNY Empire
- SUNY New Paltz

TO: Brian Rose, Vice President
FM: Sexual Assault Response Team (SART)
RE: Review and Recommendations
DT: March 6, 2015

In response to your request from December 24, 2014, the Sexual Assault Response Team (SART) submits the enclosed draft update and implementation plans for the SUNY Policies on Sexual Violence Prevention and Response (SVPP). Members of the SART team include Student Conduct, University Police, Interpersonal Violence prevention programs, Residential Life, the Dean of Students Office, 20:1 Program, and Health and Counseling Services.

In 2014, following the year-long administrative review of the Code of Student Conduct, SUNY guidelines and VAWA requirements, an ad-hoc committee submitted a report which included six key areas of recommended changes (**Appendix A**). You approved this report and charged the SART team to move ahead with implementation in May 2014 and we have implemented key recommendations including:

- We have initiated a plan for campus-wide onboarding.
- We have provided to the community clear and consistent information about the grievance process and resources available to students and their families (see the "Participant Guide" http://www.binghamton.edu/student-conduct/pdfs/participant_guide.pdf).
- We have reviewed and updated definitions and terms used in the Code of Student Conduct and websites in Student Affairs to be consistent with guidance provided by SUNY.
- We have provided timelines and implemented interim options for claimants.
- We have provided training for Student Affairs, investigators, staff involved in the student conduct process, and student conduct board members. This included a first responder training attended by over 400 Student Affairs staff and student employees last fall.

In addition to these changes, SART has moved forward to implement the following in response to the SVPP guidelines.

1. Changes to the Code of Student Conduct (Appendix B)

Over the past six months, a committee of students and staff reviewed the Code of Student Conduct as part of the annual process for gathering community input. Members of the committee included Student Association leaders, a Resident Assistant, graduate and undergraduate students, University Police, and members of the Student Conduct Board. The Office of Student Conduct sent email requests for changes to the Code out to the community through Dateline and B-Line and the review committee hosted several open sessions for input.

Consistent with the SUNY guidelines and community recommendations, the committee recommends the following changes to the 2015-16 Code of Student Conduct:

- A definition of affirmative consent to be included in sexual misconduct policies,
- An amnesty policy for Code of Conduct violations reported as part of a sexual misconduct investigation
- An updated definition of harassment
- A single standard of evidence, “preponderance of evidence” for all violations of the Code
- An updated preamble to the Code that reflects the values and aspirations of community membership

We anticipate the BU Council will review and adopt the changes in the April 17, 2015 meeting for the 2015-16 academic year. A DRAFT of Code changes is enclosed for your review to allow adequate time for review prior to the council meeting in April. We have segregated the Code suggestions so that you can see the proposed language requires by SUNY and language recommended by the community.

2. Updating Internal Resources (Appendix C)

We have started the process of updating our internal resources for consistency with SUNY guidelines. As changes are adopted, we update the website and links to reflect new policies and resources along with dates of adoption. We have centralized resources to the Interpersonal Violence Prevention website – see <http://www.binghamton.edu/ivp/client-services/resources.html> and related links. It is a regular task within IVP to verify the currency of any external links on their website. The Reporting and Resources Section of the Sexual Violence Response Policy are being updated as we make changes to the policies and protocols.

3. Sexual Assault Violence Victim/Survivor Bill of Rights (Appendix D)

We have created a resource that encapsulates the Sexual Violence Victim / Survivor Bill of Rights (BOR) and we have posted copies of the BOR throughout campus. The specific mechanisms (print and electronic) that were used to disseminate the document and information in January, 2015 are enclosed in the Appendix. With the support of ODEI, the BOR is currently being created in other languages as appropriate to our campus population.

4. Protection and Accommodations (Appendix E)

Review of the "Protection and Accommodations" section of the Sexual Violence Response Policy is in process and SART is consulting with appropriate staff and students to define and clearly communicate the expectations. The Office of Student Conduct created a "Participant Guide" http://www.binghamton.edu/student-conduct/pdfs/participant_guide.pdf at the beginning of the academic year, and this document will be updated to reflect the additional guidelines. We anticipate a completion date of June 1, 2015.

5. Options for Confidentially Disclosing Sexual Violence (Appendix F)

Our informational resources "Options for Confidentially Disclosing Sexual Violence" were updated in June, 2014 and remain consistent with the SVPP. The flowchart and resource guides were distributed in hard copy and on line to every Student Affairs staff member in fall semester 2014. The options will be reviewed and updates on an annual basis in the summer.

6. Sexual Violence Reporting (Appendix G)

All reports that come to Student Affairs staff (except for Health Services staff and EAP staff) are reported to Val Hampton, Title IX Coordinator, through a system managed by the Dean of Students Office. Case managers, the victim advocate and Health and Counseling Services met in December to discuss strategies to report aggregated information. We are still in discussion about the reporting of confidential data and how to create accurate data. Outside of confidential reports, our systems for reporting are working to capture each report / disclosure and that manage a process that does not double count the same incident. We are collaborating with Val to provide aggregate information.

7. Student Organization and Student Leader Onboarding (Appendix H)

Students and staff who provide oversight to student organizations and leaders met in February to review the SVPPs and discuss strategies to comply with the requirements of the Student Onboarding and Ongoing Education Guide section of the SVPPs. The student groups include student athletes, Resident Advisors, SA groups, fraternities and sororities, club sports, honor societies, interns, and graduate organizations

Each overseeing staff/student provided a tentative plan for their area on March 1, 2015. The plans will be reviewed with the recognizing organization and the University Title IX Coordinator. For example, the Student Association plans to train organization leaders

through a combination of in-person training at a leadership conference in the fall, and an on-line module for all leaders each spring. This will ensure 100% compliance at two points in the year. Mechanisms for assuring compliance vary between groups, but each overseeing staff is responsible to create the plan and manage compliance. Draft plans are enclosed in Appendix H, though you should note these are in early stages of development.

8. New Student Onboarding (Appendix I)

During summer 2014, we provided educational information about sexual violence in orientation sessions to all new students and parents. Additionally, we provided on-line messages in the mandatory alcohol education module and we included information about sexual misconduct in floor and community meetings. Multiple community messages were sent to students from President Stenger, Chief of Police, Dean of Students, and off campus programs.

In summer 2015, we will be covering the required educational information in orientation and in a pre-orientation on-line training for all new students (all sessions and populations). Examples of session content is enclosed in Appendix I.

Binghamton University Sample

Clinton Community College

Student Orientation/On-boarding and Ongoing Education Plan for the Implementation of Policies and Procedures Related to the SUNY Policies on Sexual Violence Prevention and Response

The implantation plans for the SUNY policies on sexual violence and response for Clinton Community College are presented below in a month by month calendar format. The implementation plan begins with January of 2015 and proceeds through the entire 2015 – 2016 academic year.

January 2015

At the start of the Spring Semester the Sexual Violence Victim/Survivor Bill of Rights was widely displayed around campus, particularly in high traffic areas where students are most likely to view the information. Posters were created for this purpose. These posters were also displayed at the student Residence Halls and dining facilities. Resident Assistants received training regarding the SUNY Policies and were provided paper handouts of the Bill of Rights for distribution to Residence Hall students at their first floor meetings. Resident Assistants were not only required to distribute the Bill of Rights to students in their area of responsibility but also to discuss with their students the Bill of Rights and the SUNY policies that are being implemented. Discussion of the universal definition of Affirmative Consent that is being implemented for the Fall 2015 Semester was also part of these meetings. New students were provided this information at orientation and were also provided information regarding resources available to them both on campus and in the community. Finally, the Sexual Violence Victim/Survivor Bill of Rights was placed on the College's website on the Student Affairs page.

February 2015

Work continued on developing a plan for the implementation of the policies. A revision of the Student Code of Conduct for Clinton Community College which includes the incorporation of the universal definition of Affirmative Consent, the Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases, as well as section III and IV of the Sexual Violence Response Policy began with a target of achieving CCC Board of Trustees approval at the April 2015 Board of Trustees meeting. Training for Security Staff regarding the SUNY policies was developed but the implementation of training was postponed until the first week of March due to scheduling issues. The Student Senate at CCC was addressed regarding the SUNY policies and approved that prior to any distribution of club funds for the Fall 2015 Semester, club leaders would need to undergo training regarding the SUNY Policies on Sexual Violence Prevention and Response.

March 2015

During the first week of the month the required training of Security Personnel regarding the SUNY policies on sexual violence and response was accomplished. The Survey regarding progress on the implementation of the SUNY policies will be submitted and with that submission this plan will be attached. **It should be noted that this plan is not considered to be rigid.**

Rather we anticipate that there will be opportunities to make changes and address needs as the implementation proceeds. A “trial run” regarding the training of Athletes in the SUNY Policies will be undertaken this month in order to gain insight into the implementation of required training for athletes in the next academic year.

