University Senate
TRANSMITTAL FORM

Senate Document #:	16-17-11
Title:	Sexual Assault Prevention at the University of Maryland
Presenter:	Steve Petkas, Chair, Joint President/Senate Sexual Assault Prevention Task Force
Date of SEC Review:	April 7, 2017
Date of Senate Review:	April 19, 2017
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	Since 2012, the University of Maryland has been reexamining and revising its approach to addressing all forms of sexual misconduct. In June 2012, the Joint President/Senate Sexual Harassment Task Force (SHTF) was formed to take an important step forward. The SHTF presented extensive recommendations to the Senate and the President in October 2013 (Senate Doc. No. 11-12-43), which resulted in the creation of a comprehensive University policy on sexual misconduct; the establishment of a Title IX Office dedicated to responding to complaints of sexual misconduct; the development of an ongoing public relations campaign directed at educating members of the campus community; and the development of an education and training program regarding sexual misconduct for all members of the campus community. In 2016, the University refined its policy and established three sets of adjudication procedures detailing the process for responding to complaints filed against faculty, staff, and students. The University's efforts over the past five years have significantly influenced the campus's response in handling sexual misconduct. We have seen dramatic increases in the number of reported cases and investigations, serious sanctions issued for those found responsible for violations of the University's policy, and strong support and resources provided to victims of sexual misconduct by several University offices. The required online training modules for faculty, staff, and students, combined with efforts in Fall 2016 to ensure that many first-year students received face-to-face training related to sexual misconduct have increased awareness and understanding. Further, the leadership and

	activism of committed students has ensured sustained attention to these issues. As the University continues to refine its efforts to respond to incidents of sexual misconduct, prevention of sexual assault has become a growing concern among members of the campus community. The Joint President/Senate Sexual Assault Prevention Task Force (SAPTF) was created in October 2016 to develop a comprehensive plan for sexual assault prevention and to consider how such a plan could realistically be implemented at the University of Maryland.
Relevant Policy # & URL:	VI-1.60(A) University of Maryland Sexual Misconduct Policy & Procedures
Recommendation:	The SAPTF recommends a comprehensive sexual assault prevention plan for the University that includes five major areas: (I) Programming Structure, (II) Communication Strategy, (III) Coordination of the Prevention Plan, (IV) Resources & Implementation, and (V) Process Evaluation & Outcome Assessment Plan as shown in the attached report.
Committee Work:	The SAPTF began regular meetings in November 2016, and divided its work into two phases. During the fall semester, the Task Force focused on gathering information relevant to its charge. It learned about current prevention programs and initiatives at the University; considered guidance from the federal government on sexual assault prevention; reviewed education and training recommendations from the consulting firm Pepper Hamilton; conducted interviews with administrators at peer institutions; and held an open forum on November 17, 2016 to gather feedback from the campus community. The SAPTF also established an anonymous online comment form to gather additional input from community members throughout its review. During spring 2017, the SAPTF began developing its recommendations, while it continued to consult with students, faculty, staff, and relevant offices. In January 2017, the Task Force created subcommittees to explore programming curricula and communications plans. Subcommittees reviewed peer institution information, current efforts at UMD, and began developing recommendations. In late January 2017, the SAPTF agreed on best practices that should guide its work and initial ideas for the recommendations. Based on that discussion, the Task Force presented an initial report to the University Senate on February 9, 2017, to solicit input on its preliminary findings. In addition, the Task Force was invited to participate in a town hall meeting held by the Graduate Student Government on the issue of sexual assault prevention on January 26, 2017. The SAPTF

	incorporated the feedback it received from both meetings into its work. As the SAPTF continued to develop its recommendations, the chair of the Task Force consulted with offices not represented on the SAPTF that would likely be impacted by the recommendations, including the Office of Faculty Affairs, University Human Resources, the Office of International Student & Scholar Services (ISSS), the Student Organization Resource Center (SORC), the LGBT Equity Center, and the Graduate School. The Task Force chair updated the President and the Senate Chair as the SAPTF developed its recommendations to ensure that they aligned with the University's overall goals, were reasonable, and could be implemented. The Task Force unanimously approved the proposed recommendations on March 30, 2017.
Alternatives:	The University could continue to provide existing programming, which is largely uncoordinated.
Risks:	There are no associated risks.
Financial Implications:	The University will need to provide the necessary resources for the development and implementation of all the elements of a successful comprehensive sexual assault prevention plan. Resources will be required for a dedicated staff member with primary responsibility to oversee and implement the prevention plan, as well as appropriate administrative support. Additional resources will be needed to develop programming activities, purchase and/or develop new online training, support expanded bystander intervention training, develop an overall communication plan and centralized website, develop/conduct assessments of programming activities, and sustain this effort over time.
Further Approvals Required:	Senate Approval, Presidential Approval

Joint President/Senate

Sexual Assault Prevention Task Force

Final Report

April 2017

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Taylor Aguiar withdrew from the Task Force in January 2017 due to a planned study abroad. She was replaced by Katherine Swanson.

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REPORT

BACKGROUND

Since 2012, the University of Maryland (the "University") has been reexamining and revising its approach to addressing all forms of sexual misconduct. In June 2012, the Joint President/Senate Sexual Harassment Task Force (SHTF) was formed to take an important step forward. The SHTF was charged with reviewing University of Maryland policies and protocols on sexual harassment and determining whether and how they could be improved to comport with prevailing best practices. The SHTF presented extensive recommendations to the Senate and the President in October 2013 (Senate Doc. No. 11-12-43), which resulted in the creation of a comprehensive University policy on sexual misconduct; the establishment of a Title IX Office dedicated to responding to complaints of sexual misconduct, staffed by a full-time Title IX Coordinator and Title IX Investigators; the development of an ongoing public relations campaign directed at educating members of the campus community on the University's policies, procedures, available resources, and reporting options; and the development of an education and training program regarding sexual misconduct for all members of the campus community. The University's policy on sexual misconduct was revised in 2015 in response to guidance from the U.S. Department of Education's Office of Civil Rights (OCR) related to the 2013 reauthorization of the Violence Against Women Act (VAWA). In 2016, the University refined its policy again to align with new guidance from the University System of Maryland and the Office of the Maryland Attorney General, and established three sets of adjudication procedures detailing the process for responding to complaints filed against faculty, staff, and students. The University also recently established a bi-annual climate assessment survey, which monitors progress on meeting the broad goals of the campus's training and communications programs and will periodically assess the attitudes and perceptions of students related to sexual misconduct.

The University's efforts related to sexual misconduct over the past five years have significantly influenced the campus's response in handling these situations. We have seen dramatic increases in the number of reported cases and investigations, serious sanctions issued for those found responsible for violations of the University's policy, and strong support and resources provided to victims of sexual misconduct by several University offices. The required online training modules for faculty, staff, and students, combined with efforts in Fall 2016 to ensure that many first-year students receive face-to-face training related to sexual misconduct through entry-level coursework in UNIV classes have increased awareness and understanding, and the leadership and activism of committed students has ensured sustained attention to these issues.

As the University continues to refine its efforts to respond to incidents of sexual misconduct, a growing concern among members of the campus community is what the University should do to prevent the occurrence of sexual assault on our campus. In response to these concerns, the Joint President/Senate Sexual Assault Prevention Task Force (SAPTF or the Task Force) was created in October 2016 to develop a comprehensive plan for sexual assault prevention and to consider how such a plan could realistically be implemented at the University of Maryland.

CHARGE

The University President and the Chair of the University Senate jointly charged the Task Force on October 10, 2016. The Task Force was asked to review existing programs at the University, consider how existing educational programs and services offered by University offices could be coordinated into one comprehensive plan, review best practices, consider the role of alcohol in sexual assault, gather feedback from relevant stakeholders, develop a comprehensive plan for sexual assault prevention, and determine whether and how such a plan could be implemented at the University of Maryland. See ***Appendix 1*** for a list of the specific tasks included in the charge.

The charge to the SAPTF focused specifically on sexual assault prevention, rather than sexual misconduct prevention. According to the University of Maryland Sexual Misconduct Policy & Procedures (VI-1.60[A]), sexual assault is defined as "any type of actual or attempted sexual contact with another individual without that person's consent, including sexual intercourse (rape) and attempted sexual intercourse (attempted rape)." Sexual misconduct is an umbrella term encompassing a wide range of behaviors, including sexual assault, relationship violence, sexual harassment, stalking, sexual exploitation, and sexual intimidation. While the University is committed to eradicating all forms of sexual misconduct, the Task Force was asked to focus explicitly on sexual assault prevention as a first step towards the development of a comprehensive approach to these matters.

TASK FORCE WORK

The SAPTF began regular meetings in November 2016, and divided its work into two phases. During the fall semester, the Task Force focused on gathering information relevant to its charge. It learned about current prevention programs and initiatives at the University; considered guidance from the federal government on sexual assault prevention; reviewed education and training recommendations from the consulting firm Pepper Hamilton; conducted interviews with administrators at peer institutions; and held an open forum on November 17, 2016 to gather feedback from the campus community. The SAPTF also established an anonymous online comment form to gather additional input from community members throughout its review.

During spring 2017, the SAPTF began developing its recommendations, while it continued to consult with students, faculty, staff, and relevant offices. In January 2017, the Task Force created subcommittees to explore programming curricula and communications plans. Subcommittees reviewed peer institution information, current efforts at UMD, and began developing recommendations. At its meeting in late January 2017, the SAPTF agreed on best practices that should guide its work and initial ideas for the recommendations. Based on that discussion, the Task Force presented an initial report to the University Senate on February 9, 2017, to solicit input on its preliminary findings. In addition, the Task Force was invited to participate in a town hall meeting held by the Graduate Student Government on the issue of sexual assault prevention on January 26, 2017. The SAPTF incorporated the feedback it received from both meetings into its work. As the SAPTF continued to develop its recommendations, the chair of the Task Force consulted with offices not represented on the SAPTF that would likely be impacted by the recommendations, including the Office of Faculty Affairs, University Human Resources, the Office of International Student & Scholar Services (ISSS), the Stamp Student Union - Student

Organization Resource Center (SORC), the LGBT Equity Center, and the Graduate School. The Task Force chair updated the President and the Senate Chair as the SAPTF developed its recommendations to ensure that they aligned with the University's overall goals, were reasonable, and could be implemented.

The Task Force unanimously approved the proposed recommendations on March 30, 2017.

University Offices Providing Existing Programming and Services

Early in its review, the SAPTF began gathering information about current efforts and resources at the University related to sexual assault prevention, education, and response. It surveyed the offices referenced in the charge in November 2016. Based on the information gathered and on concerns shared by community members during open forums, the task force developed a guide to responding to sexual misconduct and related resources at the University to share with the Senate in February 2017 ***(Appendix 2)***.

The **University Health Center's CARE (Campus Advocates Respond and Educate) to Stop Violence** office seeks to respond to incidents of sexual assault, domestic violence, dating violence, stalking and sexual harassment affecting all members of the University community, and to educate the University community about sexual assault, domestic violence, dating violence, stalking, sexual harassment and bystander intervention, empowering the campus community to act to reduce such violence. CARE Peer Educators provide in-person training sessions on bystander intervention and on other key components of sexual assault prevention training. In Fall 2016, in collaboration with **the Office of Undergraduate Studies**, CARE began facilitating the delivery of Step Up! bystander intervention training in all **UNIV 100** courses. Step Up! training encourages students to be proactive bystanders by teaching participants to Direct, Distract, and Delegate in high-risk situations. The CARE Peer Outreach program considers ways to involve hard-to-reach groups to engage them in programming and inform them of available resources. CARE Peer Advocates staff the 24/7 crisis support line provided by CARE in addition to provide face-to-face crisis intervention and emotional support. CARE also provides confidential counseling and support services to victims of sexual misconduct. CARE Advocates and staff are bound by confidentiality, and provide support regardless of whether the victim is interested in formally reporting the incident.

The University's **Office of Civil Rights & Sexual Misconduct (OCRSM)** was established in March 2014. The OCRSM was established to support the University's commitment to creating and maintaining a working and learning environment free from sexual misconduct and all forms of discrimination and harassment. The OCRSM (sometimes referred to as the Title IX Office) is housed within the Office of the President and is responsible for overseeing, monitoring, and implementing the University's compliance with Title IX, and other federal and state civil rights laws. To that end, the OCRSM administers and oversees campus-wide compliance training for all faculty, staff, and students, the campus sexual assault climate survey, and the University's sexual misconduct public awareness campaign. The OCRSM is also responsible for responding to all complaints of discrimination and harassment, including sexual misconduct.

All new and incoming students receive an online training program about the University's response to sexual misconduct. The student training focuses on the University's Sexual Misconduct Policy and covers the definitions of prohibited conduct, the potential consequences for engaging in prohibited conduct, reporting options, available on and off campus resources, and campus-wide prevention efforts. Every other year, faculty and staff complete sexual misconduct compliance training, which addresses their reporting obligations as Responsible University Employees (RUEs[1]). New employees complete the training within 30 days of beginning their appointment at the University. In years where the faculty and staff sexual misconduct training is not required, faculty and staff must complete additional civil rights compliance training on issues related to the Americans with Disabilities Act, Title VII, Title VI, and other anti-discrimination laws.

The **Student Environment & Experiences Survey (SEES)** is the University's sexual assault climate survey. The OCRSM, in partnership with the **School of Public Health, Center on Young Adult Health and Development**, administers the survey bi-annually. The purpose of the survey is to assess the University's climate regarding sexual assault, measure attitudes and beliefs about sexual assault on campus, and determine the extent of the problem by obtaining prevalence data. This data is then used as evidence-based research to help inform and improve the University's sexual assault prevention and response efforts.

The public awareness campaign that OCRSM oversees is called the **Rule of Thumb** was created in 2014, in collaboration with **University Relations** and CARE. The campaign integrates "Direct, Distract, and Delegate" messaging from CARE's Step Up! bystander intervention training program. The goal of the campaign is to educate and raise awareness about sexual assault on campus and the University's prevention efforts, and to promote information about available resources, reporting options, and bystander intervention tips. Themes of the campaign have included messaging around consent, respect, bystander intervention, and most recently, sexual harassment. The campaign strives to promote positive messaging that members of the University community can learn from.

