

# **AN ASSESSMENT OF HUMBOLDT STATE UNIVERSITY'S CAPACITY TO PREVENT AND RESPOND TO SEXUAL ASSAULT**

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**With**

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## EXECUTIVE SUMMARY

The following report, *An Assessment of Humboldt State University's Capacity to Prevent and Respond to Sexual Assault*, presents recommendations for campus compliance with *The California Campus Blueprint to Address Sexual Assault (Blueprint)*, endorsed by California State University Chancellor Charles B. Reed in Executive Order no. 993.

Due to the profound impact *sexualized violence*<sup>1</sup> has on the University, with up to one in four traditional college-aged women survivors of sexualized violence, the *Blueprint* calls for every institution of higher education in California to create a campus plan, spearheaded by campus administration officials, to address sexual assault. The *Blueprint* states that, at a minimum, every campus plan must include the following:

- Sexual assault policy that defines prohibited behavior and sanctions for violations
- Campus protocol for responding to sexual assaults
- Coordinated [survivor] services delivers system for utilizing campus and/or community based resources
- Campus plan to prevent sexual assaults
- Policies and practices that address all campus community members as potential survivors or perpetrators of sexual assault.
- Plan to provide faculty and staff training (8).

The core recommendations of the report, summarized below, include specific actions that can be taken to improve HSU's campus response to sexual assault. These recommendations are the result of: (a) an examination of *The California Campus Blueprint to Address Sexual Assault*; (b) a comprehensive assessment of HSU's campus policies, *prevention education*, response programs, and survivor services, and (c) contributions from HSU's Sexual Assault Prevention Committee.

In order to create an effective, comprehensive campus plan for HSU, we provide the following recommendations:

### ***Protocols & Policies***

1) The University must create a clear, comprehensive, University-wide protocol for faculty and staff response to sexualized violence. All faculty and staff should receive training on this plan, and be given a physical copy of the campus' sexual assault policy and protocol, including written information on how to directly connect survivors with appropriate resources. Additionally, each unit should be provided with a checklist for responding to reports of sexual assault, as to ensure clarity and efficiency.

2) The campus plan must be evaluated and updated regularly, with consultation from the Sexual Assault Prevention Committee.

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<sup>1</sup> See the Glossary (Pg. 25) for definitions of italicized terms.

3) The President's memorandum on sexualized violence must be updated and reissued, in order to reflect the changes to campus policies and procedures.

### ***University Police and Law Enforcement***

1) The Sexual Assault Prevention Committee work with the University Police Department to revise their website and include clear, direct links to information for survivors that is currently only found in the Annual Security Report. This information includes information on the following: what to do if sexually assaulted, resources for survivors, reporting options, survivors' rights, and HSU's official policy on sexual assault.

2) University Police should make minor revisions to their risk reduction activities (such as their RAD self-defense class) in order to ensure that these programs are *survivor-centered*.

3) The University Police department should conduct in-house trainings specifically addressing HSU's campus plan to address sexual assault. This training should involve input from the North Coast Rape Crisis Team (NCRCT) and/or the Sexual Assault Prevention Committee (SAPC), and be updated and reinforced annually.

4) All University Police Officers who respond to reports of sexualized violence must attend the Police Officer Standards and Training (POST) Sexual Assault Investigative Course.

### ***Student Conduct System***

1) The Student Conduct System should be publicized as an option for reporting acts of sexualized violence that occur within the campus community. Options for publicizing include Humboldt Orientation Program, campus-wide emails, posters, and pamphlets.

2) The Student Conduct System should establish and clearly communicate a policy to not reprimand the survivor if s/he was in violation of the campus alcohol policy at the time the reported sexual assault. Punishment for this violation under such circumstances reinforces *victim blaming* and reduces the likelihood that the survivor would report to Student Conduct.

3) The Student Conduct System should investigate establishing a formal relationship with the North Coast Rape Crisis Team, in order to have an advocate from the NCRCT present during meetings between Student Conduct Administrators and survivors.

4) All Student Conduct Administrators hearing sexual misconduct complaints must receive training on sexualized violence and campus policy. These trainings should be created and implemented with input from the Sexual Assault Prevention Committee and the North Coast Rape Crisis Team.

### ***Prevention Education***

- 1) The University should continue to offer the Acts to End Sexualized Violence seminar while exploring different ways to make curriculum on prevention education available to a wider audience.
- 2) The University should support the work of the NCRCT by providing financial support for the many critical functions they play on our campus to prevent and respond to sexualized violence.
- 3) Given the success of *peer education* programs on other campuses, we recommend that a peer-education program be designed and implemented on HSU's campus.
- 4) The Health Center should receive support for its prevention education programs through the development of a student internship or work-study position. Prevention education programs should also be supported through consistent communication and collaboration between the Health Center and Sexual Assault Prevention Committee.

### ***Faculty and Staff Training***

- 1) All faculty and staff must be given appropriate training for responding to reports of sexual assault in a survivor-centered, culturally sensitive way. This training must include specific information on the campus plan to address sexual assault, how to connect survivors to appropriate resources, and reporting obligations in accordance with the Clery Act. This training must acknowledge faculty and staff as both potential survivors and potential perpetrators of sexualized violence
- 2) The Faculty Development Coordinator, in collaboration with the Sexual Assault Prevention Committee and the North Coast Rape Crisis Team, should utilize the New Faculty Orientation as an arena for addressing possibilities for prevention education and classroom strategies for responding to issues of sexualized violence.
- 3) Funding must be established in order to create and maintain faculty and staff training, which is essential for implementing the campus plan to address sexual assault. This funding may be a line-item in the University budget, and/or come from outside funding, such as grants.
- 4) A comprehensive website must be established as a resource for faculty and staff, and to supplement training. This website must include protocol, survivor services, education about victim blaming, teaching resources, information about the Clery Act, and reporting options.
- 5) As the University campus and the specific needs of survivors evolve, so must the campus plan to address sexual assault. Content of staff trainings must be regularly reviewed, with input from off-campus resources such as the North Coast Rape Crisis Team, in order to keep training current and applicable to the campus community.

## ***Survivor Services***

- 1) The University must include a formal checklist for referring survivors to necessary services in their campus plan to address sexual assault. As a part of that plan, the University should ensure that all members of the campus community are trained with the knowledge to refer survivors of sexualized violence appropriately, and as necessary. Resources, such as pamphlets, brochures, and web-based information must be made available for staff and faculty.
- 2) The University should actively advertise on- and off-campus services in multiple venues on campus. This advertising must utilize various media, including KHSU radio, local channel advertisements, posters, classroom presentations, NCRCT presence at campus events, pamphlets, social networking websites, and campus-wide emails.
- 3) The University should create a formal, long-term relationship with the North Coast Rape Crisis Team and any other community organizations that invest energy and funding to provide resources to the HSU campus community.

## **INTRODUCTION**

The University community is profoundly impacted by sexualized violence. It is estimated that one in four women of traditional college age is a survivor of sexual assault. Sexualized violence is so prevalent that “a college with 10,000 students might expect more than 350 rapes per year” (*Blueprint*, 13). Rape is detrimental to both the survivor and the campus as a whole. Where there are few or poorly implemented protocols and services for responding to sexual assault, survivors may be “disempowered and alienated from their college experiences,” which can lead to “impediments to academic success, lower graduation rates, health problems, and persistent mental health issues.”

*The California Campus Blueprint to Address Sexual Assault* was created in response to the need for a University-wide, comprehensive policy. Endorsed by CSU Chancellor Charles B. Reed in Executive Order no. 993, the *Blueprint* calls for every California campus to construct a plan for responding to sexual assault that includes the following:

- Sexual assault policy that defines prohibited behavior and sanctions for violations
- Campus protocol for responding to reported sexual assaults
- Coordinated victim services delivery system utilizing campus and/or community-based resources
- Campus plan to prevent sexual assaults
- Policies and practices that address all campus community members (e.g., students, faculty, staff) as potential victims and/or perpetrators of sexual assault
- Plan to provide faculty and staff training

As Executive Order no. 993 details, state and federal law outlines University requirements regarding sexualized violence. “In response, campus administrators must create protocols and policies to ensure compliance with these laws” (Reed, 1). Additionally, doing so ensures a healthier community and learning environment.

Because sexual assault is not an isolated event between individuals, but a product of culture and a consequence of systems of unequal power and privilege, we argue that it is enmeshed with other acts of oppression. Such violence is often interlinked with racism, classism, homophobia, ableism, and transphobia, as well as sexism. Therefore, comprehensive response and prevention strategies need to address all acts of hatred and inequity, in order to transform the campus community into a safer, healthier environment.