April 2015

A revised Student Code of Conduct that incorporates the universal definition of Affirmative Consent, the Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases, as well as section III and IV of the Sexual Violence Response Policy will be presented for approval at the April CCC Board of Trustees Meeting. April is also National Sexual Assault Awareness Month and a series of programs both in Residence halls and on campus will be provided for students that continue their education regarding the SUNY Policies. Interactive programs around the topic of consent are planned in particular. Work will begin on College’s website with the goal of providing more easily accessible information for students in the areas of Sexual Violence Prevention and Response particularly in regard to resources available both on and off campus as well as reporting.

May 2015

Work on the College’s website is completed by the end of the month. A comprehensive review of all activities pertaining to the implementation of the SUNY Policies is completed and provided to the President of the College and his Cabinet.

June 2015

Planning and development of training for Student Leaders, Athletes, Resident Assistants, Security Personnel, and Lower and Upper Judicial Board members begins. Training opportunities for college personnel who are mandated to receive annual training are identified and plans are made for such training to occur. A plan for addressing the general education of students regarding Sexual Violence Prevention and Response is completed for the 2015 – ’16 academic year. This plan will provide for multiple ways to present to and educate students over the course of the entire academic year and will particularly emphasize live programs and social media.

July 2015

Development of all training programs for the 2015 – ’16 academic year is completed and training schedules are finalized. Plans are also developed for the sharing of information regarding sexual violence prevention with the parents of enrolling students.

August 2015

Training for Fall Athletes on the SUNY policies on sexual violence and response is accomplished. Training on these policies also is accomplished during new student orientation. Resident Assistants and Security Personnel are trained on the policies prior to the arrival of new students. Particular care will be taken in training these groups regarding the policy for alcohol and/or drug use amnesty in sexual violence cases. Once again the Sexual Violence Victim/Survivor Bill of Rights will be widely distributed both on campus and in campus residence halls using multiple mediums in order to do so. Information regarding the SUNY Policies is distributed to Faculty and Staff through email. Information regarding sexual violence prevention at CCC is shared with parents of enrolling students.

September 2015

Training of student leaders on the SUNY policies on sexual violence and response is accomplished. Training of Lower and Upper Judicial Board Members regarding the revised student code of conduct and the implications of such as well as the mandates regarding sanctioning is accomplished. Particular care will be taken in training Lower and Upper Board Members around the issue of Affirmative Consent. Programs on campus and in the Residence halls will be implemented particularly in regard to engaging students in discussion on the policy regarding Affirmative Consent. Social media is utilized for further educating students regarding resources available to them as well as ways to report.

October 2015

The training of both Women's and Men's basketball teams regarding the SUNY policies on sexual violence and response is accomplished. Informational campaigns regarding the policies continue through social media and through posters fliers etc. Programming on campus and in Residence halls continues.

November & December 2015

Programming on campus and in Residence halls continues as does the informational campaign utilizing social media and print media.

January 2016

Training for Resident Assistants and for Security Personnel regarding the policies is updated. Any new athletic team members will receive training on the SUNY Policies. All new students receive information at orientation regarding the SUNY Policies. Additionally, the Sexual Violence Victim/Survivor Bill of Rights is once again distributed through various mediums. Resident Assistants cover the policies at their first floor meetings of the semester. Refresher training is undertaken with the Lower and Upper Judicial Boards of the College. Students new to leadership positions in clubs and with the Student Senate are identified and training for those students is scheduled for early February. Notification regarding where to access information on Sexual Violence Prevention and Response is distributed to Faculty and Staff through email.

Information regarding sexual violence prevention at CCC is shared with parents of enrolling students. Planning for a major event for Sexual Assault Awareness month begins.

February 2016

Training of students new to leadership positions is accomplished. The Campus Climate Assessment Survey developed during the spring semester of 2015 by the SUNY work group tasked with its design and creation is undertaken. Social media is utilized to continue the educational process of all students. Programming both on campus and in the residence halls continues. Print media is used to continue insuring that students are aware of where to access information on the Colleges website with regard to resources and reporting. A walking inspection of all posting sites is undertaken in order to insure that posters regarding the Sexual Violence Victim/Survivor Bill of Rights remain in place and are visible to students, staff, and faculty.

March 2016

Training of Spring Athletes regarding the SUNY policies is accomplished. A social media campaign providing information on resources and reporting continues. Residence hall programs focus on Spring Break activities with an emphasis on safety. Additionally, Residence hall and campus programs are initiated to continue providing information to students regarding resources for and reporting of Sexual Violence. A strong emphasis is placed on insuring that students are aware of the College's policy for Alcohol and/or Drug use in Sexual Violence Cases in this programming.

April 2016

April is National Sexual Assault Awareness Month and as such a variety of programs will be provided for students both on campus and in the residence halls. A major program is presented this month as well. Finally, the results of the Campus Climate Assessment Survey are presented to the campus community and an open forum will provide an opportunity for students, faculty, and staff to discuss and provide reaction to the survey results.

May 2016

A comprehensive review of all activities pertaining to the implementation of the SUNY Policies is completed and provided to the President of the College and his Cabinet. Planning for the next academic year begins.



Student Onboarding and Ongoing Education Guide

The State University of New York and its State-operated and community colleges believe that sexual violence prevention training and education cannot be accomplished via a single day or a single method of training. To that end, Empire State College will continue to educate all new and current students using a variety of best practices aimed at educating the entire college community in a way that decreases violence and maintaining a culture where sexual assault and acts of violence are not tolerated.

All new first-year and transfer students will, during the course of their onboarding to the college receive training on the following topics, using various methods:

- The college prohibits sexual harassment, including sexual violence, other violence or threats of violence, and will offer resources to any victims/survivors of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction of the college.
- Relevant definitions including, but not limited to, the definitions of sexual violence and consent.
- Policies apply equally to all students regardless of sexual orientation, gender identity, or gender expression.
- The role of the Title IX Coordinator, Campus Safety and Security, and other relevant offices that address sexual violence prevention and response.
- Awareness of violence, its impact on victims/survivors and their friends and family, and its long-term impact.
- The Victim/Survivor Bill of Rights and Sexual Violence Response Policy, including:
 - How to report sexual violence and other crimes confidentially, and/or to college officials, campus law enforcement and security, and local law enforcement.
 - How to obtain services and support.
- Bystander Intervention and the importance of taking action, when one can safely do so, to prevent violence.
- The protections of the Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases
- Risk assessment and reduction including, but not limited to, steps that potential victims/survivors *and* potential assailants and bystanders to violence can take to lower the incidence of sexual violence.
- Consequences and sanctions for individuals who commit these crimes.

The onboarding process is not limited to a single day of orientation, but recognizes that students enroll at different times. The Title IX Coordinator will work with deans and student services personnel to identify various methods to best educate students at a time and manner that can most effectively bring these points to light. Empire State College will conduct such trainings for all new students, whether first-year or transfer, undergraduate, graduate, or professional and will use multiple methods to educate students about sexual violence prevention. When applicable, the college will also share information on sexual violence prevention with parents of enrolling students.

Students at Empire State College shall receive general and specialized training in sexual violence prevention. The college will conduct a campaign, to include the requirements of the Violence Against Women Act, to educate the student population.

Methods of training and educating students may include, but are not limited to:

- Online and group training;
- Student orientation programs;
- Social media outreach;
- Poster sessions and educational training programs at various student and employee conferences;
- Posters, bulletin boards, and other targeted print and email materials.

The college will engage in an occasional assessment of their programming under this policy to determine effectiveness and may either assess its own programming or conduct a review of other campus programming and published studies to adapt its programming to ensure effectiveness and relevance to students.

Plans for Orientation and Continuing Education 2015/16

SUNY New Paltz

SUNY New Paltz will continue and expand upon efforts undertaken in the Fall 2014-15 academic year. Initiatives will include:

Updating comprehensive training materials for students, faculty, staff and judicial panels to include all new language as adopted into the SUNY Policies on Sexual Violence Prevention and Response.

Updating orientation materials for newly admitted as well as transfer students- including our own version of It's On Us videos produced in fall of 2014.

Updating and disseminating the Student Handbook for the 2015/16 academic year

Continue a comprehensive training program that reaches all the following members of the campus community (over 900 campus members trained in 2014/15):

- Athletes
- Fraternity and Sorority Members
- Student Affairs staff & professionals, coaches, secretaries, grad assistants
- Resident Assistants, CDAs, Orientation Leader/Peer Mentors
- New Faculty and Department Chairs

- Educational Opportunity Program Peer Mentors
- Judicial Committee Members
- OASIS/Haven Peer Hotline volunteers
- Student Admission Ambassadors & Welcome Center Staff
- Scholar's Mentorship Program Peer Mentors
- Student Activities Managers
- Transfer Student Liaisons
- Emerging Leaders Mentors
- Commuter Assistants

- Note: plans for additional training to include Academic Advisors and Financial Aid Staff. In addition, we will be exploring web based training options so that we can reach more members of the campus community.