The OCRSM and other campus offices work to provide campus-wide events related to sexual assault prevention. The OCRSM has adopted the national Walk A Mile in Her Shoes© signature event as a way to raise awareness about sexual assault during April, sexual assault awareness month. For the past three years, OCRSM has hosted this event in collaboration with Prince George's County Hospital, Domestic Violence and Sexual Assault Center.

OCRSM responds to all reports of discrimination and sexual misconduct from faculty, staff, students, and third parties. For reports of sexual misconduct involving students, OCRSM works closely with the **Office of Student Conduct (OSC)** and **the Department of Resident Life, Office of Rights & Responsibilities**. OCRSM responds to all initial reports of sexual misconduct, and will refer reports to the OSC or Resident Life when necessary to implement

[1] An RUE, as defined by the Policy, includes all University administrators, supervisors in non-confidential roles, faculty members, campus police, coaches, athletic trainers, resident assistants, and non-confidential first responders. RUEs are required to share all reports of Sexual Misconduct they receive promptly with the Title IX Officer or designee.

interim measures in response to a specific incident or report. The Director of the Office of Student Conduct and the Assistant Director of Resident life for Rights and Responsibilities serve as Deputy Title IX Coordinators. For non-resident students, the OSC facilitates interim measures such as no-contact orders or academic accommodations. For students living in residence halls, the Department of Resident Life's Office of Rights and Responsibilities arranges interim measures such as housing accommodations and no contact orders. When the initial report develops into a complaint, the OCRSM conducts a full investigation and then provides the investigation report to the OSC or Resident Life, depending on whether the incident occurred in a residence hall or elsewhere. The OSC or Resident Life then facilitates the adjudication process, which includes convening the Standing Review Committee, the adjudication body for sexual misconduct complaints. For incidents that do not occur in the residence halls, the Director of OSC makes the final sanction determination; for incidents occurring in residence halls, the Assistant Director of Resident Life makes the final sanction determination. OSC and Resident Life are also responsible for facilitating any appeals resulting from the adjudication process. OSC and Resident Life are also active in campus prevention efforts. The OSC oversees the **University Student Judiciary (USJ),** which provides presentations on conduct-related issues, including sexual misconduct, in courses and to student organizations upon request. Resident Life partners with CARE and conducts bystander intervention trainings within residence halls and provides training to Resident Life staff to ensure they are appropriately trained on Title IX issues.

The **University of Maryland Police Department (UMPD)** is also involved in the formal complaint process, since many complaints are reported to UMPD and since the UMPD partners with OCRSM as needed during the investigations. UMPD is also involved in educating students on sexual misconduct issues; beginning in summer 2016, the UMPD partnered with CARE, OCRSM, and **Office of Undergraduate Studies** to provide a presentation during **New Student Orientation** for undergraduates. The presentation involves a discussion with the Chief of Police and senior staff on safety issues including sexual misconduct, a video produced by CARE and OCRSM, and a question and answer session after the presentation to allow students to discuss and process what they learned during the presentation, including about sexual assault prevention at UMD.

The **Department of Fraternity & Sorority Life (DFSL)** is currently engaged in sexual assault prevention programming. All DFSL-recognized chapters are required to complete a Sexual Assault/Violence Prevention & Awareness program to remain in good standing as a chapter, and chapters are required to have additional workshops on sexual assault prevention in order to participate in Homecoming and Greek Week activities. In addition, the Department of Fraternity and Sorority Life offers chapters the opportunity to participate in the Ten Man Plan/Ten Woman Plan program, which engages a group of chapter members in a 10-week group dialogue program with a trained facilitator on sexual violence and changing organizational cultures. Each year, DFSL recognizes excellence in sexual assault prevention by its chapters through an award for Outstanding Sexual Violence Prevention. In addition, DFSL organizes the Maryland Greek Leadership Conference, which also includes workshops on sexual assault prevention.

The **Division of Intercollegiate Athletics** currently engages all student athletes in education on sexual assault prevention. All first-year student athletes attend a weekly seminar focused on

raising awareness through discussion and experiential learning called Terp 101, which covers a variety of personal development topics including sexual assault prevention. Student athletes also attend a mandatory training session each semester; topics rotate and include sexual assault prevention. In addition, in fall 2016, sophomore, junior, and senior athletes participated in an online sexual assault prevention training module developed in collaboration with OCRSM. The Division challenges student athletes to be leaders in prevention and use their platform as athletes for the betterment of the community as a whole.

Research and Findings

Peer Institution Research

In addition to its review of existing programs at the University, the SAPTF also reviewed programs and models at Big 10 and other peer institutions to determine the appropriate elements of a comprehensive sexual assault prevention program and to identify any best practices that the University might consider adopting. In particular, the SAPTF considered the training programs and communication methods that are in place at other universities. The institutions included in the review were: University of Illinois, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Rutgers University, University of Nebraska, University of Wisconsin, University of California-Berkeley, University of California-Los Angeles, University of North Carolina-Chapel Hill, and University of Maryland-Baltimore County. An overview of the Task Force's findings is included in ***Appendix 3***.

The SAPTF identified the following common themes and best practices at Big 10 and other peer institutions:

- A combination of online and person-to-person training for students that is sequenced and compounding in content [Rutgers, Illinois, Northwestern]
- Student training addresses policies, reporting procedures, campus resources, consent, risk reduction, bystander intervention, decision making, communication, healthy relationships, and the role of alcohol [UNC-Chapel Hill, UCLA, Nebraska-Lincoln]
- Prevention training establishes an overall context of wellness or healthy relationships [Michigan]
- Provide targeted training for students in need of a higher level of support due to increased risk factors (referred to as high-risk groups throughout this report) such as Greek Life and student athletes as well as students in need of a higher level of attention due to their unique circumstances (referred to as high-need groups throughout this report) such as international students, graduate students, and the LGBTQ community [Illinois, Michigan State, Michigan]
- Ensure accountability for completion of training through registration blocks [UC-Berkeley, Iowa, Michigan State, UNC-Chapel Hill, Northwestern, Wisconsin]
- Assess the impact of training through outcome-based assessment of individual training activities, and climate assessment that measures attitudes, awareness, and behavior change [Penn State, Northwestern]
- Utilize a communication and awareness strategy that has multiple elements

  - Overarching context that creates consistent messaging by all parties, including campus agencies and leadership [Illinois, Michigan, Nebraska-Lincoln, UNC-Chapel Hill, Ohio State, Penn State, Rutgers, Wisconsin]
  - Centralized website that incorporates communications campaign message, links to policies and procedures, campus resource information, reporting link, program and event calendars, campus stakeholders and collaborator links [UNC-Chapel Hill, Illinois, Michigan]
  - Social media, publications, emails, and poster campaigns [Minnesota, UNC-Chapel Hill, Ohio State]
- Establish campus wide cross-divisional group or collaborative team that orchestrates messaging, awareness campaigns, prevention training and programs, evaluates activities using ongoing assessment [Indiana, Iowa, Michigan, UNC-Chapel Hill, Northwestern]
- Incorporate faculty and academic units in awareness and resource information distribution, some integrating a sexual assault prevention element into their course curricula, and others creating actual course offerings on sexual misconduct prevention [Iowa, UNC-Chapel Hill]

Examples of specific programs at other institutions as noted above can be found in ***Appendix 4***.

Current Status of Research Evidence

Research related to sexual assault on college campuses has largely focused on understanding the magnitude of the problem and risk factors associated with sexual assault rather than evaluating the effectiveness of interventions to reduce sexual assault. Available research evidence on sexual assault prevention activities does not directly align with a college environment or implementation style and therefore must be considered within the following contexts:

1. Most evaluations are gathered under ideal conditions by research teams who have substantial control over the implementation of the intervention. Interventions applied under real-world conditions by University staff might not be implemented with as much fidelity and therefore could lead to very different results.
2. Evaluation studies rely on selecting samples of individuals with particular characteristics and who choose to participate in the evaluation, which may not mirror the campus population.
3. Most evaluation research has focused on one or two specific activities (e.g., bystander intervention). Little data are available to understand the impact of large-scale campus-wide initiatives that might include a multitude of approaches for a variety of student groups.
4. Most evaluations have not had the luxury of following up with individuals throughout their college career but rather the impact of the intervention is measured immediately after the intervention or at most one-year later.

Research on sexual assault prevention interventions has shown promise but additional study is needed. While some research evidence supports that multi-component in-person or web-based interventions can be effective (Rothman & Silverman, 2007; Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014; Senn et al., 2015), significant resources are required to implement such

intensive types of interventions. There is currently no solid base of evidence to understand whether any changes in knowledge, attitudes, or behavior associated with multi-level, multi-component strategies are durable or long lasting. Research shows that prevention efforts should focus on specific programs, student groups that have been shown to be at higher-risk, and specific content areas that repeat throughout a student's time at the University are all supported by logic and by experts in the field of sexual assault prevention (NASPA, 2017). The Task Force's work was informed by the best available evidence regarding specific interventions that have shown promise and general prevention principles (e.g., the effectiveness of booster sessions; the need to reach out directly to high-risk individuals, etc.).

Research shows that prevention efforts should focus on reducing risk for sexual assault victimization and increasing protective factors through bystander intervention, rather than directly reducing sexual assault perpetration. Perpetration of sexual assault is a complex behavior that is likely to stem from a combination of individual characteristics (e.g., a propensity toward violence, negative attitudes toward women, sexual aggression) and characteristics of the environment and culture that make sexual assault more likely (e.g., social networks with sexual assault-supportive attitudes) (Abbey, McAuslan, Zawacki, Clinton, & Buck, 2001; Abbey & Jacques-Tiura, 2011; Forbes, Adams-Curtis, Pakalka, & White, 2006; Humphrey & Kahn, 2000; Lackie & de Man, 1997; Malamuth, Linz, Heavey, Barnes, & Acker, 1995). Although programs designed to affect sexual assault-related attitudes and increase knowledge have shown promise, research indicates that reducing perpetrator aggression is a much more difficult objective. A few studies that have evaluated interventions to reduce sexual aggression among men have been largely disappointing. For example, one study (Stephens & George, 2009) observed that high-risk men were generally unaffected by an intervention that was designed to reduce rape myth acceptance, increase victim empathy, and reduce behavioral intentions to rape.

A review of the literature indicates that community-level factors contribute to sexual assault in addition to individual-level characteristics and calls for more attention to peer and community contexts in a multi-level ecological prevention model (Casey & Lindhorst, 2009). Therefore, long-term goals of programming activities that are a part of the comprehensive prevention plan should focus on igniting changes in the University climate to be even less supportive of sexual assault and more supportive of healthy relationships and communication.

Evaluation of the impact of the strategies that are implemented, and adjustment of programs in response to evaluation data, are necessary to maintain a cycle of continuous quality improvement. A comprehensive prevention plan should evaluate and measure program exposure and short and long-term impacts on knowledge, attitudes, and behavior. In addition, the quality of the delivery of the proposed interventions should be monitored. Fidelity monitoring on a continuous basis will identify if "slippage" is occurring and how to correct implementation problems. For example, when less and less time is spent on one particular component of the intervention because of lack of time or because the interventionist is not comfortable with his/her expertise in that area, the quality of the intervention is diminished.

Research Evidence on Content Areas Recommended for Inclusion in Prevention Plan

The evidence base of each of the major components of the proposed prevention plan including: understanding definitions of sexual assault and consent, bystander intervention training, the

connection between alcohol and sexual assault, media campaigns, and focused education of high-risk student groups is outlined below.

Understanding Definitions of Sexual Assault and Consent

New federal guidance requires that all higher education institutions increase efforts related to sexual assault, which has resulted in several states passing laws to ensure increased accountability. At the core of these requirements are universal training opportunities on basic definitions of consent and sexual assault, and increasing awareness of reporting options. It is recommended that interventions be "staged" in a developmentally appropriate way, and ensure that basic definitional issues about consent and hallmarks of healthy relationships are presented prior to information about protecting oneself or intervening to protect a friend (Banyard, 2014). Borges (2008) showed significant gains in knowledge of consent by using a brief, focused education tool that included both definition education and discussion of university policy and its application to real world situations.

Bystander Intervention Training

Bystander Intervention programs aim to increase the willingness of individuals to physically intervene when they encounter situations conducive to a sexual assault (e.g., seeing someone drink too much and then be escorted to a private room at a party). These activities build self-efficacy so that individuals are more likely to say or do something that will interrupt or challenge peer attitudes that are supportive of sexual assault perpetration.

The primary outcome of research to evaluate bystander intervention training is willingness to intervene, and not sexual assault prevention. Several studies have shown that individuals can be successfully trained to be more willing to intervene in high-risk situations (Coker et al., 2011; Coker et al., 2015; Gidycz, Orchowski, & Berkowitz, 2011; Kleinsasser, Jouriles, McDonald, & Rosenfield, 2015; McMahon & Banyard, 2012; Moynihan et al., 2015; Peterson et al., in press; Salazar et al., 2014). These programs are the most widely used approaches on college campuses today.

Addressing the Connection between Alcohol and Sexual Assault

On college campuses, it is estimated that 50-70% of sexual assaults involve alcohol use by either the perpetrator or the victim and that a high proportion occur in settings in which excessive drinking occurs (Abbey, Zawacki, Buck, Clinton, & McAuslan, 2001; Collins & Messerschmidt, 1993; Testa & Cleveland, 2017; Ward, Matthews, Weiner, Hogan, & Popson, 2012). Obtaining consent is complicated in situations where one or both parties has been consuming alcohol. Perpetrators seek out vulnerable individuals in high-risk settings where excessive drinking occurs (Carr & VanDeusen, 2004). Therefore, it is essential that a comprehensive sexual assault prevention program include exposure to education about the complex relationship between alcohol and sexual assault.

Media Campaigns

Media campaigns can address community-level attitudes and beliefs of sexual assault in a comprehensive intervention approach. Evaluation data demonstrating the need for the development and systematic evaluation of programs that target peer networks and community-level factors that support sexual assault is limited. Coaching Boys into Men is an example of a

social campaign, which provides men with skills to challenge gender stereotypes and sexual assault-supportive beliefs within their social network (Miller et al., 2012).

Higher education institutions commonly engage in social norms campaigns, which typically collect data on students' attitudes and beliefs and use media campaigns to educate students on their possibly exaggerated perspectives about actual levels of support for unhealthy behavior among their peers. Evaluation studies on sexual assault social norms campaigns have not been conducted, however Fabiano and colleagues (2003) found that men's valuation of consent and their willingness to intervene as a bystander are strongly influenced by their perceptions of their peers' norms, which supports the need for accurate normative data as a component of a comprehensive, ecological prevention approach.