It is important to note that sexualized violence is not only perpetrated against women. “Men, individuals with disabilities, members of cultural and religious minority groups, and gay/lesbian/transgendered individuals also experience sexual assault” (*Blueprint*, 13). Executive Order no. 993 states, “campuses are urged to eliminate barriers for [survivors] who come forward to report sexual assaults” (Reed, 2). Therefore, it is imperative that all services, protocols, and responses be inclusive, accessible, and appropriate for *all* members of the campus community. While limited resources may pose a concern for the University, the *Blueprint* calls for the use of on-campus services and off-campus community support organizations to work cohesively in order to foster an effective and comprehensive response to the critical issue of sexualized violence.

## **METHODOLOGY**

In order to begin conducting an assessment of HSU’s capacity to prevent and respond to sexualized violence, the students enrolled in the Women’s Studies Senior Seminar for the Spring 2009 semester studied *The California Campus Blueprint to Address Sexual Assault (Blueprint)*. The *Blueprint* provided a model for devising questions for interviews with appropriate units on campus. With input from the Sexual Assault Prevention Committee (SAPC), units to be interviewed were selected and contact personnel were identified.

Randi Darnall Burke, Dean of Student Affairs, acted as a liaison between the Senior Seminar and the staff of Student Affairs. She communicated the significance and importance of the research and facilitated cooperation and communication between the students and the interviewees. Bob Snyder, Interim Provost, also supported the project by communicating the importance of faculty responsiveness to the departments within Academic Affairs.

Following approval from the Institutional Research Board, students began contacting the identified staff from selected units on campus. After contacting the appropriate interviewees via email, interviews were conducted over a span of four weeks. These interviews were usually conducted by pairs of students, with most pairs interviewing three units. A total of sixteen units from Student Affairs were interviewed (see Appendix

I). Simultaneously, Kim Berry conducted a survey of faculty members in order to gather data about sexualized violence as it relates to the classroom. Eighteen Department Chairs returned the survey (see Appendix III).

After data was gathered through interviews, students divided interview notes and each compiled a draft of a section of this report, including suggested recommendations. Violet McCrigler was hired by the Department of Student Affairs to compile, edit, and finalize the report.

## **PROTOCOLS & POLICIES**

In January 2005, President Rollin Richmond issued an executive memorandum to all faculty and staff regarding Humboldt State University's policy against sexual harassment and sexual assault. This document states the University's zero-tolerance policy for sexual assault and outlines support services and procedures for responding to sexual assault. As such, the memorandum provides a foundation for creating the official campus plan to address sexual assault as called for by the *Blueprint*.

The *Blueprint* calls for campus administrators to take on this task with the involvement of both on- and off-campus resources. This report will also enable a more thorough revision of the President's memorandum in order to create a more comprehensive policy and include areas not currently addressed, as called for by the *Blueprint*.

Currently, the University's official plan is lacking a clear outline for prevention education, a clear and effective system for offering and delivering survivor services, considerations for students with unique needs, and mandated, uniform faculty and staff training. Additionally, the campus protocol currently states, "if sexual assault occurs on the University campus, the appropriate police agency for reporting the incident is the University Police Department. If a sexual assault is reported...the investigating officer shall advise the [survivor] of services available on campus and in the community" (6). While it is essential the officers refer survivors to support services, a campus policy that delineates this responsibility solely to law enforcement officers fails to serve survivors who do not wish to report to the police.

While the President's memorandum serves as HSU's official campus policy on sexual assault, data from interviews shows that not all units are informed about the actual protocol. Out of the sixteen units in Student Affairs interviewed, only three units mentioned the University's policy and protocol specifically. Two units have their own specific procedures for responding to reports of sexualized violence, while three additional units stated they had no formal protocol. One unit stated it has an informal practice based around education and getting students acquainted with police. This unit did not have an official policy for responding to reports of sexualized violence.

Three units stated they are mandated reporters to UPD. One of these units stated that survivors are informed of their right to confidentiality at the time of visit, although an anonymous report must be made to UPD in accordance with the Clery Act.

Policies for referring survivors to support services are generally informal. Three units stated they would refer survivors to both on and off-campus resources, including Counseling & Psychological Services, the Health Center, the North Coast Rape Crisis Team, and University Police.

The Health Center, however, has a detailed protocol specific to sexual assault. This policy was created to ensure survivors receive all necessary medical attention and that appropriate reports are made to University Police, in accordance with the Clery Act.

When reporting to the Health Center in person, survivors are encouraged to report to the police. Health Center employees are mandated reporters, regardless of whether or not survivors choose to contact police. Therefore, protocol states that employees must explain confidentiality and reporting policies to survivors, and offer the option of continuing the medical visit. Protocol also states that survivors must be provided with the option to have a rape crisis counselor called in to attend the visit as an advocate. If the survivor chooses to continue, Health Center procedure requires that all survivors be informed of the health care provider's mandate to report, as well as how law enforcement may respond. Health care providers are then required to make a telephone report to the appropriate law enforcement agency, and conduct a written report. The report must contain the name of the survivor (if known), his/her whereabouts, details about the injury, and the identity of the person the survivor alleges committed the assault. If reporting a domestic violence assault, the report also contains a safe way to contact the survivor. A copy of the report is filed in the survivor's medical record, in a confidential section. If the survivor is a minor, the Health Center must report to Child Welfare Services.

The survivor is then interviewed regarding the assault. The date, time, and location of the assault are recorded along with a record of whether or not the survivor has reported to law enforcement. If s/he has not reported, Health Center employees are required to inform the survivor of his/her reporting rights. If the assault occurred within the previous 72 hours, a SART examination may be conducted to collect evidence. Similarly, if the survivor wishes to pursue legal action, s/he is referred to SART for an evidentiary exam. The survivor must be told that an exam at the Health Center is not sufficient for collecting evidence in the event that they later wish to press charges. If s/he still chooses not to report, a physical exam can be conducted at the Health Center.

If a physical examination is conducted, Health Center Protocol calls for the utmost care and sensitivity in ensuring the survivor's right to privacy and support. After receiving a full examination, lab tests are conducted and a pregnancy test is given, if necessary. Tests for sexually transmitted infections are scheduled if the incident of assault is too recent for tests to provide accurate results. Preventative treatment for gonorrhea and Chlamydia are administered, along with emergency contraception, if necessary and if no more than 120 hours have passed since the assault. Finally, survivors are again referred to the North

Coast Rape Crisis Team, University Police and local law enforcement, Victim Witness, HSU Counseling & Psychological Services, and the Student Conduct System. Additionally, survivors are referred to the emergency room of a local hospital if they are seeking medical treatment during a campus break, when the Health Center is closed.

All changes in Health Center Protocol are communicated to the University Police Department, so that the two units can provide effective, comprehensive services to survivors.

Through following these protocols, the Health Center fulfills the legal requirements stemming from their role as a mandated reporter under the Clery Act. While the hope is that mandated reporting would help to support the survivor and also increase campus safety, such an approach wrests control of the reporting process from the survivor. Best practices for community-based rape crisis centers (which are not regulated by the Clery Act or other policies mandating reporting) focus on providing the survivor with control over the reporting and healing process. This approach has emerged from the understanding that acts of sexualized violence victimize survivors specifically by taking away their control over their bodies. By creating a supportive space in which survivors have control over 1) decisions to report or not, and 2) how, when and with whom to pursue a path towards physical and emotional healing and recovery, rape crisis centers effectively remove many of the barriers to accessing services and create a survivor-centered space for responding to victimization. Due to legal requirements, the Health Center is not able to adopt such an approach.

In contrast, HSU Counseling & Psychological Services (CAPS) is not mandated to report incidents of sexualized violence, and thus has a broader range of options when presented with information about sexualized violence. CAPS does not have a formal protocol for treating patients who are survivors of sexual assault. Each case is treated on an individual basis, giving the survivor multiple options and complete control over their course of action. CAPS focuses on emotional response to the trauma. If survivors wish to seek legal action, the counselor will facilitate their connection with the police department, and be present during that communication in order to support the survivor. However, CAPS employees are not mandated reporters, and do not report to UPD unless the survivor so chooses. Survivors who do not wish to report to police are referred to the department of Student Affairs. If the incident occurred in on-campus Housing, CAPS will facilitate communication with the Housing department, with the survivor's permission.