In accordance with new SUNY policy, design, print and widely disseminate Survivor/Victims Bill of Rights. Posters will be printed and placed in the coming weeks.

Continuing programming that help students better understand the wide range of issues surrounding sexual violence and/or harassment. For example programs such as the Red Flag Campaign, One billion Rising, White Ribbon, Step up Bystander training etc.

SUNY New Paltz Sample

Appendix G- Orientation and Educational Training Group – Fall 2015

The Committee met twice in person (April 20 and June 10, 2015) and had a number of conference calls. Much of the work was performed in the following working groups:

- Assessment Practices
- Specialty Groups
- Orientation
- Education

One of the challenges for the Committee was the various level of resources available to each campus (ie staff, funding, student population). Therefore, working groups looked at a variety of options to meet each of the requirements giving campuses a wide selection of choices.

Through the working groups, a number of other colleges and universities were contacted for information on programs and training regarding sexual violence. We appreciate the assistance of our colleagues across the state for sharing their “best practices” and “lessons learned”. Each working group submitted a report with recommendations; however, the Committee felt strongly that some recommendations needed to be highlighted, which are listed below:

Recommendations:

1. Every school develop and implement a comprehensive prevention program that incorporates best practices including the following:

- Comprehensive-not one size fits all and with multiple strategies
- Survivor centered and trauma informed
- Varied teaching methods
- Culturally relevant
- Well-trained training staff
- Sufficient dosing-saturation
- Evaluation

2. SUNY Website for Program Ideas and Options

- The website will offer program ideas and suggestions to schools who are looking for resources and program offerings. The list will include as much detail as possible including program goals and objectives, learning outcomes and the populations that might benefit from the program. Sample handouts and other resources could also be included.

3. With the various commercial programs available, it is difficult for campuses to deem the value/cost-effective programs to purchase.

- A section of the website could be devoted to a list of those programs with a SUNY campus contact where individuals could serve as advisors to other schools considering purchasing or implementing of those programs. The difficulty, of course,

would be keeping the contact list updated.

4. SUNY Listserv comprised of Campus Professionals who Implement Programs and Training on SUNY Campuses

- This will allow that population to share information between the appropriate professionals responsible for violence prevention programming. Although there are a number of SUNY list servs currently, none are directed to this specific population.
5. The Committee did not deal with any faculty staff training, but would recommend a future committee be charged with that task. Committee members should include representatives from SUNY/Faculty Senate, Human Resources, Title IX Coordinators, and SUNY Personal Safety Task Force.
 6. Information and workshops from SUNY Counsel have been very helpful in defining campus expectations and interpreting guidelines. Periodic updates or workshops from this office should continue.
 7. Although not under our scope of review, the Committee felt strongly that more work needs to be done with the K-12 population. Many of our students come to us already having a negative sexual experience. **SUNY should work with the state education department on recommendations for the K-12 population.** The SUNY climate survey should also include a few questions about experiences before college.

Student Onboarding and Ongoing Education Guide

Orientation and Educational Training Group – Fall 2015

The State University of New York and its State-operated and community colleges believe that sexual violence prevention training and education cannot be accomplished via a single day or a single method of training. To that end, SUNY campuses will continue to educate all new and current students using a variety of best practices aimed at educating the entire college community in a way that decreases violence and maintains a culture where sexual assault and acts of violence are not tolerated.

All new first-year and transfer students will, during the course of their onboarding to a SUNY State-operated or community college, receive training on the following topics, using a method and manner appropriate to the institutional culture of each campus:

- The institution prohibits sexual harassment, including sexual violence, other violence or threats of violence, and will offer resources to any victims/survivors of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction of the institution.
- Relevant definitions including, but not limited to, the definitions of sexual violence and consent.
- Policies apply equally to all students regardless of sexual orientation, gender identity, or gender expression.
- The role of the Title IX Coordinator, University Police/Campus Security, and other relevant offices that address sexual violence prevention and response.
- Awareness of violence, its impact on victims/survivors and their friends and family, and its long-term impact.
- The Victim/Survivor Bill of Rights and Sexual Violence Response Policy, including:
 - How to report sexual violence and other crimes confidentially, and/or to college officials, campus law enforcement and security, and local law enforcement.
 - How to obtain services and support.
- Bystander Intervention and the importance of taking action, when one can safely do so, to prevent violence.
- The protections of the Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases
- Risk assessment and reduction including, but not limited to, steps that potential victims/survivors *and* potential assailants and bystanders to violence can take to lower the incidence of sexual violence.
- Consequences and sanctions for individuals who commit these crimes.

The onboarding process is not limited to a single day of orientation, but recognizes that students enroll at different times at different SUNY campuses and gives campuses the flexibility to best educate students at a time and manner that can most effectively bring these points to light. SUNY will conduct these trainings for all new students, whether first-year or transfer, undergraduate, graduate, or professional. Each campus shall use multiple methods to educate

students about sexual violence prevention. Each SUNY institution will also share information on sexual violence prevention with parents of enrolling students.

Students at SUNY State-operated and community college campuses shall receive general and specialized training in sexual violence prevention. Each institution will conduct a campaign, compliant with the requirements of the *Violence Against Women Act*, to educate the student population. Further, institutions will, as appropriate, provide or expand specific training to include groups such as international students, students that are also employees of the campus, leaders and officers of registered/recognized student organizations, online and distance education students. Institutions will also provide specific training to members of groups identified as likely to engage in high-risk behavior.

Beginning in the 2015-2016 academic year, SUNY State-operated and community colleges will require that student leaders and officers of registered/recognized student organizations and those seeking recognition complete training on sexual violence prevention as part of the approval process and require student-athletes to complete training prior to participating in intercollegiate athletics.

Methods of training and educating students may include, but are not limited to:

- President's welcome messaging
- Peer theater
- peer educational programs
- Online training
- Social media outreach
- First-year seminars and transitional courses;
- Course syllabi
- Faculty teach-ins
- Institution-wide reading programs
- Posters, bulletin boards, and other targeted print and email materials
- Programming surrounding large recurring campus events
- Partnering with neighboring SUNY and non-SUNY colleges to offer training and education
- Partnering with State and local community organizations that provide outreach, support, crisis intervention, counseling and other resources to victims/survivors of crimes to offer training and education. Partnerships can also be used to educate community organizations about the resources and remedies available on campus for students and employees seeking services; and
- Outreach and partnering with local business those attract students to advertise and educate about these policies.

Each SUNY campus must report back to the Chancellor on or before March 31, 2015 on their plan to comply with this policy. Each institution must engage in an occasional assessment of their programming under this policy to determine effectiveness. The institution may either assess its own programming or conduct a review of other campus programming and published studies to adapt its programming to ensure effectiveness and relevance to students.

Sexual Violence Prevention Task Force:

Orientation & Education/Training Group Members

Barbara Ricotta (Carmella Marinaccio)	Associate VP for Student Affairs	Chair, Orientation & Education/Training Group	bricotta@buffalo.edu (cm257@buffalo.edu)	University at Buffalo	716-645-2982
Beverly Plowucha	International Student & Scholar Services Manager	Convener, Orientation & Education/Training Group	Beverly.Plowucha@suny.edu	SUNY Administration	518-320-1433
Lauri Garafola	Director of Residential Life	Orientation & Education/Training Group	lgarafola@albany.edu	University at Albany	518-442-2273
Eileen Goodling	Vice President of Student Development	Orientation & Education/Training Group	EileenGoodling@mail.sunyjcc.edu	Jamestown Community College	716-338-1025
Rebecca Harrington	Health Educator, Counseling, Health & Wellness Center	Orientation & Education/Training Group	harrinrl@oneonta.edu	SUNY College at Oneonta	607-436-3540
Kimberly Harvey	Dir of New Student Programs	Orientation & Education/Training Group	harvey@geneseo.edu	Geneseo	
Geoffrey Isabelle	Dean of Students	Orientation & Education/Training Group	isabelgs@morrisville.edu	Morrisville State College	315-684-6070
Paula Madrigal	Wellness and Prevention Coordinator	Orientation & Education/Training Group	madrigpa@buffalostate.edu	Buffalo State College	716-878-4719
Betsy Penrose	Vice President for Students	Orientation & Education/Training Group	BPenrose@sunyjefferson.edu	Jefferson Community College	315-786-2249
Dara Raboy-Picciano	Senior Counselor, Coordinator Sexual Assault Prevention Program	Orientation & Education/Training Group	piccian@binghamton.edu	Binghamton University	607-777-2772
Darlene Schmitt	Associate Director Counseling Center	Orientation & Education/Training Group	dschmitt@brockport.edu	College at Brockport	585-395-2207

Sexual Violence Prevention and Response

Subcommittee Report on Assessment Practices for Student Onboarding and Ongoing Education

Requirement for Institutional Level Assessment

Each campus will participate in the designated SUNY Campus Climate survey developed by the SUNY Sexual Violence Prevention and Response committee within the prescribed timeframe.