Focused Education of High-risk Student Groups

Focused education of high-risk student populations is a key component of prevention programming. Research shows that undergraduate women and women in sororities are at a higher risk for experiencing sexual assault and fraternity members and male athletes are more likely to commit sexual assault. The rate of sexual assault is highest among females between the ages of 18 and 24 (Sinozich & Langton, 2014). Undergraduate women are at greatest risk of experiencing sexual assault early in their college careers (e.g., freshman and sophomore years) (Krebs, Lindquist, Warner, Fisher, & Martin, 2009; Krebs et al., 2016). Women who are college students are less likely to report their sexual assault to police than their nonstudent peers (Sinozich & Langton, 2014). In addition, membership in Greek Life is both a risk factor for experiencing sexual assault among sorority members and a risk factor for perpetrating sexual assault among fraternity members (Lackie & de Man, 1997; Mohler-Kuo, Dowdall, Koss, & Wechsler, 2004). Some research has also indicated that males who are members of athletic teams are also more likely to commit sexual assault than their non-member peers (Humphrey & Kahn, 2000).

Federal Guidance on Sexual Assault Prevention

Federal guidance from the Office on Violence Against Women in the Department of Justice, the Department of Education's Office of Civil Rights, the Centers for Disease Control and Prevention, and the White House Task Force to Protect Students from Sexual Assault agree that sexual violence and sexual assault are a serious problem for college students, with approximately 20% of women experiencing sexual assault while in college. These agencies recommend that solutions should focus on prevention. Prevention efforts should include strategies to reduce risk factors and promote protective factors, while addressing issues that influence sexual assault at the individual, relationship, community, and societal levels. Common efforts include attempts to provide knowledge and awareness to potential victims, to change risk and protective factors for behavior in potential perpetrators, and to change the social norms that support and allow sexual violence by enabling intervention by bystanders. The Office on Violence Against Women provides grant programs to Universities to strengthen prevention efforts and the services provided to victims. The University of Maryland was awarded a grant in 2014 through this program.

In November 2016, the CDC released a technical assistance document titled *Sexual Violence on Campus: Strategies for Prevention*, which was developed to assist sexual violence prevention practitioners in the planning and implementation of sexual violence prevention strategies on college and University campuses. The document provides actionable steps to strengthen campus sexual violence prevention efforts and introduces a framework for campus sexual violence prevention efforts that includes five components: comprehensive prevention, audience, infrastructure, partnerships and sustainability, and evaluation. The CDC recommends that sexual violence prevention efforts be multi-faceted and comprehensive, reaching students through multiple "doses" during their time at the University and at the individual, relationship, community, and social levels. Prevention efforts should be placed in the context of positive relationships, and a comprehensive messaging effort consisting of multiple forms of communication should seek to enhance understanding of and commitment to healthy relationships. Efforts should include outcome evaluations and long-term assessment for the impact they have on social norms and the reduction of perpetration. In order to successfully implement such a program, the CDC recommends that Universities designate a full-time staff member to focus on prevention efforts and dedicate necessary organizational structures and resources to prevention efforts. In addition, the CDC stresses that success depends on having appropriate oversight or direction from a collaborative, multi-disciplinary, organization-wide prevention team.

Pepper Hamilton Report Recommendations

In 2013, Pepper Hamilton, LLP was retained to assess the University's policies, procedures, and programs as part of the SHTF's work. While most of Pepper Hamilton's review focused on policies, procedures, and processes, it also made recommendations related to training and education programs. It recommended a constituency-based approach to training and education: faculty and staff (including graduate assistants) should be given training when first hired and every one to three years thereafter; students should receive training prior to arrival, at student orientation, and at ongoing intervals throughout their time at the University; individuals who are likely to receive complaints from students should have additional training on how to address immediate health and safety concerns and how to report incidents to the Title IX Officer; and those responsible for investigating cases or serving on hearing boards should be trained annually. Pepper Hamilton stressed the need for regular educational programming for students, and suggested that consent, alcohol, incapacitation, bullying, and hazing were important topics to cover in educational programming for students. Further, the firm suggested that in-person training would be a more personal approach that would demonstrate the University's commitment by allowing a safe space for sensitive conversations among students.

Pepper Hamilton stressed that education and prevention efforts should be a top-down priority involving senior administration and faculty, but should also allow for grassroots engagement by students in the development of educational programming. Pepper Hamilton also recognized that programming must be consistent and ongoing to have a lasting impact on campus culture. The recommendations discussed the importance of multi-modal training and education programs, to allow online or in-person training depending on needs and capacity and to ensure that all learning styles are appropriately engaged. The firm also noted that an education and prevention

plan must include an integrated communications plan to be able to disseminate information effectively with all members of the community.

SEES Survey Results

In spring 2016, the University administered its first sexual assault climate survey, called the Student Environment & Experiences Survey (SEES). This climate survey is used to assess the University's atmosphere regarding sexual assault, measure attitudes and beliefs about sexual assault on our campus, and determine the extent of the problem by obtaining prevalence data. This data helps to inform and improve the University's efforts to prevent and respond effectively to sexual assault.

The 2016 SEES survey was distributed to a random sample of 10,000 full-time undergraduate students between the ages of 18 and 25. The University obtained a 41% response rate for a total of 3,947 participants (53.4% female, 45.7% male, and 0.9% trans/queer/other). Prevalence rate data indicates that 15% of our student body has experienced sexual assault I or II since coming to the University (10% have experienced sexual assault I [rape] since coming to UMD). 66% of victims said that their perpetrator had been using alcohol and/or other drugs and another 21% were not sure. Alcohol/drug use (by either the perpetrator or the victim) was a possible factor in most of the sexual assaults that victims described (between 78% and 88%). Data on student perceptions of the problem indicates that more than half the student body believes sexual assault is NOT a problem at UMD or is undecided. The survey also indicated that 70% of students have not been engaged with this issue, but 75% of students have seen posters about the Rule of Thumb campaign.

Principles & Values

The safety of the campus community is the University's main priority. As such, the Task Force believes that the University should make a strong commitment to the prevention of sexual assault. The SAPTF feels this can only be accomplished through a cultural shift towards a campus environment that is intolerant of sexual assault due to the value it places on respectful and healthy interactions amongst its members. The following principles should provide the foundation for a comprehensive campus-wide prevention plan to achieve these goals.

- A singular focus and continuity of effort at the institutional level
- Collaboration across divisional silos in pursuit of synergy in prevention efforts
- The commitment and active engagement of every campus citizen
- Centralization and alignment of information and resources through a website
- An energetic and sustained awareness campaign/communications strategy that commands the attention of all members of the campus community
- Programming that is compulsory, sequenced, and compounding over the course of a student's time at the University with supplemental training for high-risk and high-need groups
- Multimodal activities that are offered online and in-person
- An outcome based evaluation strategy for all compulsory education/training programs
- Accountability and engagement by campus leadership at all levels

- Collaborative, cross-divisional, campus coordination committee to oversee the implementation of the prevention plan and serve in an ongoing capacity to adjust the prevention plan over time
- Engagement of academic affairs in the integration of sexual assault prevention themes into appropriate courses
- Empowering student leaders in prevention activities and in creating a respectful climate within student organizations

TASK FORCE RECOMMENDATIONS

The SAPTF recommends the following comprehensive sexual assault prevention plan for the University. The recommendations focus on five major areas: (I) Programming Structure, (II) Communication Strategy, (III) Coordination of the Prevention Plan, (IV) Resources & Implementation, and (V) Process Evaluation & Outcome Assessment Plan.

I. Programming Structure

The Task Force recommends the following programming structure and content areas be implemented for undergraduate students, graduate students, faculty, and staff. The programming associated with this structure should align with the objectives and outcome measures shown in ***Appendix 5***.

Undergraduate Students

Undergraduate students should receive continuous exposure to prevention programs during their time at the University. The sequence of the program content is deliberately designed to build over time to repeat and reinforce key messages. Programming should apply to all incoming and transfer students based on their year at the institution, rather than based on credits earned. The programming curriculum for all undergraduate students includes a total of six required activities enforced through registration blocks. Additional engagement through requirements for student organizations and activities for students in need of a higher level of support.

First year programming should include four required activities, including pre-entry online sexual misconduct compliance driven training, pre-entry alcohol online training, focused in-person presentations at New Student Orientation, and participation in one in-person training by April of the first year. Orientation programming should discuss University values, safety strategies, resources, and the upcoming first-year activities. The alcohol online training that is currently used by the University or some similar training that is aimed at reducing excessive drinking should continue to be required. In-person bystander intervention training offered through CARE should be provided through UNIV 100 and other appropriate first-year courses such as those that introduce students to first year living learning programs (Honors, Scholars, Carillon Communities, CIVICUS, BioFire, FLEXUS, Global Communities, VIRTUS), with additional in-person sessions provided for students who are not in these courses, including transfer students. UNIV 100 instructors and living learning program directors should work with CARE to arrange for required training. Additional training sessions should also be made available around the

spring registration window to ensure that the programming requirement does not interfere with registration.

Second year programming should include one required activity by April of the second year. This activity will be a new and unique online training that focuses on consent and healthy relationships as well as the role alcohol and drugs play in facilitating sexual assault. The online tool that will be developed for this activity should be able to verify and track completion and administer a post-test as needed to assess the short-term changes in knowledge after exposure to the training.

Third year programming should include one required activity that must be completed by April of the third year. This activity will be a new and unique online training that focuses on the complex relationship between alcohol and sexual assault. The online tool that will be developed for this activity should be able to verify and track completion and administer a post-test as needed to assess the short-term changes in knowledge after exposure to the training.

Fourth year programming should include the opportunity to participate in activities that focus on professional conduct and boundaries to help students deal with broader sexual misconduct issues that they might encounter as they transition to a professional work environment upon graduation. This training could include potential employment-situation themed sessions.

Additional Student Programming

All students should have additional engagement with sexual assault prevention programming beyond the required curriculum described above, to reinforce key messages. These opportunities range from voluntary attendance at one-time events that might be sponsored on campus to required activities. The Task Force recommends that campus-recognized student organizations, DFSL-recognized fraternities and sororities, and student athletes should receive additional required trainings, and international students should receive additional exposure to prevention information.

The Task Force recommends that the leadership (the President and at least one other student leader) of every student organization should be required to participate in a specialized online sexual assault prevention training as a condition for registering as a recognized student organization through the Stamp Student Union – Student Organization Resource Center (SORC). This unique training should be developed with a focus on issues that are pertinent to student organization social settings and should incorporate existing relevant training tools (such as video/social media) but should also be tailored for student organization leaders to help them identify and address high-risk behaviors involving alcohol and effective bystander intervention strategies.

Student group leaders should be expected to create a climate that is intolerant of sexual assault within their organization and ensure that members of the organization are aware of issues related to sexual assault prevention. To fulfill this role, the Task Force recommends that student group leaders should also share training tools (videos/social media) annually with their respective student groups and facilitate a dialogue on appropriate responses. Student group leaders should

submit feedback to the coordination committee (referenced in section III) about these discussions annually.

In addition, a semi-annual Student Leadership Summit should be held by CARE to engage with student leaders and provide more intensive bystander intervention training that is tailored to some of the social dynamics presented within student organizations. Attendance at this in-person activity should be optional for the leadership of student organizations and other student leaders, though the University should consider ways to incentivize participation. This activity is designed to develop and strengthen leadership skills related to sexual assault prevention and learn strategies to engage peers to promote responsible and respectful social interactions.

The Task Force recommends that current requirements for DFSL-recognized fraternities and sororities related to sexual assault prevention (as noted in the section above on existing University programs) should continue as part of the comprehensive prevention plan and that DFSL should work in collaboration with CARE and OCRSM on its training efforts. Students engaged in these fraternities and sororities should be required to participate in two programs: 1) bystander intervention related specifically to Greek Life and situations with alcohol, and 2) understanding consent. These activities can be interwoven into existing DFSL requirements for Chapter Expectations and participation in Homecoming or Greek Week, as appropriate. These activities and DFSL's current Ten Man Plan / Ten Woman Plan curriculum should also be reviewed and assessed by the coordination committee to ensure alignment with the University's prevention plan.

The Task Force recommends that existing Division of Intercollegiate Athletics requirements related to sexual assault prevention should continue and that the Division should work in collaboration with CARE and OCRSM on its training efforts. Existing programming activities should be reviewed and assessed by the coordination committee to ensure alignment with the University's prevention plan. In addition, student athletes should be required to engage in annual team-based sexual assault prevention training that incorporates bystander intervention strategies and is approved by the coordination committee.

The Task Force recommends that international students at the undergraduate and graduate levels receive additional exposure to issues related to sexual assault prevention. The Office of International Student & Scholar Services (ISSS) should provide specialized information and orientations to international students to prepare them for their time at the University and acclimatize them to differences in expectations and social norms that may be unfamiliar to them as they come to the United States. As part of these efforts, the Task Force recommends that ISSS send a pre-arrival email to new international students to outline key concepts related to sexual assault prevention as well as the upcoming programming curriculum they will need to complete as an undergraduate or graduate student. In addition, the Task Force recommends that OCRSM and CARE work with ISSS to develop ways to incorporate sexual assault prevention information, and information on UMD's policy definitions and resources, into the existing orientation structure that ISSS has for international students.

The Task Force recommends that undergraduate student, graduate student, and additional student programming should acknowledge and amplify the visibility of sexual assault against members

of the LGBTQ community. This can be accomplished in many ways, by including in training modules videos or scenarios that show same-sex situations, ensuring that materials use inclusive language and do not focus solely on heterosexual relationships, or by actively sharing statistics and information on LGBTQ victimization. Bystander intervention training should specifically aim to enhance awareness of LGBTQ community issues, and discussion of these issues should be threaded throughout training related to consent and healthy relationships. The University should also consider additional optional opportunities or alternative arrangements for engagement and training that meet the unique needs of LGBTQ students, in partnership with the LGBT Equity Center and/or the Office of Multicultural Involvement & Community Advocacy (MICA) in the Stamp Student Union.