***Recommendations to the University for Policies and Protocol:***

1) A uniform campus plan for preventing and responding to sexual assault is essential to providing survivors with the services and support they need. As interview data shows, many units are unclear about exactly how they would respond to a report of sexualized violence. Sexualized violence affects the entire campus community, so no unit is exempt from the necessity of an effective, survivor-centered policy and protocol. Developing and implementing an effective plan is essential to the health of the University. Therefore, we recommend the following:

- That the University establish a clear, comprehensive, university-wide protocol for faculty and staff response to sexualized violence. This plan must take into consideration the recommendations of this report, based on the *Blueprint* and Executive Order no. 993. This plan must include protocol and instructions for each unit.
- That all faculty and staff receive training on the campus plan, and receive a physical copy of the campus' sexual assault policy and protocol, including written information on how to directly connect survivors with appropriate services and resources (see Faculty & Staff Training section).
- That each unit be provided with a checklist for responding to reports of sexual assault, as to ensure clarity and efficiency.

2) Because a comprehensive, campus-wide plan depends on communication and consistency throughout the campus community, we recommend that all units interested in revising or augmenting their policy work in collaboration with the Sexual Assault Prevention Committee, through regular meetings and/or email communication. This enables policy and protocol to be updated and assessed regularly, and allows all units to keep current with the University's plan for preventing and responding to sexualized violence.

3) As the President's memorandum currently serves as the University's official policy on sexual assault, yet is lacking key considerations, we recommend that it be revised and reissued. The revision should take into account this report and consultations with the Sexual Assault Prevention Committee. The revised memorandum should then be distributed to all faculty, staff, and the campus community, as well as posted on the University website.

## **UNIVERSITY POLICE & LAW ENFORCEMENT**

### Policies and Protocol

The University Police Department (UPD) plays a large role in sexual assault response on the HSU campus. As such, the *Blueprint* states that, "every campus plan to address sexual assault must include a first responder and investigation protocols for campus law enforcement" (26). At the time of interview, UPD protocols were under revision. Current protocols are documented in the Annual Security Report, which is published in accordance with the Clery Act, and available on UPD's university-based website. This report is also emailed to the campus community and made available to incoming students at Humboldt Orientation Program.

UPD's current protocols meet many of the requirements of the *Blueprint*. For survivors choosing to report to UPD, the protocol is as follows: an initial report is taken, and an advocate or support person (often a member of the North Coast Rape Crisis Team) is offered to the survivor. This is in accordance with the *Blueprint's* requirements to "notify victims of the right to have an advocate and a support person present during interviews"

as well as having a “procedure for contacting a qualified support person for the [survivor]” (27). The Annual Security Report clearly states, “Support for the survivor comes first: If any sexual assault is reported to HSUPD, the investigating officer will advise the [survivor] of services available on campus and in the community” (17). A list of survivor services is included on page 19 of the Annual Security Report. As required by the *Blueprint*, this list contains confidential resources, including those available 24 hours a day, 365 days a year.

The Annual Security Report also contains “procedures to follow if a sex offense occurs.” This information is in accordance with the *Blueprint*’s requirement for a section on “‘What to do if sexually assaulted,’ including specific instructions outlining options, from initial reporting to available support services to campus and community judicial systems” (29). However, because this section is printed only in the Annual Security Report, accessed through a .PDF file, it may be of limited usefulness to survivors looking for information on UPD’s homepage.

The Annual Security Report and UPD protocol clearly state that the “survivor has ownership of process” (17), which recognizes a survivor’s right to not report the incident or pursue criminal prosecution if s/he so chooses.

There are three options for reporting to UPD, if the survivor chooses to do so. Anonymous reporting can be done through the UPD website (linked clearly on their homepage) or via phone. This alerts UPD to the suspect, and the data is recorded in accordance with the Clery Act, however, UPD cannot follow up with the survivors or offer services due to their anonymity. In a confidential report, information can be used for documentation purposes, but the name of the survivor is not printed on the report. If the survivor chooses criminal prosecution in a confidential case, an officer can testify in the place of a survivor. The survivor’s identity is not disclosed. In an open report, criminal prosecution can be pursued, and the identity of the survivor may be disclosed.

For all crimes reported (anonymous, confidential, or open), information is shared with the Crime Log, the Clery Report, and the Department of Justice (in the event that the report is related to the following crimes: hate-related, gang-related, child abuse, domestic abuse, and elder abuse). The UPD Records Manager ensures accuracy of report. For child abuse reports (the survivor being under 18 years of age), the survivor’s identity is disclosed in reports. This information could be shared with the District Attorney, probation or parole departments, and/or the Defense Attorney.

After a report is taken, UPD can connect the survivor with the Sexual Assault Response Team of Humboldt County (SART), if the survivor so chooses. UPD covers the cost of SART’s forensic medical exam, and assists in transporting the survivor to and from the SART office. UPD has a permanent liaison with SART.

The *Blueprint* requires that University Police websites contain alternative reporting options for the crime. UPD lists many of these alternatives in their Annual Security Report, including options for filing administrative complaints, reporting to the Student

Conduct System, Human Resources, and Counseling & Psychological Services. The report contains contact information, including phone numbers, for all points of contact listed.

### Training, Risk Reduction, and Prevention

All UPD officers have undergone sexual assault training as a mandatory component of completing their academy training. With certain exceptions, an additional 24 hours of training every 2 years, divided into 12 hours per year, is available but not currently mandated.

UPD's training in prevention is currently limited. Prevention must be understood as educational or other programs that impact perpetrators so that they stop violating others. In other words, perpetrators are the only ones who can prevent sexualized violence by changing their actions. Information distributed on campus crime alert bulletins generally includes guidelines for *risk reduction* (i.e., use the buddy system, etc), without also including messages to perpetrators to stop perpetrating. UPD also facilitates a Rape Aggression Defense (RAD) training, which is geared toward risk reduction. Such security awareness programs are important, but would be far more useful and effective if revised (with special attention given to avoiding victim blaming) and utilized to complement existing and future prevention education programs.

### ***Recommendations to the University for University Police & Law Enforcement:***

By publishing the Annual Security Report, the University Police Department already distributes much of the information for survivors that the *Blueprint* requires. However, the report is often regarded as an administrative document, and is accessed as a .PDF file on UPD's website; many survivors may not realize that it contains information pertaining to their situation. Furthermore, information regarding sexual assault is located 15 pages into the document. It is unlikely that a survivor seeking support and/or resources from the UPD's website would know where to look for such information. In order for the University Police Department to more effectively serve survivors, we recommend that:

1) The Sexual Assault Prevention Committee work with the University Police Department to revise their website and include clear, direct links on the sidebar of their homepage to the following information:

- “If you’ve been sexually assaulted: your choices” – this information may be taken directly from the Annual Security Report. As required by the *Blueprint*, it must contain “specific instructions outlining options, from initial reporting to available support services to campus judicial systems” (30).
- “Resources for Survivors of Sexual Assault” – page 19 of the Annual Security Report contains a detailed list, which should be posted in its own clearly titled and accessible webpage. The list should be updated to include The Emma Center.
- “Reporting Options” – currently the Anonymous Reporting section of UPD's website is easy to access. We recommend that they create a page that outlines other options for reporting (confidential and open) as well as instructions on how

- to report to other units, such as human resources, if the survivor so chooses. This information should clearly explain the levels of confidentiality available, and reiterate that if and how a survivor reports the incident is his/her own choice.
- “Survivors’ Rights” – currently lacking from UPD’s webpage (and required by the *Blueprint*) is a “List of [survivor’s] rights as provided through the Clery Act and the ‘Victim’s Bill of Rights’ as provided for in the California Constitution, Article 1, section 28 (a)” (30). However, while the California Constitution refers to this list as the “Victim’s Bill of Rights,” we recommend that all UPD websites use the word “survivor” or “victim/survivor” rather than “victim” in order to recognize the agency of each survivor.
  - “HSU’s Official Campus Sexual Assault Policy” – this may include a link to the comprehensive sexual assault website, pending development. (See Faculty & Staff Training recommendations).

2) The University Police make minor revisions to their risk reduction activities (such as their RAD self-defense class) in order to ensure that these programs are survivor-centered.

3) The *Blueprint* states that “every campus must develop and implement an in-house training program to address its own unique policies and protocols” for police and law enforcement (29). We recommend that all new officers undergo this training, which should be created in collaboration with the North Coast Rape Crisis Team and/or the Sexual Assault Prevention Committee. This training should be reinforced with annual updates.

As stated by the *Blueprint*, this training must cover the campus plan to address sexual assault, UPD protocols for responding and investigating sexual assaults, survivor services, and an “overview of sexual assault myths and facts, dynamics of sexual assault, applicable laws, appropriate interview techniques with the [survivor] and the accused, cultural competence, and confidentiality” (29).

4) Currently not all officers attend the Police Officer Standards and Training (POST) Sexual Assault Investigative Course. We recommend that all officers who respond to reports of sexualized violence attend this training, as called for by the *Blueprint*.