The survey will provide data on student perceptions, awareness, experiences, attitudes and beliefs regarding relationship and sexual violence. The survey will help to track trends over time and individual campus perceptions against benchmarks.

As defined in December 2014 by the SUNY Sexual Violence Response and Prevention Workgroup, the survey will, at a minimum, address student and employee knowledge regarding the following:

- The Title IX Coordinator's role;
- Campus policies and procedures addressing sexual assault;
- How and where to report sexual violence as a victim/survivor or witness;
- The availability of resources on and off campus, such as counseling, health, academic assistance;
- The prevalence of victimization and perpetration of sexual assault, domestic violence, dating violence, and stalking on and off campus during a set time period (for example, the last two years);
- Bystander attitudes and behavior; and
- Whether victims/survivors reported to the College/University and/or police, and reasons why they did or did not report.

Each campus will review the results of the survey and will summarize observations and recommendations with each administration. Changes as a result of the previous or current survey will be noted.

Requirement for Program Level Assessment

Each campus will identify, assess, and document a student (or employee) learning outcome for selected sexual violence programming, such as special population training for athletes, student leaders or Greek organizations. This outcome will measure student learning or behavioral changes. Assessment helps to answer two basic questions regarding the program: 'what will students learn as a result of this experience?' and 'how will the student behavior change as a result of this experience?' The outcome should follow 'SMART' guidelines – specific, measurable, achievable, results-focused, time-bound. Examples for assessment methodology include:

- Administer a Pre/Post Test – gathers information on student learning and perceptions;
- Student Training Evaluations – assesses training session effectiveness as well as student participants' content knowledge;
- Review of Bystander Incident Reports – are students' bystander behaviors changing?

Specialty Group Report

Orientation and Educational Training Group – Fall 2015

This report is a draft of recommendations regarding educational programs and onboarding of students who are affiliated with different specialty groups as listed in the SUNY Student Onboarding and Ongoing Education Guide. Specifically, this report addresses the educational needs for Athletes, International Students, Fraternities/Sororities and Student Employees, in the area of sexual violence prevention and response.

The following are recommendations for these sub communities and are not seen as institutional requirements that must fulfill this year. The committee recommends that members of these specialty communities be provided training annually. It is recommended that the annual presentation be different but complimentary each year, to avoid boredom, lack of participation and repetition. This can be done by addressing different aspects of the topic, creating booster sessions to the original presentation, as well as providing a deeper more extensive presentation.

On-line training should be used as a supplement not as the only training, as on-line training is not considered best practice when utilized in a stand-alone fashion. In addition, poster campaigns, handout etc., should be used as compliments to interactive programming and are not considered to be an educational program by themselves.

All groups should receive reporting information in each program.

Best Practices

Below is a chart that list best practices. This list is not exhaustive, but it serves as a guide for each specialty group. Included are some specific notes for each group:

	Athletes	International Students	Fraternities	Sororities	Student Employees
Peer to Peer Education or Near Peer; Example, different org or slightly older	This is ideal for athletes. Near Peer, such as trained GA's may work well with athletics	This is ideal for this group. Peers who have cultural competency training is a must.	Utilizing members of fraternities and sororities as presenters is particularly helpful in engaging this group.	Utilizing members of fraternities and sororities as presenters is particularly helpful in engaging this group.	Peers/GA's mixed with professional
Interactive Format (Real Life material and scenarios)	✓	✓	✓	✓	✓
Gender Specific Presentations And Gender balanced presenters	Presenting to male and female athletes separately can help with audience feeling comfortable during interactive discussion	Males may not feel comfortable discussing this topic with females and vice versa. This may also affect presenters depending on audience.	Fraternities may feel more comfortable discussing topic with men and within their own fraternity	Sorority women may feel more comfortable with in their own sorority. Also important to have gender balance of presenters so that they hear healthy messages from men.	This may not be as much of an issue depending on group. Also, may not be practical. Gender balance of presenters still important.
	Athletes	International Students	Fraternities	Sororities	Student Employees
Relevant to campus culture (Adaptable to different student groups)	✓	✓	✓	✓	✓
Dosing: Multiple Education Components	✓	✓	✓	✓	✓
Addressing					

Sexual Consent	✓	✓	✓	✓	✓
Addressing Bystander Intervention	✓	✓	✓	✓	✓
Addressing Victim Blaming/Rape Myths	✓	✓	✓	✓	✓
Addressing Predatory Behavior	✓	✓	✓	✓	✓
Encourages Victim Support	✓	✓	✓	✓	✓
Focus Groups/ Input from Students	Important in understanding culture in Athletics and how they learn best	Important to understand countries and cultures represented on campus, as well as beliefs of particular cultures	Important to understand fraternity culture and how they learn best	Important to understand sorority culture and how they learn best	

Considerations for each group:

Athletes: In addition to athletic culture, teams have cultures as well. For example Basketball may not have the same culture as tennis. It is recommended that these differences be taken into consideration when planning educational programming. It is imperative that regardless of cultural beliefs and practices all students must be clear on the laws and campus code of conduct.

International Students: International Students should get orientation education on sexual assault prevention in interactive format that is separate from the general student body. International students may respond better if they are in a presentation with other international students.

It is important to consider where students come from and the unique cultures and belief from that area in the world. For example a student from Turkey may hold very different belief in terms of gender roles and interpersonal violence compared to a student from Ireland.

In addition, training should be both inclusive and individual. Schools should be cognizant of the individual cultures as well as inclusive of the larger campus culture and community.

It is imperative that regardless of cultural beliefs and practices all students must be clear on the laws and campus code of conduct.

Fraternities: Fraternities may feel more comfortable having meaningful discussion on topics around sexual assault if they are with their own fraternities. Social fraternities (IFC) may have a very different culture than professional fraternities or multi-cultural fraternities.

Sororities: Sororities within sorority life may have different beliefs and culture. Social sororities (Pan Hellenic) may be very different from multi-cultural sororities. In addition, women who are in co-ed professional fraternities may have an entirely different view.

Student Employees: Language of trainings should reiterates that student professionals (and other professionals) should be cognizant of the power that they have in identifying vulnerable students and that while they have a responsibility to be aware of the issues among the students they are working with, they should also keep in mind that they are responsible for each other, making sure that nobody is abusing their power. (also, including in training that sexual assault is often with someone you know, so addressing issue of power/control etc.).

Other specialty groups to consider: For example, multi-cultural organizations, LGBTQ organizations.

Programs and contacts:

The following is a list of programs and what they provide. This chart is from the “Culture of Respect.org” web site.

Sexual assault prevention programs selected for inclusion on CultureofRespect.org must: be evidence-based; utilize current and innovative strategies for violence prevention; and be available for implementation on college campuses across the country. Please check the website for additional information.

evaluation criteria	empathy	bystander	risk reduction	dispelling myths	alcohol	online	other
Campus SaVE and Title IX Training	X	X	X		X	X	Relationships, Identities
SCREAM Theater and SCREAM Athletes	X	X		X	X		healthy relationships, consent
Bringing in the	X	X		X	X		healthy relationships

Bystander							
A Call to Men	X	X		X			masculinity
Green Dot etc.	X	X			X		
Integrating Crime Victims' Issues Into College and University Curricula	X			X			criminology
Haven – Understanding Sexual Assault		X	X	X	X	X	healthy relationships, consent
Know Your Power	X	X			X		healthy relationships
The Men's Program	X	X	X	X	X		
Mentors in Violence Prevention (MVP)	X	X	X		X		masculinity, leadership, relationships, intersectionality
Red Flag Campaign		X		X	X		healthy relationships
Sex Signals- Catharsis	X	X		X	X		consent
Speak About It	X	X	X	X	X		consent, hook up culture
Step Up! (Be a Leader, Make a Difference) Bystander Intervention	X	X		X	X		
Stories of a Rape Survivor (SOARS)	X	X		X			survivor empowerment
Think About It	X	X	X		X	X	hookup culture
20:1 Sexual Assault Prevention Program	X	X		X	X		Consent Predatory behavior

Additional considerations:

- Infrastructure - the infrastructure at each schools (various sizes and chain of command, etc.)
- MOU - We believe there should be some sort of MOU for the different departments/professionals providing the education so that the language and information and resources are consistent.
- Point person - There should be a requirement that the point person for this education should be contacted when information or trainings are being provided to ensure that the

education is consistent with what SUNY recommends. We felt that if this is not done, the high risk groups (some of which may have more funds than others) may hire speakers or other insufficient sources in order to fulfill the obligation.