Graduate Students

Graduate student programming should address their possible dual roles as students and as graduate assistants who work directly with undergraduate students. Programming should be provided to all full-time incoming and transfer graduate students. Specialized training should be provided to graduate assistants (research, teaching, and administrative). The programming curriculum for all graduate students includes several required activities with additional opportunities for engagement through requirements for student organizations and activities for groups with specific needs (as noted above in the Additional Student Programming section).

Graduate student programming should include 2-3 required activities including pre-entry online sexual misconduct compliance driven training, focused presentations at orientations, and specific training for graduate assistants. Graduate students should continue to receive compliance driven, online sexual misconduct and discrimination training, tailored to the needs of graduate students, through OCRSM. All individual graduate programs should be required to provide information on University resources and sexual misconduct prevention in their graduate student orientations. A new required online training module focused on the reporting responsibilities of graduate assistants in their different roles on campus should be developed and provided to students in their first year as graduate assistants. In addition, new required annual online refresher modules should be developed and provided for students in these roles. These required online training modules should be an element of the Graduate School's student life cycle program, which is able to verify and track completion and should be capable of testing comprehension during or after delivery as needed to assess the effectiveness of the training. The Graduate School should also work to expand current mentoring seminars and workshops to incorporate sexual misconduct prevention programming.

The University should also consider additional optional opportunities for engagement that meet the dynamic needs of graduate students related to sexual misconduct in partnership with the Graduate School and/or the Graduate Student Government.

Faculty and Staff

Faculty and staff can play an important role in sexual assault prevention, by fostering a climate that does not tolerate sexual assault and is supportive of survivors. Faculty and staff should have

an understanding of University policy, resources, and reporting obligations and are expected to complete required online sexual misconduct compliance driven training.

The Task Force recommends that information on sexual misconduct prevention and the University's resources should be distributed to all new faculty and staff through New Faculty Orientation and New Staff Orientation. Existing efforts by OCRSM to conduct in-person monthly presentations about sexual misconduct prevention and response through University Human Resources' New Staff Orientation should continue and be expanded to New Faculty Orientation. The existing required online compliance driven training for faculty and staff administered by OCRSM should also continue and should alternate each year between the sexual misconduct training and training on other issues related to civil rights compliance, such as nondiscrimination.

Faculty and staff should be encouraged to become leaders on sexual assault and misconduct prevention among their peers. The University should consider additional opportunities with the OCRSM and CARE for further engagement on sexual misconduct issues, through additional training on navigating the reporting obligations of a Responsible University Employee (RUE) and scenarios that may be experienced through the unique circumstances faculty and staff encounter. The University should consider providing training to administrators through the Academic Leadership Forum and to staff as a component of the Leadership Development Initiatives (LDI) or other supervisory trainings. The University should also consider additional training through the OCRSM for the advising community on their reporting obligations and strategies for supporting students affected by sexual misconduct.

University-Wide Programming

The University should encourage the development of events and programming related to sexual assault prevention beyond those programs associated with the above recommendations. New and additional programming should continue to align with existing programming messaging and meet basic compliance requirements.

In particular, the University should provide a series of university-sponsored events each year associated with the communication strategy discussed below. These events could include a prominent speaker, panel discussion, artistic performance, demonstration, or other appropriate events. The events should be widely publicized and should be used as a messaging opportunity, where advertising for the events also publicizes key information about sexual assault prevention and drives attention to University resources. The events should be aligned with the University's public awareness campaign and facilitated by the coordination committee referenced in section III.

II. Communication Strategy

The Task Force recommends the following communication plan for undergraduate students, graduate students, faculty, and staff be implemented. This plan should include a centralized website for information, messaging campaigns, and the engagement of key administrators to

broadly disseminate information about programming, resources, and activities related to sexual assault prevention.

Centralizing Information

The Task Force recommends that a centralized University-wide website be created to provide one easy-to-navigate location with information about University resources, services, policies, and other necessary information regarding sexual assault prevention and sexual misconduct, and links to pertinent resources from other relevant University offices. In developing the centralized website, the University should consider what already exists on the OCRSM website. The website should include at least the following informational components: 1) the University's sexual misconduct policy and procedures; 2) materials explaining confidential and non-confidential campus and off-campus resources, reporting options, and how to file a complaint; 3) the reporting obligations of University administrators and faculty; 4) the roles and responsibilities of all University offices associated with sexual assault prevention; 5) an overview of programming for faculty, staff, and students with links to related training information; 6) a live calendar of events and programs related to sexual assault prevention; and 7) an evaluation dashboard that allows training recipients to submit their responses to evaluation surveys. The Task Force recommends that the website should also provide an overview of the comprehensive prevention plan and summary of the implementation of the proposed activities. The website should provide information on the composition and activities of the coordination committee, as well as a point of contact for the committee.

The Task Force recommends that University Marketing and Communications design, develop, and produce the centralized website with input from the coordination committee on website elements, structure, and evaluations of effectiveness and analytics. The content of the website should be managed by the staff member responsible for the prevention plan (as described in section III below).

Messaging Campaigns

The Task Force recommends that the University develop a broad sexual assault prevention public awareness campaign with an overarching affirmative, goal-oriented message that is intuitive, specific to the University of Maryland, and relatable to students, faculty, and staff. The existing Rule of Thumb campaign should be replaced, but messaging from it should be incorporated into this new, broader campaign to create an expanded and consistent communications strategy. The campaign messaging should convey a campus culture that values respect and healthy relationships in all aspects of life.

The Task Force recommends that the University periodically collect data on how students consume information and use that data to assess the best communication mediums for distributing information to students about the University's sexual misconduct resources, reporting options, and prevention efforts. The method of data collection should reflect the entire student body and should survey a large enough group of students for it to be representative.

Campaign Components

The University's messaging campaign should include but not be limited to campus-wide events, social media outreach, advertising at athletics events, and outreach to campus organizations, student groups, community stakeholders, and College Park organizations that could be partners in promoting messages associated with the campaign, such as restaurants, bars and local retail shops.

The Task Force recommends that student-led events related to sexual assault prevention that align with the comprehensive plan should be included on the live calendar of events on the centralized website. The Task Force recommends that the University develop and widely advertise tool kits composed of talking points, flyers, posters, and other campaign materials to help support student-led events, students, and student organizations.

The Task Force recommends that the University's messaging campaign include an annual email to faculty and staff that describes their respective responsibilities for how to respond to disclosures of sexual misconduct, updates them about sexual misconduct resources, and generally serves to keep faculty and staff well-informed about how best to respond, assist, and guide their students.

Administrative Engagement

The Task Force recommends that the Senior Vice President and Provost charge the Deans from every College with developing individual College Action Plans to raise awareness about sexual misconduct prevention resources, reporting options, and reporting obligations of faculty and staff within their respective Colleges. College Action Plans are intended to promote campus-wide activities, consistent messaging, and campaign materials to ensure that all members of the campus community are informed of expectations and resources. Examples of components of College Action Plans and a sample College Action Plan can be found in ***Appendix 6***. Deans should work with the OCRSM to modify College Action Plans over time, depending on the needs of the College and the goals of the University's prevention plan.

The Task Force recommends that the Provost develop and publish an annual report on the progress of College Action Plans and share that report with the coordination committee and on the centralized website.

III. Coordination of Prevention Plan

Staff Leadership & Support

The Task Force recommends that the University provide resources for a dedicated staff member whose primary responsibility will be to oversee and implement the University's comprehensive prevention plan. This staff person should chair and coordinate the activities of the coordination committee and work collaboratively with a number of campus stakeholders and offices including, but not limited to, OCRSM, CARE, the Registrar's Office, and individual Colleges and units. This individual should oversee completion of required programming activities within

the prevention plan, consult with the Title IX Officer to ensure continued compliance with federal and state laws, and consult with the coordination committee as needed. The University should provide appropriate administrative support to help this individual carry out these job duties.

Implementation & Coordination Committee

The Task Force recommends that a Sexual Assault Prevention Committee (SAPC) be formed immediately following approval of these recommendations. The SAPC should be a campus-wide committee charged with implementation and coordination of the University's sexual assault prevention plan. The SAPC should be responsible for developing and executing an overall implementation strategy for the sexual assault prevention plan that includes elements that can be implemented immediately as well as those that must be designed and developed more fully in the future. The SAPC should facilitate the engagement of all relevant campus offices and stakeholders, the ongoing development and refinement of program assessments, and should coordinate campus-wide prevention efforts that no single office can produce alone.

The SAPC should be chaired by the individual responsible for sexual assault prevention referenced in the above recommendation. The committee should provide inclusive representation of key offices involved in or connected with sexual assault prevention at the University, including the Office of Civil Rights & Sexual Misconduct (OCRSM), CARE, University Marketing and Communications, the Office of the Senior Vice President and Provost, the Office of Undergraduate Studies, Department of Intercollegiate Athletics, the Department of Resident Life, the Department of Fraternity and Sorority Life, the Student Government Association (SGA), the Graduate Student Government (GSG), and the Graduate School. Members of this committee should be responsible for consulting with their units on SAPC's activities to ensure consistent communication and coordination.

The Department of Public Safety, International Student and Scholar Services (ISSS), Stamp Student Union – Student Organization Resource Center (SORC), the Office of Diversity & Inclusion, and the Office of Student Conduct should meet with the SAPC at least once per year, and as often as needed, to ensure that their prevention and implementation efforts are in alignment with the University's goals.

The SAPC should meet regularly to fulfill the following responsibilities:

Coordinate content/programming and communication

- Develop the overall theme for a campus-wide communication strategy (e.g., healthy relationships, respect) and review associated media (e.g., logo, memes);
- Provide input on the necessary components of a centralized website that consolidates all University-related policies, procedures, and activities related to sexual assault prevention;
- Align training programs for 2nd year, 3rd year, and 4th year undergraduate students with evidence-based practices;
- Determine the format of training offered to high-need and high-risk student groups;
- Develop guidelines and incentives for engaging faculty to incorporate sexual assault prevention themes in coursework and in programming efforts; and

- Assess and align existing activities with the comprehensive prevention plan.

Coordination of ongoing prevention efforts

- Develop and/or promote campus-wide events each year (e.g., film, speaker, tabling event, awareness-raising event);
- Develop a plan to sequence messaging throughout the year (e.g., email messages, social media publications, website postings);
- Ensure that publicity for events aligns with the overarching theme;
- Ensure that the centralized website is up-to-date in terms of content and resources; and
- Ensure that all relevant programs or activities offered by affiliated campus offices or by other offices or student groups are posted on the centralized website calendar.

Evaluation and Assessment

- Align evaluations of training programs and campus-wide events, in the spirit of continuous quality improvement;
- In collaboration with the Title IX Officer, develop key metrics for the bi-annual SEES climate assessment and monitor these metrics to assess progress on programming and communications goals and reevaluate strategies as needed; and
- Monitor completion rates of all required training programs for students (1st year/transfer, 2nd year, 3rd year, graduate, GA) and faculty/staff.

Reporting Responsibilities

- Provide a detailed update on the University's prevention plan to the University Senate and the President's Cabinet, and include relevant prevention plan information in the annual Student Sexual Misconduct report produced by OCRSM; and
- Summarize progress of the prevention plan implementation on the centralized website.

IV. Resources & Implementation

The Task Force recommends that the University provide the necessary resources for the development and implementation of all the elements of a successful comprehensive sexual assault prevention plan. Specifically, resources will be required to develop programming activities, purchase and/or develop new online training, support expanded bystander intervention training, develop an overall communication plan and centralized website, provide appropriate administrative support, and develop/conduct assessments of programming activities. The Task Force recognizes that while some recommendations can be acted on immediately and that some programming already exists, others will require more development and careful planning, so both time and resources will be needed. The Task Force recommends a phased implementation approach for aspects of the comprehensive sexual assault prevention plan that require significant development, to allow the University the time needed to design and implement various components of the plan.

The SAPC should develop a detailed implementation strategy for the comprehensive prevention plan. It is anticipated that during the first year, the SAPC will:

1. Work with University Marketing & Communications to develop an overarching theme and an associated messaging campaign for the prevention plan;

2. Work with University Marketing & Communications to identify the necessary components for the centralized website;
3. Assess existing prevention programs to ensure alignment with the prevention plan;
4. Develop a plan for expanding the existing in-person bystander intervention program to accommodate the increased scale of students;
5. Create a plan for developing the new online training tools; and
6. Identify needed resources for the development of new training tools and to support campus-wide prevention efforts.

The Task Force recommends the following phased approach for the communication plan and programming curriculum for students, faculty, and staff:

- College Action Plans in place by Fall 2018
- Messaging campaign phased in by Fall 2018
- Centralized website phased in by Fall 2018
- First year undergraduate student in-person training phased in by Fall 2018
- Second year undergraduate student online training phased in by Fall 2019
- Third year undergraduate student online training phased in by Fall 2020
- Fourth year undergraduate student in-person or online training phased in by Fall 2021
- Graduate student orientation presentation phased in by Fall 2018
- Graduate Assistant online training phased in by Fall 2019
- Student organization leadership online training phased in by Fall 2019
- Semi-annual student leader summit phased in by Fall 2020
- New faculty orientation presentation phased in by Fall 2018
- Additional non-required programming for faculty, staff, students phased in by 2021 and added as needed on an ongoing basis

The SAPC should have the flexibility to adjust the proposed timeline as needed. A chart displaying the proposed phased implementation plan can be found in ***Appendix 7***.

The Task Force recognizes that the compliance rates for existing training are already high. However, the Task Force feels that to make a significant impact on sexual assault prevention, all members of the campus community should be actively engaged and committed to our prevention plan. Existing mechanisms for tracking compliance should be utilized to ensure completion of required activities. Required programming activities for undergraduate and graduate students should be reinforced by registration blocks once systems are in place to support such a recommendation. The University should continue its efforts to develop systems that enable large-scale blocking and real-time unblocking of undergraduate and graduate student registration.

All other recommendations should be acted on immediately, or as soon as is feasible.

V. Process Evaluation & Outcome Assessment Plan

The Task Force recommends that the following initial framework should provide a starting point for evaluation discussions. However, we recognize that the evaluation strategy will need to be finalized by the SAPC once it is created. The Task Force recommends that the SAPC work with the Office of Planning and Evaluation in the School of Public Health to develop the evaluation

strategy and perform the evaluation tasks using existing online survey technology. These tasks include designing the overall evaluation system, conducting the evaluation, analyzing data, and writing reports that summarize the data analyses. The evaluation framework should include a staged approach as outlined below:

Stage 1: Monitoring of Intervention Fidelity
Assessing the fidelity of implementation for in-person trainings will be critical. This should be accomplished through periodic visits to trainings, and the use of checklists by trainers to ensure that all components of the training are implemented. Trainers should have access to online resources to bolster the effectiveness of their delivery.