## **STUDENT CONDUCT SYSTEM**

The campus Student Conduct System works to create and maintain a safe and healthy learning environment by enforcing campus policies. They “address behavior that violates the campus code of conduct, interferes with the educational mission of the institution, or adversely affects individual members of the campus community” (*Blueprint*, 31). Sexual assault violates HSU’s policies and therefore is subject to the campus Student Conduct System. Furthermore, the Student Conduct System serves as an alternative option for survivors who “may choose not to report to municipal or campus law enforcement” (31). The Student Conduct System may be a survivor’s “only avenue for seeking justice.

Therefore, campuses must actively work to ensure that their judicial systems are fair, unbiased and responsive to the needs and rights of both [survivors] and those accused of sexual assault” (31).

Currently, HSU’s Student Conduct System addresses complaints of sexualized violence on a case-by-case basis. However, they have a uniform policy to report every complaint of sexual assault to University Police. Student Conduct immediately informs the survivor of their obligation to report, and gives the survivor the option of not going forward with the report. If a survivor chooses to report, Student Conduct will make a phone call to University Police to report the incident. This report includes the name of the survivor and the accused perpetrator. If the survivor chooses not to report, Student Conduct will refer him/her to confidential services such as the North Coast Rape Crisis Team and Counseling & Psychological Services. Student Conduct also refers survivors to the Women’s Resource Center.

The *Blueprint* states that survivors have the right “to be notified of options for changing academic living situations” (31). Student Conduct stated that they uphold this right, and have worked with the Housing department to facilitate a change of residence for survivors and/or accused perpetrators.

Disciplinary sanctions for sexual assault complaints vary, as protocol varies depending on the time of the semester when the violation is reported. According to HSU’s Annual Security Report, disciplinary sanctions for violations of the campus policy on sexual assault include:

- Expulsion from the University
- Suspension from the University for a specified time
- Disciplinary Probation for a specified time
- Psychological counseling and/or assessment
- Performance of community service
- Revocation of residence hall contract
- Prohibition against contacting the [survivor]

Student Conduct stated that they were familiar with the *Blueprint*, and used it as a source for creating protocol and responding to reports of sexualized violence.

Student Conduct provides optional training for new faculty and new teacher’s assistants at the beginning of each semester or upon request. The Student Conduct Coordinator and the Dean of students facilitate this training. The training covers on- and off-campus survivor services, classroom management, dealing with confrontation, and disruptive behavior. A copy of the *Blueprint* is included in training materials. Trainings generally last for up to an hour, with variance depending on the participants’ level of engagement. Participants frequently ask follow-up questions, and contact the facilitators via email. These trainings are funded by the Health Center and the Housing department, although other areas have made donations to fund the trainings when needed. Currently, Student Conduct does not offer any prevention education, but stated that they are interested in doing so.

***Recommendations to the University for the Campus Student Conduct System:***

1) Currently, there is very little publicity for Student Conduct. As they provide survivors with an alternative means of reporting and pursuing investigation, it is important that their unit is made known to the campus community. We recommend that the role of Student Conduct be publicized at Humboldt Orientation Program, and on campus through many means, including campus-wide emails, posters, and pamphlets.

2) The *Blueprint* calls for campus administrators to “establish a policy that enables campus administrators to grant ‘immunity’ from lesser violations of the code of conduct for violations that occurred in relation to the reported sexual assault” (32). Specifically, we recommend that Student Conduct establish and clearly communicate a policy to not reprimand the survivor if s/he was in violation of the campus alcohol policy at the time of the reported sexual assault. Punishment for this violation under such circumstances reinforces victim blaming and reduces the likelihood that the survivor would report to Student Conduct.

3) Student Conduct currently refers survivors to the North Coast Rape Crisis Team. We strongly recommend that they also establish a formal relationship with the NCRCT in order to have advocates present during meetings between Student Conduct Administrators and survivors.

4) The *Blueprint* states that Student Conduct Administrators who have the responsibility of hearing sexual misconduct complaints must receive training that includes the following:

- “The institution’s sexual misconduct judicial protocol
- Myths and misconceptions about sexual assault that may lead to inaccurate assumptions by hearing officers about the actions of both the [survivor] and the accused
- Statistics about sexual assault, especially acquaintance rape
- Strategies for remaining objective
- Accurate information about false reports
- The role of alcohol and other drugs as tools used by perpetrators to facilitate sexual assaults” (33).

We recommend that all Student Conduct Administrators receive this training, and that the information presented be reviewed annually by all Student Conduct Administrators. Members of the Sexual Assault Prevention Committee and/or the NCRCT should work in collaboration with Student Conduct when creating and reviewing training materials.

**PREVENTION EDUCATION**

Prevention Education is a key component of a strong university policy against sexual assault. The *Blueprint* states, “every California college must include in its campus plan to

address sexual assault a plan to provide sexual assault prevention education to the entire campus community” (22). HSU’s University Policy Against Sexual Harassment and Sexual Assault does not currently address Prevention Education in any way (see Policies & Protocols section).

In light of the fact that sexual assault occurs so frequently on college campuses, the California Legislature created California Education Code section 67390. This section calls for colleges to “implement a variety of effective educational programs to inform all students and other college personnel about sexual assaults on campus...to disseminate factual information about sexual assault, promote open discussion, encourage reporting, and provide information about prevention to faculty, staff, and both male and female students.” Additionally, Section 67390 states that this information must be distributed in a way that “emphasizes [its] importance and stimulates the interest of students.” Furthermore, Article J of the section calls for this comprehensive information about assault to be provided at all new student orientation programs, as well as at any program that students are required to attend.

The *Blueprint* notes that sexual assault prevention education programs take many forms, “including public media campaigns aimed at raising awareness...consciousness-raising groups for men to explore their role in supporting sexually exploitative behavior, and peer educator presented role-plays and workshops” (21). This diversity of approaches, using a variety of media, is necessary for creating comprehensive prevention education that will positively impact the campus community.

Currently, prevention education is only conducted by a small number of units in Student Affairs. Out of the sixteen units surveyed, only three units conduct sexual assault prevention education activities regularly, while one unit conducts such activities irregularly. All units currently engaged in prevention education utilize the expertise of the North Coast Rape Crisis Team in their work. Three out of these four units engaged in prevention education work receive some funding for these activities.

Despite constraints on funding, the Health Center (SHC) is a leading example of prevention education work on HSU’s campus. SHC conducts prevention education through a variety of outlets including: participating in the Acts to End Sexualized Violence seminar, facilitating education programs in the residence halls, facilitating trainings on sexualized violence for the campus community, providing outreach to incoming students and Latino Peer Mentoring, displaying informational posters, and providing materials such as bookmarks, wallet cards, and t-shirts promoting messages against sexualized violence. Additionally, when any patient seeks contraceptives and/or reproductive health care, Health Center clinicians screen them for intimate partner violence as a method of preventing future assault. The primary goals of the Health Center’s prevention education activities are to create a more respectful learning environment, free from sexualized violence, and to create a space to explore themes of risk and responsibility in terms of analyzing *rape supportive culture*.

While prevention education is a priority for the Health Center, there is no formal plan for developing an overarching plan or protocol regarding the continuation of this work. Interest was expressed in having a student from the Multicultural Queer Studies, Women's Studies, or Social Work department develop such a plan as a part of their internship or based on a work study grant. Institutional support and funding were also mentioned as necessary for expanding prevention education work.

The Women's Resource Center (WRC) is another unit spearheading prevention education. Their annual Take Back the Night series of events focuses on prevention education and creating safe spaces in which sexual assault is not tolerated. The series of events usually spans a week. According to WRC's Take Back The Night website, events include "workshops, film screenings, speakers and discussions to increase awareness [of]: institutional forms of sexualized violence, reconstructing masculinity, connections between sexual violence and militarism, intra-community sexual violence, healing through art and the various way to build safe and accountable communities." Take Back the Night includes a men's group, where the focus is on dialogue between male-identified community members, in order to better understand their role in preventing sexualized violence. These events are geared towards creating not only a safer campus community, but also a safer and more just world in which systems that support sexual assault are eradicated.

The Housing department also offers prevention education activities, though with less regularity. Community Advocates (formerly called Living Group Advisors) sometimes choose to address sexual assault in programs they facilitate in their residence halls. These programs often highlight the role of alcohol in sexual assaults, consent, risk reduction, and dispelling myths about sexualized violence. The North Coast Rape Crisis Team is frequently consulted when prevention education activities are conducted. Although the Housing department provides funding to support these activities, they have no overarching plan for developing them further.