- Also, with bystander intervention program, school culture and SUNY culture/concept be taken into consideration and discussed at these trainings as well.
- Training/discussions – possibly a bi-annual in person training or cross discussion of at least 2 members from each school. This provides 2 sources of information. While deans and VPs would presumably attend, the recommendation is to make sure that the people on the ground doing the work are also involved in the conversations and practices among like groups.
- Language - should be transparent. It is acceptable and encouraged to address the fact that this (sexual assault) is an issue, there are no schools that are immune to sexual violence.
- Hub or one stop shop for information – allowing schools to cross share information and resources may save time, money and labor.
- Bystander Intervention should be included
- Focus groups should be conducted to ensure student buy in and work from the ground up not just from the top down. There is no “one size fits all”.

Specialty Group Members: Paula A. Madrigal (Buffalo State), Dara Raboy-Picciano (Binghamton University), Geoffreyrey Isabelle (Morrisville), Laurie Garafola (U Albany)

ORIENTATION AND ONBOARDING GROUP REPORT

Per the SUNY Policies on Sexual Violence Prevention and Response, beginning in the 2015-2016

Academic year, all new first year and transfer students will, during the course of their onboarding to a

SUNY State operated or community college, be required to receive training on the following

Issues/topics:

- The fact that the institution prohibits sexual harassment, including sexual violence, other violence or threats of violence, and will offer resources to any victims/survivors of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction of the Institution.
- Relevant definitions including, but not limited to, the definitions of sexual violence and consent.
- Policies apply equally to all students regardless of sexual orientation, gender identity, or gender expression.
- The role of the Title IX Coordinator, University Police/Campus Security, and other relevant offices that address sexual violence prevention and response.
- Awareness of violence, its impact on victims/survivors and their friends and family, and its long-term impact.
- The Victim/Survivor Bill of Rights and Sexual Violence Response Policy, including:
 - How to report sexual violence and other crimes confidentially, and/or to college officials, campus law enforcement and security, and local law enforcement.
 - How to obtain services and support.
 - Bystander Intervention and the importance of taking action, when one can safely do so, to prevent violence.
 - The protections of the Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases
 - Risk assessment and reduction including, but not limited to, steps that potential victims/survivors and potential assailants and bystanders to violence can take to lower the incidence of sexual violence.
 - Consequences and sanctions for individuals who commit these crimes.

In response to the above, the Orientation and Onboarding subcommittee looked at what some campuses are or will be doing in order to comply with the mandates and how they are effectively getting the information to students. This report merely highlights some of the themes discovered during our work/discussions.

ORIENTATION PROGRAMMING:

I. “Best Practices” suggest that content be:

- Gender Specific
- Inclusive with regards to language reflecting equity and diversity
- Peer to Peer
- Culturally Specific (Greek Life, Athletics, International Students, etc.)
- Gender Balanced (and the presenters reflect diversity)

I. Suggested methods of delivery:

- Interactive format
- Engaging speakers with expertise in content area
- Skits/ role plays demonstrating “real life” scenarios
- Social Media
- Online applications
- Printed Materials

I. Considerations:

- Program stays relevant/adaptive to the specific campus’s culture
- Utilize multiple education components to adapt to various learning styles
- Include DEFINITIONS
- Focus on Sexual Consent
- Focus on Bystander Behavior
- Address Victim Blaming/Rape Myths
- Address Predatory Behavior

- Encourage Victim Support

I. Important Reminders:

- Assessment re: the effectiveness of orientation programs (suggest campuses do a follow up survey 1, 3, and 6 months after orientation)
- Be mindful of the potential impact content and how it is delivered may have on students with a history of trauma
- Collaboration is crucial all campus partners must deliver the same message and be consistent with regards to content.
- Have resources readily available before, during and after the orientation program(s)/session(s)

CAMPAIGNS GROUP REPORT

While this committee was dubbed “The Campaigns Working Group” it may be more accurate to refer to it as the Education Work Group

This report is for the ongoing campaigns group in the SUNY Student Onboarding and Ongoing Education

Guide. This report addresses the campaigns and on-going education to the entire campus community.

REQUIREMENTS:

Details regarding training and educational considerations to meet VAWA, Title IX and Clery Training mandates can be read in greater depth in the SUNY document entitled “[Policy and Programming Changes Pursuant to the Campus SaVE Provisions of the Violence Against Women Act](#)” which was put together by the SUNY Office of General Counsel in July 2014 and updated January 2015. The relevant section begins on page 52.

It is recommended that those engaged in prevention efforts should take the time to read through the entire Training Mandates section of the SUNY document (pages 52-80). The summary which follows provides a brief overview of sections related to ongoing prevention and awareness campaigns.

An additional list details found in this resource can be found in Appendix 1

TRAINING MANDATES:

Schools are required to provide education and awareness programs to all members of their campus community. New students and new employees must be offered [primary prevention](#) and awareness programs. All students and employees should be offered ongoing prevention and awareness campaigns (see appendices

1 & 2)

Trainings:

Effective programs are:

- Sustained (not brief, one-time only programs)
- Comprehensive (intentional and integrated with other strategies and campaigns).
- Culturally relevant and inclusive to the community’s needs.
- Informed by research
- Assessed for value, effectiveness and outcome

Training goals:

- Prevention
- Policy Awareness

- Procedure

Awareness:

- Reporting
- Seeking Accommodations
- Additional Campus Resources

Training should include:

- A statement similar to “[Institutional Name] prohibits the crimes of dating violence, domestic violence, sexual assault and stalking.”
- The state definitions of dating violence, sexual assault, domestic violence and stalking.
- Recognizing the early signs of abuse
- The definition of [consent](#).
- [Bystander intervention](#)
- Safe and positive options
- Speaking up when others use inappropriate language (rape myths, victim-blaming statements)
- Techniques to intervene if someone is at risk.
- [How the campus supports survivors](#)
- Survivors rights to confidentiality
- Confidential on campus resources
- [Resources available to victims/survivors](#) (sections 1-3)
- The institutions comprehensive policy on dating violence, domestic violence, sexual assault and stalking
- Situations in which confidentiality may be overridden to ensure a safe campus for all.
- Information on the institutions disciplinary proceeding process for cases of dating violence, domestic violence, sexual assault and stalking.
- reporting and confidentiality protocol
- [investigation and adjudication procedures](#) (section 4)
- Sexual harassment
- Define: Title IX, sexual discrimination
- Reporting process, process for a claim
- Identify the campus Title IX officer

ONGOING PREVENTION & AWARENESS CAMPAIGNS

Definitions (page 68):

Awareness programs: Community-wide or audience-specific programming, initiatives and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

Ongoing prevention and awareness campaigns: Programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audiences throughout the institution.

Steps for Effective Prevention Programming

- Identify specific prevention goals for your campus
- Know your target audience
- Prevention will be more effective if it is tailored to a community's level of motivation of preparedness to address the issue.
- Use the best practices available (see appendix section for resources)
- Primary prevention
- Risk reduction (*Note: The use of the term 'risk reduction' is not referring to victim-blaming messaging such as "don't walk alone" but instead refers to reducing perpetrator behaviors and increasing prosocial bystander behavior.*)
- Bystander intervention programs
- Consider what is needed for implementation on your campus
- Tailor programs to suit your campus
- Find the resources to go big
- Multiple components of prevention education are needed to create long term attitude and behavior change.
- Connect the work with other prevention efforts on campus
- E.g. substance abuse, mental health, risky sexual behavior (*Note: Working with other prevention efforts on campus needs to be done to strengthen violence prevention efforts. Reaching out to others to ensure that all health messages conveyed from the college are screened to prevent any mistake of victim-blaming is very important.*)
- *Alcohol messaging needs to be made in a way to reinforce that it is a person's choice to consume alcohol, the alcohol did not cause the assault, a perpetrator caused the assault. People cannot give consent if they are incapacitated by drugs or alcohol.*
- *Risky sexual behavior messaging needs to be used as an opportunity to dismantle 'slut-shaming' language. Also, just because two parties have engaged in sexual contact in the past does not remove the need to get consent with each new act.*
- *Students who may be reaching out for services that would traditionally be identified as 'risky' (e.g. repeatedly needing emergency contraceptive, seeking STI testing after unprotected sex) should be screened for sexual assault and dating violence. As their needs for these services may be through a controlling partner or other form of sexual assault.*
- Include faculty, staff and administrators in prevention and training efforts
- It is important to have support and buy in from all members of the campus community
- Evaluate and help move toward an evidence base
- Pre and post as well as long term follow up.

- Plan for sustainability
- Consider how your current efforts will contribute to a long term picture.

Delivery Methods:

The SUNY documentation suggests several methods of delivery including website, online or in-person courses, presentations, seminars, theatre discussions, letters/emails and visible campus campaigns.