Stage 2: Measuring Reach and Process Outcomes
The campus-wide SEES survey is slated to be administered by the OCRSM for the second time in February 2018. This survey fulfills the state's legal requirement to assess "climate" and asks questions about where students receive information about resources, reporting options, prevention efforts, and training. The SEES should measure exposure to specific programs that are implemented as part of the University's sexual assault prevention plan. The 2016 data from SEES will serve as a baseline for measuring exposure to prevention activities. In addition, data from the SEES can be used to measure the reach of campaign messaging.

The Task Force recommends that SAPC design an easy way of gathering information to measure process outcomes, such as the number of tool kits used by student groups to deliver targeted presentations, or the number of student attendees at the leadership summit. This can be accomplished in an efficient way with existing online applications that utilize mobile device communication.

Faculty and staff leadership engagement in sexual assault prevention activities should be assessed through process measures such as participation in trainings and attendance at supervisory trainings. The completion of College-level goals described in College Action Plans should be evaluated by the SAPC through annual reports.

Stage 3: Assessing Short-term Changes in Knowledge and Attitudes
Short-term changes in the desired outcome (e.g., knowledge of consent, self-efficacy, attitudes, awareness, etc.) should be assessed by comparing baseline values of the scale that is administered prior to the activity with scores after exposure to the activity. Examples of assessment measures with appropriate psychometric properties that can be used for this purpose are described in the section below on Sample Assessment Measures.

Stage 4: Evaluating Longer-term Impact on Sexual Assault Prevalence
In addition to reports from OCRSM related to the number of reported sexual assaults, the Task Force recommends that data from the SEES should be the primary measure of change in self-reported sexual assault experiences. The 2016 data from SEES will provide a baseline measure to estimate sexual assault prevalence among undergraduates. The SAPC should provide guidance regarding expanding SEES to include representative sampling of graduate students, and/or oversampling of particular student groups of interest (e.g., Greek Life, international students) to

ensure meaningful analyses of any particular subgroup.

Expanding our Capacity for Evaluation Research

The comprehensive sexual assault prevention plan provides an opportunity for the University to be on the forefront of sexual assault prevention evaluation research. Given the level of state and federal interest in this particular public health problem, it is likely that substantial funding could be sought to supplement the costs of evaluation if a preliminary infrastructure for evaluation were in place.

Sample Assessment Measures

The following scales are potential assessment measures that could be administered prior to and immediately after program exposure to assess changes in knowledge and attitudes.

Understanding of consent and sexual assault definitions (Sexual Assault Questionnaire):
Items will be used to assess definitional knowledge. Awareness of the four basic components of consent (e.g., seeking, receiving, expressed, and permission), will be assessed by coding responses to the question, "When you initiate sexual contact/sexual intercourse, how do you know you have consent?" according to procedures specified in Borges (2008). The scale assesses participant beliefs regarding ambiguity of consent in seven different situations. The lead sentence is, "I think someone is implying consent if they…" followed by seven behaviors, such as "invites me to his/her room". Finally, the degree to which participants can identify that consent must be obtained continually throughout the sexual experience will be measured with a validated one-item question.

Understanding of alcohol as a risk factor (Alcohol and Sexual Consent Scale):
This 12-item scale measures participant attitudes toward alcohol-involved sexual consent experiences and includes psychometric properties. It was developed for use as an outcome for prevention programs. Responses are given on a 7-point Likert scale ranging from not at all agree (1) to very much agree (7). Sample questions include: "If a person who has been drinking has become sleepy or unconscious, he/she cannot give consent to any sexual activity", "Alcohol is the most common date rape substance", "Alcohol makes a person more vulnerable to sexual assault."

Self-efficacy to intervene as a bystander (Bystander Efficacy Scale):
This 5-item scale indicates willingness to intervene when witnessing actual or potential sexual assault situations involving friends. Participants' confidence is rated from "can't do" to "very certain can do". A sample item is "Do something to help a very drunk person being brought to a bedroom by a group of people".

Knowledge of campus resources (SEES):
Student knowledge will be measured regarding the roles and responsibilities of campus resources (e.g., Health Center, OCRSM, campus police). The intent to engage in discussions, training workshops, and other prevention activities is also measured.

Receptivity and Satisfaction with Interventions:
Questions will be included to gauge receptivity and satisfaction with online and in-person trainings. Participants will be asked to rate their overall level of satisfaction, the degree to which they felt the information was credible, their level of engagement/immersion (e.g., if online, were you doing something else while viewing/reading?), provide open-ended suggestions regarding the portions they felt were the most and least valuable, and suggestions to improve the content or the delivery. The length of time spent online can be automatically recorded and analyzed.

Challenges of Evaluation & Assessment

The Task Force recognizes that it will be challenging to evaluate and measure the impact of the comprehensive sexual assault prevention plan because it is difficult to quantify victimization. Research efforts on the impact of specific interventions are still in an early stage and evaluations of comprehensive programming efforts are uncharted territory. Increased awareness of resources and reporting options will likely lead to an overall increase in incidence reports and a false perception that incidents are on the rise. It is important to note that the cultural shift that this effort will require will take time so forward progress may not be easily quantified. The evaluation strategies developed by the SAPC must be evidence-based, methodical, and assess short and long-term impact. While there are still uncertainties in how we determine forward progress as a metric, the University has an opportunity to have a broader impact on the prevalence of sexual assault at higher education institutions by serving as a model through the proposed program and by paving a path for increased data on the effectiveness of interventions and the impact of a comprehensive prevention plan in reducing sexual assault.

IMPLEMENTATION IMPACT

The SAPTF endeavored to create a comprehensive prevention strategy for students, faculty, and staff that provides consistent programming related to the various facets of sexual assault prevention. Programming is delivered in a “doses” model, with multiple doses over the course of an individual’s time at the University, to raise the level of awareness of resources, policies, and procedures while empowering members of the campus community as bystanders, as leaders who can create a positive campus climate, and as employees with reporting obligations.

Research studies and our University’s caseload indicate that the highest incidence rates of sexual assault on college campuses are among the undergraduate student population. Therefore, a significant focus of the prevention plan is on the undergraduate students on our campus, from pre-entry of their first year to their fourth year, with a potential for additional doses through their interactions with student groups, athletics, and/or DFSL-recognized fraternities and sororities. Undergraduate students will receive a minimum of six required doses of programming during their time at the University, but could potentially receive upwards of 10-12 doses based on their level of engagement in student groups and extracurricular activities. Some of the institutional support and structures for the required training already exist, though resources will be required so training can be expanded and aligned with the above recommendations. For instance, CARE and the Office of Undergraduate Studies have recently begun ensuring that all UNIV 100 courses provide in-person bystander intervention training in a student’s first semester. As the above recommendations are implemented, the scale of in-person programming for undergraduate

students will grow from Fall 2016, when 3,604 first-year students received training, to training all incoming and transfer first-year students each year. Over the last four years, the average enrollment numbers for first year and transfer students at the University was 8,856 new students - the Task Force anticipates that a similar number of incoming and transfer first-year students will need in-person training in future years. Given current training efforts and availability of entry-level courses like UNIV that could offer the training in their courses, the Task Force anticipates that more than half of these students will be able to receive training through UNIV 100 or equivalent courses.

The Task Force's recommendations for graduate students, faculty, and staff focus on sexual assault prevention, as that was the focus of the charge to SAPTF. However, the Task Force recognizes that these constituencies experience sexual misconduct (including sexual harassment) at a higher level than sexual assault. While broader sexual misconduct prevention is outside of the scope of the SAPTF's work, we urge the University to continue to seek ways to address sexual misconduct and sexual harassment prevention among these communities as well.

In terms of sexual assault prevention, graduate students, faculty, and staff can play important leadership roles, and the proposed prevention plan includes additional opportunities for engagement to allow them to become leaders in this area. Long-standing members of the campus community have the greatest influence on campus culture, so leadership by peers and mentors will be critical. More work needs to be done by the SAPC to develop plans for enhancing and empowering leaders and engaging faculty in the integration of sexual assault prevention themes into appropriate courses.

Implementation of the prevention plan will require the active engagement of all members of the campus community to ensure success. As the group that is most affected by sexual assault, students are the central focus of the prevention programming. Successful implementation of the prevention plan depends on active student participation in program activities, but also relies on the increased engagement of students in the delivery of programming as peer educators. Without the commitment of students to serve as peer educators, the University will be unable to provide the in-person training that is a major component of the comprehensive prevention plan.
The prevention plan will also require a concerted effort by a variety of campus offices and leaders, including and beyond the SAPC. The following list, while not exhaustive, illustrates the units at the University of Maryland that will be directly affected by the Task Force's recommendations. It will be important for these entities to be involved with the coordination of the implementation process.

- Deans
- Department of Fraternity and Sorority Life
- Department of Intercollegiate Athletics
- Department of Public Safety
- Department of Resident Life
- Division of Information Technology
- Division of Student Affairs
- Graduate Student Government
- Office of Civil Rights & Sexual Misconduct

- Office of the Dean for Undergraduate Studies
- Office of the Dean of the Graduate School
- Office of Diversity and Inclusion & LGBT Equity Center
- Office of Faculty Affairs
- Office of General Counsel
- Office of International Student and Scholar Services
- Office of the President
- Office of the Senior Vice President & Provost
- Office of Student Conduct
- Office of Undergraduate Studies
- Stamp Student Union – Student Organization Resource Center
- Student Government Association
- University Counseling Center
- University Health Center & CARE Program
- University Human Resources
- University Marketing & Communications
- Vice Presidents

CONCLUSION

The members of the SAPTF commend the President and the leadership of the University Senate for recognizing the importance of this issue and for commissioning it to undertake a review and develop recommendations with respect to sexual assault prevention efforts at the University. The Task Force feels that the University's approach to sexual assault prevention should reflect our commitment to maintaining a safe and respectful campus climate, which can be achieved through education, communication, consistency, adaptability, and collaboration. Programming for all members of the campus community (students, faculty, and staff) should strive to define and cultivate an institutional culture that values respect and healthy relationships in all aspects of life. However, we must recognize that changing the culture on a campus the size of UMD will take time. The campus community must be prepared to implement the prevention plan in a thoughtful and methodical manner to ensure success but should also be flexible enough to adapt to the ever-changing needs of our diverse population.

We urge the President and the University Senate to recognize the importance of these recommendations and the impact that they could have on the lives of our community members. We also strongly encourage members of the campus community to be actively engaged in supporting the prevention plan. The University of Maryland has an opportunity to set an example for higher education institutions across the country by creating a comprehensive campus sexual assault prevention plan that fosters a community where students, faculty, and staff are valued, respected, and protected.

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APPENDICES

Appendix 1 – Sexual Assault Prevention Task Force (SAPTF) Charge
Appendix 2 – FAQs on Responding to Sexual Misconduct at UMD
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Appendix 1 – Sexual Assault Prevention Task Force (SAPTF) Charge

University Senate
CHARGE

Date:	September 20, 2016
To:	Steve Petkas Chair, Joint President/Senate Sexual Assault Prevention Task Force
From:	Wallace D. Loh President Jordan A. Goodman Chair, University Senate
Subject:	Sexual Assault Prevention at the University of Maryland
Senate Document #:	16-17-11
Deadline:	March 31, 2017

President Loh and the Senate Executive Committee (SEC) request that the Joint President/Senate Sexual Assault Prevention Task Force consider the creation of a comprehensive plan for sexual assault prevention and determine whether and how such a plan could be implemented at the University of Maryland, keeping in mind the need for recommendations that can realistically be implemented, to comport with prevailing best practices. The University currently administers a variety of educational programs related to sexual assault and bystander intervention but does not have a coordinated comprehensive sexual assault prevention plan for the University.
Specifically, we ask that you:

1. Consult with representatives of the Office of Civil Rights and Sexual Misconduct (OCRSM), the University Health Center's CARE (Campus Advocates Respond and Educate) to Stop Violence program, the Office of Student Conduct (OSC), and the Office of Rights and Responsibilities in the Department of Resident Life, the Department of Fraternity and Sorority Life, the Department of Athletics, and other relevant units on current and potential programs and plans related to sexual assault educational programming and bystander intervention at the University.

2. Review advice and considerations from the White House Task Force to Protect Students from Sexual Assault (https://www.notalone.gov/), as well as the Sexual Violence Prevention Strategies (e.g., programs deemed "Effective" and "Promising") from the Centers for Disease Control and Prevention (CDC) (http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html).

3. Review and assess information compiled by University legal consultants Pepper Hamilton in 2013, specifically the information gathered and their resulting recommendations regarding sexual assault prevention, education and training at the University.

4. Review and assess programs and models at our peer institutions for the prevention of sexual assault, including any programs that recognize the correlation between sexual assault and high risk drinking.

5. Collect input from other University constituents as necessary.

6. Consult with representatives from the Student Government Association's (SGA) Committee on Sexual Misconduct Prevention.

7. Determine the elements needed for a comprehensive sexual assault prevention plan (e.g., training programs, educational campaigns, targeted and centralized communication efforts, etc.) and assess the frequency, limitations, and scope of any existing elements at the University.

8. Consider how a comprehensive sexual assault prevention plan for the University should be designed based on best practices at other universities and our specific needs and goals.

9. Consider how a comprehensive sexual assault plan, including training, could be evaluated for effectiveness.

10. Provide ways to seek input from, and to engage and educate, the larger campus community, through a town hall or open forum.

11. Consult with the University's Office of General Counsel on any proposed recommendations.

12. If appropriate, make recommendations for a comprehensive plan for the prevention of sexual assault at the University.

We ask that you submit your report and recommendations to the Senate and the President's Offices no later than March 31, 2017. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Appendix 2 – FAQs on Responding to Sexual Misconduct at UMD

Where do I go if I have experienced sexual misconduct and I need some support or want to understand my options?

The University of Maryland has multiple resources for faculty, staff, and students who experience sexual assault or sexual misconduct. Faculty and many administrators are obligated to notify the Title IX office when they learn of incidents of sexual misconduct. The Title IX office is then responsible for conducting outreach to the identified victim and provides information about reporting options and available resources. If you do not want anyone to know about what you experienced, you should contact one of the **confidential resources** on campus listed below. Confidential resources do not have an obligation to notify the Title IX office.