Academic settings provide an important arena for prevention education as well. "As educational institutions, [universities] assume a role in the development of individuals-fostering character and helping people understand their roles and responsibilities in society" (21). Therefore, the classroom provides an opportunity to encourage critical thinking about sexual assault, and educate students about prevention. Currently, a number of HSU courses provide sustained focus on the issue of sexualized violence, helping students to understand the dynamics of these violent acts from particular disciplinary perspectives (see Appendix III). While much of this curriculum is designed to promote critical thinking and/or help educate future counselors, social workers, and anti-violence educators and activists, these courses also provide resources for the critical work of student leaders in the work of ending sexualized violence.

The most direct link between curriculum and prevention education is evident in the 1-unit Acts to End Sexualized Violence course, designed and co-taught by members of the Sexual Assault Prevention Committee. Faculty and staff from the Health Center, Counseling & Psychological Services, the departments of Communication, Social Work

and Women's Studies collaborated with members of the North Coast Rape Crisis Team to create this weekend seminar. This course has been offered every Spring semester since 2007. The curriculum provides theoretical frameworks from *intersectional* feminist perspectives to re-think sexualized violence as not simply the deviant acts of a minority of individuals, but rather as emerging from and sustained by a rape supportive culture. It introduces the concept of victim-blaming responses and provides resources for imagining survivor-centered responses to sexualized violence. Finally, the action component of the course requires students to engage in some action to transform our campus community such that sexualized violence would be unimaginable. Through hundreds of student projects over three years, students have taken these insights into their communities through facilitated film screenings, media analysis, workshops, artwork, self-made magazines (zines), and participation in the annual Take Back the Night series of events.

***Recommendations to the University for Prevention Education:***

1) Continue offering the Acts to End Sexualized Violence seminar while exploring different ways of making this curriculum available to a wider audience. Possibilities include:

- Working with the strategic planning efforts on campus to find a way to make an intensive focus on sexualized violence an integral part of mandatory General Education courses.
- Working with departments and units across campus to encourage participation from students involved in a range of academic and co-curricular activities.

2) Faculty from Women's Studies, Social Work, and Communication, as well as staff from the Health Center and Humboldt Orientation Program regularly invite members of the North Coast Rape Crisis Team to their classes and to events focused on the topic of sexualized violence. The NCRCT has generally provided these services free of charge to the University, as they are well aware that college campuses are sites in which sexualized violence is often prevalent.

Because of the extent and importance of the NCRCT's work on campus, we recommend that the University support the work of the NCRCT by providing financial support for the many critical functions they play on our campus to prevent and respond to sexualized violence.

3) The importance of peer education is stressed in the *Blueprint*. Given the success of peer education programs on other campuses, we recommend that a peer-education program be designed and implemented on HSU's campus.

4) The Health Center is a leader in prevention education on HSU's campus. To help maintain their current programs and facilitate the creation of a more expansive prevention education program, aimed at the entire campus community, we recommend the following:

- Creation of an internship or work-study position in order to establish a more comprehensive prevention education program

- Sustained communication between the Health Center and the SAPC and collaboration on development of future prevention education projects.

## **FACULTY AND STAFF TRAINING**

According to the *Blueprint*, “campus administrators must include in their plan to address sexual assault a mandatory training program for all faculty and staff, not just those who work directly with [survivors]” (25). Currently, the only campus-wide training on issues of sexualized violence is an online sexual harassment training, required for all faculty and staff in supervisory positions. This training teaches participants to accurately identify actions that would be considered sexual harassment (as well as harassment based on other protected categories). While it meets the *Blueprint*’s requirement to address faculty and staff as potential survivors and perpetrators of harassment, the training does not provide HSU-specific protocols or policies. Additionally, the training’s focus on legal liability, and the necessity of reporting acts of harassment in order to protect the supervisor and the University from legal action, while important, restricts its usefulness to the campus. It fails to properly prepare faculty and staff for responding to reports of sexual assault in a survivor-centered way, and therefore is of extremely limited use for the project of preventing and effectively responding to sexualized violence at HSU. In particular, the training does not provide the following key areas of training for faculty:

- Information on how faculty may respond in a compassionate and survivor-centered way to reports of sexualized violence.
- An understanding of on and off-campus resources for survivors, including the different degrees of confidentiality provided by these resources.
- Resources for thinking about how to teach about sexualized violence in a way that supports survivors and refutes victim-blaming.
- The role of faculty and staff in transforming rape supportive culture within the institution.

Interviews with staff members from sixteen units in Student Affairs show that not all those who hold supervisory positions felt they had received training on how to respond to sexual assault in particular, and trainings in place lack consistency. Two units were interviewed twice, with a different staff member each time. In both cases, one employee stated they received training, while the other stated they did not, revealing inconsistencies in training even at the unit level. A total of nine staff members stated they do not receive training on sexual assault response. Six out of nine employees who do not receive training stated they thought it would be beneficial to receive such a training. Departments who do not offer training cited insufficient funds, shortage in staff, time, and lack of institutional support as reasons why they do not provide training for employees.

The vast majority of faculty surveyed stated they had no specific training for responding to reports of sexual assault. Two out of 18 departments stated they had informal training, while only one department stated having a 3-hour formal training in addition to informal training and discussions. Employees of Counseling & Psychological Services receive training about sexual assault as part of their graduate studies, including issues of power, privilege and oppression, however, CAPS does not monitor the specific details of this training.

Health Center providers, nurses, and support staff regularly receive trainings facilitated by the North Coast Rape Crisis Team, the Sexual Assault Response Team, Health Education, and University Police. These trainings are somewhat irregular, generally occurring every two years. Trainings usually include information related to Health Center protocol, specifically how to provide the best treatment for survivors and how to directly refer survivors to outside services. While these trainings are optional, they are very well attended.

Despite the lack of sexual assault response training, 13 out of 18 departments stated that a faculty member had at least one sexual assault reported to them, with one additional department reporting that cases of sexual harassment had been reported to a faculty member. Clearly, there is a need for training in this area, so that faculty can be adequately prepared to respond to these reports and refer survivors to services as necessary, acting in accordance with the campus wide plan for responding to sexual assault.

***Recommendations to the University for Faculty and Staff Training:***

1) The entire campus community must have an understanding of the University's campus plan for responding to sexual assault. Especially considering that many faculty and staff members have received reports of sexual assault, it is essential that a uniform protocol be established, and that all faculty and staff are given appropriate training for responding to reports of sexual assault in a survivor-centered, culturally sensitive way. While the *Blueprint* states that "content of training courses and frequency of delivery should vary by occupation" (24), at a minimum all training must:

- Familiarize staff with the campus plan to address sexual assault.
- Adequately prepare faculty and staff to make appropriate referrals to survivors.
- Familiarize staff with the Clery Act and their reporting obligations, while clarifying all reporting options available to survivors, including anonymous and confidential options.
- Acknowledge staff and faculty as both potential survivors *and* potential perpetrators of sexual assault.

Furthermore, we recommend that this training be supported and reinforced through a comprehensive website based on HSU's plan to address sexual assault (See below).

2) Due to the inherent limitations of online trainings, which are often viewed as rule-compliance rather than as a tool for actively engaging with the issues, we recommend that further training for faculty occur through new faculty orientation, along with the development of a comprehensive website with resources for faculty and staff.

New Faculty Orientation: The new faculty orientation provides an excellent arena for providing new faculty with in-depth training, including resources for teaching about sexualized violence in the classroom and responding to reports of sexualized violence in survivor-centered ways.

Since Fall 2008, the Faculty Development Coordinator has instituted a weekly, interactive seminar with new faculty in which participants engage with scenarios that come up in the classroom. This space also provides an area where faculty training can take place.

We recommend that the Faculty Development Coordinator invite the North Coast Rape Crisis Team to facilitate the discussion of two scenarios: 1) a classroom discussion of sexualized violence in which a student in the class voices a victim-blaming viewpoint; 2) an advising scenario in which a student reports that s/he has survived sexual violence. This training should provide faculty with resources to respond in survivor-centered ways to both of these scenarios.

3) As staff training is essential to the effectiveness of implementing the campus plan to address sexual assault, and therefore necessary for the health of the campus community, resources must be allocated to ensure that trainings take place consistently and with uniformity. Limited financial resources must not inhibit the University from meeting these needs. Therefore, we recommend that the University look into multiple funding options for financing training, including adding a line-item to the University budget, applying for grants, and seeking other outside resources.