SOCIAL MARKETING

The discipline of social marketing has been around for several decades and refers to a specific form of health communication messages in which the marketing principles commonly associated with selling products (influence purchasing behavior) are used to influence ideas, attitudes and behaviors. ([citation](#))

While social marketing campaigns cannot substitute for comprehensive prevention education, they can be a simple, cost-effective way of increasing awareness and inspiring action. While a social marketing campaign may increase the likelihood that someone wants to intervene, the actual intervention skills required likely need to be learned in a more formal training setting. ([citation](#)).

In a recent journal article (Potter 2012) found that “Exposure to the social marketing campaign increased participants’ awareness of their role in reducing sexual and relationship violence and stalking, increased their expressed willingness to get involved in reducing the incidence these types of violence, and resulted in participants being more likely to report having taken action to reduce these types of violence.”

We will likely see an increase in publications related to social marketing and its application in sexual violence prevention efforts. There are numerous resources available on the designing and evaluation of social marketing campaigns.

IN-PERSON/INTERACTIVE PRESENTATIONS

Please refer to the accompanying Special Populations committee report for further understanding of this form of prevention.

Note: While this document is focused on on-going training for the entire campus community several sub-populations may require special considerations including:

- International students-need to consider their culture and how issues of sexuality are

most comfortably discussed.

- LGBT students-this group traditionally underreports and may need to be reassured that their reports will be handled confidentially. Reporting may require 'outing' themselves, they may not have access to family support.

ON-LINE TRAINING

On-line training has become increasingly popular as an easy to implement form of information sharing. However, its cost can be rather significant especially for smaller schools. While schools may save on the cost of hiring additional staff to implement a required training through traditional methods, on-line training still requires considerable staff time (both prevention staff and IT) to implement properly. Many vendors are aware

of the learning curve for smooth implementation and this is why, in many cases, vendors of these programs pursue multiyear contracts.

While there is information available regarding the strengths and weaknesses of online training in general ([cite](#)), there is not much data available yet for its use in sexual violence prevention. Most of the information available regarding online education for sexual violence prevention is being generated by the third-party, for-profit vendors which offer the service.

CONSIDERATIONS

It will be important to recognize that each college and campus will have different needs and different means of outreach available to them. The local needs must be considered in choosing a good fit between campus and program. There is a growing body of research on best practice principles and these should be used to guide the development of these programmatic choices at each campus.

There is no one 'magic bullet,' it is likely that a combination of on-line, interactive and social marketing will be necessary. Each of these has strengths and weaknesses and a well-planned execution of all will most likely yield the best results. Increasing an individual's knowledge and increasing an individual's skills are two different facets of comprehensive sexual violence prevention education.

- On-line content delivery can be effective at increasing knowledge, it is not as effective at increasing skills. Cost per person varies, many students can be managed in a fairly efficient amount of staff time.
- In-person, interactive workshops can increase knowledge and skills. Cost per person who receives training will likely be lower than on-line. However, an initial investment may be necessary (e.g. train the trainer costs for programs like Green Dot or Bringing in the Bystander) This method requires a larger amount of ongoing staff.
- Social marketing campaigns will be most effective when they are designed to support existing educational programming efforts and are best suited for building momentum around a particular issue. Social marketing campaigns must be integrated into a larger comprehensive effort. ([cite](#))

RECOMMENDATIONS

- SUNY should support an increase in communication amongst campuses
- A list serv for those providing sexual violence prevention support to their campuses
- Webinars
- Regional workshops
- A clearinghouse website for campuses to share materials
- A directory of which campus is using which resources so that other interested in learning more can do so easily.
- Design a rubric that campuses can use to assess their current efforts and provide ideas for short and long term goals.
- This should include ways to get started for those who have few resources
- Identify ways for increased resource sharing and development.
- For example, if a campus needs photographic images for a campaign, can they be matched with a photography student elsewhere in the system who could use the opportunity to strengthen their portfolio.
- Campuses should identify a point person for prevention efforts and ask that the entire campus community funnel information to this person.
- This point person should be someone who is engaged regularly with wellness and prevention efforts
- Regular meetings should be held to allow campus professionals who serve along the continuum of prevention and response to share information.
- Ongoing support is needed to help campuses build strong programs. Helping campuses assess their efforts
- Identifying pros and cons of various methods
- Peer education/interns
- Online education (pre-matriculation, pre-return to campus)
- Presentations
- Awareness campaigns
- Developing and using logic models
- Guidelines for regularly training judicial boards should be developed to ensure adequate training in topics such as:
 - Trauma effects on the brain (e.g. how this affects a victims ability to recall events)
 - Victim-blaming
 - LGBT specific barriers
 - Training guidelines should include how to respond if someone discloses
 - Emotional support, listening skills
 - How to make a referral
 - Campus & community resources
- Campuses need to be encouraged to start where they and grow their prevention efforts as they as can
- This could be aided through the development of self-assessment tools
- Sharing of resources
- Collaboration with other campuses

- Other information sharing opportunities as listed in on-going support above.
- Identify ways to encourage campus employee engagement should be explored system-wide
- Supporting student engagement by encouraging student attendance at trainings, Don't Cancel that Class, curriculum infusion
- Work with union professionals to identify best means of delivering mandated training content to faculty and staff

Appendix 1: Policy and Programming Changes Pursuant to the Campus SaVE Provisions of the Violence Against Women Act

VAWA, Title IX, and Clery Training & Education Considerations Section Resources

Note: page numbers refer to the document page number, not the pdf file page number as they appear in the January 2015 version of this document.

Suggestions for When to Offer the Training for Students	page 55
Suggestions for When to Offer Trainings for Employees	page 55
Student Specific Training Elements	page 60
Employee Specific Training Elements	page 61
Specialized Training for Certain Key Employees	page 62
Importance of Bystander Training	page 76

Appendix 2: Resources for Teaching Bystander Intervention

Bystander Intervention: Safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

[White House PSA](#)

[Bystander-Focused Prevention of Sexual Violence](#) summary from notalone.gov

[Prevention Innovations Research Center](#) Access further information about the Bringing in the Bystander training and the Know Your Power social marketing campaign. Also includes links to additional resources. [Nation Sexual Violence Resource Center's](#) page on [Bystander Intervention Campaigns and Programs](#) [Washington Coalition of Sexual Assault Program's page on Bystander Approach Programs](#)

[Who Are You?](#) New Zealand developed this video and tool kit. Video requires a trigger warning.

Appendix 3: Online resources

Culture of Respect (www.cultureofrespect.org)

[Table of evidence-based prevention programs](#) available for implementation on college campuses. [Campus mobilization tools](#)

Virginia Sexual and Domestic Violence Action Alliance (www.vsdvalliance.org) [prevention resources](#) including the Red Flag campaign SCOPE (School and College Organization for

Prevention Educators) [Online Prevention Program Clearinghouse](#)

Not Alone (notalone.gov) list of numerous [online resources](#) listed by category

Prevent Connect's [online wiki for campus prevention resources](#)

Safe Supportive Learning's Higher Education page on [The Strategic Prevention Framework](#)

Higher Education [e-Digest Archive](#)-newsletters with summaries of current research and other highlights in the violence prevention field

[Oregon Sexual Assault Task Force](#)

[Recommendations on Available Prevention Programming for Colleges and Universities](#) –this resource provides thorough reviews of many of the currently available online and packaged in person trainings.

[Recommendations for Primary Prevention](#)

[CALCASA Campus Violence Prevention Resource Guides](#)

Appendix 4: Best Practice Resources

At a Glance-Best Practice Elements

- Gender Specific
- Peer to Peer
- Culturally Specific (Greek Life, Athletics)
- Gender Balanced (Presenters)
- Interactive Format
- Real Life Scenarios
- Program Stays Relevant/Adaptive to Campus Culture
- Multiple Education Components
- Focus on Sexual Consent
- Focus on Bystander Behavior
- Address Victim Blaming/Rape Myths
- Address Predatory Behavior
- Encourage Victim Support
-

For further learning please read: [Preventing Sexual Violence on College Campuses: Lessons From](#)

[Research and Practice](#)

[CDD.gov's "Applying the Principles of Effective Prevention to Sexual Violence"](#)

Appendix 5: Social Marketing Tools/Further Reading

[Using Social Media Platforms to Amplify Public Health Messages](#)

[Sexual Violence and Social Media: Building a Framework for Prevention](#)

CDC's online [Social Marketing Basics](#) self-guided learning modules

The Community Guide (www.thecommunityguide.org) [Health Communication and Social Marketing](#)

Citations:

“Using a Multimedia Social Marketing Campaign to Increase Active Bystanders on the College Campus” Sharyn Potter, PhD MPH *Journal of American College Health*, Vol. 60, No. 4, 2012, pg 28

Appendix H - SUNY Police

SUNY Commissioner of Police worked with campus police and security to train supervisors and others, provide materials for training, and updates on all. All campus police received training. Below is one presentation provided to campus security/police staff.