Campus Advocates Respond and Educate (CARE) to Stop Violence. CARE staff are specifically trained to address issues of sexual and relationship violence and offers free and confidential counseling services.
Phone (University Health Center Office): 301-314-2222
Phone (24/7 Help Line [call/text]): 301-741-3442
Website: www.health.umd.edu/care

University Counseling Center. The Counseling Center provides comprehensive psychological and counseling services to students and others in the University community. The Center is staffed by counseling and clinical psychologists.
Phone: 301-314-7651
Website: www.counseling.umd.edu

University Health Center, Mental Health Service. The Mental Health Service in the Health Center offers short-term psychotherapy, medication evaluations, crisis intervention, group psychotherapy, and more. The service is staffed by psychiatrists and licensed clinical social workers.
Phone: 301-314-8106
Website: http://www.health.umd.edu/mentalhealth/services

Campus Chaplains. Campus chaplains represent 14 faith communities, working to serve the spiritual needs of the community. Campus Chaplains will meet with any member of the campus community, regardless of faith background.
Website: http://thestamp.umd.edu/memorial_chapel/chaplains

Faculty Staff Assistance Program (FSAP). FSAP provides free and confidential support to all faculty and staff (and their family members) on a range of issues, including sexual misconduct. Services include short-term counseling services provided through FSAP (generally used for 3 sessions, but can support up to 10 sessions of counseling). Provides referrals for long-term counseling needs.
Phone: 301-314-8170 or 301-314-8099
Website: http://www.health.umd.edu/fsap

Where do I go if I want to file a complaint of sexual misconduct or begin an investigation process?

The University's sexual misconduct complaint process can involve multiple offices and organizations on campus, depending on where the incident occurred. The Office of Civil Rights & Sexual Misconduct is charged with receiving all reports of sexual misconduct. Generally, it is **not confidential** when a person reports Sexual Misconduct to the offices listed below.

Office of Civil Rights & Sexual Misconduct (OCRSM) also known as the Title IX Office
Responds to all incidents of sexual misconduct and discrimination. OCRSM conducts initial outreach and provides information about Title IX accommodations, available resources, and reporting options. OCRSM assess complaints, determines whether the Complaint wants to move forward, and is responsible for investigating sexual misconduct. OCRSM works closely with other campus stakeholders.
Phone: 301-405-1142
Report Online at: www.ocrsm.umd.edu
Website: www.ocrsm.umd.edu

Office of Student Conduct (OSC)
Administers the student adjudication process for sexual misconduct policy violations that occur outside the resident halls and works in collaboration with OCRSM to assist students reporting incidents of sexual misconduct.
Phone: 301-314-8204
Website: http://www.studentconduct.umd.edu

Department of Resident Life, Office of Rights and Responsibilities (R&R)
Administers the student adjudication process for sexual misconduct policy violations that occur in residence halls and works in collaboration with OCRSM to assist students who reporting incidents of sexual misconduct.
Phone: 301-314-7598
Website: www.reslife.umd.edu/rights

University of Maryland Police / Department of Public Safety
Responds to crime reports including stalking, dating violence, and sexual assault. UMPD's response to crime reports is independent from the University's Title IX response. When these issues overlap, OCRSM and UMPD communicate and coordinate their independent obligations.
Phone: 301-405-3555
Website: http://www.umpd.umd.edu/

What services does the University offer to those who have experienced sexual misconduct?

Through the work of various offices on campus, the University provides many services to those who have experienced sexual misconduct. In the immediate response to an incident, CARE provides a 24/7 Crisis Cell line and can help students get to a hospital or get to other resources that are immediately needed. The University Health Center has a Victim Assistance Fund to provide financial support for victims of violence in the community, to aid with medical care,

relocation costs, and other expenses associated with victimization. CARE staff can accompany individuals when they are seen at the hospital or ensure that a patient advocate at the hospital is present, and helps victims understand the processes and options they face immediately after an incident.

The University continues to support those impacted by sexual misconduct after the immediate response to an incident is completed. The University offers support through CARE, the Counseling Center, and the Mental Health Service in the Health Center. The University can also provide other forms of assistance, whether that be facilitating communications with faculty to notify them that a student is having difficulty focusing on coursework, or helping a student change classes or change on-campus housing arrangements as needed.

To get connected to resources and support, please contact CARE or the Counseling Center.

Where can I find the University's sexual misconduct policies and procedures?

The University's Sexual Misconduct Policy & Procedures can be found at: https://www.president.umd.edu/administration/policies/section-vi-general-administration/vi-160a-0

Am I required to report incidents of sexual misconduct that I become aware of in the course of my work or study at the University?

Individuals identified as a "Responsible University Employees" (RUEs) are required to report incidents they become aware of to the OCRSM. A Responsible University Employee is defined in University policy as any University administrator, supervisors (in a non-confidential role), faculty members, teaching assistants, academic advisors, campus police, coaches, athletic trainers, resident assistants, and non-confidential first responders.

If you are an RUE, you need to immediately inform the person who disclosed the incident that you are not a confidential resource and that you have a professional obligation to notify the OCRSM. It is recommended that you refer the student to CARE as the confidential resource on campus for those who experience sexual misconduct.

Information for UMD faculty, teaching assistants, and academic advisors on their reporting obligations can be found at: http://www.umd.edu/ocrsm/files/Faculty_Reporting_Obligations_July2016.pdf

Information for UMD staff in supervisory roles on their reporting obligations can be found at: http://www.umd.edu/ocrsm/files/RUE_Reporting_Obligations_July_2016.pdf

If I am a graduate student who is also a Teaching Assistant, am I required to report disclosures of sexual misconduct that are made to me?

Yes, when you are acting as a teaching assistant. Your obligation to report depends on the role you are in when a disclosure occurs, and your relationship to the party making the disclosure. If a

fellow graduate student discloses an incident to you, you are not required to report it. If an undergraduate student comes to you as their TA and discloses an incident, or if an incident is disclosed in a setting in which you are acting as the TA, you are required to report the disclosure to the Title IX Officer as a Responsible University Employee.

Are members of the University community required to take any training on sexual misconduct issues?

Yes. All UMD students, staff, and faculty are required to complete sexual misconduct training. Compliance training is primarily online but is also offered in person to non-computer based staff. Training includes information on University policy and procedures, definitions of sexual misconduct, how to report sexual misconduct and/or discrimination of other forms, and other key information. All students are required to take the training prior to coming to the University. Student training includes scenarios unique to the student (undergraduate and graduate) experience. New faculty and staff are required to take the training as part of the on-boarding process, and existing employees complete sexual misconduct compliance training bi-annually.

How can my department or my students learn more about issues related to sexual assault and sexual misconduct?

Many University groups offer presentations or information by request on a wide range of topics related to sexual misconduct.

- **CARE** peer educators facilitate in-person presentations, including Step Up bystander intervention training and individual presentations targeted at specific groups, such as faculty, staff, and student organizations.
- The **UMPD** provides presentations at summer orientations for new students, and meets with groups by request to have conversations about how to navigate high-risk situations or to provide information on specific safety topics.
- The University Student Judiciary, overseen by the **Office of Student Conduct**, does presentations by request for student groups and classes on issues related to misconduct, including academic misconduct and sexual misconduct, and presents basic information about the University's policy and key definitions, such as consent.
- **Resident Life**, **Office of Rights & Responsibilities** provides annual training to Resident Life staff and Resident Assistants on issues related to sexual misconduct and reporting obligations of resident assistants.
- The **OCRSM** provides a range of trainings tailored to individual department and college needs and regularly provides training on the RUE reporting obligations.

If you would like more information about how you can get more involved in sexual misconduct prevention and response, please contact OCRSM or CARE to Stop Violence.

Appendix 3 – Peer Institution Research Overview

Institution	Description of Programming	Required or Optional, Enforcement	Description of Communication Strategy	Oversight
University of Illinois at Urbana-Champaign	- 2-part online compliance training in the summer for both new and returning students - Workshop for all first-year undergraduates during their first semester on campus regarding the dynamics of sexual assault, ways to support a survivor, understanding consent, and campus and community resources - Bystander Intervention training - Self-Defense Classes - Fraternity and Sorority training - Men & Masculinities programming	Online compliance training and first-year workshop are required. All other programs are optional.	-"At Illinois We Care" campaign surrounding sexual assault. -Targeted education around domestic violence awareness month, stalking awareness month, sexual assault awareness month, and anti-street harassment week with posters, events, and social media campaigns. -Coordinated website detailing reporting options, educational resources, and survivor support	Program called "At Illinois We Care" presented by collaboration between the following offices: Student Assistance Center in the Office of the Dean of Students, Women's Resources Center, Office of University Counsel, Office of Diversity, Equity, and Access, and the University of Illinois Police.
Indiana University	- Online compliance training - Orientation presentations - Workshops on bystander intervention, Greek Life situations, masculinity, and legal consequences - Self-Defense Classes	Online compliance training and orientation presentation are required. All other workshops are optional.	-"It's On Us" national campaign to stop sexual assault. -Brochures that have a summary of the information listed on their website -Coordinated website detailing reporting options, educational resources, and survivor support	Student Welfare Imitative - coordinates sexual violence prevention efforts across all 7 IU campuses

University of Iowa	- Online compliance training for undergraduate and graduate students - Workshop on gender-based violence at orientation - Greek Life training - Student-Athlete training - Bystander Intervention training - Healthy Relationships Workshop - Enthusiastic Consent Workshop - Queering Consent Workshop - Policy Training - Self-Defense Classes - Awareness workshops on rape culture and how to respond if someone discloses assault	Online compliance training is required for all students and is enforced by registration block. Orientation workshop is required for all first-year students. Greek Life and Student-Athlete trainings are required for members of those groups. All other programs are optional.	-"My Cup is Not My Consent" campaign based on alcohol-infused sexual assault -"Stalking: Know It. Name It. Stop It." campaign on stalking -It's On Us- national campaign to stop sexual assault -All of these campaigns have posters, table tents, and other materials available upon request -Coordinated website detailing reporting options, educational resources, and survivor support	Office of the Sexual Misconduct Response Coordinator; End Violence at Iowa campus-wide committee
University of Michigan	- Three programs for first-year students in their first semester: online compliance training, consent workshop, and bystander intervention workshop - Programming for local bar staff - Healthy relationships workshop - Ally Program - Relations, Sex, and Choice workshop - In-person training for targeted groups such as Residence Education staff, academic counselors, and law enforcement agencies	Programs for first-year students in their first semester are required. All other programs are optional.	-"Stand Up, Step In, Speak Out" campaign surrounding bystander intervention -Collaboration with other units in the campus-wide "Abuse Hurts Initiative" -"Networking, Publicity, and Activism" group of student volunteers that organizes several annual events including Survivor Speak Out, the Clothesline Project, Sexism in Advertising, and a campus-wide art show -Coordinated website detailing reporting options, educational resources, and survivor support	Sexual Assault Prevention and Awareness Center

Michigan State University	- Workshop for incoming first-year students - Specialized workshops for LGBTQ and international students	All first-year and transfer students are required to attend a workshop in their first semester on campus. This is enforced by registration block.	Tabling at large campus fairs such as the student activity fair and partnering with Take Back the Night, a national sexual assault awareness campaign	Sexual Assault and Relationship Violence Program
University of Minnesota	- Workshops on bystander intervention, consent, healthy relationships, and masculinity	No information on whether trainings are required.	-Various pamphlets and posters available on The Aurora Center's website. -The student volunteers participate in tabling and other events surrounding domestic violence and sexual assault awareness months -Coordinated website detailing reporting options, educational resources, and survivor support	The Aurora Center
University of Nebraska (Lincoln)	- Orientation presentation - Online training - Bystander Intervention workshops	None of the programs are required	-"Stop the Sketch" campaign to raise awareness about sketchy behavior that can lead to sexual assault. -Events surrounding the various awareness months. -Participation in the Lincoln Slut Walk and other community campaigns	Office of Violence Prevention/ Victim Advocate
Northwestern University	- Online training prior to coming to campus - Orientation training - 2 in-person sessions during the fall quarter - Greek Life training - Bystander intervention training - Programming on rape culture and oppressive language	Online training and orientation presentations are mandatory and enforced by registration block. Greek Life training is given to all new members. All other programs are optional.	-Email to entire community at the beginning of each quarter listing all initiatives -Northwestern News- a news release about the online training, climate survey, and efforts -Social media and posters -Coordinated website detailing reporting options, educational resources, and survivor support	Sexual Misconduct Response & Prevention Office; Campus Coalition on Sexual Violence (CCSV)

Ohio State University	- Online compliance training - Workshops on bystander intervention, masculinity, sexual violence statistics, and healthy relationships/ consent	Online training is required. All other programs are optional.	-Buck-I-CARE (Check, Ask, Respect, Empower) program, an inclusive consent campaign that promotes sustained, healthy behaviors; -Tabling at various events by student volunteers -Coordinated website detailing reporting options, educational resources, and survivor support	Sexual Civility and Empowerment Office
Pennsylvania State University	- Online compliance training - In-person training at orientation - Bystander intervention training - Greek Life workshops	Online compliance training and in-person orientation training are required. All other programs are optional.	-"Stand for State" campaign centered around bystander intervention. -Social media and tabling efforts occur on an on-going basis throughout the year in the Student Union and Residence Life. -Special events are planned to highlight domestic violence and sexual assault awareness months.	Center for Women Students; Center for Character, Conscience and Public Purpose
Purdue University	- Online compliance training - Workshops on bystander intervention, escalation, and supporting a survivor	Online training is required. All other programs are optional.	-"See something. Do something. Boilers stand up." campaign centered around bystander intervention. -Coordinated website detailing reporting options, educational resources, and survivor support	Center for Advocacy, Response, & Education
University of Wisconsin	- Online compliance training - In-person workshop for first-year students - Bystander intervention training - Workshops on healthy relationships, supporting friends who have experienced sexual violence, campus resources, and hookup culture	Online training and in-person workshop required for first year students. This is enforced by registration block. All other programming is optional.	-EVOC: End Violence on Campus campaign -Coordinated website detailing reporting options, educational resources, and survivor support	University Health Services Violence Prevention & Survivor Services