4) Currently, HSU's web resources on sexualized violence are extremely minimal. Due to the prevalence of Internet use by the campus community, a comprehensive website would provide an effective resource for supplementing training for both faculty and staff. Therefore, we recommend that the Sexual Assault Prevention Committee develop a comprehensive website providing the following resources for faculty and staff:

- Survivor-centered University-wide protocol for responding to reports of sexualized violence.
- Community and campus resources for survivors.
- Education about victim-blaming statements
- Resources for responding to victim-blaming statements in the classroom
- Survivor-centered resources for teaching about sexualized violence in the classroom.
- Resources for educational workshops that may be incorporated into class curriculum (pending the development of a peer education program)
- Information about the North Coast Rape Crisis Team's educational presentations that may be incorporated into class curriculum.
- Information about the Clery Act, and faculty's reporting obligations.
- Reporting options, including anonymous reporting for survivors.

5) The campus plan to address sexual assault must continually evolve to meet the needs of survivors and the University community. Therefore, content of staff training must be regularly reviewed and updated as necessary. Off-campus resources, including the North Coast Rape Crisis Team, must be involved in these reviews and the development of new training materials, in order to keep training current and applicable to the campus community.

## SURVIVOR SERVICES

Community services, both on- and off-campus, play an important role in establishing a campus plan to address sexual assault. According to the *Blueprint*, “providing or ensuring access to specialized services for [survivors] *must* be a priority of every campus plan to address sexual assault” (34). This must be done through a coordinated, University-wide plan that ensures the following:

- “[Survivors] have access to services provided by people with the requisite expertise in various aspects of sexual assault, including support for emotional, medical, and legal needs.
- [Survivors] are informed about campus resources and community-based services, their programs and services, and the level of confidentiality they provide.
- [Survivors] are ensured that trained law enforcement or campus security officers are available and prepared to respond appropriately.
- Services are accessible and appropriate for all members of the campus community, including students, faculty, staff, minority groups, individuals with disabilities, gay/lesbian/transgendered individuals, nontraditional college students, commuting or parenting students, and friends and families of the victims” (15).

These services must be available to survivors at all times, including campus holidays, academic breaks, and non-business hours, as some members of the HSU community are frequently on campus during these times. Collaboration with community services, such as the NCRCT, is necessary to meet this requirement.

Interviews conducted at HSU found the following results regarding services provided to the survivors of sexualized violence: of the sixteen units interviewed, ten offer some type of referral to resources, both on and off-campus. Four units do not offer referrals. Out of ten units who do offer referrals, eight of those units refer survivors to 24-hour services, including the North Coast Rape Crisis Team. Only six units actively advertise these services.

The Health Center is a leading example of meeting the *Blueprint’s* requirements for providing referrals survivor services. Their unit refers survivors to on- and off-campus resources such as the Raven Project, Counseling & Psychological Services, the Community Switchboard (a list of general resources), online support groups, North Country Clinic, the Open Door Clinic, the North Coast Rape Crisis Team, Sexual Assault Response Team, Humboldt Domestic Violence Services, The Emma Center (holistic care for survivors of violence), Humboldt Family Service Center, and/or UPD if the survivor chooses to report the incident.

The Health Center advertises these services through many means, including class resource lists, resource lists for survivors of violence, bookmarks, t-shirts, display cases in the lobby of their unit, through collaboration with the Housing department, and in the *Lumberjack* newspaper during various awareness months. This publicity is an example of meeting the *Blueprint’s* requirement that the campus “make a commitment to actively advertising the availability of services to the campus community” (34). However, many

other units referenced seeing these advertisements for services, but were unsure about who provided them or what services were included. This suggests that there is a need for more communication and cohesion throughout the University regarding referrals to services.

Similarly, Counseling & Psychological Services (CAPS) refers clients who are survivors of sexualized violence to the North Coast Rape Crisis Team and local health clinicians. Although some therapists provide handouts to refer their clients to these services, CAPS does not have a single method of advertising these services. They do not provide financial support to any community services, nor are there any written agreements connecting CAPS to off-campus services. However, CAPS employs members of the Sexual Assault Prevention Committee, and use SAPC meetings as a point of contact with the North Coast Rape Crisis Team.

In addition to referring survivors to community services, CAPS provides survivors with counseling focused on healing emotionally from the trauma of sexual assault. Counselors will facilitate communication with the Housing department, University Police, Ombudspersons, and professors should the survivor request these services. The primary goal of CAPS services is to offer emotional and mental support in a survivor-centered manner, including assisting in following through with any reporting and/or legal options the survivor may choose.

Off campus community services play an essential role in creating a campus plan to address sexual assault. These services, such as those provided by the North Coast Rape Crisis Team, are available 24 hours a day, and “provide a full range of [survivor] services that meet or exceed the standards established by the State Advisory Committee on Sexual Assault Services” (34). Especially in times of budgetary difficulties, these community services play an important role in maintaining the health of the campus community, and should be viewed by the University as a partner in maintaining the well-being of the campus. The *Blueprint* calls for campuses who collaborate with a local rape crisis center (as HSU currently does) to “enter into a formal agreement, which should establish a formal point of contact at the campus and the rape crisis center through which information flows [and] include plans for regular meetings between the two entities” (34).

Five units stated they have informal relationships with off-campus community resources. Eight stated they have no relationship. Only one unit stated they have a formal relationship. Lack of funding, time, and materials were stated as reasons why formal relationships do not exist between community services and campus units. However, both the Health Center and Counseling & Psychological Services have informal liaisons with community services, which they stated are effective. Currently, Humboldt Orientation Program is the only unit that provides funding for outside community services (such as the NCRCT) to be provided during their program.

Due to the prevalence of Internet usage by the campus community, it is important that referrals to community services be present on campus-sponsored websites. The *Blueprint*

states, “every campus must post detailed information about its sexual assault [survivor] services plan on webpages for the following campus entities: Campus police, campus judicial affairs, campus health center, campus counseling center, campus ministries, and campus women’s center” (35). Currently, resources are only clearly posted at the webpages for Housing, and The Women’s Resource Center. They are included in the Annual Security Report, which is accessible through a .PDF document on the University Police webpage, however, many survivors might not realize that this document contains the resources they are seeking. The webpage for the Health Center provides lists of events based on Sexual Health, and states that it offers medical referrals. However, they do not include contact information for local resources.

***Recommendations to the University for Survivor Services:***

The University currently lacks a formal, comprehensive plan for referring survivors to services, and as such, those seeking services may not be receiving the information they need. The *Blueprint* calls for relevant staff to “receive training on how to connect [survivors] directly with the local rape crisis center, and pamphlets and brochures from the local service provider should be available at these campus locations” (35). Therefore, we recommend that:

1) The University include a formal protocol that includes the use of a standard checklist for referring survivors to necessary services in their campus plan to address sexual assault, in accordance with the *Blueprint*.

As a part of that plan, the University must ensure that all members of the campus community are trained with the knowledge to refer survivors of sexualized violence appropriately, and as necessary (see Faculty & Staff Training section). Resources, such as pamphlets, brochures, and web-based information must be made available for staff and faculty.

2) The University actively advertise on- and off-campus services in multiple venues on campus. Without an increase in funding the Health Center cannot meet this University need alone. This advertising must utilize various media, including KHSU radio, local channel advertisements, posters, classroom presentations, NCRCT presence at campus events, pamphlets, social networking websites, and campus-wide emails.

3) The University create a formal, long-term relationship with the North Coast Rape Crisis Team and any other community organizations that invest energy and funding to provide resources to the HSU campus community. This must include, as stated by the *Blueprint*, formal points of contact, and regular meetings. Furthermore, we recommend that the NCRCT, Student Affairs, and the Sexual Assault Prevention Committee look into the benefits and drawbacks of institutionalizing the relationship between HSU and the NCRCT, as well as the following:

- Adding a line-item to the University Budget to compensate the NCRCT for their numerous services to the campus, which allow HSU to meet the mandated responsibilities to survivors.

- The benefits and costs of creating a formal Memorandum of Understanding with the NCRCT and/or other community organizations.

## **GLOSSARY**

*Intersectional Analysis:* a perspective that foregrounds the overlap between oppressions based on race, gender, sex, sexuality, ability, age, class, and other categories of privilege/oppression. An intersectional analysis recognizes members of marginalized groups are disproportionately affected by sexualized violence, and that such violence is a predictable result of systems that perpetuate domination and subordination.

*Normalizing Sexualized Violence:* upholding the myth that rape is inevitable, natural, and unchangeable. Normalizing comments can be very implicit, and often victim-blaming. For example, a comment such as, “That kind of thing happens when you drink too much at a party,” implies that sexualized violence will just *happen* if the survivor isn’t careful, rather recognizing the perpetrator’s choice to perpetrate violence, as well as the root causes of sexualized violence.