Sexual Violence Training
Office for University Police
January 14, 2015

Training Objectives

- List the main parts of affirmative consent
- Discuss how Public Safety personnel may assist a victim/survivor with an order of protection
- Define University Policy for alcohol and/or drug amnesty in sexual violence cases
- Explain the concept of a confidential resource for victim and give examples of such resources at the campus
- List the seven factors of the SUNY Sexual Violence Victims' Bill of Rights
- Aside from Public Safety, list the main office(s) where a victim may make a complaint on a sexual violence incident
- Explain five of the major uniform changes that impact campus judicial proceedings for sexual violence

I. Background

- Sexual assault on campuses remains a major issue based on reports by victims on mistreatment and/or having no action taken by the campus
- Number of assaults said to be rising but data sources vary/few reports are actually made per the Department of Justice surveys
- October 2, 2014 resolution by the Board of Trustees requires the Chancellor to adopt a comprehensive, uniform, system-wide sexual assault prevention and response plan
- Purpose of these policies is to encourage the reporting of sexual assault offenses that is prompt and accurate so that we can respond to allegations and offer immediate support to victims
- The October 2, 2014 resolution calls for establishing a Bill of Rights to notify and assist victims
- This discussion also includes those offenses identified in the 2013 amendments to the Violence Against Women Act: domestic violence, dating violence, stalking

II. Review Current Practices and Protocols for Investigations

- Current procedures for reporting on campus
- Notification to administrative stakeholders
- External notifications according to MOU's
- Maintaining confidentiality and privacy
- Available victim services on and off campus
- If off campus, referral to correct agency based on jurisdiction
- Campus judicial referral procedure

- Note: no changes to Penal Code for criminal prosecution

III. Definition of Terms

- Affirmative Consent
- Dating Violence
- Domestic Violence
- Order of Protection
- Sexual Violence
- Stalking
- Victim/Survivor

IV. Affirmative Consent Factors

- Affirmative consent is a clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity
- Consent is active, not passive
- Requesting and having consent
- Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act

- The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression
- Consent may be initially given but withdrawn at any time
- When consent is withdrawn or cannot be given, sexual activity must stop. Consent cannot be given when a person is incapacitated

- Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm
- These factors will be applied to judicial hearings; **penal code** elements for sexual assault prosecution remain the same

V. Policy for Alcohol and Drug Use

- **Policy Statement:** The health and safety of every student at the State University of New York and its State-operated and community colleges is of utmost importance. The University recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time a sexual violence incident occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The University strongly encourages students to report incidents of sexual violence to campus officials.
- A bystander reporting in good faith or a victim/survivor reporting sexual violence to [College/University] officials or law enforcement will not be subject to campus conduct action.

- This does not give total immunity.

VI. Victim/Survivor Bill of Rights

- **Policy Statement:** The State University of New York is committed to providing options, support and assistance to victims/survivors of sexual violence/assault. Pursuant to the Violence Against Women Act, these rights are also extended to victims of domestic violence; dating violence; and stalking. The purpose of these actions is to ensure that victims /survivors can continue to participate in College/University-wide and campus programs, activities, and employment.
- All victims/survivors of these crimes regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction have the following rights, regardless of whether the crime occurs on campus, off campus, or while studying abroad

Major rights of sexual violence victims effective immediately:

- Have disclosures of sexual violence treated seriously.
- Make a decision about whether or not to disclose a crime or incident and participate in the conduct or criminal justice process free from outside pressures from college officials.
- Be treated with dignity and to receive from campus officials courteous, fair and respectful health care and counseling services.
- Be free from any suggestion that the victim/survivor is at fault when these crimes are committed, or should have acted in a different manner to avoid such a crime.

Major rights of sexual violence victims effective immediately:

- Describe the incident to as few individuals as practicable and not to be required to repeat unnecessarily a description of the incident.
- Be free from retaliation by the campus, the accused, and/or their friends, family and acquaintances.
- Exercise civil rights and practice your religion without interference by the investigative, criminal justice or conduct process of the campus.

VII. Reporting Options

- **General Policy:** Victims/survivors shall have the right to pursue more than one of the options below at the same time, or to choose not to participate in any of the options below.
- **Reporting:** Victim/survivors can confidentially report the incident to one of the following college officials, who by law may maintain confidentiality, and can assist in obtaining services (more information on confidential report is available in the Options for Confidentially Disclosing Sexual Violence Policy).
- Victim/survivors can report the incident to one of the following college officials who can offer privacy, and can assist in obtaining sanctions, victim services, and how further actions can be undertaken. An official who can offer privacy may still be required by law and College policy to inform one or more College officials about the incident, including but not limited to the Title IX Coordinator.

Complaints can be filed with:

- Campus Title IX Coordinator
 - Public Safety
 - Others
 - Physical and e-addresses should be made available in all public materials
 - Complaints can be filed with local law enforcement when the event occurs off-campus. Public Safety personnel should assist in this endeavor.
 - Victim/survivors can file reports of sexual assault, domestic violence, dating violence and/or stalking, and/or talk to the Title IX Coordinator for information and assistance.
 - Reports will be investigated in accordance with campus policy. If a victim/survivor wishes to keep his/her identity private, he or she should be directed to call an applicable office anonymously to discuss the situation and available options.
 - When the accused is an employee, a victim/survivor may also report the incident to the campus Office of Employee Relations or Office of Human Resources or may request one of the above referenced confidential or private employees assist in reporting to Employee Relations or Human Resources.
- Disciplinary proceedings will be conducted in accordance with applicable collective bargaining agreements.
 - When the accused is an employee of an affiliated entity or vendor, campus officials will, at the request of the victim/survivor, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and College policy.
 - The Employee Relations Office, phone number, and address should be publicized.
 - Victims/survivors may withdraw the complaint or involvement at any time.

VIII. Resources for Victim/Survivor

- It is important to be able to give a referral for victims to obtain effective intervention services. These could include the Counseling Center, Advocacy Center. Officers should readily have address and phone numbers.
- An important resource is the Student Health Center. There may be charges for treatment or testing (this should be determined beforehand) The Health Center can also deal with Sexually Transmitted Infections (STI). Testing for STI's is available.
- The Health Center should be able to provide contact information for one or multiple on or off-campus locations where students can obtain tests for STI's and describe whether such testing is free or at a cost.

IX. Sexual Assault Forensic Examination

- While there should be no charge for a Sexual Assault Forensic Examination (commonly referred to as a rape kit), there may be a charge for medical or counseling services off campus and, in some cases, insurance may be billed for services.
- The New York State Office of Victim's Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency compensation.

X. No Contact and Orders of Protection

- When the accused is a student, the campus may issue a "No Contact Order," meaning that contact with the protected individual is a violation of college policy subject to additional conduct charges.
- If the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person.
- Victim/survivors have the right to seek assistance from Public Safety in obtaining an Order of Protection or, if outside of New York State, enforcing an equivalent protective or restraining order.
- Upon receipt of a copy of the Order of Protection or equivalent, the victim/survivor may request an opportunity to meet or speak with a campus official who can explain the Order and answer questions about it, including information from the Order about the accused's responsibility to stay away from the protected person(s); that burden does not rest on the protected person(s).

XI. Student Conduct Process

The new policies give specific guidance for the conduct of campus judicial proceedings.

Throughout conduct proceedings, the accused and the victim/survivor will have:

- The right to an investigation and process conducted in a manner that recognizes the legal and policy requirements of due process and is not conducted by individuals with a conflict of interest.
- The right to receive written or electronic notice of any meeting or hearing they are required to or are eligible to attend;
- The right to have a conduct process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than 10 days except when law enforcement specifically requests and justifies a longer delay.
- The right to review available evidence in the case file;
- The right to a range of options for providing testimony via alternative arrangements, including telephone/videoconferencing or testifying with a room partition;
- The right to exclude prior sexual history or past mental health history from admittance in college disciplinary stage that determines responsibility. Past sexual violence findings may be admissible in the disciplinary stage that determines sanction.
- The right to ask questions of the decision maker and via the decision maker indirectly request responses from other parties and any other witnesses present);

- The right to make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions;
- The right to simultaneous (among the parties) written or electronic notification of the outcome of a conduct proceeding, including the sanction(s).
- The right to know the sanctions that may be imposed on the accused based upon the outcome of the conduct proceeding and the reason for the actual sanction imposed. For students found responsible for sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.
- The right to choose whether to disclose or discuss the outcome of a conduct hearing.

XII. Options on Disclosing Sexual Violence

- **In General:** The State University wants victim/survivors to get the information and support they need regardless of whether they would like to move forward with a report of sexual violence to campus officials or to police. University members may want to talk with someone about something observed or experienced, even if the person is not sure that the behavior constitutes sexual violence. A conversation where questions can be answered can be very helpful. Confidentiality varies, and this policy is aimed at helping understand how confidentiality applies to different resources that may be available.

Privileged and Confidential Resources: individuals who by statute have privilege and confidential status will not report crimes to law enforcement or college officials without permission from the victim/survivor, except for extreme circumstances, such as a health and/or safety emergency.