Rutgers University	- Online compliance training - Orientation presentation - Bystander Intervention workshops	Online compliance training and orientation presentation are required. Other workshops are optional.	-"The Revolution Starts Here. End Sexual Violence Now." messaging campaign with a PSA, flyers, and social media campaigns. -Several annual awareness programs surrounding domestic violence, relationship violence, and sexual assault such as the Clothesline Project and The Vagina Monologues -Coordinated website detailing reporting options, educational resources, and survivor support	Office for Violence Prevention and Victim Assistance
UMBC	- Workshops on consent, relationship violence, bystander intervention, healthy relationships, abuse, and masculinity	No information on whether trainings are required.	-"Ask. Listen. Respect." campaign based around consent. -“I Deserve…” Campaign visually represents the conditions and affirmations that UMBC students, staff, and faculty feel are vital for healthy relationships to flourish. -Coordinated website detailing reporting options, educational resources, and survivor support	Relationship Violence Awareness & Prevention
UC Berkeley	- Online training prior to arriving on campus - In-person training for all undergraduate and graduate students during the first few weeks of class	Online training and the in-person workshop are both required and enforced by registration block.	-Campus-wide "stop sexual violence" campaign using videos, social media, posters, etc. -Coordinated website detailing reporting options, educational resources, and survivor support	Sexual Violence Prevention & Response Office

University of North Carolina at Chapel Hill	- Online training for all incoming students prior to arrival on campus - Orientation presentations on sexual misconduct, bystander intervention, and identity and privilege - Workshops on bystander intervention, responding to sexual assault, bystander intervention for bar staff, and masculinity - Specific training for Greek Life members - Self-defense classes	Online training and orientation programming are required and enforced by registration block. All other programs are optional. The Greek Life community recently voted to make the bystander intervention program for Greeks mandatory for all Interfraternity Council members.	-"Heels United for a Safe Carolina" as the overarching them of all of the sexual assault prevention programming and resources. 3 parts to the communications campaign: consent, relationship violence, and looking out for each other. Social media campaigns, chalking, tabling, handing out flyers, etc. were all part of this campaign. -Coordinated website for all of the campus prevention efforts and survivor resources.	Safe at UNC is a collaboration by: Student Wellness, Student Affairs, Campus Health Services, the Office of the Dean of Students, the Department of Public Safety, the Carolina Women's Center and the Equal Opportunity and Compliance Office
UCLA	- Online training for all new students - Email reminder about campus resources - Online training for returning students - In-person training at orientation - In-person training for Greek Life - In-person training for athletes - Bystander intervention workshops	Online training and orientation training required for all students. Greek Life and Student-Athlete training required for members of those groups. Other programs are optional.	-Posters, social media, table tents, and tabling to convey available campus resources and special events during the various awareness months -Coordinated website detailing reporting options, educational resources, and survivor support	Sexual Violence Prevention & Response Office

Appendix 4 – Peer Institution Examples and Highlights

The following are selected examples of practices at peer institutions that could serve as models for future efforts at the University of Maryland/that the SAPTF considered during its review. This document is not intended to be inclusive of all related efforts at peer institutions, but rather is intended to illustrate the types of activities at peer institutions that the Task Force found during its review. Please see ***Appendix 3*** for an overview of all practices and programs at the peer institutions surveyed by the Task Force.

Orientation

University of North Carolina - Chapel Hill: All summer orientation participants receive two brief in-person presentations related to sexual misconduct/assault; one addresses applicable policies and resources, and the second addresses bystander intervention. Orientation participants also receive an in-person presentation on identity and privilege that addresses masculinity, among other dimensions of identity.

University of California, Los Angeles: Orientation attendees participate in programs that discuss sexual assault prevention, sexual violence, sexual harassment, and the role of alcohol.

Rutgers University: At orientation, a campus theater group focused on bystander intervention training gives a presentation to all students.

Multi-Modal Programming Activities

University of Illinois at Urbana-Champaign: Requires students to complete online compliance training each year. There are two online programs - one for first-year students and one for returning and graduate students. First-year students also participate in a workshop called FYCARE (First-Year Campus Acquaintance Rape Education), which is required and focuses on the dynamics of sexual assault, ways to support a survivor, understanding consent, and campus and community resources. The majority of workshops are held in residence halls. Trained peer facilitators lead students through an engaging discussion in a relaxed atmosphere, drawing upon their own experiences as students on campus to keep the workshop informative and entertaining. FYCARE recognizes that sexual assault is a crime rooted in gender inequality, but also affects people of all genders.

Northwestern University: Online educational course before coming to campus, and two live sessions during fall quarter for new students.

University of Michigan: First-year students are required to complete three programs before the end of their first semester. In August, they take an online training before coming to campus. During September and October, all first-year students attend Relationship Remix, a nationally recognized program that helps students understand key components around consent, communication, decision-making, sexual health, and healthy relationships. During October and November, students attend Change It Up!, a bystander intervention workshop that teaches students the skills needed to identify and respond to a wide array of harmful situations in order to increase inclusion and respect in their communities.

Consent

University of Iowa: The Enthusiastic Consent Workshop discusses affirmative consent practices in a sex positive framework and offers students concrete examples of ways to incorporate consent into their lives. This workshop shows examples of what consent is not, discusses how we are programmed from childhood not to expect consent, and includes small group work on how to ask for consent. The Queering Consent Workshop explores the history of consent practices in queer communities and the current landscape of consent in LGBTQ spaces and relationships.

Northwestern University: Hooking up 101 - sexual communication, consent, alcohol, and boundaries. This presentation examines all aspects of "hooking up," from hard statistics about sexual activity on campus to examining the very definition of the ambiguous term. The presentation touches on all the tools needed for a healthy hook up, including discussing consent, protecting against pregnancy and STIs, and handling concerns that can arise after hooking up.

Wellness & Healthy Relationships

University of Iowa: Healthy Relationships Workshop is an interactive workshop designed to encourage discussion and critical thinking around patterns of dating violence and dynamics of healthy relationships. Participants also learn how to support individuals who may be experiencing relationship violence.

University of Michigan: Relationship Remix is an evidence-based and nationally recognized collaborative program that models positive behaviors for healthy relationships. The workshop helps students understand key components around consent, communication, decision-making, sexual health, and healthy relationships. Participants reflect on personal values, gain knowledge, and build skills in a safe and fun environment to help them navigate relationships and life at the University of Michigan. Student volunteers from the University of Michigan's Sexual Assault Prevention and Awareness Center (SAPAC) and the University Health Service's Sexperteam group conduct Relationship Remix: Workshops on Relationships, Sex, and Choice every fall semester for all first-year students throughout every residence hall on campus. The workshop is evaluated via surveys during the workshop, as well as six and twelve-month follow-up surveys.

Role of Alcohol

University of California, Los Angeles: Campus Assault Resources & Education (CARE) offers "Blame it on the Alcohol: The Limits of Consent" as an optional program for students. Learning objectives of this 90-minute workshop include 1) Increase knowledge of sexual violence with specific focus on the role of alcohol in assaults; 2) Increase skills to intervene as a bystander before an assault occurs; and 3) Understand confidential resources and reporting options for students who may have been sexually assaulted.

University of Michigan: Raise the Bar(RTB) is a program designed and implemented by the Sexual Assault Prevention and Awareness Center (SAPAC) at the University of Michigan, The University Health Service (UHS), and The Ann Arbor Community Coalition (A2C3). The mission of Raise the Bar is to decrease the incidences of sexual and gender-based violence among University students within the Ann Arbor community. The program works with local bars to provide tailored workshops on the subject of sexual assault and bystander intervention. Each workshop consists of a two-hour interactive presentation that engages participating bar staff

directly in discussion, knowledge-acquisition, and skill building. The aim of the workshops is to increase bar staff's knowledge of the various components of sexual assault, to increase bar staff's ability to identify consensual versus perpetrating behavior, and to assist bar staff in building skills and confidence to intervene in problematic situations.

High-Risk Groups

University of Illinois at Urbana-Champaign: Provides a one-day seminar called "GUARD: A Consent and Sexual Assault Prevention Program for Fraternities and Sororities" which encourages participants to become advocates within their chapters and their communities in supporting survivors and preventing sexual assault. Students learn about bystander intervention, gender norms, and hookup culture. Each chapter is invited to send 1-2 members of their organization to this training at the beginning of each semester.

University of Iowa: All incoming athletes receive bystander intervention training as part of a required Athletics Transition Seminar. Individual teams can receive additional training on topics of gender-based violence and discrimination upon their request.

High-Need Groups

Michigan State University: Provides two specialized versions of the required first-year workshop - one for LGBTQ campus members and one for international students. The LBGTQ workshop adjusts its format to ensure all scenarios are gender neutral and provides additional information regarding unique challenges that LBGTQ survivors of sexual assault and relationship violence may face. The International Student Workshop is designed to accommodate a wide range of cultural backgrounds, social norms, and education levels regarding these issues. The workshop gives more definitions of terms, education regarding American university culture, and additional information about legal issues and resources for international students.

University of Michigan: The Sexual Assault Prevention and Awareness Center (SAPAC) partnered with the International Center on campus to provide sexual assault prevention training geared toward international students. This training, which focused on cultural differences in attitudes to sexual misconduct, was developed by SAPAC Networking, Publicity, and Advocacy (NPA) volunteers from various countries. The training session, conducted annually in August, focuses on sexual harassment, sexual assault, and intimate partner violence. Participants have in-depth discussions on consent, interactive analysis of case studies, and conversations between students about how things varied between their own home cultures. The programming was recently expanded to include interactive segments and more focus on LGBTQ issues.

Communication & Messaging Campaign

University of North Carolina-Chapel Hill: "Heels United for a Safe Carolina" campaign, which "supports the University's commitment to a safe and welcoming Carolina – a campus that is free from discrimination and harassment, sexual assault, interpersonal violence, and stalking." The campaign raises awareness of these issues, prevention efforts, and available resources and states that every member of the campus community has a responsibility to help create a safe environment for all. This campaign emphasizes the importance of being united and has three parts: "Think A.C.E. for Consent"; "Love Empowers"; and "Stick Together."

University of Iowa: “My Cup Is Not My Consent” is a campaign that focuses on preventing alcohol-facilitated sexual assault and builds off research on campus sexual assault, which has found that many perpetrators use alcohol as a weapon to commit their crime. Customized materials (stress ball, table tent, card, posters) are made available as part of the campaign. “Know It. Name It. Stop It.” is a stalking awareness campaign.

Academic Engagement

University of Iowa: The faculty in the Department of Rhetoric collaborated to develop The Campus Culture Project, which prompted critical thinking about sexual assault and the surrounding cultural narratives. The Campus Culture Project is a trajectory of lessons or short, in-class activities that prompt students to think about sexual assault and the cultural narratives that surround it. Split into two flexible curriculum tracks (Gender & Sexuality and Rape Culture), the project also includes student-generated data that becomes a visualization about the attitudes towards sex on their campus, as well as Bystander Intervention Training to help students make their communities safer.

University of North Carolina-Chapel Hill: UNC-CH offers many courses that address issues of discrimination, harassment, sexual violence, interpersonal violence, and/or stalking.

Coordination & Implementation Group

University of Iowa: A multi-disciplinary team called the Anti-Violence Coalition is coordinated through the Title IX Office in relation to their campus-wide program called “Ending Violence at Iowa.” A Campus Education Subcommittee (CES) works collaboratively to address the larger systemic problem of gender-based violence and discrimination through the programs and projects, which are divided into 4 categories: educating incoming students, curriculum infusion, community collaboration, and awareness campaigns.

University of Michigan: The Sexual Assault Prevention and Awareness Center offers various programs including bystander intervention training, networking, publicity and activism campaigns, and support for survivors. Programs are evaluated on an ongoing basis.

Northwestern University: The Campus Coalition on Sexual Violence (CCSV), formed in May 2010, is charged by the Vice President of Student Affairs with assessing and improving campus policies, prevention programs, and response services dealing with sexual assault, relationship violence, and stalking. The CCSV consists of staff, faculty, community partners, and students and meets quarterly to share work being done across campus and connect community members involved in everything from peer education to policy revision and student activism. Meetings consist of knowledge sharing and updates from ongoing projects, and interested community members are invited to participate in a number of working groups to address gaps in sexual violence education and response on campus. The CCSV has members from diverse student groups, campus departments, and community agencies and is coordinated by staff from the Center for Awareness, Response, and Education (CARE). Key campus partners include the Women's Center, the Office of Student Conduct & Conflict Resolution, Residential Services, Athletics, and the University Sexual Harassment Prevention Office.

Staff Leadership & Support

University of California, Berkeley: The Assistant Director for Prevention is responsible for directing the development, implementation, and assessment of comprehensive prevention services, and functions as part of a leadership team to oversee the daily operations of the PATH to Care Center. This position leads UC Berkeley in crafting and implementing an effective and comprehensive prevention plan that address the systemic roots of violence, affect behavioral change, and meet federal, state, campus, and UC system-wide recommendations for students, faculty, and staff. Major functions of the position include planning, implementing, and evaluating sustainable prevention programs; directing the work of prevention program managers; and strengthening and leveraging key partnerships within the university, locally and nationally.

University of Minnesota -Twin Cities: Assistant Director, The Aurora Center – the Assistant Director is responsible for The Aurora Center for Advocacy & Education's program development, service evaluation and assessment, conducting professional workshops around violence prevention and intervention, strategizing campus awareness and response, training volunteers and student staff, statistical data collecting and reporting, marketing communications and serving as principal investigator on grant funding proposals and efforts.