*Peer Education:* education that is conducted by peer educators, among peer groups. Peer Education programs can include, but are not limited to, classroom presentations, events, performances, literature, and art. They are especially effective on college campuses, because rather than having a hierarchal “authority” figure, education is spread by and among peers.

*Prevention Education:* teaching the prevention of sexualized violence, through the deconstruction of rape supportive culture and the concept of genuine consent. Effective prevention education does not simply teach about risk reduction, but addresses the issue of rape supportive culture. Prevention education also must include education for potential perpetrators about choosing not to commit sexualized violence. Ideally, prevention education creates an environment where sexualized violence is not tolerated by any member of the community.

*Rape Supportive Culture:* a term used to describe the way sexualized violence is normalized in everyday life. Rape supportive culture upholds myths about the inevitability of rape through institutions such as law, education, and the media. For example, stating that there will always be rapists, and that therefore individuals are responsible for keeping themselves safe, perpetuates rape supportive culture. In reality, rape is preventable through societal transformation, and all people have the right to safety.

*Risk Reduction:* risk reduction is often misnamed as prevention education. However, risk reduction does not address the root causes of rape, nor does it address potential perpetrators and their ability to stop rape. Risk reduction is the dissemination of strategies such as walking in well-lit areas, using “the buddy system,” and not going out late at night. HSU has invested financially in risk reduction methods, such as installing lights

and police response buttons across campus. However, risk reduction fails to acknowledge that over 80% of rapes are non-stranger rapes, and that the perpetrator is the only one responsible for the violence, regardless of the choices of the survivor.

*Sexualized Violence:* any physically or emotionally coercive sexual contact including, but not limited to rape, sexual battery, unwanted touching, verbal harassment, and stalking. Sexualized violence is directly connected to the eroticization of domination.

*Survivor-centered:* a framework in which the healing and safety of the survivor is central to the response to and discourse surrounding sexualized violence. A survivor-centered response to sexualized violence creates an environment in which the needs and experiences of the survivor are honored.

*Victim Blaming:* putting blame for the occurrence of a traumatizing event on the survivor instead of blaming the perpetrator. Victim blaming can be very implicit. For example, recommendations that women not wear revealing clothing or not travel alone at night imply that such actions provoke rape. A non-victim blaming response acknowledges that perpetrators make choices to violate the bodily integrity of others. Perpetrators alone are responsible for the choices they make. By foregrounding the fact that perpetrators choose to violate another in acts of sexualized violence, we can create policies and educational programs to help prevent sexualized violence.

## **APPENDIX I – LIST OF UNITS INTERVIEWED FROM STUDENT AFFAIRS**

Health Center, Health Educator  
Youth Educational Services (YES House)  
Student Disability Resource Center  
Educational Opportunity Program  
Learning Center  
Study Abroad Program  
International Students  
Clubs Office / Greek Life  
Ombudspersons  
University Police Department  
Student Conduct System  
Faculty Development  
Humboldt Orientation Program  
Diversity Office  
Housing Department  
Athletics Department

## **APPENDIX II – INTERVIEW QUESTIONS**

### **Questions for research on HSU’s capacity to prevent and respond to sexual assault**

#### **Protocols [asked of all units in Student Affairs except Student Conduct]**

What formal and/or informal policies & protocol do you have in place for responding to sexual assault?

How are members of the campus community notified of these policies?

What survivor support is provided for in your protocol?

How do you track these incidents and with whom do you share this information?

What is the response protocol during campus breaks? Are there any services (such as trained staff) available for survivors during breaks?

**[If Yes]** Please describe

#### **Staff Training [asked of all units in student affairs except Student Conduct]**

In your area, is any training provided to the staff responding to incidents of sexual assault?

Who receives training?

Who facilitates the training? (Name, spelling, phone # or contact)

How long is the training session and how many sessions are offered over the course of a year?

What information is included in the training?

Are there any printed materials used for this training?? (If yes: may we have a copy for the Sexual Assault Prevention Committee and/or DPAC)

Is the training optional or mandatory?

Do you have any funding allocated for these trainings?

Are members of staff trained to directly connect survivors with community services (such as the NCRCT)?

#### **[If no training is offered]**

Do you think it would be beneficial to offer such a training?

**[If yes]**

What resources (expertise, funding, other) would you need to institute a training program?

What opportunities would there be for beginning such a training program?

What obstacles would you have to overcome to institute a training?

**Sexual Assault Prevention Education Questions**

Does [insert office here, e.g. Housing, Health Services, HOP] conduct any sexual assault prevention education activities?

**[If no]**

Would you like to offer prevention education activities?

**[Follow up]**

What resources (expertise, funding, other) would you need to offer such programs?

What opportunities would there be for beginning a prevention education program?

What obstacles would you have to overcome to institute a prevention education program?

**[If yes]**

What are the primary goals of the prevention education activities?

Is funding allocated to support sexual assault prevention education in [insert office here, e.g. Housing, Health Services, HOP]?

Are any off-campus resources, such as the North Coast Rape Crisis Team, utilized in sexual assault prevention education on campus?

Does [insert office here, e.g. Housing, Health Services, HOP] have an overarching plan or protocol for developing and implementing sexual assault prevention education?

**[If yes]**

May you please supply the plan or details of the plan to us?

## **Referrals to Community Services**

Does your department offer referrals to any community services when responding to incidents of sexualized violence?

**[If no]**

End of questions

**[If Yes]**

Which community services does your department refer survivors to?

Are any written materials (including pamphlets, business cards) given to survivors upon referral?

**[If Yes]**

May we have a copy for the Sexual Assault Prevention Committee?

Are community services for survivors publicized around campus?

**[If Yes]**

Where and in what mediums? If posters or fliers, may we have a copy for the Sexual Assault Prevention Committee?

**[If No]**

What resources would be needed to publicize these services?

Does your department offer support to any of these community services in any way?

**[If Yes]**

Make note of how they support them.

Is the relationship between your department and the community services formal?

**[If No]**

Do you think it would be beneficial to have a formal relationship with these community services? If so, what resources would you need to create such a relationship?

**[If Yes]**

Are there any written contracts, agreements, or memorandums detailing the nature of the relationship?

**[If Yes]**

May we have a copy for the Sexual Assault Prevention Committee?

Are there regular meetings between your department and any of these community services?

Is there a designated point of contact between your department and any of these community services?

**Questions for Student Conduct Only:**

What type of training is provided to the staff responding to incidents of sexual assault?

Who receives training?

Who facilitates the training? (Name, spelling, phone # or contact)

How long is the training session and how many sessions are offered over the course of a year?

What information is included in the training?

Is the training optional or mandatory?

Do you have any funding allocated for these trainings?

Are members of staff trained to directly connect survivors with community services (such as the NCRCT)?

Are there any printed materials used for this training? (If yes: may we have a copy for the Sexual Assault Prevention Committee and/or DPAC)

**[After they respond]**

*The California Campus Blueprint to Address Sexual Assault* advocates that trainings for Student Conduct Administrators include the institution's sexual misconduct protocol, myths and misconceptions about sexual assault, statistics about sexual assault, overview of emotional responses and behaviors of survivors, strategies for remaining objective, accurate information about false reports, and the role of alcohol and drugs.

What formal and/or informal policies & protocol do you have in place for responding to sexual assault?

How are members of the campus community notified of these policies?

What survivor support is provided for in your protocol?

How do you track these incidents and with whom do you share this information?

Is this protocol written? If so, may we have a copy for the Sexual Assault Prevention Committee?

What is the reporting procedure if a survivor of sexual assault wants to report directly to Student Conduct?

What happens when a survivor declines to pursue legal action in regards to a sexual assault incident? What other options/resources are available to the survivor? [Follow up as needed to understand these options and resources fully.] Make sure the following issues are covered:

What does your procedure include for obtaining alternative living arrangements for the survivor? What about the accused? What financial responsibilities would the survivor or accused have? Moving services?

What is the campus disciplinary protocol and what are possible sanctions?

What is the availability of emotional and medical resources for survivors?

Is there any case management for the survivor and accused? If so, please describe what this entails.

What is the response protocol during campus breaks? Are there any services (such as trained staff) available for survivors during breaks?

**[If Yes]**

Please describe.

Are there any protocols or policies that guide you in situations in which the needs and desires of the survivor are in conflict with the requirements and needs of the University (reporting, public safety concerns if a survivor does not want to pursue a case, concerns about image of the University, etc.)?

**[If yes]**

Could you describe these protocols or policies? [After they respond] Are they written and if so may we have a copy for the Sexual Assault Prevention Committee?

**[If no]** Could you describe your general approach to such challenging situations?

### **Faculty Training**

Is any training provided to faculty to help them respond appropriately to incidents of sexual assault?