- Each officer should know those campus personnel that have privileged/confidential status.
- This may include counseling services and individuals serving in a pastoral role under campus ministries.
- College/university physicians, licensed medical professionals or supervised interns when they are engaged in a physician/patient relationship have conf/
- It also includes college/university confidential victim advocates.

Off-campus options: victim/survivors may disclose sexual violence confidentially to off-campus resources that will not provide any information to the campus. These might include:

- Off-Campus Counselors and advocates. Crisis services offices will generally maintain confidentiality unless the victim/survivor requests disclosure and sign a consent or waiver form. More information on an agency's policies on confidentiality may be obtained directly from the agency.
- [Check <http://nyscasa.org/>. Provide specific names if possible, contact information, and information about office, such as whether it provides compensation to victims/survivors of crimes or helps replace property lost or damaged during the crime.]

[Local SANE hospitals and programs]

- Off-campus healthcare providers. Note that medical office and insurance billing practices may reveal information to the insurance policy holder, including medication or examinations paid for or administered. The New York State Office of Victim's Services

may be able to assist in compensating victims/survivors for health care and counseling services, including emergency compensation.

More information may be found here:

http://www.ovs.ny.gov/files/ovs_rights_of_cv_booklet.pdf, or by calling 1-800-247-8035.

Options are explained here:

<http://www.ovs.ny.gov/helpforcrimevictims.html>.

Note that even individuals who can typically maintain confidentiality are subject to exceptions under the law, including when an individual is a threat to him or herself or others and the mandatory reporting of child abuse.

XIII. Non-Professional Counselors & Advocates

- Non-professional counselors and advocates can also assist without sharing information that could identify the victim. At any campus, this includes members of any existing campus advocacy, peer counseling, and other applicable centers. Officers should have the contact information including email, phone number, and address.
- These individuals will report the nature, date, time, and general location of an incident to the Title IX Coordinator, but will consult with the victim to ensure no personally identifying details are shared without consent. These individuals are not considered confidential resources as discussed above.
- Offices and employees who cannot guarantee confidentiality must maintain privacy to the greatest extent possible. The information provided to a non-confidential resource will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible under the law for tracking patterns and spotting systemic issues.
- The campus will limit the disclosure as much as possible, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

XIV. Requesting Confidentiality

- If a victim discloses an incident to a College/University employee who is responsible for responding to or reporting sexual violence or sexual harassment, but wishes to maintain confidentiality or does not consent to the institution's request to initiate an investigation, the reporting employee such as the police or Title IX must weigh the request against an obligation to provide a safe, non-discriminatory environment for all members of our community.
- The campus may seek consent prior to conducting an investigation. The victim may decline to consent to an investigation, and that determination will be honored unless the College/University failure to act may result in harm to the victim or other members of the campus community.

- If it is determined that an investigation is required, the campus will notify the victim and take immediate action as necessary to provide protection and assistance. Honoring a request for confidentiality may limit the ability to meaningfully investigate and pursue conduct action against an accused individual.
- The campus should assist with academic, housing, transportation, employment and other reasonable and available accommodations regardless of your reporting choices. While victims/survivors may request accommodations through several College offices, one office should serve as a point to assist with these measures
- The campus may also implement proactive actions, such as training or awareness efforts, to combat sexual violence in a general way that does not identify the victim/survivor or the situation that was disclosed.

- When a victim/survivor discloses an incident to someone who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality, the campus will consider many factors to determine whether to proceed despite that request. These factors include, but are not limited to:
 - whether the accused has a history of violent behavior or is a repeat offender
 - whether the incident represents escalation, such as a situation that previously involved sustained stalking,
 - the increased risk that the accused will commit additional acts of violence
 - whether the accused used a weapon
 - whether the victim/survivor is a minor
 - whether the campus possesses other means to obtain evidence such as security footage, and whether the report reveals a pattern of perpetration at a given location or by a particular group

- **Public Awareness/Advocacy Events.** If a victim/survivor discloses a situation through a public awareness event such as “Take Back the Night,” candlelight vigils, protests, a [applicable student organization or other event or forum], or other public event, the College/University is not obligated to begin an investigation. However, the campus may use the information provided to inform the need for additional education and prevention efforts.
- **Anonymous Disclosure:** In this section review those options and instructions for anonymous support and assistance that are available at the College/University, including a hotline or an online form. The Hotline is for crisis intervention, resources and referrals and is not a reporting mechanism.

New York State Hotline for Sexual Assault and Domestic Violence: 1-800-942-6906

XV. Student Onboarding & Continuing Education

- General: the State University of New York believes that sexual violence prevention training and education cannot be accomplished via a single day or a single method of training. To that end, SUNY campuses will endeavor to continually educate all new and current students using a variety of methods aimed at educating the entire college community in a way that decreases violence. (Required via VAWA)
 - All new first-year and transfer students will, during the course of their onboarding to a SUNY campus, receive training on the following topics, using a method and manner appropriate to the institutional culture of each campus:
 - The institution prohibits sexual harassment, including sexual violence, other violence or threats of violence, and will offer resources to any victims/survivors of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction of the institution.
 - Relevant definitions including, but not limited to, the definitions of sexual violence and affirmative consent.
 - The role of the Title IX Coordinator, Public Safety, and other relevant offices that address sexual violence prevention and response.
 - Awareness of violence, its impact on victims/survivors and their friends and family, and its long-term impact.
 - The Victim and Survivor Bill of Rights
 - Bystander Intervention and the importance of taking action, when one can safely do so, to prevent violence.
 - The protections of the Policy for Alcohol and/or Drug Use Amnesty in Sexual Violence Cases
 - Risk assessment and reduction including, but not limited to, steps that potential victims/survivors *and* potential assailants and bystanders to violence can take to lower the incidence of sexual violence.
 - Consequences and sanctions for individuals who commit these crimes.
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- Further, institutions will, as appropriate, provide specific training or expand training to include groups such as international students, students that are also employees of the campus, leaders and officers of registered/recognized student organizations, online and distance education students.
 - Institutions will also provide specific training to members of groups identified as likely to engage in high risk behavior.
 - Beginning in the 2015-2016 academic year, SUNY State-operated and community colleges will require that student leaders and officers of registered/recognized student organizations and those seeking recognition complete training on sexual violence prevention as part of the approval process and require student-athletes to complete training prior to participating in intercollegiate athletics.

Methods of training and educating students may include, but are not limited to:

- President's welcome messaging.
- Peer theater and peer educational programs.
- Online training.
- Social media outreach.
- First-year seminars and transitional courses.
- Course syllabi.
- Faculty teach-ins.
- Institution-wide reading programs.
- Posters, bulletin boards and other targeted print and email documents.
- Programming surrounding large recurring campus events.
- Partnering with neighboring SUNY and non-SUNY colleges to offer training and education.

Methods of training and educating students may include, but are not limited to:

- Partnering with State and local community organizations that provide outreach, support, crisis intervention, counseling and other resources to victims/survivors. Partnerships can also be used to educate community organizations about the resources and remedies available on campus for students and employees seeking services.
- Outreach and partnering with local business those attract students to provide education about these policies.
- **Report to Chancellor:** Each SUNY campus must report back to the Chancellor on or before March 31, 2015 on their plan to comply with this policy. Each institution must engage in an occasional assessment of their programming under this policy to determine effectiveness. The institution may either assess its own programming or conduct a review of other campus programming and published studies to adapt its programming to ensure effectiveness and relevance to students.

XVI. Campus Climate Assessment

- Climate assessments afford institutions the opportunity to better understand their campus and to make informed decisions when it comes to providing a safe educational environment. Beginning in the 2015-2016 academic year, each State University of New York State-operated and community college will conduct a uniform climate survey that analyzes prevalence and attitudes regarding sexual harassment, including sexual violence, and other related crimes.
- The survey will address at least the following:
 1. Student and employee knowledge about:
 - The Title IX Coordinator's role;
 - Campus policies and procedures addressing sexual assault;
 - How and where to report sexual violence as a victim/survivor or witness; and

- The availability of resources on and off campus, such as counseling, health, academic assistance.

- 2. The prevalence of victimization and perpetration of sexual assault, domestic violence, dating violence, and stalking on and off campus during a set time period (for example, the last two years).
- 3. Bystander attitudes and behavior.
- 4. Whether victims/survivors reported to the College/University and/or police, and reasons why they did or did not report.
 - Beginning in the spring of 2015, the Chancellor or designee will review methods of assessing campus climate, specific questions asked in past surveys, relevant data on responses and response rates, issues and problems encountered in implementation, and lessons learned from past surveys. A standardized survey will be developed.

XVII. Non-Professional Counselors & Advocates

At the conclusion of the module, a general assessment will be conducted on the learning objectives.

Several models are being developed for use. Instructors are free to adopt their own models.