Appendix 5 – Programming Objectives and Outcome Measures

Key					
	Existing Programs		Expanded Programs		New Programs

Program	Format	Method	Objectives	Outcome Measures
Undergraduate Students and Transfer Students				
Orientation Session (Reqd.)	In-Person	Video on sexual assault prevention Focused presentation by Public Safety	• Video- Briefly define sexual misconduct, Highlight campus resources and Identify prevention efforts at UMD • UMPD Safety Presentation: Describe basic safety strategies and ways to reduce risky behaviors, Describe campus resources, Define the upcoming prevention programming	• Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources
Pre-Entry Sexual Assault Prevention Compliance Training (Reqd.)	Online	Required online training by OCRSM	• Describe relevant UMD policies and procedures • Identify the range of behaviors that constitute sexual misconduct under UMD policy • Identify the consequences associated with engaging in sexual misconduct • Define incapacitation and consent • Describe the role of alcohol and other drugs in facilitating sexual assault • Describe how a student can become engaged to prevent sexual misconduct • Identify available on and off campus resources • Describe reporting options if a student is victimized	• Knowledge of definitions related to sexual assault • Knowledge of campus resources • Knowledge of campus reporting options • Use of resources • Student engagement
Pre-Entry Alcohol Education (Reqd.)	Online	Two required online training modules offered through AlcoholEdu taken prior to entry (2 hours) and six weeks after entry (30 minutes).	• Define key concepts related to alcohol, drugs, and drinking habits. • Describe relevant UMD policies and state laws related to alcohol • Describe relevant community standards and sanctions associated with illegal alcohol use • Describe factors that increase risk with alcohol use • Deconstruct myths regarding college drinking and alcohol use • Describe strategies to practice safer drinking • Describe appropriate responses to alcohol-related emergencies or problematic use by friends	• Knowledge of definitions related to alcohol, drugs, and drinking habits • Knowledge of campus resources

Program	Format	Method	Objectives	Outcome Measures
Undergraduate Students and Transfer Students (contd.)				
First Year In-Person Training (Reqd.)	In-Person, 50 minute sessions	Bystander Intervention Training to be offered through UNIV and individual sign-up sessions, completion required by spring registration.	• Demonstrate self-efficacy to intervene as a Bystander in multiple high-risk situations (including alcohol) related to sexual assault • Identify barriers to intervening • Identify strategies for intervention (3Ds) • Identify campus resources	• Self-efficacy for intervening as a bystander
Second Year (Reqd.)	Online	Newly developed online training offered by University, required completion by spring registration.	• Describe the role of alcohol and other drugs in facilitating sexual assault • Describe the four basic components of consent (seeking, receiving, expressed, permission) • Describe constructive communication, mutual respect, and trust in the context of healthy relationships • Identify campus resources	• Understanding Consent • Alcohol and Sexual Consent Scale
Third Year (Reqd.)	Online	Newly developed online training offered by University, required completion by spring registration.	• Describe intersections between alcohol and sexual assault • Reduce the stigma associated with alcohol-related sexual assault victimization • Utilize bystander strategies to create lower risk environment	• Alcohol and Sexual Consent Scale
Fourth Year (Optional)	Online or In-Person	Optional online or in-person programming offered by the University.	• Differentiate between acceptable student behavior and employee behavior • Identify inappropriate touching and banter in the workplace • Describe available community resources	• Sexual harassment knowledge (CWEALF Sexual Harassment in student workplaces, 2013)
Additional Programming				
Student Leader Training (Reqd.)	Online	Required training for leaders (President + 1 other) of student organizations. Student leadership oriented video model with info on resources, reporting, alcohol.	• Describe reporting options & resources • Strengthen leadership skills regarding sexual assault prevention • Promote responsible and respectful social interactions within the organization • Describe intersections between alcohol and sexual assault • Utilize bystander strategies to create lower risk environment	• Sharing PSAs/videos with members of student organization • Alcohol and Sexual Consent Scale

Program	Format	Method	Objectives	Outcome Measures
Additional Programming (contd.)				
Student Leader Training (Optional)	In-Person	Semi-annual leadership summit based individual sign-up	• Describe reporting options & resources • Strengthen leadership skills regarding sexual assault prevention • Demonstrate self-efficacy to intervene as a bystander in a group setting • Promote responsible and respectful social interactions within the organization	• Self-efficacy for intervening as a bystander
Department of Fraternity & Sorority Life (DFSL) (Reqd.)	In-Person	Required participation in 2 programs for DFSL-recognized fraternities and sororities. Greek-life, alcohol-focused activities on a) Bystander Intervention and b) Consent Training (aligned with programming curriculum).	• Describe relevant UMD and State of Maryland definitions of sexual assault and sexual misconduct • Describe intersections between alcohol and sexual assault • Demonstrate self-efficacy to intervene as a bystander in a group setting • Promote responsible and respectful social interactions within the organization	• Knowledge of definitions related to sexual assault • Alcohol & Consent Scale • Self-efficacy for intervening as a bystander • Understanding Consent
Department of Fraternity & Sorority Life (DFSL) (Optional)	In-Person	Ten Woman Ten Man Plan (assessed & aligned with programming curriculum)	• Describe cultural foundations of sexual misconduct • Develop strategies for deconstructing rape myths • Develop strategies for supporting victims of sexual misconduct	• Review of program goals and assessment tools
Athletics (Reqd.)	In-Person and Online	Required participation in seminar discussions and mandatory training sessions (assessed & aligned with programming curriculum) on sexual assault prevention and bystander intervention.	• Describe campus resources • Demonstrate self-efficacy to intervene as a bystander in a group setting • Identify the consequences associated with engaging in sexual misconduct • Define incapacitation and consent • Describe the role of alcohol and other drugs in facilitating sexual assault	• Knowledge of definitions related to sexual assault • Knowledge of campus resources • Student engagement • Self-efficacy for intervening as a bystander • Understanding Consent

Program	Format	Method	Objectives	Outcome Measures
Additional Programming (contd.)				
International Students	In-Person	ISSS required to provide information on University resources and sexual assault prevention in international student orientation and specialized pre-entry communications	• Describe relevant UMD and State of Maryland definitions of sexual assault and sexual misconduct • Describe relevant UMD policies and procedures • Describe campus resources • Introduce students to prevention efforts at UMD	• Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources • Understanding definitions related to sexual assault
Graduate Student and Transfer Students				
Pre-Entry Compliance Training (Reqd.)	Online	Required online training on sexual misconduct policy, definitions, reporting options, procedures for investigations, etc.	• Describe reporting options and obligations regarding discrimination and sexual misconduct at UMD (including the definition of Responsible University Employee and a graduate student's responsibilities as an RUE). • Respond effectively to discrimination and/or sexual misconduct that a graduate student experiences, witnesses, or learns about. • Identify appropriate resources for addressing any concerns graduate students may have related to discrimination and harassment.	• Knowledge of definitions related to sexual assault • Knowledge of campus resources • Knowledge of campus reporting options • Use of resources
Graduate Student Orientation	In-Person	All graduate student programs required to provide information on University resources and sexual assault prevention in their graduate orientations.	• Briefly define sexual misconduct • Highlight campus resources • Introduce students to prevention efforts at UMD	• Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources
Graduate Assistant Training (Reqd.)	Online	All TAs and RAs are required to complete training on reporting responsibilities in their different roles	• Describe reporting obligations when serving as TA or RA as opposed to when they are acting as a student. • Describe campus resources • Identifying situations that necessitate reporting and referral	• Knowledge of campus reporting obligations • Knowledge of campus resources & processes

Program	Format	Method	Objectives	Outcome Measures
Graduate Student and Transfer Students (contd.)				
Additional Optional Programming Sessions	In-Person	Optional in-person programming offered by the University, student groups, GSG, Graduate School, etc. Focus on specific needs of graduate students.	• Describe campus resources and reporting options • Develop understanding of and self-efficacy in responding to incidents of sexual misconduct that apply to the unique situations of graduate students.	• Knowledge of campus resources • Knowledge of campus reporting options
Faculty and Staff Programming				
New Employee Orientation	In-Person	In-person discussion of sexual misconduct policy, resources, definitions, reporting options, procedures for investigations, etc.	• Briefly define sexual misconduct • Highlight campus resources • Identify prevention efforts at UMD • Describe employee reporting obligations	• Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources • Knowledge of campus reporting obligations
New Faculty Orientation	In-Person	In-person discussion of sexual misconduct policy, resources, definitions, reporting options, procedures for investigations, etc.	• Briefly define sexual misconduct • Highlight campus resources • Identify prevention efforts at UMD • Describe employee reporting obligations	• Knowledge about campus sexual assault prevention efforts • Knowledge of campus resources • Knowledge of campus reporting obligations
Compliance Training (Reqd.)	Online	Required online training on sexual misconduct policy, definitions, reporting options, procedures for investigations, etc.	• Describe reporting options and obligations regarding discrimination and sexual misconduct at UMD (include the definition of Responsible University Employee and obligations of faculty/staff who are an RUE). • Respond effectively to discrimination and/or sexual misconduct that faculty/staff experience, witness, or learn about. • Identify appropriate resources for addressing any concerns faculty or staff may have related to discrimination or harassment.	• Knowledge of definitions related to sexual assault • Knowledge of campus resources • Knowledge of campus reporting options • Use of resources

Program	Format	Method	Objectives	Outcome Measures
Faculty and Staff Programming (contd.)				
Faculty/Staff Optional Programming Sessions	In-Person and/or Online	Optional programming offered by the University to faculty/staff.	• Describe nuances of reporting options and required reporting related to Responsible University Employees • Describe campus resources and reporting options • Develop understanding of and self-efficacy in responding to incidents of sexual misconduct that apply to the unique situations of faculty and staff	• Knowledge of campus resources and campus reporting options • Knowledge of campus resources • Knowledge of campus reporting options

Appendix 6 – College Action Plan Examples & Sample Plan

College Action Plans should be designed to raise awareness about sexual assault prevention efforts and resources among individual Colleges' faculty, staff, and students. The following are examples of potential strategies and elements of an individual College Action Plan for sexual assault prevention. Deans are free to design their own strategies, and should work with the Office of Civil Rights & Sexual Misconduct (OCRSM) to determine what goals and action steps would be realistic, impactful, and measurable.

Strategies for Increasing Awareness Among Students Within a College:

- Dissemination of campus sexual assault prevention messaging to each new student who attends a program-specific orientation. Messaging could be in the form of pamphlets/info sheets (for in person sessions) and links (for sessions held via email).
- Using social media and/or targeted emails to remind each new undergraduate student of the UMD expectations regarding in person bystander intervention programming during their first year at UMD, with information on how students can fulfill that requirement (encouraging attendance to UNIV-specific trainings and providing links to sign up for sessions held for non-UNIV students)
- Using social media and/or targeted emails to remind current undergraduate students (as a group) of required programming via listserv, blog, and electronic poster notices.
- Using social media and/or targeted emails to remind undergraduate students (as a group) that if they do not complete the required programming, there may be a registration block for the next semester.
- Using social media and/or targeted emails to remind graduate students serving as TAs or RAs of campus expectations of participating in specialized online training.
- Dissemination of materials to graduate students on their reporting responsibilities related to their varied roles on campus.
- Using social media and/or targeted emails to inform students of upcoming sexual assault University programs/events for undergraduate and graduate students.
- Provide resource materials and contact information from and for CARE and OCRSM in College offices or gathering places (student lounges) maintained by the College that students frequent.
- Display UMD specific sexual assault prevention campaign posters (provided by the University's Marketing & Communications team) in buildings maintained by the College.
- Using social media to promote, re-post, or re-tweet messages and information about campus resources and marquee events throughout the year.

Strategies for Increasing Awareness Among Faculty and Staff Within a College:

- Dissemination of campus sexual assault prevention information to new employees as part of unit-level welcome/new employee materials.
- Dissemination of information on the programming requirements for undergraduate and graduate students as an informational reference to faculty/staff.
- Using targeted emails, faculty/staff listervs, and other means of communication to remind employees (as a group) of their compliance training responsibilities (online and in-person).
- Using targeted emails, faculty/staff listervs, and other means of communication to remind employees of their reporting obligations and appropriate referral sources.
- Arrange presentations or events for interested faculty & staff on topics related to sexual misconduct.
- Disseminate any information or guidance from the University/CCPT on incorporating sexual assault prevention themes into relevant courses and employee engagement opportunities.

SAMPLE COLLEGE ACTION PLAN

Date	Name of College	Dean
8/15/2017	College of XX	XX

Sexual Assault Prevention Action Plan, 2017-2018 Academic Year

Select all activities XX College will complete during 2017-2018 academic year. Colleges should select at least three from each section, and be prepared to report on their deliverables to the Provost by June 1, 2018.

Strategies Targeting Students

- ☐ Forward/share campus messages with new students in program-specific orientations.
- ☐ Remind new undergraduate students (who declare themselves as College majors/minors) about campus training requirements, how to fulfill requirements, and consequences for non-completion (i.e. may experience registration block) (via email/social media).
- ☐ Remind graduate assistants in the College of specialized online training requirement (via email, social media).
- ☐ Forward/share guidance with graduate students on reporting responsibilities in various roles (via email, social media).
- ☐ Provide pamphlets and contact information for CARE and OCRSM in College offices and in student spaces within College buildings.
- ☐ Disseminate and post UMD-specific sexual misconduct public awareness campaign posters provided by the University in buildings maintained by the College.
- ☐ Arrange presentations for interested students on ___(topic)____.
- ☐ Promote, repost, or retweet messages/information about campus resources, marquee events throughout the year (via social media, email).
- ☐ Other:
- ☐ Other:

Strategies Targeting Faculty/Staff

- ☐ Remind faculty within College to complete annual compliance training (via email, listerv, other means).
- ☐ Remind current employees of University resources and reporting obligations (via email, listerv, other means).
- ☐ Disseminate information about the University's response to sexual misconduct with new employees in unit-level welcome materials.
- ☐ Arrange presentations for faculty and/or staff on __(topic)__.
- ☐ Share resource information about how to incorporate sexual assault prevention themes into relevant courses.
- ☐ Promote, repost, or retweet messages/information about campus resources, marquee events throughout the year (via social media, email).
- ☐ Other:
- ☐ Other:

SAMPLE

Appendix 7 – Proposed Phased Implementation Plan

		2017	2018	2019	2020	2021
Category	**Programming**	**Summer 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Coordination	Creation of SAPC & Initial Planning for Implementation	X				
Undergrad	First-year undergraduate programming (in-person)		X			
Undergrad	Second-year undergraduate programming (online)			X		
Undergrad	Third-year undergraduate programming (online)				X	
Undergrad	Fourth-year undergraduate programming (online & in-person)					X
Student Leaders	Student organization leadership programming (online)			X		
Student Leaders	Student leader summit (in-person)				X	
Grad Student	Graduate student orientation programming		X			
Grad Student	Graduate assistant programming (online)			X		
Administrative	Implementation of College Action Plans		X			
Communication	Messaging Campaign		X			
Communication	Centralized Website		X			
Faculty	New Faculty Orientation presentation		X			
Faculty/Staff	Additional non-required programming for faculty, staff, students (in-person)					X
		1	6	3	2	2