**[If yes]**

Who receives training? [Make sure to clarify as necessary:] Do student assistants, T.A.s or interns not receiving pay have access to resources and/or training preparing them to respond appropriately to reports of sexualized violence?

Who facilitates the training? (Name, spelling, phone # or contact)

How long is the training session and how many sessions are offered over the course of a year?

What information is included in the training?

Are there any printed materials used for this training?

**[If yes]**

May we have a copy for the Sexual Assault Prevention Committee and/or DPAC?

Is the training optional or mandatory?

Do you have any funding allocated for these trainings?

Are faculty trained to directly connect survivors with on campus and/or community services? Which ones?

Are any printed resources provided to faculty to help them respond appropriately to incidents of sexual assault or other types of bias related incidents? If so, may we have a copy for the Sexual Assault Prevention Committee and/or DPAC?

**[If no training is offered]**

Do you think it would be beneficial to offer such a training?

**[If yes]**

What resources (expertise, funding, other) would you need to institute a training program?

What opportunities would there be for beginning such a training program?

What obstacles would you have to overcome to institute a training?

**Questions for University Police Only:**

**Policies and Protocol**

What formal and/or informal policies & protocol do you have in place for responding to sexual assault?

How are members of the campus community notified of these policies?

What survivor support is provided for in your protocol?

What is offered to survivors and the accused in regards to having an advocate or support person?

What is your procedure for connecting survivors and accused with medical and forensic evidence services? Is there a policy that specifies that survivors and accused will be transported and supported separate from each other?

What service provider information is provided to survivors and accused? On campus? Off campus?

What is your protocol for transporting the survivor and accused to off-campus offices? (Local law enforcement, forensic examination site, etc.)

What are the different types of reporting options for the crime of sexual assault provided to survivors?

**Training**

What training do you and dispatchers go through regarding incidents of sexual assault?

Who receives training?

Who facilitates the training? (Name, spelling, phone number or contact)

How long is the training session and how many sessions are offered over the course of a year?

What is the duration of your first responder training for new employees?

What is the duration of your annual first responder training for long-term employees?

Is the training optional or mandatory? What information is included in the training?

What are your requirements for training relevant entities regarding the implementation of the protocol? Who do these relevant entities include?

Does your training curriculum include training on the prevention aspect of sexual assault?

Does it include training on the definition of consent?

Are there any printed materials used for this training?? (If yes: may we have a copy for the Sexual Assault Prevention Committee and/or DPAC)

Do you have any funding allocated for these trainings?

Are members of staff trained to directly connect survivors with community services (such as the NCRCT)?

### **APPENDIX III – LIST OF COURSES ADDRESSING ISSUES OF SEXUALIZED VIOLENCE**

| <b>Courses with curriculum designed to help students analyze issues of sexualized violence</b> | <b>Approximate time spent on the topic of sexualized violence</b> |
|--|---|
| ANTH 104 – Cultural Anthropology   | Time not reported   |
| ANTH 302 – Anthropology of Religion  | Time not reported   |
| ANTH 306 – World Religions / Cultural Studies  | Time not reported   |
| ANTH 317 – Women & Development   | Time not reported   |
| ANTH 339 – Special Topics in Biological Anthropology   | Time not reported   |
| ANTH 400 – Self, Health & Culture  | Time not reported   |
| COMM 309 – Gender & Communication  | 2-3 class sessions (guest speaker)                                |
| ES / WS 108 – Power/Privilege  | Time not reported   |
| ES 310 – US & Mexico Border  | 1 week  |
| ES / WS 360 – Race, Gender & US Law  | Time not reported   |
| GEOG 105 – Intro to Cultural Geography   | 1 hour  |
| GEOG 300 – Global Awareness  | 1 hour  |
| GEOG 304 – Migrations & Mosaics  | 1 hour  |
| GEOG 344 – South America   | 1 hour, 1 book  |
| JMC 120 – Beginning Reporting  | Time not reported   |

|  |                                      |
|--|--------------------------------------|
| NAS 104 – Introduction to Native American Studies    | Time not reported                    |
| PHIL 106 – Moral Controversies                       | 2 weeks                              |
| PHIL 303 – Theories of Ethics                        | Time not reported                    |
| PHIL 304 – Philosophy of Sex & Love                  | 3-4 weeks                            |
| PSYCH 104 – Introduction to Psychology               | 3 (50 minute) lecture / discussions  |
| PSYCH 213 – The School-Age Child                     | 1 (50 minute) lecture                |
| PSYCH 236 – Choices & Changes in Sexuality           | 6 hours lecture / discussion         |
| PSYCH / WS 300 – Psychology of Women                 | 13.5 hours lecture / discussion      |
| PSYCH 302 – Psychology of Prejudice                  | 6.5 hours lecture / discussion       |
| PSYCH 303 – Family Relations in Contemporary Society | 2 (50 minute) lectures               |
| PSYCH 311 – Human Development                        | 1 (90 minute) lecture / discussion   |
| PSYCH 419 – Family Violence                          | 6 (50 minute) lectures               |
| PSYCH 437 – Sexual Diversity                         | 3 (50 minute) lectures               |
| PSYCH 457 – Group Dynamics & Procedures              | 3.5 hours lecture / discussions      |
| PSYCH 487 – Evolutionary Psychology                  | 2 (50 minute) lectures / discussions |
| PSYCH 636 – Sexuality Counseling                     | 4 hours lecture / discussion         |
| PSYCH 656 – Couples Therapy                          | 15 hours lecture / discussion        |
| SOC 104 – Introductory Sociology                     | 2-10 hours                           |
| SOC 303 – Race & Inequality                          | 2-10 hours                           |
| SOC 306 – The Changing Family                        | 2-10 hours                           |
| SOC 308 – Altruism & Compassion                      | 2-10 hours                           |
| SOC 316 – Gender & Society                           | 2-10 hours                           |
| SOC 330 – Social Deviance                            | 2-10 hours                           |
| SOC 430 – Criminology                                | 2-10 hours                           |
| SOC/SW 431 – Juvenile Delinquency                    | 2-10 hours                           |
| SOC 650 – Race & Gender                              | 2-10 hours                           |
| SW 104 – Introduction to Social Work                 | 2 weeks                              |
| SW 340 – Social Work Methods I                       | 10% of the course                    |
| SW 341 – Social Work Methods II                      | 10% of the course                    |
| SW 350 – Human Behavior & the Environment I          | 10% of the course                    |
| SW 351 – Human Behavior & the Environment II         | 10% of the course                    |
| SW 455 – Social Work Field Experience                | 10% of the course                    |
| SW 456 – Field Experience Seminar                    | 10% of the course                    |
| WS 106 – Introduction to Women’s Studies             | 6 hours                              |
| WS 107 – Women, Culture, History                     | 5 hours                              |
| WS 303 – Third World Women’s Movements               | 1 week                               |
| WS 305 – Feminist Science Fiction                    | 2 hours                              |
| WS 311 – Feminist Theory & Practice                  | 1 week                               |
| WS 485 – Senior Seminar                              | Entire semester                      |
| WS 485 – Acts to End Sexualized Violence             | 1 unit weekend seminar               |

| <b>Courses in which sexualized violence emerges as a topic</b> | <b>Approximate time spent on the topic of sexualized violence</b> |
|--|---|
| COMM 105 – Introduction to Human Communication                 | 1 class session   |
| COMM 300 – American Public Discourse                           | 1 class session   |
| COMM 322 – Intercultural Communication                         | 1 class session   |
| COMM 309b – Gender & Communication                             | 1 class session   |
| ENGL 315 – Creative Writing: Fiction                           | Time not reported   |
| ENGL 316 – Creative Writing: Poetry                            | Time not reported   |
| ES/WS 308 – Women in Literature                                | 75% of readings   |
| ES/ENGL 336 – American Ethnic Literature                       | Time not reported   |
| GEOG 316 – Cartography   | Time not reported   |
| JMC 318 – Empirical Research in Journalism                     | Time not reported   |
| Native American Studies  | Topic emerges in most classes                                     |
| PSCI 230 – Introduction to Comparative Politics                | Time not reported   |
| PSCI 240 – Introduction to International Relations             | Time not reported   |
| PSCI 303 – Third World Politics                                | Time not reported   |
| PSCI 680 – Special Topics                                      | Time not reported   |
| PSYCH 242 – Introduction to Psychological Research Design      | 2 hours   |
| WS 400 – Integration Femininity & Masculinity                  | 2 hours   |
| WS 350 – Women’s Health & Body Politics                        | 10% of class  |
| WS 370 – Queer Women’s Lives                                   | Topic emerges in many readings                                    |